



# Career Technical Education Master Plan



**2022-2023**

**Santa Ana Unified School District**

**Preparing all Students  
for High Skill, High Wage,  
High Demand Careers!**



## Director Peer Review

Lorraine Perez, Ed.D.	Deputy Superintendent, Educational Services
Bianca Barquin	Assistant Superintendent, K-12 Teaching and Learning
Sonia Llamas, Ed.D.	Assistant Superintendent, K-12 School Performance
Celeste Migliaccio	Director of Secondary Student Achievement/Charter Schools
Diana Torres	Director of Elementary Student Achievement/Charter Schools
Keely Orlando	Director of Early Childhood Education
Marisol Rexach, Ph.D.	Director Training, Induction & Professional Support
Emily Wolk, Ph.D.	Executive Director, Research & Evaluation
David Richey	Executive Director, Support Services
Katy Castellanos	Director, College and Career Readiness
Jennifer Cisneros	Director of Expanded Learning
Omar Ezzeldine, Ed.D.	Director of Classified Professional Development
Hector Cenicerros	Director Special Education, Secondary
Dolores Alvarez	Director, Special Education, Elementary
Robyn McNair	Visual And Performing Arts Coordinator

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Glossary

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# Forward

Santa Ana Unified School District (SAUSD) is committed to providing every student with a high-quality education, with rigorous and advanced programs, and a nurturing, safe environment with state-of-the-art facilities, 21st-century learning and technology, and a direct pathway to college upon graduation. SAUSD endeavors to provide opportunities for all students to graduate, ready to pursue their career and college goals.

To that end, beginning in November 2020, SAUSD began participating in the District System Design Partnership (DSDP) under the National Institute of School Leadership.

DSDP participants included community partners, parents, SAUSD administrators, language partners, union representatives, SAUSD board members, and a Spanish translator, with a total of 65 participants.

This comprehensive process led participants through sessions designed to study world-class educational programs, conduct analysis of the district's own systems, and hold discussions about redesigning district systems to support excellence and equity in the SAUSD educational program. Through this process, SAUSD developed the SAUSD Graduate Profile which was the blueprint for the development of the SAUSD Career Technical Education (CTE) Master Plan.

The 2023 CTE Master Plan focuses on providing exemplary Career Technical Education and workforce preparation that contributes to student academic and career success and the economic development of our community.

Our goal in developing the SAUSD CTE master plan is to equip all SAUSD students with the knowledge and skills necessary to achieve whichever career path they choose.

Our goals for the CTE Programs and Pathways include:

- Sequence of courses from intermediate, to high school, and on to college
- Credit-bearing college courses in all pathways
- Workplace training internship programs
- Industry certification opportunities
- Updated CTE course outlines that meet the University of California a-g eligibility requirements

CTE endeavors to prepare students for the opportunities that await them after high school in both college and career.

# Introduction

Navigating through the chapters of SAUSD's CTE Master Plan will provide an understanding of how the plan aligns with both state and district expectations and requirements

SAUSD's CTE Master Plan clearly delineates department programming and demonstrates its alignment with the California Department of Education's (CDE) CTE Model Curriculum Standards, the SAUSD Board Priorities, the SAUSD Graduate Profile, and the SAUSD Local Control Accountability Plan (LCAP).

The CTE Development Cycle provides our community with a vital “place at the table”. CTE educational partners, including industry experts, community organizations, local businesses, staff, students, and parents/caregivers, provide a multitude of perspectives who inform the focus, goals, pathways, and programs to establish college and career trajectories for our students in relevant, high demand, high skill, and high wage professions.

The CTE Master plan was developed through a collaboration of CTE educational partners, including students, parents, community organizations, school site faculty, school site administration, district administration, educational institutions, and business partners. In addition, many state and district documents and principles assisted in aligning the CTE Master Plan. These documents include the SAUSD 2021-2022 Board Priorities, the SAUSD Graduate Profile, the California Department of Education CTE Guiding Policies, and the 12 Essential Elements of a High Quality CTE program.

# **Chapter 1 – SAUSD CTE Guiding Principles**

## **CTE Curriculum and Instruction Plan Background**

The SAUSD CTE Curriculum and Instruction Plan is made up of the following guiding principles.

- Vision Statement
- Mission Statement
- Goals
- Values

## **CTE Curriculum and Instruction Strategic Plan**

### **Vision Statement Background**

The CTE vision statement was developed by the CTE Task Force from 2018 to 2019. It was then shared with district staff, school site staff, businesses, and community leaders. The goal of SAUSD's CTE department is to build connections, equitable, accessibility, and high-quality TK–16 college and career pathways for all students by: (1) signaling the infrastructure needs, (2) promoting regional and local educational agency efforts for alignment, and (3) reinforcing student supports during critical transitions leading into high school, community college, and beyond.

### **Vision Statement**

All SAUSD CTE students will prosper in their postsecondary endeavors, reaching their personal and career goals. Our students will be well-equipped with the career-ready competencies necessary to navigate the world of work in the 21<sup>st</sup> century. Students will develop the critical knowledge, skills, abilities, and mindset to be successful, productive members of the workforce in high-wage, high-skill, high-demand careers.

### **Mission Statement Background**

During the 2014-2015 school year, SAUSD transitioned from the Regional Occupational Program (ROP), which focused on entry-level job skills, to a Career Technical Education (CTE) model, which focuses on college and career readiness to be qualified for high-skill, high-wage, and high-demand careers.

### **Mission Statement**

The SAUSD CTE Department will provide exemplary CTE programs and pathways that prepare all students to be "College and Career Ready." High-quality innovative services, curriculum, and technology will be delivered to enable all students to be successful and able to take ownership of their future. The CTE Department will partner with community partners including businesses, parents, students, higher education institutions, and other agencies to create a maximum impact on every student's education.

## Goals Background

Task force: The goal of SAUSD's CTE Department is to build connected, equitable, accessible, and high-quality TK–16 college and career pathways for all students by: (1) signaling infrastructure needs, (2) promoting regional and local educational agency efforts for alignment, and (3) reinforcing student supports during critical transitions leading into high school, community college, and beyond.

## Goals

- The goal of SAUSD's CTE Department is to build connected, equitable, accessible, and high-quality K–16 college and career pathways for all students by: (1) signaling infrastructure needs, (2) promoting regional and local educational agency efforts for alignment, and (3) reinforcing student supports during critical transitions leading into high school, community college, and beyond.

The SAUSD CTE goals are:

- Value student voice and choice in pursuing meaningful careers that empower our families and community.
- Deliver a high-quality instructional program aligned with state and federal standards that ensures that students attain industry knowledge, apply skills in a real-world laboratory setting, and experience work-based learning.
- Create innovative sequences of study based on labor market and regional needs that prepare students for college and the high-skill, high-wage, and high-demand careers of the future.
- Continually improve data-informed, evidence-based practices to identify district needs that increase college and career readiness and elevate student success.
- Engage students, staff, parents, caregivers, and community members to enhance programs, expand resources, seek input for collective decision-making, and develop strategies that elevate student achievement.

## Values Background

The SAUSD CTE Department's core values are the principles and priorities that guide our actions. They represent our foundational commitments and deeply held beliefs that allow our department to navigate complex situations while remaining true to our identity and culture.

## Values

By implementing the following six CTE Core values, our staff will collectively demonstrate and practice the beliefs that guide our work for our students, parents, caregivers, and community.

- **Our pathway and program development promote students' voice and choice.**

We believe that students should have the opportunity to choose the way they learn best and to direct aspects of their learning. We want students to feel personally invested in their education.

- **We value the perspectives of all educational partners.**

We support meaningful engagement with our community through effective collaboration and communication. Partners include businesses, parents/caregivers, educators and staff, higher education institutions, and other agencies.

- **Hold yourself and your colleagues accountable.**

We are dependable but also empathetic. We all make mistakes. Let's own them together.

- **Our department is built around teamwork.**

We work with a passion for continuous program improvement through innovation. We celebrate our successes and conquer our challenges together.

- **We endeavor to promote just, equitable, and inclusive access for all.**

SAUSD's CTE department believes that everyone deserves equal opportunities. We believe all should be seen, heard, valued, and empowered to succeed. Hearing diverse perspectives fuels innovation, deepens connections between people, and makes us a better department.

- **We are fully committed to implementing CTE's vision and mission.**

CTE consistently strives to expand, elevate, and enhance ways for students to become college and career ready. In collaboration with educational partners, we will provide students with equitable opportunities to explore High-skill, high-wage, and high-demand careers.

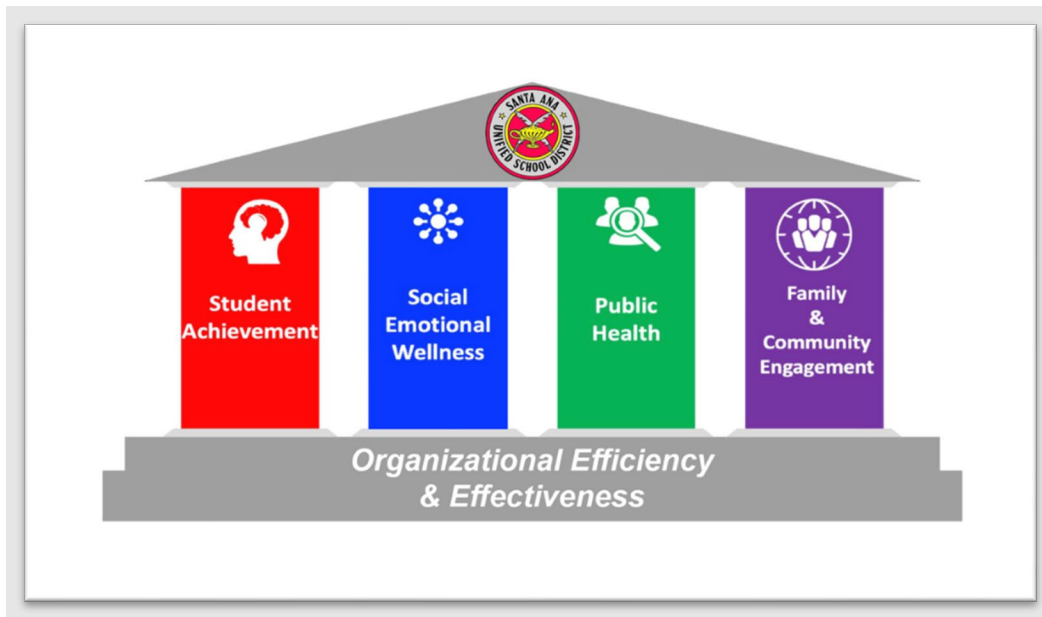
## SAUSD Guiding Principles

### SAUSD Guiding Principles Vision

- Board Priorities
- SAUSD Graduate Profile
- Teaching and Learning – Best First Instruction
- LCAP

## SAUSD Board Priorities

### Framework



SAUSD CTE's offerings are built upon the Board of Education's priorities which are the guiding principles of the CTE Master Plan. The Board of Education's priorities are represented by four pillars and a solid foundation. The four pillars include **student achievement, social emotional wellness, public health** and **family and community engagement**. These pillars are built on the foundation of **organizational efficiency and effectiveness**. To implement the board priorities the following guidelines will outline the work.

## Board Priority Focus Areas

Student Achievement	
Goal Statement	Focus Area
The SAUSD will design, develop, and deliver high-quality, flexible, innovative, culturally responsive, standards-based core curriculum and instruction that empowers ALL students (including but not limited to English Learners, Foster Youth, Homeless, and Students with Disabilities) to exhibit self-efficacy, be active global citizens, effective collaborators, and communicators, and solve real world problems.	<ul style="list-style-type: none"> <li>School Climate/SEL</li> <li>Best First Instruction/21st Century Learning</li> <li>Teacher Training</li> </ul> <p><b>Aligned CTE Components:</b></p> <ul style="list-style-type: none"> <li>CTE collaborates with all educational partners to ensure students have equitable access to all programs.</li> <li>CTE offers after-school programs available to all students within SAUSD.</li> </ul>
Social Emotional Wellness	
Goal Statement	Focus Area
The SAUSD community (students, families, staff, and community partners) will be provided with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral, and physical well-being.	<ul style="list-style-type: none"> <li>Multi-Tiered Support (Tiers 1, 2, 3)</li> <li>Social Emotional Learning (SEL)</li> <li>Mental Health</li> <li>School Climate</li> </ul> <p><b>Aligned CTE Components:</b></p> <ul style="list-style-type: none"> <li>CTE Counselors work closely with site counselors and administration to ensure Tiered Supports are in place.</li> </ul>
Public Health	
Goal Statement	Focus Area
The SAUSD will ensure healthful conditions for students and staff by implementing key prevention measures and researched based practices while also providing information, education, and training.	<ul style="list-style-type: none"> <li>Health protocols and practice</li> <li>Community partnerships</li> </ul> <p><b>Aligned CTE Components:</b></p> <ul style="list-style-type: none"> <li>CTE complies with all health and safety protocols.</li> <li>CTE staff complete required health and safety training annually.</li> </ul>
Family and Community Engagement	
Goal Statement	Focus Area
The SAUSD will design, develop, and deliver a multi-tiered system of services and support that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life experiences.	<ul style="list-style-type: none"> <li>Parent/family capacity and engagement</li> <li>Professional development</li> <li>Building leadership capacity</li> </ul> <p><b>Aligned CTE Components:</b></p>

	<ul style="list-style-type: none"> <li>• CTE provides outreach to families to ensure they are aware of CTE options for their students.</li> <li>• CTE staff participate in site FACE activities including Back to School Night, Open House, and community fairs to promote CTE enrollment and relevancy.</li> </ul>
Organizational Efficiency and Effectiveness	
Goal Statement	Focus Area
The SAUSD will create systems that improve efficiency and implement solutions with a high level of customer service and professionalism, in order to support the educational programs of the district.	<ul style="list-style-type: none"> <li>• Correct sizing</li> <li>• Systems improvement: Human Resources, Business 7 Budgeting, Nutrition Service</li> <li>• Safety plan with implementation</li> <li>• Facilities &amp; Optimization</li> </ul> <p><b>Aligned CTE Components:</b></p> <ul style="list-style-type: none"> <li>• CTE provides professional development to improve the impact of services for all CTE students.</li> </ul>

## SAUSD Graduate Profile

### Background

On January 11, 2022, the SAUSD Board of Education adopted the SAUSD Graduate Profile. The graduate profile was created by a group of approximately 60 community members made up of higher education, faith-based, non-profit, parents, SAUSD administrators and other community members. The members of the committee looked at the characteristics that were developed in students from highly effective educational organizations across the world through a lens of what characteristics were needed for our students in SAUSD. Through this process, the SAUSD Graduate Profile was created with eight characteristics that embody the district's vision for what students should be able to demonstrate prior to graduation. The CTE Department's focus is on the four characteristics in the profile below that are bolded.

### Eight Characteristics of the SAUSD Graduate Profile

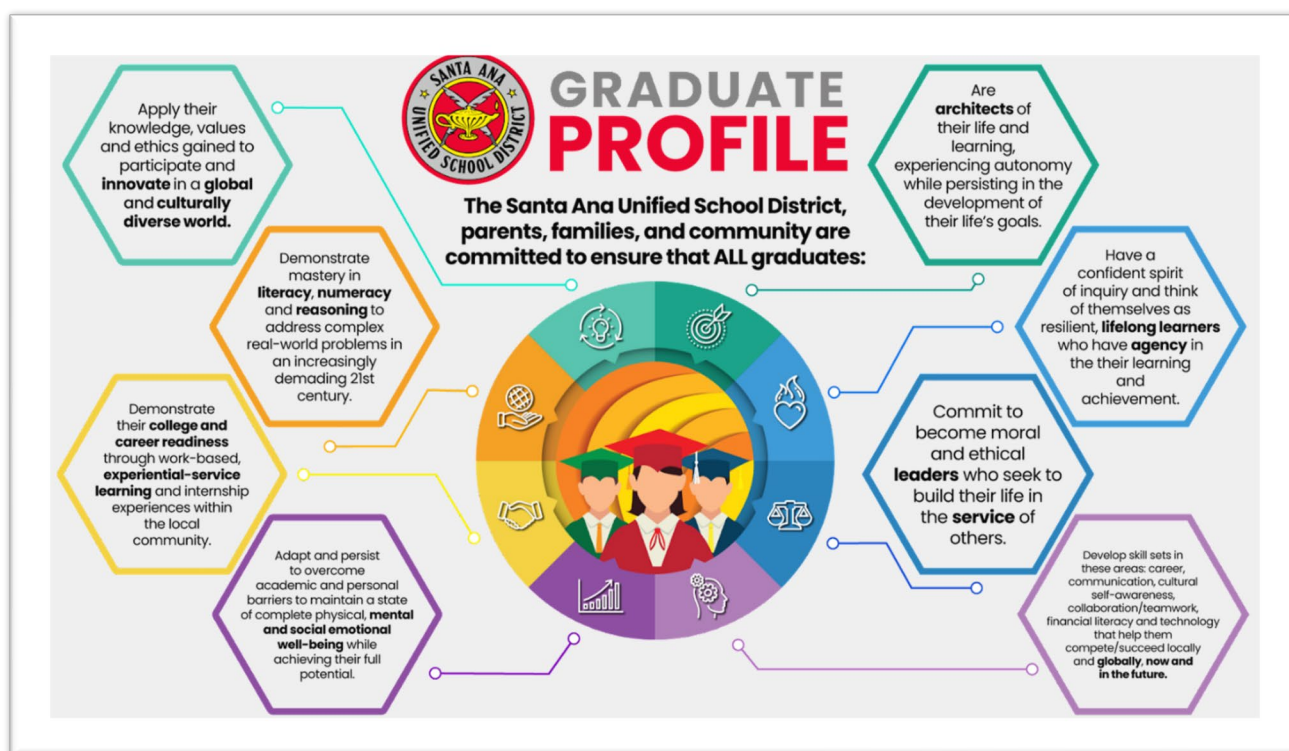
- Apply their knowledge, values and ethics gained to participate and innovate in a global and culturally diverse world.
- Demonstrate mastery in literacy, numeracy, and reasoning to address complex real-world problems in an increasingly demanding 21st Century.
- Demonstrate their college and career readiness through work-based-experiential-service learning and internship experiences within the local community.
- Adapt and persist to overcome academic and personal barriers to maintain state of complete physical, mental, and social emotional well-being while achieving their full potential.
- Are architects of their life and learning, experiencing autonomy while persisting in the development of their life goals.
- Have a confident spirit of inquiry and think of themselves as resilient, lifelong learners who have agency in their learning and achievement.
- Commit to become moral and ethical leaders who seek to build their life in the service of others.
- Develop skill sets in these areas: career, communication, cultural self-awareness, collaboration/teamwork, financial literacy,



## Update to the Graduate Profile



Example: Video introducing the SAUSD Graduate Profile to the SAUSD Community



Example: SAUSD Graduate Profile



# Teaching and Learning Framework

## Teaching and Learning Framework

SAUSD's Teaching and Learning Framework specifically recognizes CTE pathways as an answer for incorporating and sustaining academic rigor for all students, preparing for college and career readiness. CTE embraces the framework's tenets and ideals. Students practice and apply 21<sup>st</sup> century skills while collaborating, innovating, and remaining persistent in solving industry challenges. Students combine academic and industry language into the context of their experiences leading to internships through the pathway program within the community. Given the breadth of pathway opportunities, SAUSD CTE students may explore their interests, raise their competency levels, connect with career exploration, earn industry certification, participate in college courses, and take control of their future opportunities.

### Creating Lifelong Learners in a Cultural Society

- Ensure that all students co-construct knowledge to generate new understandings
- Encourage all students to practice and apply 21st century skills in a variety of authentic situations
- Empower all students to assume responsibility for their learning by gaining efficacy in goal setting, persistence, help seeking, progress monitoring and self-awareness

### Language & Cultural Context

How are we valuing and building on all students' language and cultural experiences to promote deep understanding?

- Value languages and cultures in multiple contexts
- Incorporate and value all students' relevant experiences & unique differences
- Amplify rather than simplify communication
- Develop academic language in a meaningful way
- Develop content knowledge
- Engage in quality interactions and dialogue

### Collaboration

How are we providing frequent opportunities to collaborate on complex tasks to promote deep thinking?

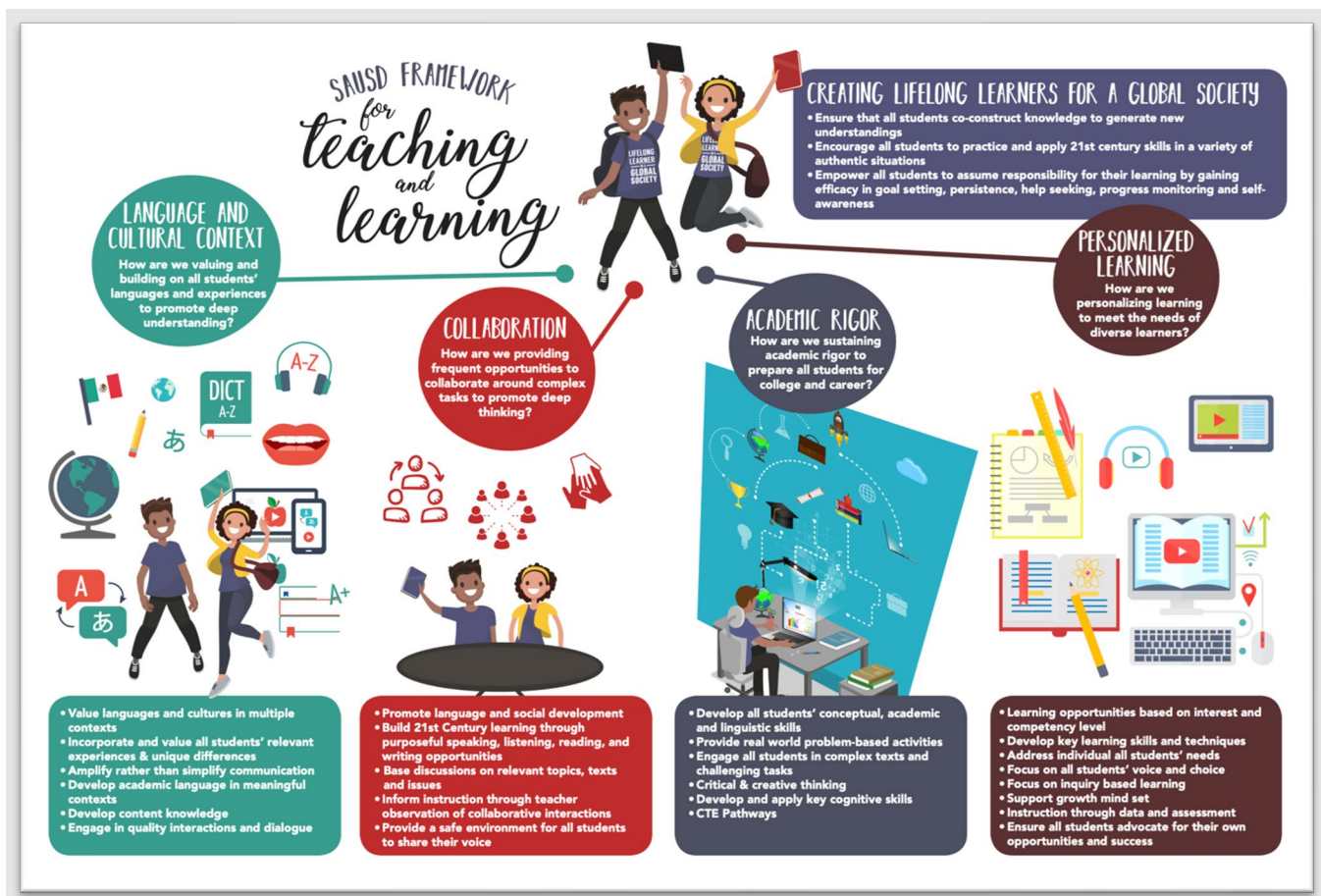
- Promote language and social development
- Build 21st century learning through purposeful speaking, listening, reading, and writing opportunities
- Base discussion on relevant topics, texts, and issues
- Inform instruction through teacher observation of collaborative interactions
- Provide a safe environment for all students to share their voice

### Academic Rigor

- How are we sustaining academic rigor to prepare all students for college and career?
- Develop all students' conceptual academic and linguistic skills
- Provide real world problem-based activities
- Engage all students in complex texts and challenging tasks
- Critical & creative thinking
- Develop and apply key cognitive skills
- CTE pathways

### Personalized Learning

- How are we personalizing learning to meet the needs of diverse learners?
- Learning opportunities based on interest and competency level
- Develop key learning skills and techniques
- Address individual student needs
- Focus on all students' voice and choice
- Focus on inquiry-based learning
- Support growth mindset
- Instruction through data and assessment
- Ensure all students advocate for their own opportunities and success



[Link to T&L Framework](#)



# CTE Counseling Strategic Plan

## Empowering students and community through Career Education

Objective	Implementation
Build Pathway alignment between high school and community college.	<ul style="list-style-type: none"><li>Collaborate with high school teachers and community college faculty to align CTE matriculation processes to promote successful completion for the first year of college within TK-14 Pathways</li></ul>
Streamline process for organizational efficiency and communication	<ul style="list-style-type: none"><li>Multilingual information and support to students and their parents on high school to college CTE pathway options, college transition and attainment</li><li>Improve communication for CTE students interested in a CTE pathway or Dual Enrollment program.</li></ul>
Establish equitable counseling practices and resources for all students	<ul style="list-style-type: none"><li>Consult with site counselors to identify gaps in services. CTE Counselors will create opportunities for students to request mentoring, tutoring, or social/emotional support</li></ul>

## ASCA Framework and Domains (Personal and Social/Career/Academic)

School counselors play an integral role in school counseling programs to facilitate students' acquisition of attitudes, knowledge, and skills needed to achieve positive postsecondary and career outcomes. School counselors recognize that employability skills align well with ASCA's Mindsets & Behaviors for Student Success (2014). As a local framework, we align our counseling services to the SAUSD Graduate Profile and SAUSD Board Priorities. When school counselors provide all students with information about high-quality CTE programs, they help students consider all of their options following high school completion, including post-secondary education or entering the world of work.

## Multi-Tiered, Multi-Domain, Systems of Support (MTMDSS)

CCR Counselors utilize the Multi-Tiered Multi Domain System of Support (MTMDSS) framework to provide appropriate interventions for all students. MTSS focuses on the academic and behavioral needs of students within the educational system. School counselors work in three domains which include academic, college/career, and social/emotional development. Counselors implement individual and group counseling sessions to assist students with achieving their full potential. Our counselors are experts in academic, career, and college advising and social-emotional learning. Furthermore, CCR Counselors are comprehensive in scope, they provide responsive services as needed when CTE-enrolled students require mental health support or crisis counseling. Additionally, they provide academic support and educational guidance when selecting CTE courses that meet University of California's A-G requirements.

## SAUSD Local Control Accountability Plan (LCAP)

The Local Control and Accountability Plan (LCAP) is a three-year plan that all California school districts create to address state and local priorities. Each year, SAUSD reviews and updates the LCAP. The LCAP aims to make sure that State funds are distributed adequately and equally under the Local Control

Funding Formula (LCFF) funding. The SAUSD LCAP describes the district's vision for student learning through actions and annual goals and shows how the district's budget supports the achievement of each goal. Through the LCAP, SAUSD addresses the needs of all students including "unduplicated student groups" which include English learners, foster youth, and low-income students. The LCAP aligns SAUSD goals, actions, and desired outcomes with California's 8 priorities. The eight California priority areas are student achievement, parent/guardian involvement, student engagement, school climate, course access, content & performance standards, basic conditions, and other student outcomes.

SAUSD's LCAP seeks to provide equitable resources for all students. Together, educational partner listening sessions and a review of our LCAP outcome results assist SAUSD in identifying the needs of our students and our community. This information is used as the basis for establishing LCAP goals, creating specific actions to meet those goals, and determining progress towards desired LCAP outcomes through an ongoing inquiry cycle. The five (5) district LCAP are fully aligned with the SAUSD Board Priorities and include:

- Goal 1 – Student Achievement
- Goal 2 – Family & Community Engagement
- Goal 3 – Social Emotional Wellness
- Goal 4 – Organizational Effectiveness & Efficiency
- Goal 5 – Public Health.

The SAUSD Local Control Accountability Plan (LCAP) is developed with input from all educational partners to ensure that our students' needs are at the forefront of all district funding decisions, including CTE programs. The LCAP, which is on a three-year development and implementation cycle, allows us to align our efforts towards the collective vision that is communicated through our district board priorities and graduate profile. In addition, each school site must ensure that their Single Plan for Student Achievement (SPSA) aligns with the LCAP. The SPSA is the site plan that guides each school's cycle of continuous improvement for student performance. The LCAP and SPSA are required to support student outcomes and address State and Federal program and funding requirements at both the district and site levels.

# Chapter 2 – California Department of Education Guidelines and Expectations

## Introduction

CTE follows frameworks and guidelines that are mandated by the federal and state government and administered through the California Department of Education (CDE). Oversight is accomplished by an annual report to the CDE. This document outlines CDE expectations via a self-evaluation for department implementation and the 12 Essential Elements of a High-Quality Career and College Pathway.

The guideline for curriculum development is the California CTE Model Curriculum Standards. The model curriculum standards are made up of four separate documents that include:

- California Standards for Career Ready Practice
- Knowledge and Performance Anchor Standards
- Pathway Standards
- Academic Alignment Matrices

All courses must identify with one of the 59 pathways which are divided into 15 industry sectors.

CDE guiding documents for CTE programs and curriculum can be found at:

[CDE CTE Standards Website](#)

## 12 Essential Elements of a High-Quality Career and College Pathway

The California Workforce Pathways Joint Advisory Committee (CWPJAC) worked in partnership with CTE partners across the state to create the 12 Elements of a High-Quality College and Career Pathway.

<https://www.cde.ca.gov/fg/fo/r17/cteig2020attach4.asp>

The 12 Essential Elements of a High-Quality Career and College Pathway include:

### 1. Student-Centered Delivery of Services

Student-Centered Delivery of Services for K–14+ college and career pathways incorporates the removal of institutional or systemic barriers that impede the progress of students in achieving their education and career goals. This includes a renewed commitment to offer an engaging learning experience and support the diversity of individual student needs while accommodating their multiple entry points as they progress along a continuum of education and training or advance in a sector-specific occupation or industry.

### 2. Equity

Student Equity includes the reduction of institutional barriers to create an environment of being fair, impartial, and free from racism, bias, or favoritism, promoting educational and employment success, and eliminating the achievement gap for all students including, but not limited to, marginalized student populations, English Learners, and students with disabilities in the K–14+ college and career pathway system.

### 3. Access

Access denotes a broader vision of equity ensuring that all students are provided opportunities to attain the necessary skills, education and training required to maximize their goals, including a collective awareness of all the supports that are available to students both inside and outside of the classroom. Access facilitates eliminating the achievement gap by providing information on

how to access programs, services, and rigorous course work for all California students regardless of region, gender, socio-economic status, specific learning needs, and/or English proficiency. Access also includes creating pathways with demonstrable careers for students.

#### **4. Leadership At All Levels**

“Leadership At All Levels” is essential to achieving greater integration across systems and programs to ensure that an engaging learning experience exists and that programs can connect, ensuring all students can access systems easily and succeed with their desired outcomes including employment, and that employers have the workforce needed to thrive.

#### **5. High-Quality, Integrated Curriculum and Instruction**

“High-Quality, Integrated Curriculum and Instruction” informed by labor market information, student interest, technology, industry standards, and real-world engagement through relevant work-based learning opportunities is essential to prepare students for college and careers. Rigorous and aligned programs should be supported to guide students including relevant course sequences and work-based learning opportunities leading to a mastery of standards, high school graduation, and transition to postsecondary education, training, apprenticeship, and/or employment. Courses and programs are designed to use cross-system strategies such as dual enrollment and/or dual credit with community colleges and universities to create a seamless student experience and avoid unnecessary repetition of courses or inefficient practices and to facilitate “on-time” postsecondary graduation. Stackable badging and credentials can ensure a frequency of assessment as a value-added outcome.

#### **6. Skilled Instruction and Educational Leadership Informed by Professional Learning**

“Skilled Instruction and Educational Leadership, informed by Professional Learning,” is the cornerstone of the public education system in California. The educational experience is only as strong as the capacity and investment made in faculty, educational leaders, and other key field talent to provide in-class, online, or work-based learning opportunities as well as developing an awareness of student support services. California encourages the culture of innovation and entrepreneurialism in program instruction and design that leads to student success.

#### **7. Career Exploration and Student Supports**

“Career Exploration and Student Supports” is an essential component of a K-14+ learning plan. This plan includes identifying appropriate foundational courses using competency-based learning and information about jobs, to determine student progression in a single pathway or along multiple pathways or sequences of learning, or making available in-class and online course offerings and work-based learning opportunities. To complement their learning plans, students should also have access to comprehensive counseling, individualized support (including students who are part-time, face barriers to learning, need academic or cultural supports, transportation, childcare, or financial aid), or opportunities through student leadership development organizations to achieve their individual goals and aspirations in an ever-changing workforce.

#### **8. Appropriate Use of Data and Continuous Improvement**

“Appropriate Use of Data and Continuous Improvement” drives CTE through relevant accountability that is outcomes-based, supported both vertically and horizontally across systems, and ensures equity and access for all students. Continuous improvement ensures students can access the best pathways possible. Focusing on students’ and employers’ needs will allow for identification of capacity building, refinement of programs, and elimination of inefficiencies to meet the existing and emerging needs of regional economies. Through intentional sharing of specific data elements that are actionable across systems will help to highlight student



attainment, including mastery of standards, and be informed by industry needs to achieve relevant system outcomes. Responsible data use is to inform practice and improve programs, not to track students.

#### **9. Cross-System Alignment**

Opportunities for strategic and intentional “Cross-System Alignment” should be informed by the ongoing analysis of student data and alignment of data definitions across systems to provide deliberate sector-based programs, deployment of technical field assistance using a regional distribution, or evidence-based practices and processes to optimize pathway success and upward mobility opportunities for all participants.

#### **10. Intentional Recruitment and Marketing**

Promotion, outreach, and communication should reflect an understanding of students’ and employers’ needs, be consistent in its messaging to stakeholders across all segments, and use tools and reports as a platform to display the added value of high-quality K–14+ college and career pathway programs.

#### **11. Sustained Investments and Funding through Mutual Agreements**

“Sustained Investments and Funding through Mutual Agreements” must be present to encourage regional alliances along with industry sector strategies, especially with a focus on current and/or emerging high-skill, high-wage, and high-demand occupations. This includes but is not limited to kindergarten through grades twelve (K–12) Education, Adult Education, Higher Education, Labor, Economic Development Councils, Chambers of Commerce, Workforce Development Boards, career advisory boards, and regional industry alliances aligned by sector that led to an industry-recognized credential or certificate, postsecondary training, apprenticeship, and/or employment.

#### **12. Strong Partnerships with Industry**

“Strong Partnerships with Industry” and employers must be developed to inform and improve CTE program design, instruction, and work-based learning activities, as well as ensuring that career pathway programs in all grade levels, organizations, and apprenticeship programs continue to meet the workforce demands.

## California Recognized Industry Sectors

CDE currently has Model Curriculum Standards for 59 pathways which are grouped into 15 industry sectors. The industry sectors include:

1. Agriculture and Natural Resources
2. Arts, Media, and Entertainment
3. Building and Construction Trades
4. Business and Finance
5. Education, Child Development and Family Services
6. Energy, Environment, and Utilities
7. Engineering and Architecture
8. Fashion and Interior Design
9. Health Science and Medical Technology
10. Hospitality, Tourism and Recreation,
11. Information and Communication Technology
12. Manufacturing and Product Development
13. Marketing, Sales, and Service
14. Public Services
15. Transportation

All courses developed and offered by the CTE program must align with one of the 59 pathways. Otherwise, the course will be recognized by CDE as a general elective.

## CTE Model Curriculum Standards

SAUSD's CTE Department is committed to implementing the CTE Model Curriculum Standards with fidelity. These standards were designed to assist districts in developing high-quality curriculum and instruction to ensure that students are college and career ready. The Model Curriculum Standards were created by the CDE with assistance from over 300 representatives from business, industry, postsecondary, and secondary education and were reviewed by approximately 1,000 individuals, including members of the general public. The standards are rigorous, evidence-based, relevant, and reasonable in scope. They offer clear guidelines for course content development and expectations for student achievement.

Each of California's 15 industry sectors has a specific set of CTE Model Curriculum Standards that are organized into four separate documents. The documents include:

- California Standards for Career Ready Practice
- Knowledge and Performance Anchor Standards
- Pathway Standards
- Academic Alignment Matrix

California CTE Model Curricular Standards: [www.cde.ca.gov/ci/ct/sf/documents/ctestdfontpages.pdf](http://www.cde.ca.gov/ci/ct/sf/documents/ctestdfontpages.pdf)

## California Standards for Career Ready Practice

California's 12 Standards for Career Ready Practice align with the state's CTE anchor standards and reflect the expectations of business and industry, labor and community organizations, and secondary and postsecondary education representatives from 42 participating states.

The Common Career Technical Core (CCTC) is a state-led initiative to establish a set of rigorous, high-quality standards for Career Technical Education (CTE). The standards are informed by state and industry standards and developed by a diverse group of teachers, business and industry experts, administrators, and researchers. The development of the CCTC was a multi-step process that incorporated input from approximately 3,500 individuals representing K-12 education, business and industry and higher education from across the nation. The Common Career Technical Core (CCTC) practices are posted at <http://www.careertech.org/>

The process for developing the CCTC was informed by:

- High-quality state and industry standards;
- Input and guidance from educators, business and industry and state leaders; and
- Feedback from the public.

The CCTC and the CTE Model Curriculum Standards include an overarching set of Career Ready Practices that apply to all programs of study. Career Ready Practices include 12 statements that address the knowledge, skills, and dispositions that are important to becoming career ready. The Standards for Career Ready Practice describe knowledge and skills that students need prior to entering a career technical education program, as part of the career technical education sequence, or as integrated elements of other coursework in preparation for careers and college. Standards for Career Ready Practice describe the fundamental knowledge and skills that students need to prepare for the transition to postsecondary education, career training, or the workforce. The standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs or integrated into the core curriculum, with increasingly higher levels of complexity and expectation as a student advance through a program of study.

### **Standard 1: Apply appropriate technical skills and academic knowledge.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

### **Standard 2. Communicate clearly, effectively, and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

### **Standard 3. Develop an education and career plan aligned with personal goals.**

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

**Standard 4. Apply technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks, personal and organizational, of technology applications, and they take actions to prevent or mitigate these risks.

**Standard 5. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

**Standard 6. Practice personal health and understand financial literacy.**

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

**Standard 7. Act as a responsible citizen in the workplace and the community.**

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

**Standard 8. Model integrity, ethical leadership, and effective management.**

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

**Standard 9. Work productively in teams while integrating cultural and global competence.**

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

**Standard 10. Demonstrate creativity and innovation.**

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

### **Standard 11. Employ valid and reliable research strategies.**

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

### **Standard 12. Understand the environmental, social, and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

## **Knowledge and Performance Anchor Standards**

The 11 Knowledge and Performance Anchor Standards are built from the Standards for Career Ready Practice and are common across the 15 California Industry Sectors. Each anchor standard is followed by performance indicators using action verbs presented in a hierarchical progression of simple tasks to more complex tasks.

The industry-sector anchor standards have been customized with selected additions to better reflect the needs and special conditions of each industry sector.

- Anchor Standard 1 (Academics) guides users to sector-specific core academic standards related to each industry sector, which are listed in the alignment matrix at the end of each sector section.
- Anchor standards 2 – 10 are specifically aligned with one of the Common Core English Language Arts standards, using similar language demonstrating the natural connections between the two subjects.
- Anchor Standard 11 (Demonstration and Application) highlights classroom, laboratory, and workplace learning specific to the individual sector and pathways.

### **EXAMPLE – Anchor Standard 2**

#### **Communications**

Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

2.1 Recognize the elements of communication using a sender–receiver model.

2.2 Identify barriers to accurate and appropriate communication.

2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.





## Pathway Standards

California's Pathway Standards include the career-ready skills required within the pathway and are used in the development of course outlines. The regional and/or local advisory committee may also make additional requests that may be added to a course outline and lesson plans. All 15 industry sectors contain multiple unique pathways. In order to be identified and listed in an industry sector, each current designated pathway had to meet the following criteria:

- Unique to an industry sector
- Contain an occupational focus
- Consistent in size and scope
- Composed of similar functions
- Inclusive of "All Aspects of the Industry" 12 pathway-specific standards
- Demonstrate a sequence potential of courses
- Reasonable and appropriate for high school
- Lead to high-skill, high-wage, or high-demand job
- Data proven to be sustainable and viable over the next 10 years

In addition to an understanding of current workplace practice, career pathways require that students develop knowledge and skills as well as new and emerging processes that are used to create and communicate complex concepts in a broad range of occupations and professions.

## Academic Alignment Matrix

Each sector includes an academic alignment matrix that displays where a natural, obvious alignment occurs. The alignment was selected if it was determined that the pathway standard would enhance, reinforce, or provide an application for a specific academic subject standard. The alignment matrices include the subjects of Common Core English language arts and mathematics standards, history/social studies standards, and Next Generation Science Core Ideas. To assist with further review and implementation, each academic alignment is notated with specific pathway standards codes

(See figure 2).

## CDE - Guiding Policy Principles

The *Guiding Policy Principles to Support Student-Centered K–14+ Pathways (Guiding Policy Principles)* are focused on all students and ensuring the best possible opportunities for students. The *Guiding Policy Principles* highlight salient points raised by the California Workforce Pathways Joint Advisory Committee CWPJAC members since 2017, build upon existing practices across systems, and focus on key pressure points for supporting cross-system collaboration. They are intentionally designed to be interrelated because individually they are narrow in scope, and therefore it is important to view them as a complementary whole. Students benefit most by having seamless cross-system collaboration. The CWPJAC embraces the principle of continuous improvement, as it applies to its own work, thereby acknowledging that the Guiding Policy Principles, Essential Elements, Working Norms, and Glossary of Terms are dynamic and will continue to evolve and adjust over time, as necessary.

A priority is to pivot towards ***purposeful integration*** of the student experience across systems and into college and career while addressing industry needs by incorporating the following Guiding Policy Principles to:

### Student-Centered Delivery of Services

Focus on a “Student-Centered Delivery of Services” for all K–14+ college and career pathways, which accommodates multiple entry points to facilitate students’ needs to build their skills as they progress along a continuum of education and training or advance in a sector-specific occupation or industry.

### **Equity and Access**

Promote “Equity and Access” by eliminating institutional barriers and achievement gaps for all students to realize their educational and career aspirations.

### **Systems Alignment**

Achieve “System Alignment” in the economic regions of the state to create a comprehensive and well-defined system of articulation of high-quality K–14+ pathway courses and work-based learning (WBL) opportunities with a specific emphasis on career technical education (CTE). Bring greater coherence to programming, common use of terminology, appropriate data collection and sharing, and attainment of student outcomes in a timely way that lead to upward mobility in California’s industry sectors. System alignment allows for greater student portability and career advancement.

### **Continuous Improvement and Capacity Building**

Support “Continuous Improvement and Capacity Building” at all levels and components to ensure smooth transitions in the system and focus efforts on implementation of state standards, attainment of student outcomes, and a strengthening of California’s regional economies.

### **State Priorities and Direction Lead the State Plan**

Ensure that “State Priorities and Direction Lead the State Plan” with opportunities in Perkins leveraged to assist in accomplishing the State goals and objectives for student achievement, also known as “The California Way.”

### **Advisory (Orange County, Vital Link, College Perkins, Center for Excellence, WIB, OCBC, EDD, Santa Ana Chamber of Commerce, Hispanic Chamber of Commerce, and EPEM)**

Community and business advisories are an integral part of CTE local high-demand labor market alignment and program fidelity. Each partnership validates labor market alignment and provides feedback on how to best serve our students through specific skill sets, curriculum, and current industry approved equipment. CTE has multiple partnerships and collaborations that host advisories that consist of local businesses, community colleges, community members, county personnel, school site personnel, teachers, students, and parents. These advisors often evolve into mentorships, and/or internships that support our students and community.

### **Economic Indicators for Program Development and Improvement**

CTE uses a few resources to gather information on the employment market. The JobsEQ program provides real-time updates of job trends, forecasted needs, and current job openings in the Santa Ana region. Another source is the Orange County Business Council (OCBC) which produces labor reports covering Orange County. To utilize our community resources and stay current with Orange County labor market trends, we intend to include the Employment Development Board and Workforce Investment Board in the Educational Partners Engagement Meeting to provide statistical input and resources.

All the research is compiled for review. This data informs the development and improvement of new and current pathways. This includes recruitment of business partners to provide mentorship, field trips, internships and work-based learning ideas and partnerships. Utilizing trending employers and careers provides students with a personal connection and incite to a future job opportunity.



## Chapter 3 – Federal and State Funding and Accountability

### LCAP

Goal 1: All Students will have equitable access to a high-quality core curricular and instructional program.

- Extend college and career elementary to intermediate to high school pathways by expanding CTE options

Goal 2: Establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families, and community.

- Improve promotion of SAUSD successes and specialized programs, especially CTE pathways

### Grant Requirements and Deliverables

Career Technical Education programs are continually funded because of the national focus on developing a qualified and skilled workforce to meet the demands of America's economy. California leads the way in prioritizing CTE programs in K-16 schools.

Grant requirements include:

- Purpose, projects, and activities that are aligned with SAUSD's LCAP
- Identified partnership advisory input on regional workforce and industry needs
- Expenditures on identified special populations

Grant deliverables are tied to pre-identified specific objectives (staffing/materials/etc.).

Upon application to each grant, SAUSD CTE self-identifies objectives based on student and department needs for providing student access to high-quality career technical education programs.

Applications for federal funding also inform on state and local grants.

<https://www.cde.ca.gov/ta/cr/>

### Federal Funding

#### Perkins V Background

The federal legislation that funds Career Technical Education (CTE), the Carl D. Perkins Career and Technical Education Act, was most recently reauthorized in 2018 as the "Strengthening Career and Technical Education Act for the 21st Century (Perkins V)". Perkins V went into effect on July 1, 2019, and brought \$1.2 billion in federal investment to CTE. Its purpose is to develop more fully the academic knowledge and technical and employability skills of secondary and postsecondary students enrolled in CTE programs of study by:

- Building on the efforts of states and localities to develop challenging academic and technical standards;
- Promoting the development of services and activities that integrate academic, career, and technical instruction, and that link secondary and postsecondary education for participating CTE students;
- Increasing state and local flexibility in providing services and activities designed to develop, implement, and improve CTE;

- Disseminating national research, and providing professional development and technical assistance, that will improve CTE programs of study, services, and activities;
- Conducting technical assistance that promotes leadership and professional development to improve the quality of CTE teachers, faculty, administrators, and counselors;
- Supporting partnerships among secondary schools, postsecondary institutions, area CTE schools, local workforce investment boards, business and industry and intermediaries;
- Providing individuals with the skills to keep the United States competitive; and
- Increasing the employment opportunities for special populations.

Perkins V requires all eligible recipients to complete a Comprehensive Local Needs Assessment (CLNA) and use that information to develop the eligible recipient's local application plan. The requirements for the CLNA are based on the "Essential Elements of a High-Quality College and Career Pathway." Perkins V also updates and expands the definition of "special populations" to include homeless individuals, foster youth, students who have aged out of the foster care system, and youth with a parent who is on active duty in the armed forces. Perkins 5 implementation and program compliance is monitored through a process called Federal Program Monitoring (FPM).

Perkins 5 Fact Sheet:

<https://edlabor.house.gov/imo/media/doc/2017-05-04%20CTE%20Bill%20Fact%20Sheet.pdf>

Perkins 5 Introduction and Informational Videos:

<https://cte.ed.gov/legislation/perkins-v>

Perkins 5 Introduction - US Department of Education:

<https://www.ed.gov/content/strengthening-career-and-technical-education-21st-century-act-signed-law>

Perkins 5 Bill:

<https://www.congress.gov/bill/115th-congress/house-bill/2353/text>

## Local Perkins Application Background

Once the SAUSD CTE Department completes the Comprehensive Local Needs Assessment (CLNA) Reporting Document, it must use that information to address the nine separate required elements identified within the Perkins V legislation. These elements must be completed by CTE designee and entered with the CLNA Reporting Document into the California Department of Education online Program Grant Management System.

## Local Perkins Application

1. Section 134(b)(2)(A-C) refers to information on the CTE course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one program of study approved by a State under Section 124(b)(2). Indicate how the results of the CLNA: informs the selection of the specific CTE programs and activities selected to be funded; describes any new programs of study the eligible recipient will develop and submit to the State for approval; shows how all students, including students who are members of special populations, will learn about their school's CTE course offerings, and whether each course is part of a CTE program of study.

2. How the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will use the information provided through the CLNA to describe the following:
  - career exploration and career development coursework, activities, or services;
  - career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations;
  - an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.
3. Describe how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965). Use the information provided through the CLNA to answer the content of this section.
4. Describe how the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency; prepare CTE participants for non-traditional fields; provide equal access for special populations to CTE courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Use the information provided through the CLNA to answer the content of this section.
5. Describe the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable. Use the information provided through the CLNA to answer the content of this section.
6. Describe how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. Use the information provided through the CLNA document to answer the content of this section.
7. Describe how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel. Use the information provided through the CLNA to answer the content of this section.
8. Describe how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps. Use the information provided through the CLNA to answer this content of this section.

## Comprehensive Local Needs Assessment (CLNA) Background

The *Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act* (Perkins V) requires eligible recipients of Perkins V funds to complete a Comprehensive Local Needs Assessment (CLNA). Using the information, CTE develops the eligible recipient's local application plan. The CLNA must be completed by the beginning of the grant period and updated at least once every two years.

The CLNA is a data-informed review of elements, including student performance data, especially gaps among sub-groups of special populations; labor market needs; educator development; equity and access for special populations, program size, scope, and quality. Local planning, program, and funding decisions are based on the CLNA narrative and data. Improving overall performance and reducing performance gaps for all students with a special focus on the special population subgroups is the main purpose.

The goal of the CLNA is to help educators identify, understand, and prioritize the needs that must be addressed to improve performance and decrease performance gaps. Identifying priority needs is the first in a series of closely tied steps. Steps include:

- Understanding root causes that contribute to the areas of need selecting evidence-based strategies that address those areas.
- Preparing for and implementing selected strategies; evaluating whether those strategies are addressing improvement needs and achieving desired results.

## CLNA Reporting Narrative and Data Collecting Guidelines

[CNLA template](#)

Question 1: Stakeholder Consultation on the CLNA, Dates, Content, and Membership:

- a. What was the date of the eligible grant recipient's most recent district-wide CTE Advisory meeting that served as the source for filling out this document?
- b. The source of that meeting should have been the eligible grant recipient's Perkins indicators plus a self-evaluation, and/or this document. Was the eligible grant recipient's self-evaluation based on the "11 Elements of a High Quality CTE Program" aka the "CTE Self-Review," the CTEIG Self Review Rubric, an equivalent, or this document?
- c. What is the date of the eligible grant recipient's next district-wide CTE Advisory meeting that will review, evaluate, and identify needs per Section 134(c), Comprehensive Needs Assessment, and Section 134(e), Continued Consultation.
- d. What has the eligible grant recipient done or what will the eligible grant recipient do to make sure all required categories of members will attend the eligible grant recipient's next scheduled Stakeholder Consultation per section 134(d)?

Further in-depth information to be provided to answer Question 1;

- Please indicate the key stakeholders (individuals and groups) involved in the completion of this CLNA.
- List, by name (and optional links to), any other stakeholder groups consulted with (but not directly involved) in the completion of the CLNA.
- Summarize the key stakeholder feedback.

Evidence of stakeholder engagement would include such documentation as meeting agendas, notes, copies of handouts shared, a list of participants (names, institution, title, phone and email) and sign-in sheets. This information should be recorded in Appendix A.

## Question 2: Student Performance on Required Performance Indicators

The narrative for Question 2 is based on six years of historical data, identifying the following columns; Year, State Target, District Agreed Target, 90 percent of Agreed upon Target, All CTE Completers w/Disabilities, Economically Disadvantaged, Non-Traditional, Single Parents, Out-Of-Workforce, English Learners, Homeless, Foster, Parent on Active Duty, and Goal Met students. Data charts are made for each category below.

- a. Four-Year Graduation Rate
- b. Extended Graduation Rate
- c. Academic Proficiency in Language Arts
- d. Academic Proficiency in Mathematics
- e. Academic Proficiency in Science
- f. Post Program Placement
- g. Non-Traditional Program Concentration
- h. Program Quality-Attained Recognized Postsecondary Credentials
- i. Program Quality-Attained Recognized Postsecondary Credits
- j. Program Quality-Participated in Work-Based Learning
- k. Program Quality-Other (The Federal Perkins V State Plan Portal will allow an eligible grant recipient to include as many “other program” quality indicators as they choose)
- l. CTE Enrollment/Completion

Further in-depth information provided to answer Question 2;

- What strengths and gaps were identified by the eligible grant recipient’s CLNA regarding student performance?
- What subpopulation of students could benefit from additional evidence-based services/supports?
- What priorities is the eligible grant recipient setting to address the gaps or challenges identified for this element that will be presented in the eligible grant recipient’s CLNA?
- What new or current partners will support student performance priorities identified?
- What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?
- What professional development, resources, or support is needed to recruit and retain special population students in the eligible grant recipient’s CTE program?

## Question 3: Program Size, Scope, and Quality to Meet the Needs of All Students

California defines size, scope and quality as follows:

Size:

- Parameters/resources that affect whether the program can adequately address student-learning outcomes.
- Are there enough students entering each pathway and continuing in each pathway to run at least one section of the capstone without double rostering (having both the concentrator course and the capstone course in the same class during the same period taught by the same teacher)?
  - For an average sized school, double rostering can only be used as a temporary tool.
  - For a very small school, it can be appropriate to use double rostering as a permanent solution.

Scope:

- Programs of Study are part of working toward inclusion within a clearly defined career pathway that includes multiple entry and exit points.

- Each pathway covers all CTE Model Curriculum Standards of its pathway.
- Each pathway explores all aspects of its industry sector.
- Each pathway prepares students with industry-specific knowledge and skills for entry-level employment in its industry sector or for continued study towards the same purpose.

Quality:

- A program must meet two of the following three criteria: the program develops (1) highly skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.
  - High-skilled: Programs that result in industry-recognized certificates, credentials, or degrees.
  - High-wage: High-wage is anything that is above the median wage for all occupations.
  - In-demand: Occupations that are identified in the Occupation in Demand index and/or through the CLNA.
- Each pathway must be a coherent, non-duplicative series of courses of no less than 300 hours.
- Do counselors defend the coherence of a CTE pathway the same as a foreign language or math series?
- Is the completion of one course in a series a prerequisite for success in the next course?

CTE is required to provide a Local CTE Program Summary Analysis. The analysis includes six years of historical data in the following areas: Students Enrolled, Minimum Class Size, Dual Enrollment, CTE Teachers, CTE Pathways, Articulations, Students in Off-Site Paid WBL, Students in Off-Site Unpaid WBL, Industry Recognized Credentials Awarded, Classes Aligned w/ Industry, Apprenticeships, and Completers Employed in Sector of Study.

Further in-depth information to be provided to answer Question 3;

- What strengths and gaps were identified by the eligible grant recipient's CLNA regarding size, scope, and quality?
- What priorities were identified to enhance program size, scope, and quality during the CLNA process that will be included in the eligible grant recipient's local application?
- What new and/or modified policies, activities, or structures must be developed and implemented?
- What professional development, resources, or support is required to enhance program size, scope, and quality?
- What changes might be made to career exploration/guidance to improve program size, scope, and quality?

#### Question 4: Progress Towards Implementation of CTE Programs of Study

Question 4 is addressed in multiple parts. CTE must look at a program of study as defined as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level. A program of study answers the question, "When a student completes a SAUSD high quality CTE pathway, what does he/she do over the next two years to be qualified for entry-level employment in their industry sector?" A pathway that meets all the requirements of a high-quality CTE program as defined by California's Federal Perkins V State Plan and has a credit transfer agreement with a local community college, is a complete "program of study."

#### Programs of Study & Credit Transfer Agreements

- How many pathways and which pathways are a complete program of study as defined above?
- How has this number changed over time?
- How can it be increased in the future?
- For each pathway that is a complete program of study, what percentage of students are taking advantage of the credit transfer agreements with the local community college?

#### Programs of Study and Industry-Recognized Credentials

The industry-recognized credential is valued by the employers of an industry sector, and its value is independent of educators' opinion of them. Some industry-recognized credentials are valued locally, regionally, but ideally, nationally. There is a continuum, from "third-party assessment" which holds educational value but are not valued by an industry sector, to truly be industry recognized.

- How many pathways and which pathways offer an opportunity for students to earn an industry-recognized credential?
- Is each recognized locally, regionally, or nationally?
- How has this number changed over time?
- How can it be increased in the future?
- For each pathway that offers an industry-recognized credential, what percentage of the students taking the test obtain the credential?
- How many pathways and which pathways offer an opportunity for its students to take a third-party assessment?
- Are scores rising, falling, or holding steady year-over-year?

Further in-depth information to be provided to answer Question 4:

- What strengths and gaps were identified by the eligible grant recipient's CLNA regarding CTE programs of study?
- What priorities have been identified in the CLNA process to address gaps or deficits in CTE programs of study?
- What new and/or modified policies, activities, or structures must be developed and implemented, especially to ensure participation and success of special population groups with regard to CTE programs of study?
- What professional development, resources, or support is needed to enhance the structure of and enhance student opportunity to progress within a CTE program of study?

Question 5: Improving recruitment, retention, and training of CTE teachers and paraprofessionals, including underrepresented groups.

For the purposes of the Perkins V grant and California's Federal Perkins V State Plan, not all professional development activities are created equal. The type of professional learning that is fundable with Perkins V is industry specific, primarily designed for and attended by members of the industry sector, and not educators. However, professional learning that is CTE specific, but not industry specific, and designed to be primarily attended by educators, is also fundable. To justify money spent by Perkins V, only teachers included on the CTE Teacher Matrix issued by



SAUSD's Human Resource's office and the records of professional learning, are eligible to be funded. Other questions to inform the narrative include;

#### Recruitment

- What structures does the eligible grant recipient have in place to create a recruitment pipeline so that high quality CTE teachers with both a CTE eligible credential and industry experience are available as needed?
- What elements of those structures will help to recruit new teachers from underrepresented groups?

#### Retention

- What is the average tenure of CTE teachers compared to non-CTE teachers in the eligible grant recipient's institution? For those from underrepresented groups?
- How might the eligible grant recipient improve the length of tenure of CTE teachers in their program? For teachers from underrepresented groups?

#### Training

- What percentage of the eligible grant recipient's CTE teachers are attending industry-specific trainings on an annual basis, for example a paid or unpaid externship? For teachers from underrepresented groups?
- What percentage of the eligible grant recipient's CTE teachers are attending CTE-specific professional development on an annual basis? For teachers from underrepresented groups?
- What site-based teacher-support structures does the eligible grant recipient have in place to increase CTE teachers' traditional educational and pedagogical skills? For teachers from underrepresented groups?

Further in-depth information to be provided to answer Question 5:

- What strengths and gaps were identified by the eligible grant recipient's CLNA regarding recruitment, retention, and training of CTE professionals, including underrepresented groups?
- What priorities regarding recruitment, retention and training of a diverse field of CTE professionals were uncovered in the needs assessment process?
- What new and/or modified policies, activities or structures must be developed and implemented?
- What professional development, resources, or supports are needed to improve consortium performance on recruitment, retention and training of CTE professionals?



#### Question 6: Progress Towards Equal Access to CTE Programs for All Students.

In your summary of the discussion with stakeholders, you must describe each of the following points. Strategies to overcome barriers that result in improve rates of access to, or performance gaps in, the courses and programs for special populations.

Needs are identified by answering the following questions:

- What strengths and gaps were identified by the eligible grant recipient's CLNA regarding equal access to CTE programs for all students?
- What priorities regarding equal access for all students were uncovered in the CLNA?
- What new and/or modified policies, activities, or structures must be developed and implemented?
- What professional development, resources, or supports are needed to improve equal access to CTE programs for all students?

Strategies are determined by examining and analysis of the answers to the questions above.

#### Question 7: Alignment to Labor Market Information (LMI)

To identify the needs for SAUSD CTE, information from the Educational Partners Engagement Meeting need to be analyzed to answer:

- What strengths and gaps were identified by the eligible grant recipient's CLNA regarding LMI?
- What priorities regarding were uncovered in the LMI?
- What new and/or modified policies, activities, or structures must be developed and implemented in response to the LMI?
- What professional development, resources, or support is needed to improve data driven decision-making using LMI?

Strategies or action steps must be determined from the answers and analysis.

### **Educational Partners Engagement Meeting**

The information collected by answering the CLNA is presented at the Educational Partners Engagement Meetings (EPEM). SAUSD CTE holds two EPEM each year in Fall and Spring. Members are sent email invitations with the date, time, agenda, and data points to prepare educational partners for the meeting.

The input and feedback provided by the EPEM attendees is one of several justifications for Perkins V purchasing and reporting. The Perkins V grant funds support CTE staff development, specialized CTE classroom equipment, CTE specialized supplies, industry certifications, CTE promotional materials, internship expenses, CTE conferences, and all miscellaneous expenses of contacting, organizing, and conducting the CTE EPEM. All Perkins V purchase recommendations from EPEM must elevate, expand, or enhance the CTE program offerings and grant funds cannot be used to supplant existing SAUSD CTE funding. The EPEM justification is integral to supporting the specifications of the Perkins V grant for SAUSD CTE.

In SAUSD's EPEM, CTE shares several documents: the CTE self-evaluation of the 12 Essential Elements of a High-Quality College and Career program, the CNLA workbook reports, and the SAUSis. CTE consistently assesses SAUSD CTE pathways and programs for opportunities to create, expand, enhance and elevate our offerings for students. Reporting and meeting with the Educational Partners are an essential part of the assessment process.

## **State Funding**

### **California Career Technical Education Incentive Grant (CTEIG)**

The California Career Technical Education Incentive Grant (CTEIG) program is established as a state education, economic, and workforce development initiative with the goal of providing students in kindergarten through grade twelve (K–12), inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage, maintain, and strengthen the delivery of career technical education (CTE) programs.

[Career Technical Education Incentive Grant \(CTEIG\) - Career Technical Education \(CA Dept of Education\)](#)

### **California Partnership Academy Grant (CPA)**

California Partnership Academy (CPA) grant program exemplifies the career academy model for preparing high school students to succeed in both college and careers. Career academies are small learning communities within larger high schools, usually enrolling students in grades 10-12. Each year students take classes together, including core academic subjects and at least one career-technical course related to the academy's career theme. A team of teachers works with the same group of students over several years, linking instruction across disciplines and over time. Employers provide internships and other opportunities for students to learn outside the classroom.

Current California Partnership Academies include:

- Century High School
- Santa Ana Valley High School (2)

[California Partnership Academies \(CPA\) - High School \(CA Dept of Education\)](#)

### **Middle School Foundation Academy Grant (MSFA)**

Middle School Foundation Academy (MSFA) grant program is used to establish middle school CTE programs to prepare SAUSD students for participation in a complete, high-quality career technical education (CTE) pathway. The middle school grade-level CTE instructors, in coordination with the high school CTE pathway instructors, partner to develop a plan for aligning students with career pathways at their local high school.

Current Middle School Foundation Academies in SAUSD are:

- Carr Intermediate
- Heninger Intermediate
- Lathrop Intermediate
- Lydia Romero Cruz
- Villa Intermediate

[Past Funding Profile \(ID 5650\): Middle School Foundation Academies Planning and Implementation Grant \(CA Dept of Education\)](#)

## Specialized Secondary Programs Grant (SSP)

The Specialized Secondary Programs (SSP) grant provides start-up funds for the establishment of a new, innovative specialized program or school for students in grades nine through twelve in high schools. The SSP faculty is expected to develop new standards-based model curriculum that provides enhanced learning opportunities in a specialized content area related to specific career technical education (CTE) pathway programs are designed for students to develop knowledge and skills that will prepare them for postsecondary education and careers.

Current SSP SAUSD schools are:

- Cesar Chavez High School
- Middle College High School
- Saddleback High School
- Segerstrom High School

[Specialized Secondary Programs \(SSP\) - High School \(CA Dept of Education\)](#)

## Local Funding

**Strong Workforce Program:** In summer 2018, the California legislature introduced the K12 Strong Workforce Program (K12 SWP) as an ongoing statewide funding opportunity in partnership with California Community Colleges. It is designed to support K–12 local education agencies (LEAs) in creating, improving, and expanding career technical education (CTE) courses, course sequences, programs of study, and pathways for students transitioning from secondary education to postsecondary education to living-wage employment. SAUSD CTE partners with Rancho Santiago Community College District (RSCCD) to facilitate the grant funds. SAUSD CTE has received 4 rounds of funding intended to improve student access and opportunity to post-secondary career and workforce opportunities.

The following objectives of the Strong Workforce Program are:

- Increase equitable CTE pathways for special populations
- Increase community college pathway persistence
- Increase awareness of CTE programming for SAUSD staff, parents, and community members
- Increase student access to career exploration through industry professional mentorships, internships, certifications, and competitions.
- Provide industry aligned work-based learning (WBL) projects for students in 7<sup>th</sup>-12<sup>th</sup> grade
- Create new CTE pathways that lead to high skill, high wage, high demand careers.

[K12 Strong Workforce Program Overview | California Community Colleges Chancellor's Office \(cccco.edu\)](#)

## State and Federal Monitoring Devices

### Federal Program Monitoring (FPM)

School districts, direct-funded charter schools, and county offices that receive funding for certain programs may be chosen for a review by CDE. An FPM program review is a representation of federal or state laws, regulations, or controlling judicial decisions that are arranged into statutory core and supporting items. The review also ensures that the spending is distributed accordingly, as required by law. The state will complete a report that details any findings of non-compliance and informs the school, district, or county office how to correct the findings. CTE is a categorical program receiving federal or state grants and is regularly included as part of the FPM process. For further information visit <https://www.cde.ca.gov/ta/cr/>.

## Chapter 4 – CTE Policy and Procedures

### CTE Policy and Procedure Introduction

The CTE department recognizes the need to be consistent with the policies and procedures that reflect the goals, values, and expectations of SAUSD. Our goal is to create a transparent and cohesive process that is effective for day-to-day operations. This chapter includes the following topics:

- Pathway Development
- Student Achievement
- Students and Family
- Teacher CTE Credentials

Our goal is to simplify processes to provide exceptional instruction that maximizes student safety and outcomes.

### Pathway Development and Implementation

All pathways and courses must follow the SAUSD CTE Course Development Cycle.

#### SAUSD CTE Course Development Cycle

SAUSD CTE provides 43 career pathways throughout the district. Career pathways are intentionally developed using a comprehensive, structured approach for creating academic and career technical education programming with the goal of preparing students for postsecondary education and career success. Intra-district partnerships are essential for pathway development.

- CTE Leadership Team

The SAUSD CTE leadership team, in consultation with the CTE College & Career Readiness (CCR) Support Services team, continually reviews pathway offerings with the intent to maintain compliance with grant objectives, as well as create, expand, maintain, or reduce programming to align with current workforce needs and trends. After the team identifies pathways for creation, community needs are evaluated to ensure that such needs will be met with the development of a new pathway.

- Evaluate needs of community

Evaluation takes place in multiple ways. Education Partnership Engagement Meetings convene students, parents, CTE educators, and community business leaders to discuss progress on how SAUSD's CTE program is currently meeting the needs of SAUSD students and the Santa Ana community.

- Advisory Board Meetings

Another needs evaluation occurs through the community college industry sector advisory meetings. These meetings allow industry sector professionals to share information about workforce growth and areas of need, shifts in certifications, and employer expectations and requirements.

- Site FACE meetings

Family and Community Engagement specialists partner with CTE CCR counselors to outreach with student caregivers and hear their perspectives on their child's career needs and interests. Meetings coincide with end of term reporting periods so caregivers can have input on their child's career technical education needs.

- Orange County Economic Indicators Resources
  - [Centers of Excellence for Labor Market Research](#)
  - Employment Development Department
  - [Orange County Business Council – Community Indicators](#)
  - [CSUF College of Business and Economics, Woods Center for Economic Analysis and Forecasting Southern California Leading Economic Indicator Report](#)
  - [OTIS Report on the Creative Economy](#)
  
- Focus on Perkins V priority of High Skill, High Wage, and High Demand
  
- Develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions. Provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high skill, high wage, or high demand industry sectors or occupations.
  
- California Department of Education
  
- [California Educators Together](#)
  
- California Department of Industrial Relations
  
- Student interest (voice and choice): Site counselors and administrators receive course interest requests from students and assess the career pathway potential within the school community.
  
- Educational Partner Feedback
  
- School site interest: SAUSD CTE CCR Counseling team meets with intermediate and high school counselors and administrators to discuss the potential of developing CTE courses and include them within each school's academic master calendar.

These essential meetings inform CTE decision making to determine which pathways need to be created, expanded, maintained, or reduced. This allows CTE programs and pathways to consistently meet the ever-shifting student and school needs.

SAUSD CTE staff also collaborates with other Orange County K-12 and community colleges through the Central Orange County Technical Education Partnership (OCDE CTEp) and OC Pathways. OC Pathways connects educators and industry leaders with a focus on equipping students for college and career success. The partners develop coursework that combines rigorous academics with career preparation across the CA CDE Industry Sectors. This county-wide consortium between K-12 local education

agencies, community colleges, 4-year colleges, and business/industry partners also creates work-based learning opportunities for students and provides educators with 21st-century learning strategies.

CTEp is a consortium that includes Orange Unified School District, Santa Ana Unified School District, and OCDE. This consortium promotes and supports college and career readiness through a proven combination of integrated academics, project-based learning, business internships, and career guidance. CTEp creates innovative and rigorous courses that meet state and post-secondary standards and form CTE pathways and integrated programs of study for middle and high school students. CTEp provides support and oversight in the following areas:

- Pathways/Program of Study Development
- Post-Secondary Partnerships
- Instructional Support/Professional Development
- Legislation/Instructional Initiative and Funding
- Industry Partnerships/Internships/Work-Based Learning

## Regional Demand

Ongoing relationships among education, business, and other community stakeholders are central to career and technical education programs of study design, implementation, and maintenance. Collaborative partnerships include bi-annual advisory meetings with business partners to identify workforce needs. This partnership includes the OC Center of Excellence who conducts ongoing analyses of economic and workforce trends to identify regional career technical education programs of study to be created, expanded, or discontinued.

Business partners also link into existing initiatives that promote workforce and economic development, such as sector strategies and other activities supported by the Workforce Investment Act. Advisory members also collaborate to identify, validate, and keep current the technical and workforce readiness skills that should be taught within a career and technical education program of study. Decisions related to pathway development connect to community, regional and state workforce needs.

To understand community needs, SAUSD CTE collaborates with the Santa Ana Workforce Development Board composed of members from the City of Santa Ana, Santa Ana Chamber of Commerce, and Santa Ana College. Regional workforce needs are shared through a series of advisory meetings hosted by SAUSD CTE, Coast Community College, and Coastline Regional Occupation Program. State workforce needs are shared through the California Department of Education's California Workforce Pathways Joint Advisory Committee (CWPJAC). This committee addresses policies specific to career pathways within the context of recent and future state and federal investments.

Additional sources that contribute to SAUSD CTE pathway development are State of California Employment Development Department Unemployment Report, Orange County Business Community Indicators Report, CSUF Southern California Leading Economic Indicator Report, and the OTIS Report on the Creative Economy.

Through our participation in advisory committees and analysis of leading economic and workforce research, SAUSD CTE is well informed and positioned to take advantage of the Career and Technical Education for the 21st Century Act and maintain an awareness of the objectives regarding workforce pathways in the state's regional economies.

## Course Development

After a pathway and course proposal is approved, the course development procedure is implemented.

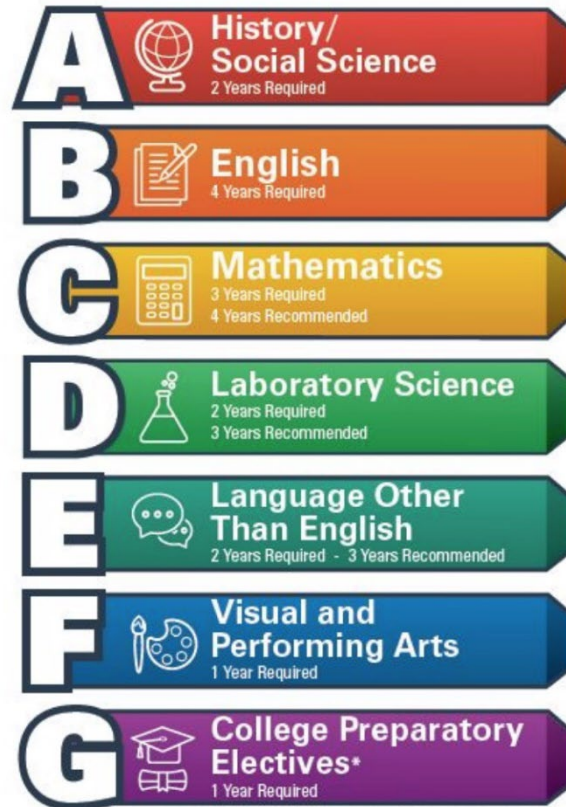
SAUSD CTE meets with school site administrators and counselors to identify a collaboration team for a new CTE course. Upon meeting with CTE counseling to validate a CTE sequence of study, the CTE lead counselor collaborates with the CTE instructional team and the Orange County Department of Education's CTEp on curriculum development. Completed drafts of courses are submitted for approval through the University of California Office of the President and reviewed by the CTE Program Specialist, CTE TOSAs, and the CTE Director for final inclusion with a pathway.

CTE courses are written up in the SAUSD course format and are then submitted for SAUSD School Board approval. This process includes the full course description and an Agenda Item Backup (AIB), Board Agenda Request, and Bulletin to the Board to be submitted to the district office. Upon SAUSD School Board approval and UCOP approval, district curriculum specialists collaborate with the CTE lead CCR counselor to petition for a new course number for all high school and dual enrollment courses. Finally, the CTE lead CCR counselor notifies all school counselors and administrators of the new CTE course number for inclusion in the master schedule.



## A-G Requirements

All SAUSD CTE courses meet the University of California and California State University A-G graduation requirements. The UC and CSU systems have established a uniform minimum set of courses required for admission as a freshman. In order for CTE courses to meet A-G standards, courses are submitted directly to the University of California Office of the President (UCOP) for review and approval. As SAUSD CTE student's complete pathway coursework, students are assured that the lessons, textbooks, and curriculum provide a level of high-quality content, rigor, and relevance to prepare them for challenging post-secondary pursuits.

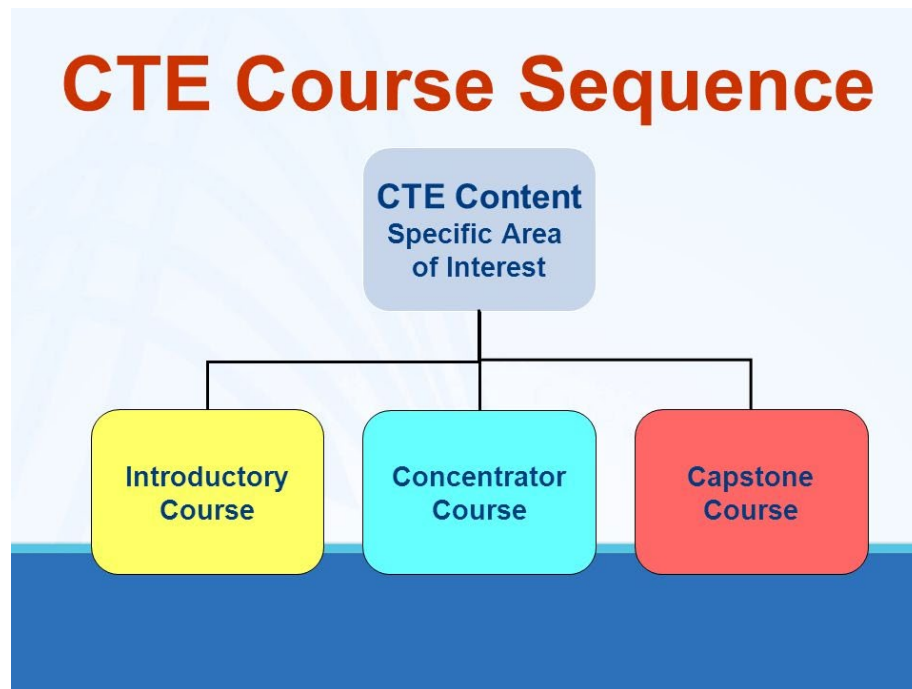


## Pre-requisites

For students to have a contextual understanding of an industry sector pathway career, courses are designed to be completed within a sequence of study. In some cases, students require certification in order to continue a required sequence of courses.

## Sequence of Study

Career Technical Education follows a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Students are initially enrolled in a “foundational” course that provides for early introduction into an industry sector, pathway, professional field of study and career outlook. A “concentrator” course provides students laboratory-style, hands-on learning to apply theoretical learnings from the foundational course. Finally, students complete a culminating course, commonly referred to as a “capstone” course, that is an internship experience where students apply their learning within a supervised, professional setting.



## Certification/Licensure Requirements

Within a pathway sequence of study, some courses require students to become certified in order to advance to an internship course. Certification allows students to thoroughly experience a work-based learning assignment and environment. Students completing certification through a CTE course are often job ready and can find job placement with employers through a range of industry sectors. Finally, K-12 district CTE programs track and report student certification to the California Department of Education as a validation of providing an element of high quality CTE programming. SAUSD CTE courses that include industry related certificate attached to the pathway enhance and elevate student learning and career opportunity.

## Curriculum Implementation

After a course is developed, teachers are required to teach to the highest standards. Teachers are asked to create lesson plans that follow the SAUSD board approved course outline. CTE recognizes teachers as content experts and as such are provided with the ability to change 20% of an outline to address new industry expectations or innovations in the field. This ensures that all SAUSD CTE pathways stay up to date with current industry and economic standards. Teachers can also remove outdated or obsolete content that is no longer relevant to the field. If a course outline needs to be modified more than 20%, a course rewrite would be required.

## Lesson Plan Development and Implementation

All CTE teachers have access to the course outline that has been approved by UCOP and the SAUSD Board of Education. The course outline explains the structure of the course in Units and Key Assignments. These units state the standard and explain the content to be taught. Key Assignments may be implemented in multiple formats if the objective is consistent with the identified state standard. This allows for variation in teaching strategies and differentiation for students learning abilities and styles.

The SAUSD CTE website contains a template for CTE Lesson Plans. All lessons incorporate the following components.

Element	Description
Key Concept	The unit and section topic
Time frame	How long is the lesson? Is it a big project with many pieces to present and assign multiple tasks and assessments?
Performance Objective(s)/ Goal(s)	Essential questions Understandings Knowledge (what the students will know) Skills (what the students will be able to do)
CTE standards	Target at minimum: 1 Model Curriculum Standard 2 Academic Standards 1 Industry Standard 1 Pathway Standard
Materials	Teachers outline the materials they will be using. This also facilitates instruction continuity should the teacher need to be out of class and a substitute is required.
Opener/Hook	Daily. How will the teacher relate the concept to the students to pique their interest including: activities, discussions, videos, speakers.
Presentation	Review the concept and how the students will learn the objectives. Teachers should direct students to the learning tasks.
Application/Activity	Clarify the steps for the learning activity and how the students will prove mastery of the key concept.
Assessment or Evaluation of Product	Teachers list formative and summative assessments and provide a rubric or grading parameters for student assessments.
Closure	Daily. Provide a method to summarize the task learned. (KWL chart, reflection, discussion.) This is a great opportunity to introduce the next day by connecting it to the finished task.

## Registration for CTE courses

As part of the 4-year planning process, students are advised on which courses are graduation requirements, which courses are electives, and that CTE courses are sequenced to help students complete a pathway to become college and career ready. Students may register with site school counselors following an advising session. Students may also be advised directly by CTE CCR Counselors to register for a course within a selected pathway. CTE courses are offered year-round at Century, Circulos, Godinez, Middle College, Saddleback, Santa Ana, Segerstrom and Valley High Schools. Expanded Learning is offered as a 9<sup>th</sup> period for all students including those who attend educational options schools such as Cesar Chavez, Lorin Griset, and Reach Academy. Summer CTE courses allow students to both explore and reach capstone completer status at the end of a pathway course sequence.

## **Student Achievement Guidelines**

### **Aeries- Student Information System (SIS)**

All CTE programs will follow district guidelines and utilize the Aeries system to record the following processes:

- Attendance
- Enrollment
- Add/Drop
- Work Based Learning
- Interventions
- Grade posting
- Gradebook

### **Learning Management System (LMS) Policy**

All CTE programs will use the Canvas Learning Management System (LMS) to provide an online portal for every course. Courses in the Canvas LMS shall include:

- Teacher contact information including office hours
- Course Syllabus & Course Outline
- Curriculum delivery via modules (based on course outline)
- Student online input for all graded artifacts
- Gradebook showing completed & missing work
- Weekly gradebook synchronizing with the Aeries SIS
- Minimum of two weeks of instructional material available in case of unexpected absence

### **CTE Certificate of Competencies**

As a component of the CTE State Standards, each pathway has a set of competencies that shows mastery of skills in each course. Students must earn an A or B in the class to receive the CTE Certificate of Competencies. This certificate verifies to the prospective employer that the student has the necessary skills to give them a competitive edge in the 21<sup>st</sup> century workplace.

### **Industry Certifications**

For a CTE course of study to be highly qualified, industry certification is available in the sequence of courses. Most introductory courses have industry safety certification available. Others use certifications from Microsoft Office, Adobe, and Goggle Workspace to show competency with presentation and writing tools. High-level courses have certifications associated with specific industry skills as indicators of mastery at an advanced level.

## Work Based Learning

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CTE courses use the work-based learning framework. Work-based learning is a strategy that uses practical industry experiences to provide SAUSD students with knowledge and skills designed to help them connect the classroom experience to work activities.

CTE courses align classroom and workplace learning as defined in the course curriculum, standards, and outline. Key assignments focus on the application of industry skills in a simulated laboratory (i.e., auto shop, kitchen, courtroom, dental office). Academic skills associated with critical thinking and problem solving, foster the development of 21st century skills.

Classroom support in the form of business partner mentors validates to the students the value and need for industry knowledge and skills. When presentations and assignments are presented to the mentors, constructive feedback provides students with a relevant industry perspective. This experience becomes a valuable reflection for portfolios, cover letters, and college applications.

### Grading Guidelines

All CTE teachers follow grading policies that follow district grading protocols and procedures.

### Dual Enrollment Guidelines

Dual enrollment is an enhanced and unique educational opportunity for high school students to earn transferable college credit through local community colleges. Dual enrollment enables high school students to take college courses, taught by college professors or qualified high school teachers, on their high school campus. In SAUSD, these courses also count towards their high school graduation requirements. The following are the approved district guidelines that high schools are required to follow:

#### Registration

CTE College and Career Counselors collaborate with the Santa Ana College Dual Enrollment/Career Education department to collect annual college course requests from every participating high school. Course requests are submitted in January to the CTE lead counselor for review and processing. This course list is then shared with all Santa Ana College deans to review and approve. Once approved, the CTE and SAC team develop registration forms for students to fill out and are disseminated to all high school sites.

Courses that are requested by the high school fall under the College and Career Access Pathways Agreement as coordinated sections. Coordinated sections are monitored by SAUSD CTE and SAC Dual Enrollment staff. Students enrolled in coordinated sections will have receive no fees and will have all textbooks provided by the college or school district. All coordinated sections are reported on the high school transcripts. Once courses are added to transcripts, they cannot be removed. Grade changes are

only allowed with a verifiable transcript from the partner college. Examples for removal include excused withdrawals.


Courses that are completed at the request of the student fall under Special Admit or Non-coordinated. Non-coordinated courses are only reported on the high school transcript at the request of the student or parent/caregiver. Once courses are added on the transcripts, they cannot be removed. Grade changes will only be allowed with a verifiable transcript from the partner college. Examples for removal include excused withdrawals.

### College Course Credit

SAUSD will grant honors credit for the following courses:


- 1) UC or CSU Transferable courses
- 2) Career Education courses that lead to a recognized CTE Certificate
  - a. Some CTW courses are not UC/CSU transferrable, and honors credit will only apply to SAUSD GPA.

The following shows the high school credit matrix for college credit:



SAUSD DUAL ENROLLMENT PROGRAM:

High School Credit Matrix



*All course credits are based on the approved community college's catalog.*

Community College Credit	High School Credit
1 Unit	3 Credits
2 Units	7 Credits
3 Units	10 Credits
4 Units	13 Credits
5 Units	17 Credits
<p>***Foreign language 101 courses equal 20 high school credits based on college catalog equivalency. This includes Spanish, French, Italian, Japanese, Vietnamese, Chinese, and American Sign Language</p>	

### Graduation Credit

The following shows a course crosswalk for the current courses that receive graduation credit. All other courses will meet SAUSD elective requirements.



## SAUSD/SAC COLLEGE CREDIT PROGRAM: A-G CROSSWALK



*Courses not listed below will count towards elective credit.*

SAC Course	College Units	HS Credits	Transfers	UC General Education Area	SAC Pre-Requisite	Recommended Grade Levels	College Course on HS	SAUSD A-G Course Equivalent
ENGL-101	4	13	CSU/UC	Area 1A	2.8 GPA	11-12	Segerstrom Godinez Century MCHS	English 11 OR English 12 (Area B)
ENGL-102/103 PHIL-110	4	13	CSU/UC	Area 1B	ENGL-101	11-12	Segerstrom Godinez Century MCHS	English 12 (Area B)
ART-100 101, 102, 103, 104, 105, 106, 107, 108 CMST-103 DANCE-100, 102, 105 DM-103, 104 IDS-121 MUS-101, 102, 103, 104, 105, 111 PHOT-150 THEA-100	3	10	CSU/UC	Area 3		9-12	Santa Ana Segerstrom Godinez Valley Century Circulos MCHS	VAPA (Area F)
ECON-120	3	10	CSU/UC	Area 4	Algebra II	11-12	MCHS	Economics (Area G)
POLT-101	3	10	CSU/UC	Area 4		11-12	Century Godinez MCHS	Government (Area A)
ASL-110 CHNS-101 FREN-101 JAPN-101 SPAN-101 VIET-101	5	20	CSU/UC	Area 6A		9-12	Santa Ana Segerstrom Godinez Valley Century Circulos MCHS	2 years of HS Foreign Language (Area E)

### Multi-Tiered System of Support

California's Multi-Tiered System of Support (MTSS) focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students.



# California MTSS Continuum of Support

Universal Design for Learning and differentiated instruction are integrated and implemented at all levels of the continuum of support to ensure the academic, behavior, social-emotional, and mental health development of ALL students in the most inclusive and equitable learning environment.



## ALL STUDENTS

### UNIVERSAL SUPPORT

Evidence-based practices are accessible by ALL students where the integration and implementation of Universal Design for Learning and differentiated instruction support academic, behavior, social-emotional, AND mental health development.



## SOME STUDENTS

### SUPPLEMENTAL SUPPORT

Additional services are provided to some students to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Supplemental supports are provided in addition to, not in place of universal supports, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.



## FEW STUDENTS

### INTENSIFIED SUPPORT

Targeted supports are provided to students with greater needs to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Intensified supports are provided in addition to, not in place of universal supports, via specialized service providers, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.

Adapted with permission from: SWIFT Education Center. (2016).  
Domains and Features Placemat. Lawrence, KS. swiftschools.org



Multi Tiered Systems of Support are categorized as follows:

- Universal Support
  - Includes the integration and implementation of Universal Design for Learning and differentiated instruction supporting academic, behavioral, social-emotional, and mental health development.
- Supplemental Support
  - Additional services are provided to students who need them. Supplemental support is provided in addition to, not in place of universal support, and is available to all students regardless of an identified need for specialized services. Need is assessed using diagnostic and progress monitoring assessments.
- Intensified Support
  - Targeted support is provided to students with greater needs to support academic, behavior, social-emotional, and/or mental health. Intensified support is provided in addition to, not in place of universal support, via specialized service providers, and is available to all students regardless of an identified need for specialized services. Need is assessed using diagnostic and progress monitoring assessments.

<https://ocde.us/MTSS/Documents/GuidetoUnderstandingCAMTSS.pdf>

## **Data Informed Decision Making**

### **Indicators**

Key indicators include:

- Grades
  - Reduction of D & F rates
  - Increased overall GPA
- Percentage of Grade 12 students who have completed a CTE Pathway
- Percentage of high school students who are enrolled in at least one AP/IB/Dual Enrollment course
- Graduation rate
- Post-secondary enrollment and persistency rates

### **How Data is Used**

Data is essential to optimizing student performance and supporting academic outcomes for all students. SAUSD CTE uses a variety of data to evaluate program effectiveness, collect student perceptions, and create equitable opportunities. Using data for accountability allows CTE to develop, guide, and sustain programs in schools and can lead to improvements in student learning and achievement. Using the data indicators mentioned above, CTE can work collaboratively with school sites to identify gaps, create alternative solutions, and implement new strategies that will support all students.

## **Attendance**

### **School Day**

All CTE classes within traditional school day and after-school follow district attendance protocols and procedures.

### **Expanded Learning**

Expanded Learning is a CTE initiative to provide equitable access to CTE courses for all students following the traditional school day. Through a blended learning model, students can complete courses at an accelerated pace to complete their CTE pathway. Extended Learning is a great way for students to access courses that may not be regularly offered on their high school campus. CTE Extended Learning courses are offered based on student interest that is collected through a survey during the registration process.

CTE Extended Learning is offered through a hybrid model. Students attend class in-person two days a week for hands-on lab activities and meet virtually two days a week for lectures. CTE funding provides busing to and from their school site to ensure all students have the opportunity to enroll in an after school class. CTE counselors create weekly reports to monitor attendance and provide interventions for students in need of support.

CTE Expanded Learning classes are credit bearing options that impact student's transcripts and grade point average (GPA). For Fall and Spring semesters, students have until the 6-week grading period to drop any courses. After the 6-week grading period students are not eligible to drop and will receive a grade for the course. For the Summer semester, students have 3 weeks to drop any courses. CTE Counseling reviews any requests on a case-by-case basis for students with extenuating circumstances.

## **Students and Family**

The Career Technical Education program is dedicated to working collaboratively with and for the benefit of SAUSD students and their families. Demographics, cultural context, and community needs are all included in developing pathways and implementing programs. Parents and/or caregivers participate in our biannual Educational Partner Engagement Meetings (EPEM) to review program goals, effectiveness, and to update or develop new pathways and programs. CTE also receives feedback from our students about the effectiveness of our pathways and programs through digital questionnaires.

## **Community Connections**

SAUSD CTE is proud to work with many businesses, post-secondary schools, non-profits, and community organizations within our local geographic region. We rely on these partners to give input at our EPEM so that we can provide the best experiences for our students and because they help inform our decisions with the current needs and demands of our community and industry.

There are industry-specific organizations, such as ACME, the Santa Ana Chamber of Commerce, and Creating Creators, that have been deeply integrated into several of our CTE pathways and provide mentoring and curriculum support to our students. Other organizations and community members support internships, visit classrooms as guest speakers, and help coordinate opportunities for field trips.

## **Schools**

Based on SAUSD's school of choice philosophy, the CTE department seeks to provide equity in the number of resources provided to each SAUSD school. Decisions regarding pathways, grants, facilities, and purchases are made strategically so that resources are allocated in a balanced manner across the district. While the student population of each school does not support the implementation of every pathway and program at each school, there is a crossover between different schools so that if a student wanted to be part of a specific pathway or program, they are able to. In addition, CTE has created additional opportunities for students to participate in pathways that may not be available at their home schools, such as after-school expanded learning classes supported with CTE transportation, summer mini-camps and experiences, and Saturday CTE programs.

## **Cultural and Socio-Economic Factors**

Implementing a high-quality Career Technical Education program in our district must consider the different cultural and socio-economic factors of our community and neighborhoods. CTE prioritizes equity and access, creating pathways that train students for future careers and scholarships, internships that lead to jobs, and work-based learning opportunities for all students such as field trips, workplace learning, and competitions. CTE considers transportation, distance, and parent and student work schedules. When scheduling courses and activities, CTE also considers students' family commitments, such as caring for younger siblings and assisting their families financially. An important part of marketing and recruiting for our CTE programs is to educate our students and families about the long-term benefits of Career Technical Education programs.

## **Telling our Story**

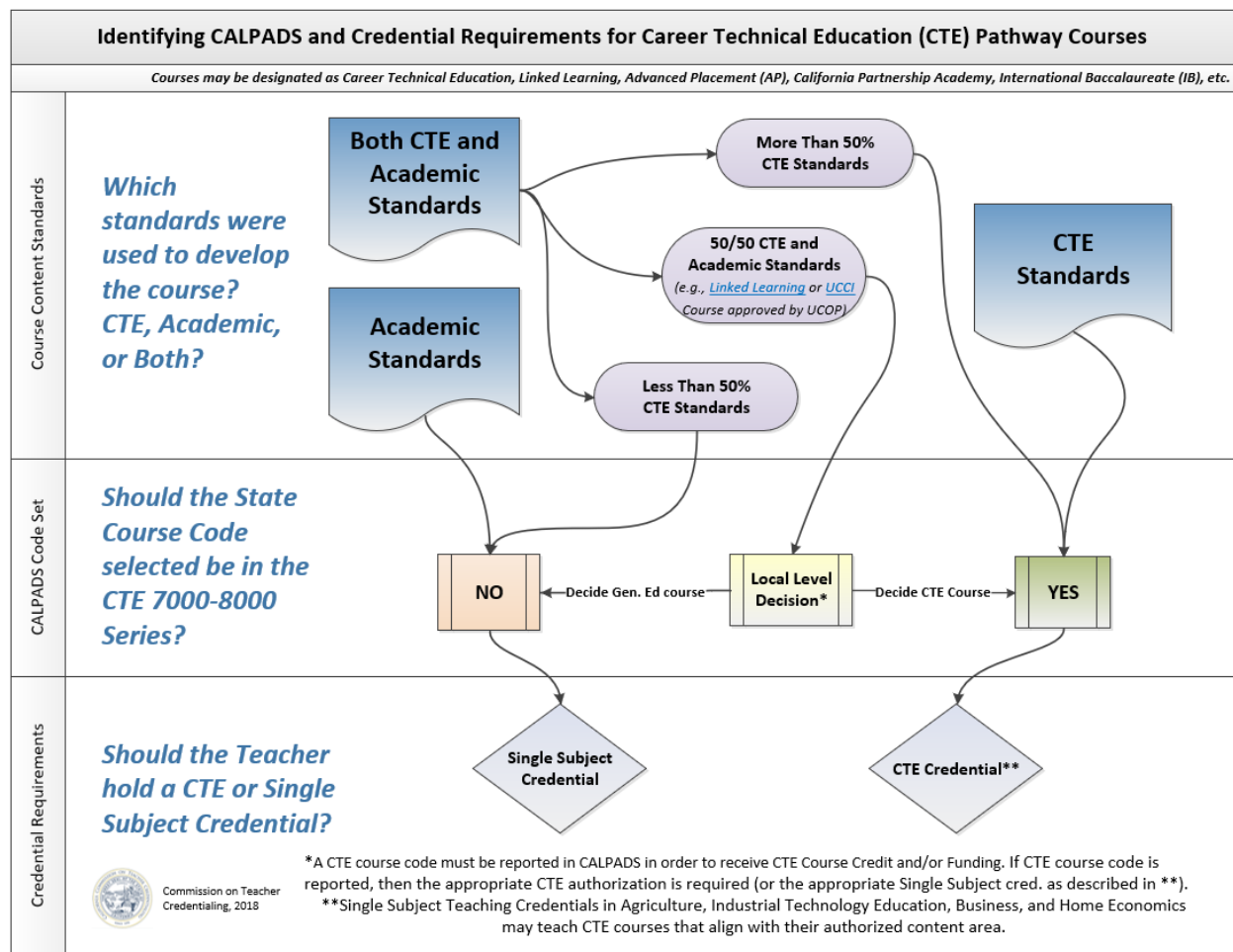
CTE pathways and programs across the district are showcased across the district through both printed and online mediums. We highlight the rigor of our diverse CTE pathway offerings and activities, such as field trips, hands-on activities, mentorships, and qualified teachers. In recent years, we have begun developing more printed materials to accompany our CTE yearly brochures and high school pathway sheets. With the addition of more team members to our department, we can provide outreach and recruitment opportunities at various events and school sites.

## Branding

Our CTE department strives to maintain a coherent branding and message, whether it is in-person or online. The visual logo is a combination of the national CTE branding completed by the national Advance CTE organization that helps to further promote career technical education amongst the member states. In addition, the industry sector colors are aligned with the California CTE industry sectors. Our messaging across all social media platforms has been aligned to reference careers and jobs that are “high wage, high skill, high demand.” We strive to publish weekly engaging social media posts that inform students and parents about CTE program opportunities and that highlight the different CTE pathways across the district. We have a 3–4-member social media committee that plans and coordinates a social media publishing calendar and all CTE staff members are encouraged to contribute and post about their programs.

## CTE Teacher Credentialing

CTE courses are taught by highly qualified teachers with the appropriate CTE Designated Subjects credential for each course taught in SAUSD. Any educator assigned to teach in a CTE course must be authorized for service in a CTE setting.



<https://www.ctc.ca.gov/credentials/assignment-resources/ar-career-tech-ed>

## CTE Designated Subjects Credential

CTE courses are taught by highly qualified teachers with the appropriate California Department of Education CTE Designated Subjects credential for each course taught in SAUSD. The CTE Designated Subjects credential verifies 2,000 hours/two years or more of industry experience in a designated subject area.

The three-year Preliminary Designated Subjects CTE Teaching Credential authorizes the holder to teach in the subject or subjects named on the credential in grades twelve and below and in classes organized primarily for adults, in career technical, trade or vocational courses. The five-year Clear Designated Subjects CTE Teaching Credential additionally authorizes the holder to include services to English learners in Specially Designed Academic Instruction Delivered in English (SDAIE) in career technical, trade or vocational courses.

Available subjects, or industry sectors, are as follows:

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building and Construction Trades
- Business and Finance
- Education, Child Development, and Family Services
- Energy, Environment, and Utilities
- Engineering and Architecture
- Fashion and Interior Design
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information and Communication Technologies
- Manufacturing and Product Development
- Marketing, Sales, and Service
- Public Services
- Transportation

Many teachers qualify for multiple sectors, SAUSD CTE encourages teachers to certify in all sectors that they are qualified.

[California CTE Designated Subjects Credential Information](#)

## CTE Credential Process

The SAUSD CTE Department continually recruits new CTE Designated Subjects credentialed teachers in collaboration with the Orange County Department of Education's CTE Credentialing program. This program supports teachers in the process of acquiring a CTE Designated Subjects credential including required coursework and the CTC application process.

<https://ocde.us/EducationalServices/CareerEducation/CTE/Pages/default.aspx>

## CTE Credential Compliance

The clear credential is valid for five years and must be renewed online every five-year renewal cycle. Once issued, there are no additional academic requirements to renew the clear credential. SAUSD CTE Credential Compliance is monitored by the CTE Operations Specialist using the California Commission on Teacher Credentialing (CTC) website. Failure to staff these courses appropriately will result in a misassignment.

[www.ctc.ca.gov](http://www.ctc.ca.gov)

## CTE Program Monitoring and Evaluation

CTE success is measured and validated through quantitative and qualitative means including student achievement, engagement, and persistency data, survey data, and observations.

## CCI Prepared and Approaching Prepared

The College/Career Indicator (CCI) includes measures on how well schools are preparing students for likely success upon graduation.

Graduates classified as *Prepared* on this state measure must meet at least one of the criteria in the Prepared level indicated below:

- Career Technical Education (CTE) Pathway completion
  - Completion with a grade of C- or better in the capstone course plus one of the Additional Criteria below:
    - Smarter Balanced Summative Assessments: Level 3 or higher in ELA and at least a Level 2 in mathematics, or Level 3 or higher in mathematics and at least a Level 3 in ELA
    - One semester/two quarters/two- trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course
- College Credit Courses
  - Two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/Career Technical Education subjects where college credits are awarded
- University of California (UC) and California State University (CSU) a–g requirements
  - Complete a–g course requirements with a grade of C- or better plus one of the Additional Criteria below:
    - Smarter Balanced Summative Assessments: Level 3 or higher in ELA and at least a Level 2 in mathematics, or Level 3 or higher in mathematics and at least a Level 3 in ELA
    - One semester/two quarters/two- trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course
    - Score of 3 on one AP exam or score of 4 on one IB exam • Completion of CTE Pathway

Graduates classified as *Approaching Prepared* on this state measure must meet at least one of the criteria in the Approaching Prepared level below:

- Career Technical Education (CTE) Pathway
  - Pathway completion with a grade of C- or better in the capstone course
- College Credit Courses
  - One semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/Career Technical Education subjects where college credits are awarded
- University of California (UC) and California State University (CSU) a–g requirements
  - Complete a–g course requirements with a grade of C- or better

[CCI Prepared Matrix](#)

[CCI Approaching Prepared Matrix](#)



## **California CTE Definition (Participant and Completer)**

A CTE participant is a student who has completed the equivalent of a conventional 50-minute class taken five times per week for 180 school days, or approximately 150 hours of instruction in a state-recognized CTE sequence or program. A CTE participant falls into one of two groups:

### **CTE Participant (Non-Completer)**

The CDE counts and reports all students completing CTE courses (courses with CTE State Course Codes 7000-8999) who have not been identified as completers as CTE non-completer participants, for federal Perkins reporting. These participants are counted by industry sector.

All CTE non-completer participants are also reported by the subgroups required for federal Perkins reporting using the student demographic and program data already maintained in CALPADS.

### **CTE Completer**

From the CTE Pathway and CTE Pathway Completer student information, the CDE aggregates the pathway counts for completers into the federal Perkins reporting categories (California's CTE pathways roll up into the federal CTE industry sectors). A mapping of California's CTE pathways with the federal CTE industry sectors can be found in the CALPADS Valid Code Combinations document (within the tab labeled "CTE Pathway - CTE Industry Sect").

The CDE also reports the CTE completers by the various subgroups required for federal Perkins reporting using student demographic data already maintained in CALPADS

<https://www.caschooldashboard.org/>

## **Perkins CTE Definition (Participant and Concentrator)**

### **CTE Participant**

In Perkins V, the term 'CTE participant' means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient. (Section 3(13) of Perkins V)

### **CTE Concentrator**

In Perkins V, the term 'CTE concentrator' means—

(A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses\* in a single career and technical education program or program of study; and

(B) at the postsecondary level, a student enrolled in an eligible recipient who has—

(i) earned at least 12 credits within a career and technical education program or program of study; or

(ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. (Section 3(12) of Perkins V)

\* This means that once a student completes 2 courses in a single CTE program of study, they are counted as a CTE concentrator.

[https://cte.careertech.org/sites/default/files/SecondaryConcentratorBackground\\_2019.pdf](https://cte.careertech.org/sites/default/files/SecondaryConcentratorBackground_2019.pdf)



## **CRR Civil Rights Review**

Career Technical Education (CTE) must meet certain civil rights requirements. The California Department of Education (CDE) has the regulatory responsibility to ensure that all students have access to CTE programs in California public secondary schools. The CDE is required to adopt a civil rights compliance program to identify, remedy, and/or prevent discrimination in CTE programs offered or administered by LEAs. Parallel citations of state civil rights laws and regulations have been provided to ensure that all students have access to the programs. It is important to note that the Civil Rights Review (CRR) process is separate from the Carl D. Perkins CTE Improvement Act, which involves on-site CTE reviews coordinated by the CDE Federal Program Monitoring Office. The CRR process is coordinated by the Office of Equal Opportunity (OEO). The CDE's OEO is charged with conducting civil rights reviews. The authority to conduct civil rights reviews is found in: Federal law requires the CDE to conduct on-site reviews of 2.5 percent of the subrecipients offering CTE programs, or a maximum of 25 school sites each year along with a district level review. The CDE develops a target plan to identify federally funded schools with CTE programs that might benefit from an on-site review. In applying the target plan, comparisons by race, sex, and disability status are made between the school's general student population and the school's CTE student population. These figures determine the percentage of variance among the groups. Other optional criteria may be used for further assessments, such as API Growth.

## **Safety Protocols and Practice**

The Santa Ana Unified School District Board of Education and Superintendent have a long-standing commitment to the safety of our students and staff by investing in a well-trained school police department that is specifically designed to support our school community. The SAUSD School Police Department maintains a strong partnership with the Santa Ana Police Department and other neighboring law enforcement agencies. In addition, all schools are required to develop and submit annual safety plans in collaboration with the School Police Department.

SAUSD conducts regular and extensive training of personnel in emergency procedures at individual school sites. A visitor management system that requires all visitors to provide identification when they check in at our school front offices has been implemented.

## **Expanded Learning**

All Expanded Learning CTE teachers and staff follow all SAUSD drills and safety protocols and procedures. Santa Ana Unified School District (SAUSD) provides a safe environment for all our students and staff. To achieve this, our high standards on cleaning, and the most recent public health guidelines for K-12 Schools from the CDC, state and local health departments are followed. All CTE Expanded Learning teachers and staff adhere to SAUSD COVID 19 safety measures.

<https://www.sausd.us/covid-resources>

## **Internships**

CTE Internships are in two different environments requiring safety procedures. At the beginning of the semester, the student can meet with their teacher in a classroom on a high school campus. Each course has a set amount of time until the students are then sent to a "Community Classroom" or physical job location.

## **SAUSD Campus**

The on-site high school classrooms utilize the district safety guidelines utilizing the CTE department administration alongside the campus protocols to ensure student and teacher safety.

## **Community Classroom Paid**

Students attending an offsite and paid “community classroom” are covered by the company where the students are working, worker's compensation and safety rules and regulations. The safety meetings are conducted on-site monthly as per State guidelines. Any injury or emergency would follow the company's internal procedures.

### **Community Classroom Unpaid**

Students attending an offsite and unpaid “community classroom” are covered under worker compensation insurance provided by SAUSD. They are still held responsible for learning the company safety procedures as required by the Individualized Training Plan from the site-designated trainer.

Student emergency issues follow procedures:

- Assess the severity of the emergency, and if necessary, call 911.
- Report injury to CTE and parent
  - Internship teacher
  - Administrative team
  - Risk Management
- Risk Management assesses the complaint and makes a recommendation
- Student proceeds with risk management recommendation
- Teacher and site work to fill out an incident report within 24-48 hours

### [SAUSD Internship Policies, Procedures, and Tools](#)



## Chapter 5 - Effective Instruction and Assessment

### Effective Instruction and Assessment Introduction

CTE Standards and the SAUSD Graduate Profile are aligned by targeting opportunities that empower learners to explore careers and apply learning in relevant contexts. SAUSD's CTE Department works with the Orange County Department of Education to identify education trends that are research-based and effective. Students understand and apply CTE academic and model curriculum standards and skills to reach their college and career goals. CTE Pathways prepare SAUSD students for the rigorous coursework they will encounter in their post-secondary education. This is accomplished through:

- SAUSD Best First Instruction
- CTE Instructional Strategies
- Social and Emotional Learning
- CTE Model Standards
- High-skill, High-wage, High-demand Careers preparation
- Supporting CTE Teachers by Elevating & Expanding CTE Curriculum
- Assessments

### SAUSD Best First Instruction

In alignment with SAUSD's LCAP Goal 1, Student Achievement, SAUSD's CTE department will design, develop, and deliver high-quality, flexible, innovative, culturally responsive, standards-based core curriculum and instruction that empowers ALL students (including but not limited to English Learners, Foster Youth, Homeless Students, and Students with Disabilities) to exhibit self-efficacy, be active global citizens, effective collaborators, and communicators, and be able to solve real world problems. SAUSD's Best First Instruction initiative:

- Meets the needs of ALL students regardless of need
- Employs deliberate planning, enactment, and reflection
- Supports an equitable learning culture
- Provides coursework that is high-quality, effective, and engaging
- Guides a student's first opportunity to learn standards and meet grade-level expectations
- Aligns to the California State Content Standards
- Uses research-based methodology

High-impact teaching requires deliberate planning and lesson development that includes accessible, equitable, and flexible learning opportunities to meet the changing needs of a diverse student population. Best First Instruction (BFI) aims to give all students the best opportunity to learn standards-based, grade-level content and skills the first time they receive instruction.

#### **BFI Consists of 4-pillars:**

- **Building Relationships:** BFI should deepen student agency through caring, positive, and authentic connections with peers and adults.
- **Meeting the Needs of All Students:** BFI should include accessible, equitable, and flexible instruction to meet the changing needs of diverse student populations.
- **Creating Relevancy:** BFI should engage students in authentic, meaningful, real-world, and engaging work.
- **Fostering Disciplinary Literacy:** BFI should position students to work, think, talk, and plan as experts in the content.

CTE courses are part of a vertical articulation of Career Pathways from TK-5<sup>th</sup> grade to intermediate school, continuing to high school. In line with post-covid student needs, CTE supports Social Emotional Learning by using strategies that increase student stamina and promote the development of coping skills as students engage in “Productive Struggle” during project-based learning activities.

## Future Ready Schools®

Future Ready Schools® (FRS) believes every student deserves a student-centered learning environment that allows learning in diverse modalities. Students should have engaging work-based learning activities that coordinate technology-driven elements with passion and interest to inform them of the multiple ways they can succeed throughout life. Caring and qualified teachers will facilitate innovative research-based strategies that explore options for students to succeed in their secondary and post-secondary education.

These goals and beliefs tie into the SAUSD CTE’s mission and values. In the next section, CTE Instructional Strategies, many strategies are well-researched and focus on learning modalities, accessibility to reach all students, and incorporation of technology specifically applied to industry standards.



The FRS framework is research-based and keeps students learning at the heart of all decision making

- Curriculum, Instruction, and Assessment
  - Curriculum is designed to introduce and support the complexities of digital literacy; respect, educate, and protect.
  - Instruction is personalized to the academic, social, and emotional needs of the students creating conditions for learner autonomy, engagement, and goal setting

- Assessments allow educators to use performance data to change the pace and breadth of content to meet students' needs.
- Personalized Professional Learning
  - CTE educators have shared ownership and responsibility for professional growth using emerging technologies and resources, such as online learning, and social media, to optimize teaching and learning.
  - CTE educators will model innovative approaches to personalized professional learning and ensure that educators have access to a strong foundation of digital skills that are diverse, customizable, and often supported by emerging technologies.
  - To nurture participation and self-regulated professional behaviors, educators thoughtfully reflect and assess their current understanding to set appropriate goals. Educators use these self-selected goals to drive instructional decisions and maintain portfolios of practice, curating exemplars of prototypes, and reflecting on progress and growth.
- Budget and Resources
  - CTE spending requires strategic short-term and long-term budgeting that leverages the use of technology and other resources to optimize student learning outcomes; while ensuring the prioritization of marginalized groups.
  - Funding for learner-centered initiatives is integrated across multiple budget areas where appropriate.
  - All metrics for review of budget priorities and cost efficiency are based on their demonstrated relationship to student learning goals.
- Community Partnerships
  - CTE has a robust relationship with community partnerships that bring relevance to coursework through diverse learning opportunities i.e. apprenticeships, mentoring, internships, and the use of community-based experts and resources; implement exhibitions and celebrations of student work; and coordinate programs that encourage collaborations across campus, community, age, curricula, and cultures.
  - Local partnerships offer learning opportunities that develop the capacity to create industry-relevant content.
  - CTE educators create learning experiences that motivate, challenge, and prepare students to pursue career paths piqued by their unique passions, talents, and interests.
- Data and Privacy
  - Data, personalization, and future-ready learning are inherently connected. Ensuring student data privacy, protection, and security is paramount when knowledge and standards are individualized to ensure growth and success.
  - Assessment must translate into objective elements that inform learning advances useful for students, parents, and other stakeholders.
  - Data should be comprehensive and readily available to appropriate users. Data-informed teaching in CTE supports assessment data collection as informative rather than punitive, especially when tied to equitable grading and the pursuit of Mastery..
- Robust Infrastructure
  - SAUSD and CTE ensure that diverse and appropriate technology devices are available to all students and staff to support powerful digital learning at any time, from any location, in and out of the school network.
  - All users are provided in-depth and ongoing digital literacy and cybersecurity training.
  - Technical and instructional support is proactive and provides resources, coaching, and instruction to prepare teachers and students to leverage technology for learning.
- Use of Space and Time
  - By leveraging technology, curricula, and media resources, CTE learning options are available for students at a variety of times and locations.

- SAUSD, CTE, and community partners collaboratively identify and validate innovative scheduling, exploring and examining various designs that allow for the flexible use of both time and space.
- Technology and innovative instructional strategies enable CTE students to use time productively, leading to redefining the role, scope, function, and schedule of homework.
- CTE uses research-based approaches in design to consider (1) naturalness: the effects of lighting, temperature, and air quality, (2) individualization: the ownership and flexibility of the space; and (3) stimulation (an appropriate level): the complexity and color of the space, to ensure culturally responsive and gender-neutral learning environments.
- Flexible spaces amplify a place for learners to explore, design, and create.
- Many CTE non-traditional spaces learning labs are recognized as a valued part of a learner's overall experience and can enhance Mastery.
- Collaborative Leadership and Inclusive Culture
  - Collaborative leadership capacity is maximized when trust, transparency, risk-taking, and respect are consistently modeled.
  - An innovative and empowered CTE culture is informed by research, measuring student outcome data facilitated by competent, compassionate, future-ready leaders.
  - Frequent cultivation and evaluation of multi-sourced evidence will confirm that instructional resources and technologies are implemented to advance the CTE vision.
  - Active participants and leaders of implementation, monitor, adjust, build capacity, and iterate for continuous improvement.

## CTE Instruction Strategies

CTE's efforts to expand Career Exploration and Career Readiness programs into all SAUSD schools and address the SAUSD Board Priorities and SAUSD Graduate Profile, ensure Best First Instruction by implementing the following strategies:

- 21st Century Learning skills from TK-12th Grade (5 Cs)
- English Learner Support
- Digital & Media Literacy
- Project Based Learning
- Differentiated Instruction
- Universal Design for Learning (UDL)
- Culturally Relevant Instruction
- Student Voice and Choice
- AVID Strategies
- Blended Learning
- Cognitive Engagement
- Multi-tiered Systems of Support

## 21st Century Learning and the 5 Cs

### Background

The National Education Association (NEA) established the [Partnership for 21st Century Skills \(P21\)](#) in 2002 and developed the "Framework for 21st Century Learning" highlighting 18 skills as essential themes for learning in the 21st Century. In 2004 the Four Cs became 21st-Century Skills to provide additional focus and included: communication, collaboration, critical thinking, and creativity. In 2021 the fifth and



final “C” was added: Connections to support an age of connection and integrated knowledge where students participate in the creation of new content and learning.

## Framework and Strategy

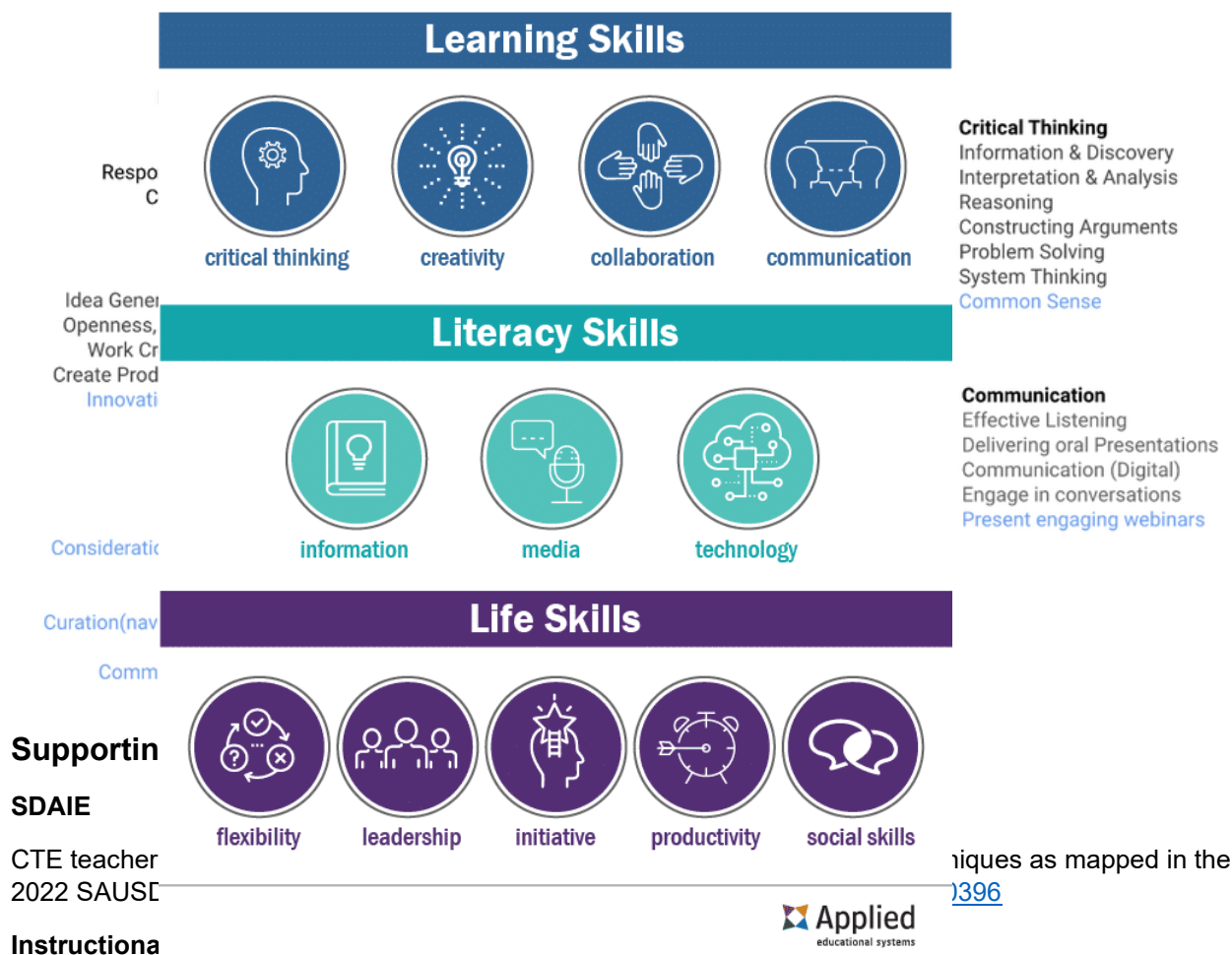
P21's Frameworks for 21st Century Learning was developed with input from teachers, education experts, and business leaders to define and illustrate the skills and knowledge students need to succeed in work and life. The Framework also supports the systems necessary for 21st-century learning outcomes.

CTE students master 21<sup>st</sup> Century learning while producing, synthesizing, and evaluating information from a wide variety of subjects and sources. They acquire an understanding of and respect for diverse cultures. 21st century learning is demonstrated in the classroom using a combination of blended learning and Project Based Learning (PBL).

# 21st Century Skills

How today's students can stay competitive  
in a changing job market

[resources](#)





SAUSD CTE is committed to providing our English Learner students with a responsive instructional program which ensures:

- Equal and full access to the curriculum and a well-rounded educational program, including
  - Gifted and Talented identification and program placement
  - All a-g approved content courses
  - Honors and Advanced Placement (AP) courses
- Mastery of core curricular standards
- Instructional practices based on effective, research-based strategies
- English Language Development and Literacy
- Effective transitions through the English Learner program from elementary through postsecondary education

To fulfill the commitment to provide a challenging core curriculum that contains English language development for all English Learner students, SAUSD CTE will offer the following instructional programs:

- Structured English Immersion (SEI)
  - Including programs and pathways to support English Learners at each stage of their linguistic development
    - Newcomers
    - Continuing English Learners
    - Long Term English Learners
- Alternative Language Options
  - Dual Language

Each of these options has been designed to support the specialized learning needs of ELs and provide the necessary scope and sequence of instruction to facilitate the acquisition of English language proficiency for the wide range of English Learners serviced in SAUSD. In addition, these programs are also designed to prevent or recoup any core content academic losses or deficits. These goals shall be accomplished through the inclusion of the following essential components in the instructional programs for all CTE English Learners:

- Explicit and direct instruction in English language development skills
  - Integrated ELD
  - Designated ELD
- Differentiated instruction in the core, standards-based curriculum which includes the use of
  - Primary language support
  - SDAIE strategies, such as Quality Teaching for English Learners (QTEL) instructional models
  - Thinking Maps
  - Collaborative Conversations
  - Guided Language Acquisition Development (GLAD) strategies

### **Technology Supports**

The SAUSD CTE department invests in technology that assists English Learner student achievement and participation in CTE programs. In addition to district-provided E-glass screens and televisions, our CTE department has also invested in Clevertouch units that support clear instructional visuals and provide a hands-on delivery method of instruction. CTE teachers attended extensive training in education technology tools with the Orange County Department of Education. CTE teachers receive assistance with student and teacher technology training including investigating the latest educational technology appropriate for their pathways.

### **Digital & Media Literacy**

Digital and Media Literacy is a critical skill in the modern era. Students need to be savvy with regards to navigating, locating, evaluating, and interpreting online information. Students also need to find the space to make their voices heard, express ideas, and communicate with others in an online world. CTE has adopted the ISTE Digital & Media Literacy Standards to support students, educators, education leaders, and curriculum coaches as they learn how to safely and effectively participate in the online world. Emphasizing digital citizenship in all CTE courses guides our students to be active participants in as well as teaching students how to stand against cyberbullying and misinformation online.

CTE educators and students participate in the annual “Digital Citizenship Week” which is celebrated the second week of October annually. Students are given age-appropriate prompts to help them explore how to be a good digital citizen and how to safely and effectively navigate their digital world.



## ISTE Standards for Students & Educators

The ISTE Standards serve as a framework for innovation and excellence in learning, teaching, and leadership. As a body of work, the suite of standards has guided educator practice, school improvement planning, professional growth, and advances in curriculum. The ISTE Standards have been updated as learning has evolved, and now the ISTE Standards will be considered a single work comprising of four sections: Students, Educators, Educational Leaders and Coaches. As a compilation, the ISTE Standards provide a holistic and comprehensive guide to transforming systems in order to transform the lives of our students.

[www.iste.org/iste-standards](http://www.iste.org/iste-standards)

# I AM A DIGITAL AGE LEARNER

## ISTE STANDARDS FOR STUDENTS



## Project Based Learning

Project Based Learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Key characteristics change simply "completing a project" to engaging in rigorous Project Based Learning, inn keeping with CTE curricular strategies. CTE students are taken through critical thinking and problem-solving exercises that mirror real-world, industry scenarios.

Distinguishing between short projects where a teacher covers the content of a unit of study, and a project is considered the unit of study, in Project Based Learning, the project is the vehicle for teaching the important knowledge and skills students need to learn. The project contains and frames curriculum and instruction.

PBL requires critical thinking, problem solving, collaboration, and various forms of communication. To answer a driving question and create high-quality work, students need to do much more than remember information. Students need to use higher-order thinking skills and learn to work as a team.

# Gold Standard PBL

## Seven Essential Project Design Elements

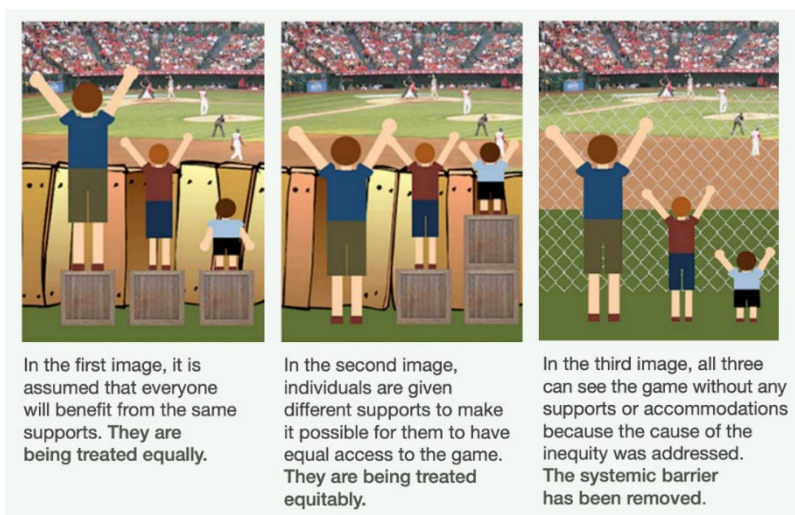


[Project Based Learning – Buck Institute](#)



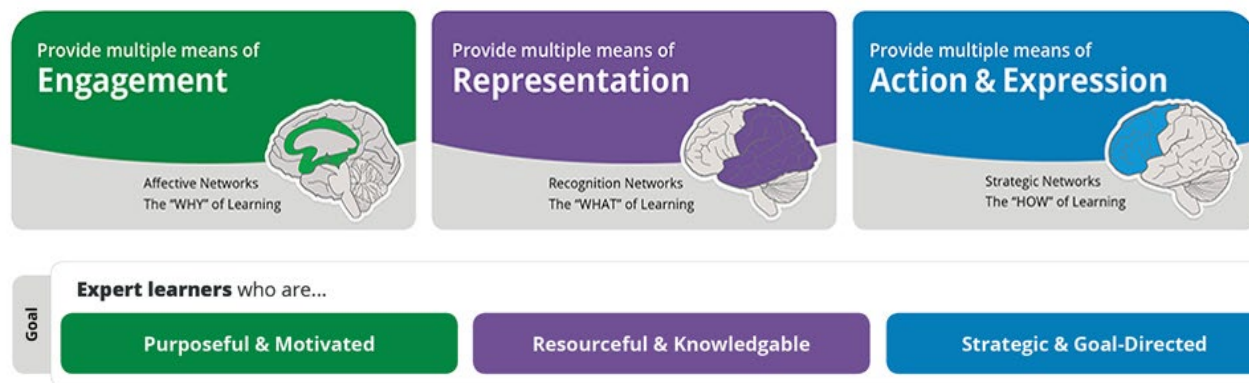
## Differentiation

Differentiation means executing instruction to meet individual needs. Teachers differentiate content, process, products, learning environment, or the use of ongoing assessment and flexible grouping to make this a successful approach to instruction.



## Universal Design for Learning (UDL)

To address equity and provide inclusion to all students, UDL Universal Design for Learning is an effective instructional approach that promotes curriculum accessibility for all CTE learners integrating technology and hands-on Project-Based Learning. This increases student engagement in the classroom, thus addressing achievement gaps for targeted populations of students. Universal Design for Learning (UDL) strategies include:



<https://udlguidelines.cast.org/more/about-graphic-organizer>

UDL is a framework for how to develop lesson plans and assessments that is based on three main principles:

- **Representation:** UDL recommends offering information in more than one format. Providing text, audio, video, and hands-on learning gives all students a chance to access the material in

whichever is best suited to students' learning strengths. CTE's commitment to technology integration allows for a selection of accessibility tools to address all students learning styles.

- **Action and expression:** UDL strategies advise giving students more than one way to interact with the material and to show what they have learned. CTE promotes mastery in material. Mastery can be proven in multiple formats through verbal or written description, visual representation explanation, and hands-on task demonstration. Students are allowed to "fail," learn from their mistakes, and resubmit in the same format or an alternative method to best express their learning.
- **Engagement:** UDL encourages teachers to look for multiple ways to motivate students. This in is alignment with CTE principles. Allowing students to make choices and giving students assignments that are relevant to their lives, supports teachers in sustaining student interest. Other common strategies include gamification of skill building, creating opportunities for students to move around the classroom, and elevating student voice and choice in classroom activities.

## Cultural Context

As a school district serving a marginalized and underserved community including English Learners and immigrant and migrant worker families, our CTE department continues to advocate for our community by developing and delivering high-quality career pathways and programs that provide equitable learning experiences. CTE leadership encourages instruction that considers and celebrates the cultural backgrounds of our students and families, including but not limited to the language, art, and cultural customs of our students' community. CTE teachers bring aspects that emulate, touch on, and foster our SAUSD student's life and self-identity into the real-world industry course work.

In alignment with teaching within a cultural context, many of our CTE programs take into consideration factors that can limit participation such as lack of transportation and the role that students play within their families. CTE works with students and families on accommodations that work into the community's needs and dynamics. Additionally, our SAUSD CTE department supports equitable student participation in CTE activities such as conferences, field trips, and competitions.

## Student Voice and Choice

Learner-Centered Collaborative - <https://learnercentered.org/>

### How can we best meet the needs of our learners today?

#### School-Centered

Sort + Rank  
Standardization  
Isolated Content  
Completion of Tasks

#### Learner-Centered

Inclusive + Equitable  
Personalization  
Authentic Application  
Competency-Based







Supporting and amplifying Student Voice & Choice in the classroom and curriculum not only makes education more engaging and relevant to students, but it also improves student achievement.

- <https://www.edutopia.org/blog/voice-and-choice-more-than-what-andrew-miller>
- <https://www.greatschools.org/gk/articles/giving-students-voice-and-choice/>

Personalized Learning empowers Student Voice and Choice in the classroom by allowing students to take control of their learning. Students are given a wide range of activities and projects that, while aligned to college and career standards and connected to the curriculum, also allow students to choose an activity or method of connecting to the curriculum that is meaningful to them.

To that end, all CTE courses are offered through the Canvas Learning Management System, which is used in a majority of college settings, and allows students access to all course requirements and materials including 24/7 access to assignments online. CTE courses are required to offer various assessment tools to promote “meeting students where they are”. AVID Teaching Strategies for student-centered learning are encouraged during instruction. CTE educators are supported to instruct and lead for 8 minutes of class, allowing the remainder of the period for the teacher to act as a mentor and assistant to students while they work on class activities and projects. Teachers are asked to practice “Compassionate Grading” where 1) homework is not factored into grades, 2) students can make up missing work with limited or no penalty is applied to late work, 3) students are offered the opportunity to review, and resubmit work to raise their grade on an assignment, and 4) F work receives no less than 50% of total points.

# Student-centered learning

## Instruction

- Universal Design for Learning (UDL) strategies
- Differentiated instruction based on student learning needs
- Inclusive instruction
- Equitable instruction
- Competency-based instruction
- Student agency

## Activities

- Personalization of activities
- Choice boards
- Group activities
- Multiple submission types:
  - Video responses
  - Graphic Art responses
  - Audio recorded responses
  - Written responses

## AVID Strategies

Supporting student learning and targeting first-generation college-going students in a culture of College & Career Readiness is a priority for SAUSD CTE which serves students in an underserved, marginalized community (81% free and reduced lunches and 96% Hispanic/Latino culture). Advancement Via Individual Determination (AVID) is a powerful and effective program to prepare students for college eligibility and success. AVID trains teachers to support all students in all curricular areas. Incorporating AVID teaching strategies into all CTE classes is an important element to ensuring that our students are supported and successful.

The AVID College Readiness System (ACRS):

- Accelerates student learning
- Uses research-based methods of effective instruction
- Provides meaningful and motivational professional learning
- Acts as a catalyst for systemic reform and change.

AVID serves all students but focuses on the least served students in the academic middle. The systematic and instructionally scaffolded routines and WICOR (Writing, Inquiry, Collaboration, Organization and Reading) strategies of the program are valid in supporting students with effective practice and application in the rigorous curriculum found in all CTE courses.

SAUSD is dedicated to getting all sites “AVID-ized” with all teachers trained on implementing the instructional strategies and routines of the program across all academic disciplines.

<https://www.avid.org/student-learning>

## Blended Learning

Blended learning is an educational methodology that blends online or digital components with face-to-face instruction. Including technology in education helps set students up for success later in life as computers and other connected devices are so integral to communication and business today. When students learn in a blended learning setting, they do more than master the subject they are learning; they also master the use of technology.

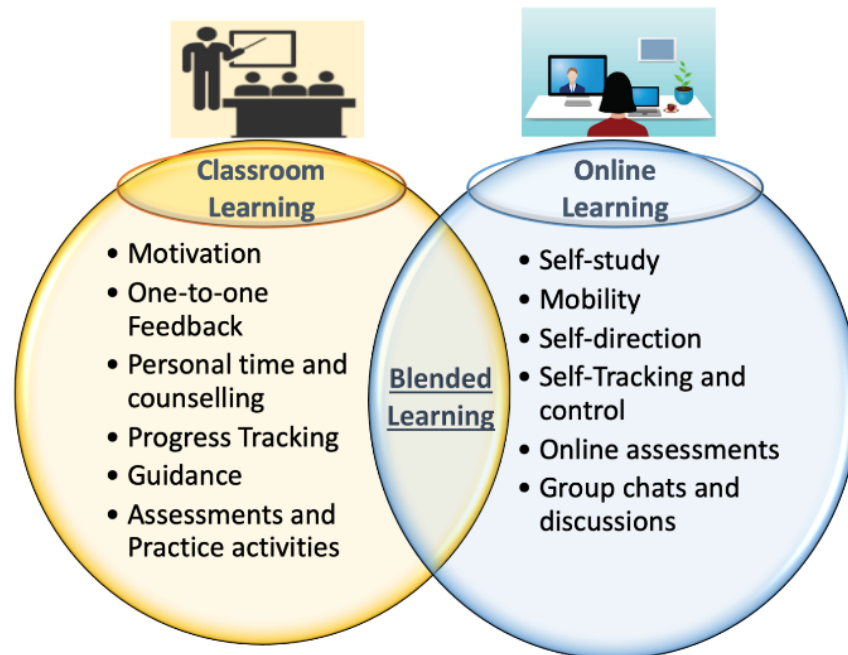
Blended Learning Models

- Station Rotation - students rotate through stations on a fixed schedule, where at least one of the stations is an online learning station.
- Lab Rotation - allows students to rotate through stations on a fixed schedule. Online learning occurs in a dedicated computer lab. Flexible scheduling allows schools to make use of existing computer labs.
- Individual Rotation - allows students to rotate through stations, but on individual schedules set by a teacher.
- Flipped Classroom - allows students to learn at home via online coursework and lectures, and teachers use class time for teacher-guided practice or projects. Teachers use class time for more than delivering lectures, such as simulated industry experiences.
- Flex - The Flex model lets students move on fluid schedules among learning activities according to their needs. Online learning is the backbone of student learning in a Flex model. Teachers provide support and instruction on a flexible, as-needed basis while students work through course curriculum and content.
- A la Cart - The A La Carte model enables students to take an online course with an online teacher of record, in addition to other face-to-face courses, which often provides students with more flexibility over their schedules. An A La Carte course can be a great option when schools

can't provide learning opportunities, such as an Advanced Placement or elective course, making it one of the more popular models in blended high schools.

- Enriched Virtual - an alternative to a full-time online school that allows students to complete most coursework online at home or outside school but attend school for required face-to-face learning sessions with a teacher. Unlike the Flipped Classroom, Enriched Virtual programs usually don't require daily school attendance; some programs may only require twice-weekly attendance, for example.

In-person instruction from a teacher is essential to the blended learning approach. Developing listening skills in addition to visual and kinesthetic skills is essential for student development.



**Blended Learning – Blended Learning Universe**

<https://www.blendedlearstaffning.org/basics/>

## **Cognitive Engagement**

CTE classes begin with a high level of cognitive engagement due to student choice. Student choice to take CTE classes are based on an existing career path interest.

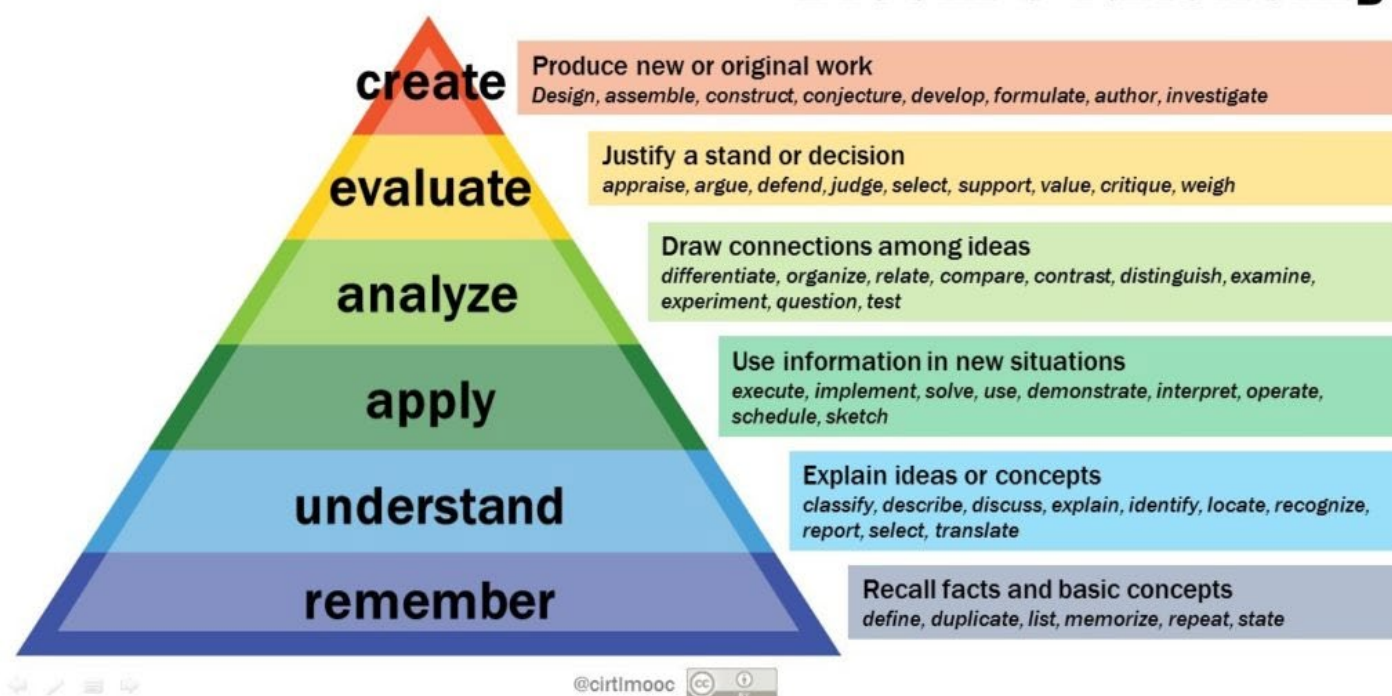
Student engagement in the classroom considers how engaged students are in participation, communication, and interaction with the teacher. Student engagement can also refer to a student's willingness, need, desire, and activity to participate and be successful in the learning process. Cognitive engagement is the extent to which students are willing to put effort into learning or mastering a task. Cognitive engagement is best seen in persevering and learning from experience, sharing, and learning with others, and enthusiastically engaging in the learning process.

CTE works with 8 questions that highlight characteristics of high-level cognitive engagement.

1	Does the activity, strategy, task, or idea allow the student to personalize their response? Can they bring life experiences to the activity to make it their own?	5	Is there a culture of emotional safety? Are mistakes valued because they are an opportunity to learn?
2	Are there clear and modeled expectations?	6	Do students have the chance to choose within the activity?
3	Is there a sense of audience above and beyond the teacher and test? Does the activity have value to someone else?	7	Is the activity authentic? It does not need to connect directly to the student's life, but it should connect to reality.
4	Is there social interaction? Do the students have an opportunity to talk about learning and interact with someone?	8	Is the task new and novel? Are the students bored? Is it hard to see engagement?

Bloom's taxonomy demonstrates the importance of interactions between content taught and complex processes required to learn. Utilizing the learning levels associated with Bloom's, CTE teachers use strategies that engage students with movement, collaboration, and media literacy. These strategies require teachers to act as facilitators, guiding students in solving complex industry focused problems and encouraging them to assume ownership of their own learning.

## Bloom's Taxonomy



## **Social and Emotional Learning**

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines Social Emotional Learning as “an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

### **Restorative Practices**

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.” <https://casel.org/fundamentals-of-sel/>

### **“Productive Struggle” Develops Resilience and Coping Skills**

CTE supports student Social Emotional Learning by providing a rigorous, hands-on, project-based learning curriculum that engages students in “Productive Struggle”. Productive Struggle helps students develop the resilience and coping skills they need to persevere despite challenging situations and complete their college and career pathway.

## **CTE Model Curriculum Standards**

The California CTE Model Curriculum Standards are designed to ensure that all students are college and career ready at the completion of a pathway. The CTE Standards include 11 Anchor Standards that contain performance indicators and hierarchical progression of tasks within the CTE Standards. The Anchor Standards serve as a guide for curriculum development and measurements reflective of each industry sector. The Anchor Standards, Common Core English Language Arts standards, and Anchor Standards scaffold share a common focus of curriculum that utilizes demonstration and application, laboratory, and workplace learning specific to individual sectors and pathways.

According to the California CTE Model Curriculum Standards, additional research includes “Depth of Knowledge” levels developed by the Wisconsin Center for Education Research (WCER), the “Rigor/Relevance Framework” from the International Center for Leadership in Education, and “A Model of Learning Objectives” based on A Taxonomy for Learning, Teaching, and Assessing (Anderson et al. 2001) and developed by the Center for Excellence in Learning and Teaching at Iowa State University.

### **Career Ready Instruction**

The process of preparing students, no matter their age, with the essential skills they’ll need to find, acquire, maintain, and grow in a job is what’s known as career readiness. Career Ready Instruction includes career exploration so that students investigate the careers that either interest them or match their skill set. Professionalism is taught to know the behavioral expectations of a workplace versus their social group. Career development, personal financial literacy, and digital citizenship all create a well-informed, well-rounded student who’s ready for the workforce.

Education has shifted away from skill development and into theory. Companies are not spending on fundamental job training. This has created a “skills gap” that career-ready instruction addresses. Utilizing hands-on training, industry certification, team collaboration, problem-solving, work-based learning, and internships, teachers guide students through core employment skills.

SAUSD’s career-ready students will have the skills to compete in today’s global, knowledge-based economy regardless of their race, socioeconomic status, or geographic location.



## **Standards for Career- Ready Practice**

Standards for Career Ready Practice outline the necessary knowledge and skills students need to progress to postsecondary education or the workforce. These standards extend beyond a single career pathway, a CTE program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and revisited in all career exploration programs or integrated into the curriculum. The practices increase to higher levels of complexity and expectation as students advance through the program of study. Standards for Career Ready Practice are an essential resource for CTE and academic teachers in designing curricula and lessons that teach and revisit the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

## **All Aspects of the Industry**

All Aspects of the Industry equates to fundamental knowledge of the industry. This can be incorporated into intermediate or high school-level courses through career exploration. All aspects of the industry may also refer to the Model Curriculum Standards because the standard tenets are constant across all industries. As a student progresses through the higher course level, the industry knowledge becomes more specific and specialized.

## **Industry Standards**

Industry standards are designed to provide students with the academic and technical preparation necessary to pursue high-demand careers within a specified industry. The integration of academic and technical career concepts focuses on elevating and enhancing the knowledge students are acquiring. Utilizing strategies that include hands-on projects, work-based instruction, competitions, and leadership development is in line with industry standards.

Industry standards are designed to prepare students for a career. This can range from industry certifications, writing a professional business communication, or setting up a social media marketing campaign. The experience that CTE teachers bring to the classroom creates a unique environment to incorporate real-world experiences with the rigor of academia. Partnering with business partners for virtual and in-person field trips and sharing “day in the life” experiences expand the CTE classroom outside the school grounds. This benefits SAUSD students by visualizing career opportunities in person instead of in theory.

<https://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>

## **High Skill, High Wage, High Demand Career Preparation**

CTE provides students with the curriculum, materials, and support necessary to meet the SAUSD Graduate Profile. With a focus on preparing our students to meet the SAUSD Graduate Profile and by offering a student-centered instructional approach to address the needs of SAUSD’s broad student population, our CTE students are prepared to graduate with the skills needed to earn a High Skill, High Wage, High Demand Career based on the Orange County Economic Indicators and the list of the Fastest Growing Occupations in California. CTE prepares SAUSD students to be qualified for a career in Orange County, California, so they do not need to move away to find employment in the field of their choice.

- [Orange County Community Indicators](#)



## **Expanding and Elevating Teachers with CTE**

SAUSD CTE educators share a dual role as educator and industry expert. CTE teachers follow federal and state CTE Standards, Common Core state standards, and Industry specific standards. SAUSD CTE provides technology training and equipment to teachers to assist with teaching strategies, engagement, and to make the content assessable for all students.

### **Building Leadership Capacity**

CTE believes in building the administrative leadership from within the department. CTE promotes leadership opportunities through:

- Inviting teachers to present at Professional Learning meetings and conferences
- Developing CTE Targeted Teacher Trainings based on teacher requests
- Participating in Orange County Department of Education training
- Representing SAUSD CTE at national, state, and regional conferences
- Serving as a teacher liaison on the CTE Operations Team

### **CTE Professional Learning**

CTE Professional Learning is provided for teachers currently teaching Career Technical Education courses (defined by CALPADS) and holding a valid Career Technical Education Teaching Credential. All Professional Learning focuses on aligning CTE standards and principles with SAUSD priorities. Professional Learning meetings are held five times a year for Intermediate and High School teachers. Topics focus on Board Priorities and the SAUSD Graduate Profile initiatives filtered through a CTE lens.

- CTE Resources – CTE PL resources are housed in a Canvas LMS course including meeting agendas (Faculty, In-service, New Teacher, Professional Learning), supporting documents, and tools from meetings, templates, training tools, and CTE department informational materials.
- CTE Course Planning - Opportunity for teachers to review yearly curriculum to plan and calendar field trips, student certification, competitions, and conferences for approval, funding, and official scheduling.
- Industry Sector meetings - Sector meetings give CTE teachers the opportunity to collaborate with other CTE pathway educators on curriculum, assessments, resources (mentors, guest speakers, field trips), and events.
- Targeted Teacher Training - Teachers are surveyed at the beginning of the year to find out what they would like training in. If that topic is not incorporated into a scheduled meeting, CTE organizes additional training.
- Opportunity for teachers to network with other pathway CTE teachers.

Twice a year, CTE holds an Educators Partnership Engagement Meeting (EPEM). Members of the community, business partners, administrators, economic partners, students, and parents are invited to the EPEM to share both input and feedback about the CTE program. CTE educators and staff serve as facilitators and note-takers. In this capacity, the teachers hear firsthand about industry trends, needs, and innovations. The information helps innovate and elevate the curriculum and classroom.

## CTE Meetings, Training, and Resources- Internal

Meetings, Training, and Resources	Descriptions
Advance CTE	Advance CTE-national non-profit that represents State CTE Directors and state leaders of Career Technical Education. Extensive resources available online.
Association for Career and Technical Education (ACTE)	Provides educational leadership to develop a competitive workforce and empowers educators to deliver high-quality CTE programs. Virtual leadership and professional development, lesson plans.
AVID	Advancement via Individual Determination—fosters a safe and open culture, high expectations for teachers and students, and collaboration in CTE Classrooms
CTE 4 U	Targeted training for SAUSD CTE teachers (Classroom Management, CTE teaching strategies, Assessments etc.)
CTE Inservice (Bi-annual)	CTE Informational meeting of guidelines and expectations held at the start of Fall and Spring semesters
CTE Monthly Faculty Meetings	CTE funded staff meetings-information and procedural
CTE Professional Learning	CTE and pathway concentrated teaching/engagement/UDL strategies for all CTE teachers
CPR/First Aid/BLS	American Heart Association Trainer Certification
Professional Learning through VAPA	AME pathway targeted teacher professional learning
Teacher Externships	Teacher industry internship/work experience
Teacher Certifications	Industry related certification also allows teachers to proctor exams.

## CTE Conferences, Meetings, and Trainings - External

Conferences, Meetings, Training, and Resources	Descriptions
Advance CTE	Advance CTE-national non-profit that represents State CTE Directors and state leaders of Career Technical Education. Fall Annual Conference
Association for Career and Technical Education (ACTE)	Provides educational leadership to develop a competitive workforce and empowers educators to deliver high-quality CTE programs that ensure all students are positioned for career success. Annual Conferences; ACTE, Product and Innovation, Work Based Learning
California CTE Conference	Regional CTE Conference hosted by CALCP and CAROCP. Offers high-quality, cost-effective professional development for CTE leadership and teachers
California Educating for Careers	State-mandated grant convening CTE conference. Annual three-day professional development event. A variety of delivery systems, strategies, and Industry Sectors throughout the CTE system are represented in the more than 200 sessions offered.
CTEp – Career Technical Education Partnership	Santa Ana Unified School District, Orange Unified School District, and Orange County Department of Education partnership. Provides specialized training opportunities and Assessment Update meetings for course continuity.

International Society for Technical Education (ISTE)	ISTE is a community of global educators who implement educational technology to transform teaching and learning, accelerate innovation, and mitigate educational challenges. ISTE facilitates connections that improve opportunities for all learners through practical guidance, evidence-based professional learning, virtual professional networks, thought-provoking events, and the <a href="#">ISTE Standards for Technology Use for Students, Educators, and Administrators</a> .
Orange County Computer Using Educators (OCCUE)	OCCUE is the local affiliate of Computer Using Educators (CUE), a professional organization that supports educators implementing educational technology in their academic curriculum.



## Industry Conferences and Resources

Conferences and Resources	Descriptions
Adobe Creative Educator	Hands-on, in-person training to teach educators how to include creativity in any course and to certify educators as “Adobe Creative Educator” Level 1 & 2.
Automotive Service Excellence (ASE)	Organization that provides certification and training material for the Automotive industry
Canon Learning center	Explore innovative technology through hands-on activities.
CPR/First Aid/BLS	American Heart Association Trainer Certification
Disney Imagination Campus & Technology/Technology of Disney Parks	Students will learn about hydraulics and pneumatics, of technical equipment (lighting & sound) and hear from professionals on various ways to use technology
Glidewell Dental Laboratories	Students will be able to explore different occupations within the Dentistry field.
Google Certified Educator	Hands-on, in-person training to teach educators how to implement Google for Education Workspace tools in any course and to certify educators as “Google Certified Educator” Level 1 & 2.
Manufacturing Month	Resources provide classroom projects and activities to highlight manufacturing aspect in all careers
Museum tours: Museum of Tolerance African American Museum Japanese American Museum Federal Reserve Long Beach Harbor Downtown Santa Ana	<ul style="list-style-type: none"> <li>• Visits to these museums will create cultural sensitivity and awareness.</li> <li>• Financial overview of innerworkings of Treasury department.</li> <li>• International shipyard of goods and services</li> <li>• Local commerce of goods and services</li> </ul>
OSHA	Occupational Safety and Health Administration (OSHA) to ensure safe and healthful working conditions for workers by setting and enforcing standards and by providing training, outreach, education and assistance
PLTW Launch 16-Hour Elementary Teacher Training & Certification	PLTW Launch Classroom Teacher training prepares and certifies teachers to teach PLTW Launch STEM/NGSS curriculum in TK-5 <sup>th</sup> Grade programs.
PLTW Gateway 40-Hour Intermediate School Teacher Training & Certification	PLTW Gateway Teacher training prepares and certifies 6 <sup>th</sup> – 8 <sup>th</sup> Grade teachers to teach PLTW Gateway curriculum in 10 different STEM fields.
PLTW Launch 80-Hour High School Teacher Training & Certification:	PLTW High School Teacher training prepares and certifies 9 <sup>th</sup> – 12 <sup>th</sup> Grade teachers to teach multiple PLTW courses in 3 Pathways: <ul style="list-style-type: none"> <li>• Information &amp; Communication Technologies</li> <li>• Engineering &amp; Architecture</li> <li>• Health Science &amp; Medical Technology</li> </ul>
Samsung Corp Office and showroom	Students will tour Samsung Corp office to explore innovative technology.
Warner Bros.	Students experience a behind the scenes view of the film production world. They get their hands on, and up close and personal with movie props, vehicles, sets, studio set ups and more. They will get to see first hand what goes into the day-to-day life of creating major motion pictures and tv shows.

Warner Bros. Backlot Tour	Students see real on location productions being filmed, visit a motion picture prop house, be a part of green screen in a motion picture, and see behind the scenes of current films and tv shows.
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## Teacher Certifications

CTE courses are taught by highly qualified teachers with the appropriate CTE Designated Subjects credential for each course taught in SAUSD. Any educator assigned to teach in a CTE course must be authorized for service in a CTE setting.

<https://www.ctc.ca.gov/credentials/assignment-resources/ar-career-tech-ed>

A list of SAUSD CTE Credentialed Teachers maintained by CTE Operations Specialist. Teaching credentials are public record and can be researched at [www.ctc.ca.gov](http://www.ctc.ca.gov).

## Assessments

### Universal Pathway Assessments

Assessments are an important way to measure effective instruction and student achievement. SAUSD CTE has developed and implemented several universal pathway assessments with the Orange County Department of Education's Central Orange County CTE Partnership (CTEp). As part of CTEp, many of our CTE pathway teachers helped to create universal assessments for the Fall and Spring semesters for over 15 of our courses and are looking forward to continuing to develop universal assessments for each unit of study in all CTE courses.

The process for creating universal assessments begins with identifying courses that would benefit from universal assessments. The courses that are considered are those that are offered at various school sites and are taught by different teachers. Typically, the development of universal assessments starts with introductory classes and proceeds with more advanced classes. Once a course is identified, the instructors and any advisory members would convene to review any course outlines, pacing guides, and industry trends to develop an assessment that addresses the learning objectives and units of study. Since the assessment is an indicator of what is learned in a CTE pathway, care is given to ensure that the assessment prepares students to progress further in the related CTE pathway and industry sector. Typically, course units are divided among the development team and then the group reconvenes to review the questions. Once all parts of the universal assessments are reviewed and approved, the assessments will be given throughout the year. The team needs to meet again to reflect on the results of the assessments and whether any changes need to be made. Teachers can also share how they addressed the units of study and how lessons might be modified to increase student achievement in the different areas.

Reviewing universal assessments has led to a shift from standard multiple-choice, summative assessments to a more authentic assessment. Previous assessments have included portions that were fill-in-the blank, multiple choice, short answer and full essay responses with rubrics that are shared with the students. Teachers were given guidance and training on how to use rubrics to objectively grade each type of response. OCDE worked with our CTE staff to provide training on authentic assessments. These types of assessments are especially important in CTE as they mimic real-world situations that students might encounter out of the classroom. Feedback from students has been positive, indicating that they prefer authentic assessments, and CTE and OCDE recommend that they be included in all courses.



Alignment of CTE courses with universal assessments can provide all stakeholders with data to make informed instructional adjustments and better align learning objectives with industry expectations. In addition, courses can be better aligned with the rigorous demands of professional certifications that will help our students be prepared for employment once they complete their CTE pathways. CTE identifies many of these important skills and topics on the CTE course completion certificates that students receive at the end of their courses. Several CTE sites are including micro credentials with progressive levels of mastery as part of lessons and district grading.

## **Preparing Students for Industry Certification**

Industry Certifications are an important component to a high-quality CTE program. Certifications are embedded into the classroom curriculum. All preparation is done in class and with teacher instruction and mentoring. To see a list of available certifications, refer to Chapter 8 - Certifications.

## **Formative and Summative Assessments**

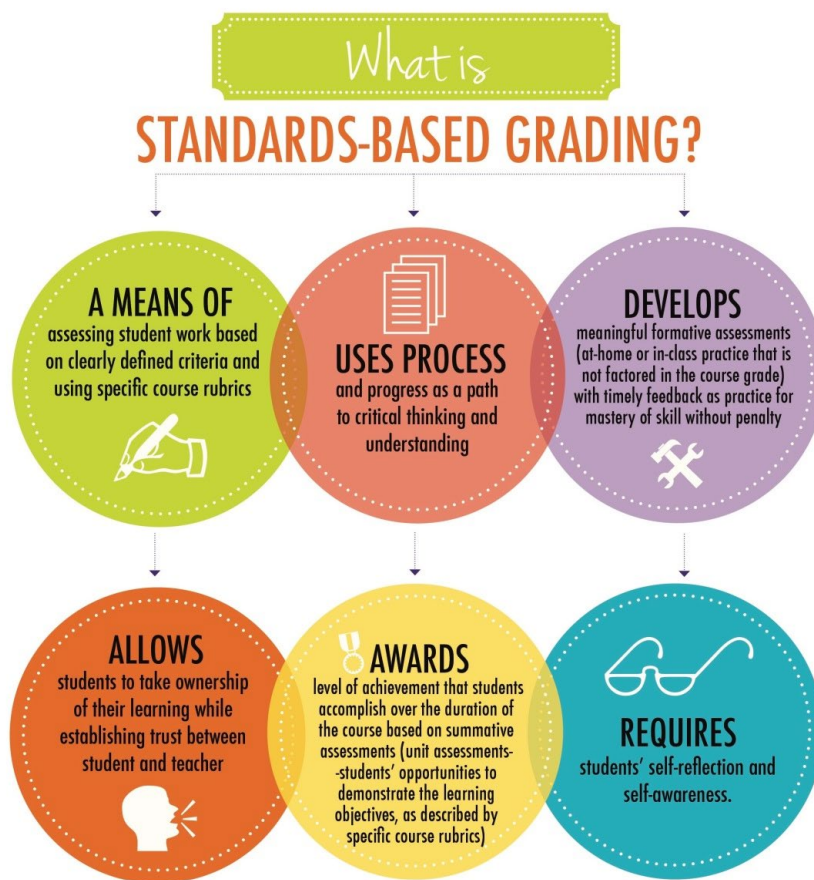
Assessments are an essential component of CTE courses. Some courses focus on assessments in a traditional manner, utilizing multiple choice and essays as a measure of knowledge. Because of the hands-on nature of CTE courses, many teachers use ungraded discussions, task-oriented learning, and rubric-directed projects to inform them of students' skills and knowledge.

Formative assessments evaluate how someone is learning material throughout a course. One of the main differences between types of assessments is that not all formative assessments require grading. Utilizing pre-assessments, gamification, and other tools for cognitive engagement, teachers can gauge student learning during a variety of lessons, mixing industry and academic language with skill practice.

Summative assessments evaluate how much a student has learned throughout an entire course. Many educators utilize a mid-term and final exam as the summative assessment for a course. As described in the Universal Assessment section, SAUSD CTE participates in a data-informed fidelity process that informs our courses within Orange County. Beyond that initiative, other summative assessments occur in CTE courses.

Many skills are taught best through scaffolding. Each level of scaffolding with skill or progressive knowledge concludes with evidence in the form of formative assessing. Proving mastery or summative skills and knowledge can be done at the end of a unit, semester, or year. It can be done continuously to allow students to learn from their mistakes, specifically in skills tests.

## Standards-Based Grading Practices



Standards-based grading focuses on student learning. Grades are based on demonstration of understanding and mastering concepts and skills. CTE students receive grades based on multiple standards and learning targets. Students and parents can see which industry concepts and skills were understood and performed well and those which need to be improved on. Multiple opportunities are given to improve and showcase foundational skills throughout the pathway process.

Standards-based grading provides explanations of the concepts and material that students should know in their course or progressively in their CTE pathway. These “learning standards” provide a guideline that is consistent for all students. Instruction is guided by these standards and teachers work to have students learn the expected standards and industry skills necessary to show mastery in their field. Student report cards reflect learning standards defined by a grade on how well they mastered the material.

Standards-based grading:

- Provides meaning to grades – Students understand why they receive each grade, and the rubric validates the breakdown of how they did on each industry standard.
- Keeps students and teachers accountable – With specific learning standards defined and explained at the beginning of the class, the CTE student knows what they are expected to learn. With the use of consistent formative assessments, both graded and ungraded, teachers know



how well the students are doing on these learning targets. Adjustments can be made as needed to ensure proficient understanding by the end of the unit and course.

- Better feedback for improvement – Using rubrics to define different learning standards, students can see which industry skills and knowledge they need to improve upon. Teachers can also use this information to provide mentors, tutors, student coaching, improve instruction, and acknowledge differentiation. If the teacher sees that most of the class has difficulty understanding one standard, they can change teaching strategies or focus on how that standard is demonstrated throughout the course and as lessons progress.
- Students become more self-motivated – The goal of standards-based grading focuses on student mastery and understanding. CTE students become more motivated to understand the material, especially in the context of employment instead of the points. The question of “Will this be graded?” is replaced with questions that lead to a better understanding of the material for future success.
- Tracks Standards Mastery – With standards-based grading, teachers focus their instruction on how students are mastering the content. Skills focused lessons based on training for certifications and competencies displayed in competitions showcase that this grading strategy is best matched with Career Technical Education.



## Chapter 6 - CTE TK-16 Academic Plan

### *Instructional Delivery*

## Elementary CTE

### Grades TK-2

#### Career Awareness

During the elementary years, students are at a crucial period when career beliefs and aspirations are being developed (Mariani, Berger, Koerner, & Sandlin, 2016). Research supports that elementary-aged children begin to make career-related choices that influence their future career goals. Therefore, it is important that elementary schools prioritize career-related interventions early on (Mariani et al., 2016; Woods & Kaszubowski, 2008). Best practices in developing career awareness show that school curriculum offers opportunities for students to develop self-knowledge and make connections between classroom activities and future work roles. When demonstrating career relevance to concepts taught in elementary subject matter, students are granted the necessary opportunities to learn more about themselves and, in turn, learn to expand career considerations or at least to be more confident about their early career choices (Super, 1990).

The National Career Development Association (NCDA) provides guidelines for elementary school counselors, including three focus areas:

- i. Self-knowledge
- ii. Educational and occupational exploration
- iii. Career planning

To assist with the implementation of elementary student career development guidelines, SAUSD CTE facilitates a range of activities to support schools. A dedicated CTE College & Career Readiness Counselor supports career awareness activities at all elementary schools. This counselor identifies engaging and relevant CTE curriculum, develops career lessons, and supports school site counselors and teachers with activities and strategies for making connections between academic subject matter and career education. For example, school counselors at Heninger Elementary developed a curriculum that can be shared with all elementary school counselors and delivered through planned lessons as part of the school site's comprehensive school counseling program.



## Science, Technology, Engineering, Art, and Math (STEAM)

TK-2<sup>nd</sup> Grade students participate in high-quality CTE curriculum with PLTW Launch STEM/NGSS, a hands-on, experiential, Project-Based Learning curriculum. PLTW Launch curricular units are aligned with California Content State Standards in math and Next Generation Science Standards (NGSS), and the California CTE Model Curriculum Standards. Students follow PLTW's "Activity - Project – Problem" instructional design. Units begin with inquiry-based learning, student discovery, and skill-building activities, progressing to problem-solving projects, and culminating with a project-based-learning problem where students use the skills and knowledge acquired during a unit of study to develop a solution to a "Real-World" problem which they present to an audience. The STEAM and inquiry skills students develop are immediately transferrable to future courses in a vertical alignment with Grade 3-5 curriculum, and CTE Pathways in Intermediate and High School.

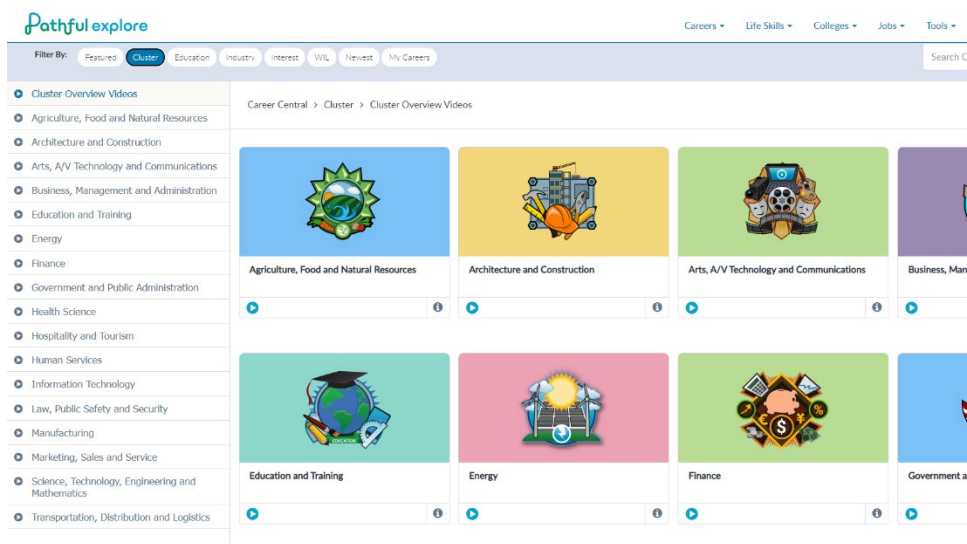


## Grades 3-5

### Career Exploration

With each passing school year, students gain career maturity, leading to more informed career and future planning. Building upon the career awareness activities that occur in TK-2<sup>nd</sup> grade, students in 3<sup>rd</sup> through 5<sup>th</sup> have the knowledge and capacity to explore the world of work with an academic and career mindset.

To augment career exploration within the classroom, SAUSD CTE facilitates a range of activities to engage students with the world of work. During the 2021-2022 academic school year, two elementary schools facilitated pilots of the career exploration platform, Virtual Job Shadow, Jr. This platform is a powerful tool elementary educators can use to promote their students' personal and academic growth. By detailing a wide range of jobs within 17 Career Clusters, it encourages all students to become invested in their futures. By underscoring the relationship between academic coursework and career opportunities, Virtual Job Shadow Junior motivates students to become dedicated learners by stressing the value of every individual's unique strength and helping teachers cultivate their students' self-confidence. Practical, hands-on career exploration is facilitated within the elementary school classrooms through the Project Lead the Way curriculum which further connects to and facilitates Career Exploration.



## Science, Technology, Engineering, Art, and Math (STEAM)

3<sup>rd</sup> – 5<sup>th</sup> Grade students continue with the high-quality CTE curriculum, PLTW Launch STEM/NGSS, the hands-on, experiential, PBL curriculum. PLTW Launch curricular units are aligned with California Content State Standards in math, NGSS, English language arts, and the California CTE Model Curriculum Standards. Students follow PLTW's "Activity - Project – Problem" instructional design. Units begin with inquiry-based learning, student discovery, and skill-building activities, progressing to problem-solving projects, and culminating with a project-based-learning problem where students use the skills and knowledge acquired during a unit of study to develop a solution to a "Real-World" problem which they then present to an audience. The STEAM and inquiry skills students develop are immediately transferrable to future courses in a vertical alignment with CTE Pathways in Intermediate and High School.

## Cross-curricular Collaboration TK-5

CTE works collaboratively with SAUSD curriculum specialists to promote a cross-curricular approach to CTE courses. This is especially important in TK-5<sup>th</sup> Grade with the PLTW Launch curriculum that serves as both a CTE STEM curriculum and NGSS Science curriculum:

- Collaborate with SAUSD Science Curriculum Specialist
- Align PLTW Launch STEM/NGSS curriculum with California State Content Standards for Science

## Intermediate (6-8) CTE

### INTERMEDIATE PROGRAMS

Industry Sector	Pathway	School
Arts, Media, and Entertainment	Design, Visual, and Media Arts	Lathrop, Sierra, Willard
	Performing Arts	Carr, Heniger
	Production and Managerial Arts	Carr, Heniger
Building and Construction Trades	Residential and Commercial Construction	Sierra
Business and Finance	Business Management	Carr, Willard
Education, Child Development, and Family Services	Education	Villa
Engineering and Architecture	Engineering Design	Advanced Learning Academy, Carr, Lathrop, MacArthur, McFadden, Mendez, Santiago, Sierra, Romero-Cruz, Villa
Health Science and Medical Technology	Patient Care - Medical	Lathrop, MacArthur
Information and Communication Technologies	Games and Simulation	Lathrop, Mendez
	Software and Systems Development	Advanced Learning Academy, Lathrop, MacArthur, McFadden, Mendez, Santiago, Sierra, Villa

### Career Pathways

Students can begin exploring CTE-specific courses in intermediate school. Most courses are taken over the course of a semester. These courses offer foundational information and incorporate hands-on activities. Although courses are categorized into industry sectors, intermediate courses do not obligate students to enter a CTE sector or pathway in high school. Special programs have multiple courses, referred to as bridge programs.

### Bridge Programs

SAUSD CTE receives grant funding from the California Department of Education to establish Middle School Foundation Academies. The grant program is intended to prepare students for participation in a complete, high quality Career Technical Education pathway at a local high school. Each Middle School Foundation Academy is developed in partnership with SAUSD high schools to improve matriculation and support persistency to CTE pathway courses. Through this vertical alignment, students will explore industry careers in intermediate school and experience industry work in high school, leading to improved CTE pathway completion rates.

#### Lathrop Broadcasting

Lathrop Intermediate School receives mentorship from teachers at Santa Ana High School in the Production and Managerial Arts Pathway.

- Foundations of Broadcast Media
- Prepping for the Show
- The Show Must Go On
- Light, Camera, Action

### **Carr Business**

Carr Intermediate School students are prepared for entry into the Global Business Academy hosted at Valley High School.

- Introduction to Business Applications
- Mobile Application Design for Business
- Introduction to Careers and Marketing for International Business
- Bridge to Global Business

### **Willard Digital Media**

Willard Intermediate School receives mentorship from teachers at Santa Ana High School in the Production and Managerial Arts Pathway.

- Digital Media Foundations
- Media and Marketing
- Film and Marketing
- Bridge to SAHS Digital Media

### **Villa TEACH**

Villa Fundamental Intermediate School students are prepared for entry into the TEACH Academy hosted at Century High School.

- STEM in Education Careers I
- STEM in Education Careers II
- Introduction to Careers in Education
- TEACH Prep Academy

### **Career Exploration**

Intermediate students begin career exploration as early as sixth grade in seven industry sectors which include pathways in Arts, Media & Entertainment, Business & Finance, Building Trades & Construction, Child Development, Engineering & Architecture, Health Science & Medical Technology, and Information & Communication Technologies. Students at SAUSD intermediate schools participate in a total of 128 semester long CTE courses that currently serve 3436 students. Students explore different career fields that are vertically articulated with high school programs. For intermediate schools that have limited CTE offerings, the CTE KIDS Camp program has been developed that provides CTE career exploration options outside of the instructional day. Students can further explore career pathways during Saturday classes where visiting CTE teachers bring engaging lessons to students that help expand knowledge in the many careers available in the world of work.

[Middle School Career Exploration CTE](#)



## **Cross-Curricular Collaboration**

CTE works collaboratively with SAUSD curriculum specialists to promote a cross-curricular approach to CTE courses. This is especially important in 6<sup>th</sup> – 8<sup>th</sup> Grade Intermediate School programs who may not be able to offer a wide variety of CTE courses as an elective class.

### **ELA**

Collaborating with SAUSD's ELA Curriculum Specialists allows CTE to create hybrid CTE ELA courses as a creative and effective way to provide CTE curriculum in a 6-8 ELA course.

### **Science/NGSS**

Collaborating with SAUSD's Science Curriculum Specialist to create hybrid CTE STEM/NGSS courses is a creative and effective way to provide CTE curriculum in a 6-8 Science course.

### **Visual and Performing Arts (VAPA)**

Another area of cross-curricular collaboration is in the Arts, Media, and Entertainment (AME) industry sector with the district SAUSD Arts department. Different schools expand their traditional arts classes with digital media components that help prepare them for high school and post-secondary digital media pathways. There is also alignment in programs such as mariachi that help prepare students for advanced level courses past the intermediate level.

## **Science, Technology, Engineering, and Math (STEM)**

CTE courses at the Intermediate (6-8<sup>th</sup> Grade) level are heavy on STEM subjects. Students are offered a wide range of courses from the Information and Communication Technology, Engineering & Architecture, and Health Science & Medical Technology [California CTE Industry Sectors](#). These courses offer real-world, hands-on, engaging and skill-building curriculum that prepare intermediate students to continue a CTE pathway in high school.

### **Project Lead the Way (PLTW)**

The primary curriculum for the CTE intermediate STEM classes is delivered via Project Lead the Way (PLTW) Gateway, a renowned intermediate school STEM Curriculum. To implement a PLTW Gateway program at the intermediate school level, instructors are required to participate in a 40-hour certification training program. Each PLTW Gateway unit engages students in a middle school STEM curriculum that not only builds knowledge and skills in areas including computer science, engineering, and biomedical science, but also empowers students to develop essential skills such as problem-solving, critical, and creative thinking, communication, collaboration, and perseverance. Because of this engaging and high-quality curriculum, students, especially students from underrepresented groups such as female students, EL students, and underrepresented/marginalized students report that they would now consider further study and a career in a STEM field.

### **Arts, Media, and Entertainment (AME)**

Another area that CTE focuses on during the middle school grades is the Arts, Media, and Entertainment (AME) industry sector. CTE currently offer classes in design, such as PLTW STEAM, film exploratory classes in conjunction with Creating Creators, broadcast and livestreaming, and music technology classes. These programs introduce students to AME careers and help to create bridges to the secondary AME offerings, which make up a large percentage of our CTE program.



## CTE Esports Overview

SAUSD CTE is constantly monitoring economic indicators and global trends to look for opportunities to create innovative and cutting-edge CTE pathways. In 2017, CTE identified the larger Esports ecosystem, which contains elements of entrepreneurship, video game development, content creation, brand marketing, nutrition, health, and competitive events, as an opportunity for SAUSD to be a first mover in developing Esports-focused career pathways that could train students for careers in the business, marketing, ICT, and Arts, Media, and Entertainment industry sectors. CTE's efforts were highlighted in the Spring of 2020, when the first SAUSD Esports lab was unveiled at Century High School and is arguably one of the finest Esports facilities in the world. With further support, CTE SAUSD Esports can have one of the top programs in the country.

While the Esports ecosystem covers many distinct industries, Esports is most closely tied to two of California's largest CTE industry sectors, Information Communications Technologies, which includes computer science and application development, and Arts, Media, and Entertainment. Southern California is home to numerous Esports organizations, video game developers, visual media production companies, and electronic hardware manufacturers that are seeking ways to partner with educational institutions that support esports.

While there are some challenges in communicating to stakeholders the differences between competitive Esports and CTE courses that teach industry skills through esports, it has become evident throughout our implementation of our esports programs that there are numerous benefits to keep growing Esports throughout the school district.

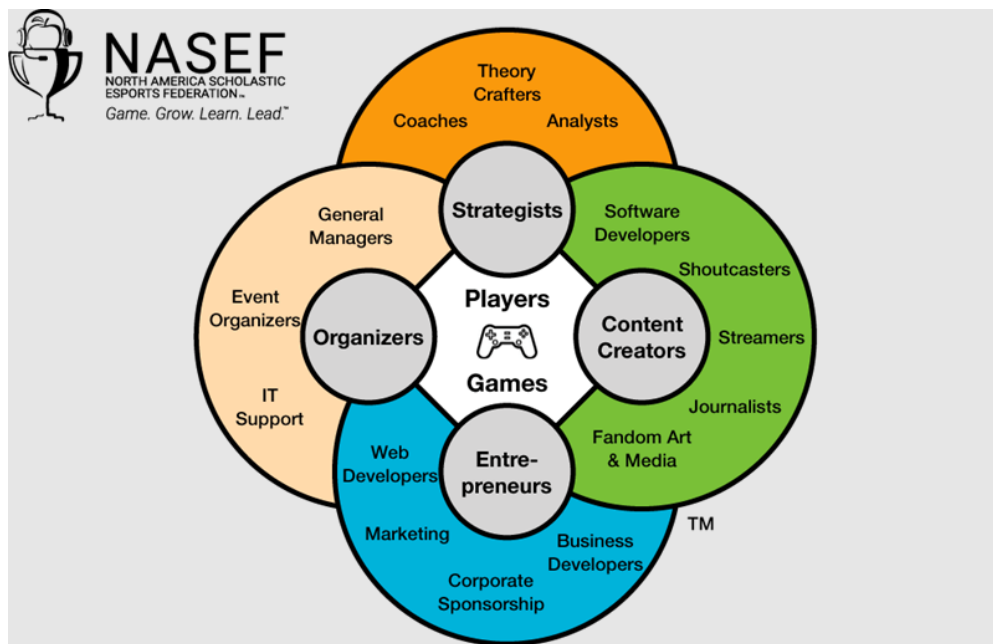


Diagram Citation: Anderson, Tsaasan, Reitman, Lee, Wu, Steele, Turner & Steinkuehler (2018)

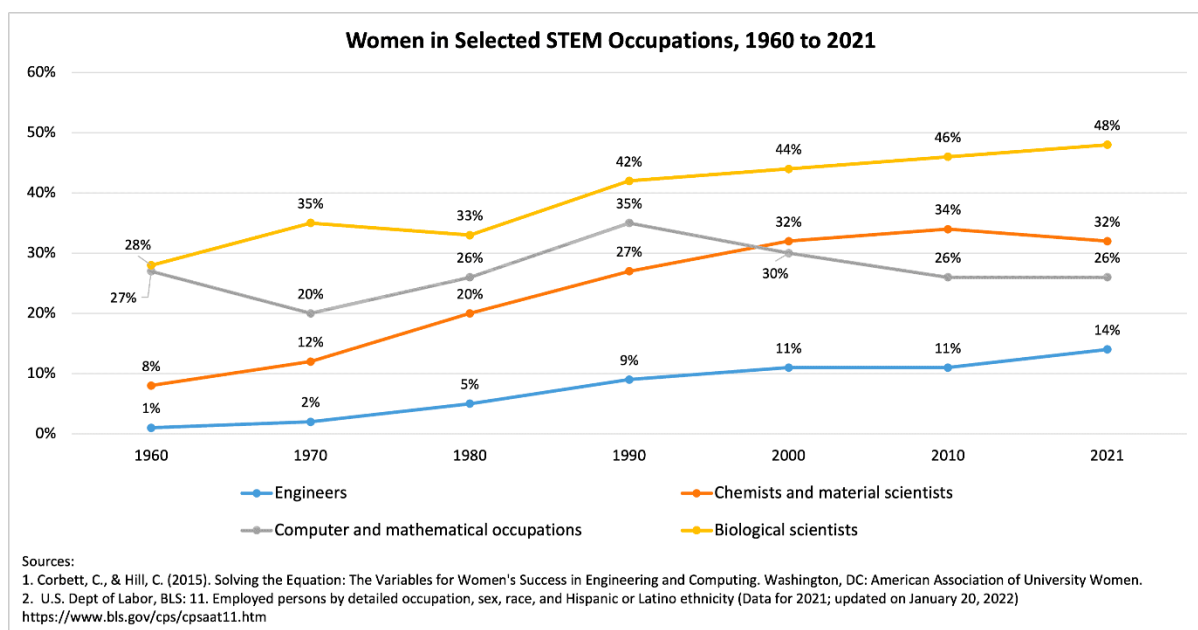
Esports are often misunderstood by both parents and district staff. Any district Esports initiative needs to keep in mind the negative connotations that are sometimes associated with video gaming. An awareness campaign and the distinction between competitive play and Esports career pathways is important as well as the messaging and education about the career opportunities that are part of the Esports ecosystem.

## CTE Outreach Programs

CTE Outreach programs offer hands-on, inquiry-based, Project-Based Learning programs to attract underrepresented students into CTE and STEAM programs. While these programs support underrepresented students, they are open to all students demonstrating a spirit of support and collaboration with a commitment to diversity in STEAM fields/careers. These programs also target students for whom there is no CTE course offered at their home school.

Program	Description	Focus Population
CTE Saturday Classes	Monthly CTE Saturday classes offered by various CTE instructors to introduce students to CTE pathways.	Specific Focus: Intermediate or K-8 schools that do not offer CTE elective classes  Open to all students
Femineer	<a href="#">Femineer</a> is an Engineering outreach program with Cal Poly Pomona, the Femineer program offers Engineering activities, projects, Engineering-focused field trips, and a culminating Femineer Summit at CPP to encourage young women to consider careers in Engineering & STEM.	Specific Focus: Female students Grades 6-12  Open to all students
VEX Robotics	The <a href="#">Robotics Education &amp; Competition Foundation (RECF)</a> offers regional, national, and world <a href="#">VEX Robotics</a> competitions for 3 <sup>rd</sup> – 12 <sup>th</sup> Grade students. This competitive program can be offered within a CTE Computer Science or Engineering Robotics course or offered as an extra-curricular club activity.	Specific Focus: Underrepresented populations in the field of Robotics  Open to all Students
Girls Make Beats Electronic Arts Program	Girls Make Beats (GMB) is a nonprofit organization that empowers and supports girls in the field of digital musical arts, specifically: music producers, DJs, and audio engineers by hosting educational seminars, summer camps, and virtual courses that focus on industry-leading hardware and software.	Specific Focus: Female students Grades K-12  Open to all Students
Summer Mini-Camps	6 Week STEAM mini-camps during summer and offered throughout SAUSD. Topics include: Code Speak Labs Design & Maker Drone Academy High School Drone Academy Intermediate School Femineer Summer Camp Sunpower Solar Academy	Specific Focus: Underrepresented populations in the field of STEAM  Open to all Students
Girl-Powered Summits	Girl-Powered Summits are sponsored by the REC Foundation to bring more female students into the field of robotics. This STEM experiential program focuses on encouraging ALL students to actively embrace a more diverse culture and a more encompassing definition of what a	Specific Focus: Female students Grades K-12  Open to all Students

	roboticist looks like. <a href="https://youtu.be/iqCPaNIIR90">https://youtu.be/iqCPaNIIR90</a>	
CyberTech Girls	CyberTech Girls events are focused on cybersecurity training and technology. College faculty and technology companies host CyberTech Girls on their campuses where students experience a variety of hands-on activities and engage with industry professionals, college students, and professors. <a href="https://cybertechgirls.org/">https://cybertechgirls.org/</a>	Specific Focus: Female students Grades K-12  Open to all Students



## High School CTE

SAUSD CTE currently has 43 pathways throughout 7 district high schools. Research shows that students who complete a blended academic–career curriculum are more likely to pursue postsecondary education, have a higher GPA in college, and are less likely to drop out of college in the first year. Eighty percent of students in college prep and rigorous CTE met college and career readiness goals versus only 63 percent of students taking only college prep. Attendance in a CTE program more than doubles the rate of college entrance for minority students, and a 90% CTE student graduation rate in high school versus only 75% average nationwide graduation rate. High-risk students are eight to ten times less likely to drop out in the 11th and 12th grades if they enroll in a CTE program. Specific to high schools, there has also been a movement towards teaching students “non-cognitive” skills that will enable them to be successful in the 21st Century economy, such as the ability to work in teams, persistence when confronted with difficult tasks, and how to apply problem-solving strategies to successfully address complex situations (Farrington, et al., 2012). CTE has increased school connectedness, reduced behavioral problems related to suspensions and expulsions, and reduced dropouts in all student groups, but especially among students who are at highest risk of dropping out. Seventy nine percent of CTE concentrators enrolled in postsecondary education within 2 years of high school graduation.

## SAUSD CTE Career Pathways

Industry Sector	Pathway	Schools
Arts, Media, and Entertainment	Design, Visual, and Media Arts	Century, Circulos, Godinez, Saddleback, Santa Ana, SAVA, Segerstrom, Valley
	Performing Arts	Santa Ana, Segerstrom Coming Soon: Century
	Production and Managerial Arts	Middle College, Santa Ana, SAVA, Segerstrom, Valley
Building and Construction Trades	Residential and Commercial Construction	Century
Business and Finance	Business Management	Century, Santa Ana, Valley
Education, Child Development, and Family Services	Child Development	Santa Ana, Segerstrom
	Education	Century
Engineering and Architecture	Engineering Design	Century, Segerstrom, Valley
Fashion and Interior Design	Fashion Design and Merchandising	Santa Ana
Health Science and Medical Technology	Biotechnology	Saddleback
	Patient Care - Dental	Valley, Expanded Learning
	Patient Care - Medical	Santa Ana, Valley
	Patient Care - Mental Health	Coming Soon: Segerstrom
	Patient Care – Sports Medicine	Godinez
Hospitality, Tourism, and Recreation	Food Service and Hospitality	Santa Ana, Valley Coming Soon: Century
Information and Communication Technologies	Games and Simulation	Century, Middle College
	Software and Systems Development	Circulos, Godinez, Santa Ana, Segerstrom, Valley
Manufacturing and Product Development	Product innovation and Design	Middle College
Marketing, Sales, and Service	Entrepreneurship/Self-Employment	Circulos Coming Soon: Chavez
Public Services	Legal Practice	Godinez, Santa Ana, SAVA
	Public Safety	Saddleback
Transportation	Systems Diagnostics, Service, and Repair	Santa Ana, Valley

\*\*Pathways available by school are linked in the Appendix

## High School Cross-Curricular Courses

CTE works collaboratively with SAUSD curriculum specialists to promote a cross-curricular approach to CTE courses. This is especially important in 9<sup>th</sup> – 12<sup>th</sup> Grade academic courses to make them more relevant to student voice and choice who may not be able to offer a wide variety of CTE courses as an elective class.

## Cross-Curricular Table

Course	Academic Department	CTE Pathway	School
Esports ELA	ELA	Games & Simulation	Seegerstrom
SAHS Film Courses	ELA	Arts, Media, Entertainment	Santa Ana
PLTW Biomedical	Science	Health & Medical Terminology	Saddleback

## Project Lead the Way (PLTW)

The primary curriculum for CTE high school STEM classes is Project Lead the Way (PLTW), a renowned high school STEM Curriculum. PLTW courses in three industry sectors are offered to SAUSD CTE students: Engineering, Computer Science, and Biomedical Science, with multiple pathway courses offered in all three industry sectors. To be qualified to teach PLTW High School course, instructors must attend an 80-Hour certification training program. PLTW high school courses prepare students through a rigorous, standards-based curriculum, and empowers students by developing essential STEM skills such as problem-solving, critical, and creative thinking, communication, collaboration, and perseverance. These courses are vertically aligned with college STEM pathways, allowing students to enter college STEM courses with a high level of skill and knowledge. Because of this engaging and high-quality curriculum, students, especially students from underrepresented groups such as female students, EL students, and underrepresented students report that they would now consider further study and a career in a STEM field.

- <https://www.pltw.org/our-programs/pltw-computer-science>
- <https://www.pltw.org/our-programs/pltw-engineering>
- <https://www.pltw.org/our-programs/pltw-biomedical-science>

## Post-Secondary

### Dual Enrollment

Dual enrollment is an enhanced and unique educational opportunity for high school students to earn transferable college credit through local community colleges. Dual enrollment enables high school students to take college courses, taught by college professors or qualified high school teachers, on their high school campus. In SAUSD, these courses also count toward their high school graduation requirements, allowing students to get a head start on their higher education goals.

At current rates, about one-third of California 9th graders will earn a bachelor's degree. Furthermore, there is lower college completion rate among Latino, Black, and low-income Californians which worsens the state's economic divide (Gao and Johnson 2017; Johnson and Cuellar Mejia 2020a). Offering college courses in high school is a beneficial way to expand educational opportunities, improve the community's economic mobility, and meet the workforce needs of California (Education Commission of the States 2019). In 2015, Assembly Bill (AB) 288 established the College and Career Access Pathways (CCAP) partnership, allowing community college districts to partner with K–12 districts in offering college classes exclusively to high school students on high school campuses. The goal of AB 288 is to provide dual enrollment opportunities to students who “may not already be college bound or who are underrepresented in higher education.” AB 30 (2019) extended the operation of CCAP partnerships to 2027 and simplified the application process by allowing students to submit only one parental consent form and principal recommendation, and complete one application for the duration of the CCAP partnership.

SAUSD currently has a CCAP partnership with Santa Ana College (SAC). This allows for SAC to create closed sections that are offered solely to high school students. CTE's goal is to increase college persistency for students from special populations (Emergent Bilinguals, Students with Disabilities, McKinney-Vento, and Foster Youth) and provide educational options for all students.

Dual enrollment aligns well with the California Community College system's Vision for Success, a set of goals and commitments that include boosting the numbers of students earning degrees or certificates and transferring to a University of California or California State University campus (Foundation for California Community Colleges 2019). It also aligns with SAUSD's Student Achievement Board Priority, "SAUSD will design, develop, and deliver high-quality, flexible, innovative, culturally responsive, standards-based core curriculum and instruction that empowers ALL students (including but not limited to English Learners, Foster Youth, Homeless, and Students with Disabilities) to exhibit self-efficacy, be active global citizens, effective collaborators, and communicators, and solve real world problems."



Under our CCAP partnership students can:

- Enroll in up to 15 units at Santa Ana College
- Access courses that are specifically created for high school students
- Add college courses onto their high school transcripts

Below are dual enrollment numbers for the 2018-2022

Santa Ana Unified School District - Dual Enrollment	
ACADEMIC YEAR: 2018-2019	
Summer 2018: 2 sections	
<b>Total Summer Enrollment:</b>	<b>79</b>
Fall 2018: 21 sections	
<b>Total Fall Enrollment:</b>	<b>483</b>
Spring 2019: 20 sections	
<b>Total Spring Enrollment:</b>	<b>494</b>
Summer 2019: 7 sections	
<b>Total Summer Enrollment:</b>	<b>167</b>
ACADEMIC YEAR: 2019-2020	
Fall 2019: 21 sections	
<b>Total Fall Enrollment:</b>	<b>597</b>
Spring 2020: 23 sections	
<b>Total Spring Enrollment:</b>	<b>565</b>
Summer 2020: 6 sections	
<b>Total Summer Enrollment:</b>	<b>161</b>
ACADEMIC YEAR: 2020-2021 *New CTE Counselors positions created*	
Fall 2020: 22 sections	
<b>Total Fall Enrollment:</b>	<b>554</b>
Spring 2021: 27 sections	
<b>Total Spring Enrollment:</b>	<b>559</b>
Summer 2021: 17 sections	
<b>Total Summer Enrollment:</b>	<b>397</b>
ACADEMIC YEAR: 2021-2022	
Fall 2021: 34 sections	
<b>Total Fall Enrollment:</b>	<b>820</b>
Spring Intersession 22: 1	
<b>Total Spring Intersession Enrollment:</b>	<b>16</b>
Spring 2022: 32 sections	
<b>Total Spring Enrollment:</b>	<b>773</b>
Summer 2022: 32 sections	
<b>Total Summer Enrollment:</b>	<b>746</b>
ACADEMIC YEAR: 2022-2023	
Fall 2022: 51 sections	
Total SAC Fall Enrollment:	805
Total MCHSS Fall Enrollment:	428
Total SCC/Other Fall Enrollment:	208
<b>Total Fall 2022 Enrollment:</b>	<b>1441</b>



## CTE Dual Enrollment

SAUSD CTE also collaborates directly with Santa Ana College's Career Education department to create CTE pathways that include dual enrollment courses. Through this targeted collaboration, SAUSD CTE can enhance the high school pathways by adding a college course as the capstone for the sequence. This increases college persistency rates by allowing students to start their college path during high school. Many students who enroll in blended pathways earn certificates of proficiency awarded by Santa Ana College. Below is a list of pathways that include blended dual enrollment courses that lead to a community college recognized certificate:

High School	CTE Pathway	SAC Career Education Certificate
Century High School	Education	After-School Program Specialist
Century High School	Business Management	Survey of International Business
Valley High School	Software and Systems Development	IT Support Specialist
Valley High School	Business Management	Survey of International Business
Saddleback High School	Biotechnology	Biotechnology Lab Assistant



## Chapter 7 - CTE Student Support Services

### CTE College and Career Readiness Background

Helping students learn about themselves, their abilities, interests, skills, and strengths is an essential component of career development and SAUSD CTE is committed to helping our students realize their potential as they prepare to transition to life beyond high school.

In the CTE Support Services Team, College, and Career Readiness Counselors plan, develop, and deliver programming aligned with the American School Counselor Association ASCA Student Standards, Mindsets, and Behaviors for Student Success.

The ASCA Student Standards serve as the foundation for school counselors' work in student services and describe the knowledge, attitudes, and skills students should be able to demonstrate with the support of a school counseling program. SAUSD CTE school counselors use the ASCA Student Standards to assess student growth and development, create culturally sustaining strategies and activities, and build a program that helps students achieve their highest potential.

The vision of CTE College & Career Readiness Counseling is to provide exemplary career technical education that prepares all students to be college and career ready. Through student advising, collaboration, and consultation with staff, caregivers, and educational partners, we enhance the teaching and learning experience for all. While making informed decisions that involve exploring CTE Pathways, students become lifelong learners and strive to prepare for 21st-century opportunities that will elevate them to compete and thrive in high-skill, high-wage, and high-demand postsecondary endeavors.

During the 2018-2019 school year, the new California Strong Workforce Program (SWP) grant created opportunities for collaboration with local colleges and other educational partners to strengthen the transition and post-secondary persistency for students in career education programs. Specifically, SAUSD CTE formally partnered with community resource providers to plan work-based learning, internships, business mentorships, and summer bridge programs for students. The grant would also provide for CTE faculty and staff to be supported through teacher and school counselor professional development, leadership development, and industry advisories intended to provide perspective on the region's needs for high skill, high wage, high demand careers. The targeted industry sectors for improvement and expansion were identified as:

- Arts, Media & Entertainment
- Building & Construction Trades
- Business & Finance
- Engineering & Architecture
- Health Science & Medical Technology
- Information & Communication Technologies
- Manufacturing & Product Development
- Marketing, Sales, & Service

SAUSD CTE began to implement the grant objectives in the Fall of 2019 through student and parent outreach and engagement activities, work-based learning projects for students, expanding dual enrollment, personnel recruitment, and professional development. By the Spring of 2020, SAUSD CTE School Counselors had led the development of a grant funded comprehensive student summer learning program when the COVID-19 pandemic forced the closing of schools and a halt to the full range of SAUSD CTE offerings.

SAUSD CTE faculty and staff explored and discovered innovative, alternative methods for delivering career technical education for students. For the remainder of Spring and into the Summer of 2020, coursework was delivered both synchronously and asynchronously by CTE faculty, and traditional in-person internships and mentorships were shifted to a virtual modality facilitated through grant partners as planned.

In the Fall of 2020, SAUSD CTE reimagined how to meet the objectives of the Strong Workforce Program grant funding with a directed focus on addressing equity, student wellness, and access to career education programs. SAUSD CTE recognized that student mental health and academic needs were profoundly impacted during the COVID19 pandemic and therefore invested in providing additional student support through an increased student services capacity. In the 2020-2021 school year, SAUSD CTE earmarked SWP grant funds to establish a new College and Career Readiness (CCR) team specifically for CTE that would be comprised of four CCR Counselors.

CTE College & Career Readiness Counselors:

- Utilize the American School Counselor Association's Professional Standards and Competencies to meet the rigorous demands of the school counseling profession and the needs of TK–12 students
- Possess advanced education with a Master's degree and a California Commission on Teaching Credentialing (CTC) Pupil Personnel Services (PPS) Credential
- Support the districtwide College and Career Readiness Department with specialized career education activities and training
- Lead college credit programming for students
- Train and coach partner educators on student support and interventions
- Plan and facilitate community education programs on career education

## Key Tenants

### Empowering students and community through College and Career Education

Objective	Implementation
Build Pathway alignment between high school and community college.	<ul style="list-style-type: none"> <li>• Collaborate with high school teachers and community college faculty to align CTE matriculation processes to promote successful completion for the first year of college within K-14 Pathways</li> </ul>
Streamline process for organizational efficiency and communication	<ul style="list-style-type: none"> <li>• Multilingual information and support to students and their parents on high school to college CTE pathway options, college transition and attainment</li> <li>• Improve communication for CTE students interested in a CTE pathway or Dual Enrollment program.</li> </ul>
Establish equitable counseling practices and resources for all students	<ul style="list-style-type: none"> <li>• Consult with site school counselors to identify gaps in services. CTE Counselors will create opportunities for students to request mentoring, tutoring, or social/emotional support.</li> </ul>

## **Guiding Theory- Solution-Focused Counseling**

Evidence-based school counseling requires practitioners to utilize formal counseling theories to guide their practice. When working with students, College and Career Readiness Counselors utilize Solution-Focused Brief Therapy (SFBT), Choice Theory, and Systems Theory.

### **Solution-Focus Brief Counseling**

**SFBT** is a pragmatic, anti-deterministic, and future-oriented approach that offers hope about the ability of the client to change quickly (Dewell, 2015; Lutz 2014). Solution-Focused practitioners facilitate the constructing of solutions alongside students rather than focusing on a problem. This guiding principle pushes CTE CCR Counselors to work closely with students to identify areas that can lead to positive emotions such as encouragement, motivation, and perseverance. CCR Counselors collaborate with all educational partners and consult with school site counselors when necessary and appropriate.

### **Choice Theory**

Choice theory aligns with career education in that a student's behavior is purposeful to effect a change leading to in the case of this education, skill acquisition and competency that impacts the world around them. Furthermore, Choice Theory is a cognitive behavioral approach that centers on what students can control, motivating them to demonstrate a belief in future success through course success.

### **Systems Theory**

Systems Theory references the interactions between multiple external influences that impact the daily lives of students. This theory is relevant to career education as SAUSD CTE students must process the influences effectively to accommodate the demands of a challenging course sequence of work based learning. Within Systems Theory are the following prominent practices:

#### **Family Systems**

The family unit contains its own influences on the individual student where family needs, expectations and values impact behavior and functioning. Students whose families heavily rely on them for fulfilling needs (income to support family, daycare, one car for the family), expectations (assume a role in family business), values (tangible vs. Intangible service careers) may require school counseling support to ensure educational success.

#### **Life Model**

CCR Counselors apply this approach to assist students with coping skills for improving and maintaining pro social interpersonal relationships as well as strategies for controlling one's environment to improve functioning. These social, emotional, and behavioral approaches are relevant to students who are exploring and engaging in the world of work as the Life Model supports overcoming the following career related challenges:

- problems and needs associated with tasks involved in life transitions
- problems and needs associated with tasks in using and influencing elements of the environment
- problems and needs as with interpersonal obstacles which impede the work of a family or a group as it deals with transitional and/or environmental tasks

#### **Socio Ecological Model**

Environment contributes to the shaping of student behaviors and beliefs. According to Bronfenbrenner's ecological systems theory, children typically find themselves enmeshed in

various ecosystems, from the most intimate home ecological system to the larger school system, and then to the most expansive system which includes society and culture. Each of these ecological systems inevitably interact with and influence each other in all aspects of the children's lives. CCR Counselors assist students with processing the interactions of the "ecosystems" while also identifying resources within the same ecosystem to effect personal success.

## California College and Career Indicators (CCI)

The California School Dashboard is designed to help parents and educators identify strengths and areas for improvement at California High Schools, grades 9-12. California reports how districts, schools (including alternative schools serving at-risk students), and student groups are performing across state and local measures.

This measure is based on the number of high school graduates who are prepared for college or a career. College/Career Readiness means completing rigorous coursework, passing challenging exams, or receiving a state seal from the California Department of Education. The following measures are approved as indicating college or career readiness:

- Career Technical Education Pathway Completion
- Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics
- Advanced Placement Exams
- International Baccalaureate Exams
- College Credit Course (formerly called Dual Enrollment)
- a–g Completion
- State Seal of Biliteracy
- Military Science/Leadership



## Understanding the College/Career Readiness Measure: Prepared

The College/Career Indicator includes measures on how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Graduates classified as **Prepared** on this state measure must meet at least one of the criteria in the **Prepared** level.

<b>1</b> <b>Smarter Balanced Summative Assessments</b> Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics	<b>2</b> <b>Advanced Placement (AP) Exams</b> Score of 3 or higher on two AP exams	<b>3</b> <b>International Baccalaureate (IB) Exams</b> Score of 4 or higher on two IB exams	<b>4</b> <b>College Credit Courses</b> Two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/Career Technical Education subjects where college credits are awarded	<b>5</b> <b>State Seal of Biliteracy (SSB)</b> SSB awarded and score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments	<b>6</b> <b>Leadership/Military Science</b> Two years of Leadership/Military Science, score of Level 3 or higher in ELA or math, and Level 2 "Standard Nearly Met" or higher in other subject area
<b>7</b> <b>Career Technical Education (CTE) Pathway</b> Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria below: <ul style="list-style-type: none"> <li>• Smarter Balanced Summative Assessments: Level 3 or higher in ELA and at least a Level 2 in mathematics, or Level 3 or higher in mathematics and at least a Level 2 in ELA</li> <li>• One semester/two quarters/two trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course</li> </ul>			<b>8</b> <b>University of California (UC) and California State University (CSU) a–g requirements</b> Complete a–g course requirements with a grade of C- or better plus one of the Additional Criteria below: <ul style="list-style-type: none"> <li>• Smarter Balanced Summative Assessments: Level 3 or higher in ELA and at least a Level 2 in mathematics, or Level 3 or higher in mathematics and at least a Level 2 in ELA</li> <li>• One semester/two quarters/two trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course</li> <li>• Score of 3 on one AP exam or score of 4 on one IB exam</li> <li>• Completion of CTE Pathway</li> </ul>		

For more information, please visit the California Accountability Model & School Dashboard web page at <https://www.cde.ca.gov/ta/ac/cm/index.asp>.

October 2019



In the 2019 Dashboard, performance on this measure is determined by (1) the percent of high school graduates who are "Prepared" and (2) whether results (i.e., preparedness) improved or declined between the prior year and the current one. Note that the students included in the CCI are based on the students in the graduation rate.

#### Current Year College/Career Formula

Number of Graduates in the Current Year Class Who Performed "Prepared"

divided by

Total Number of Students in the Current Graduation Rate

Based on the current year and prior year data, a performance level (or color) will be given for this measure. The performance level is determined by using a five-by-five colored grid (California Department of Education)

Performance Level	Declined Significantly  From Prior Year (by 9.1% or more)	Declined  From Prior Year (by 2.0% to 9.0%)	Maintained  from Prior Year (declined or increased by 1.9% or less)	Increased  from Prior Year (by 2.0% to 8.9%)	Increased Significantly  from Prior Year (by 9.0% or more)
Very High  70.0% or greater in Current Year	Yellow	Green	Blue	Blue	Blue
High  55.0% to 69.9% in Current Year	Orange	Yellow	Green	Green	Blue  Big League High School
Medium  35.0% to less than 54.9% in Current Year	Orange	Orange	Yellow	Green	Green
Low  Greater than 10.0% to 34.9% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low  9.9% or lower in Current Year	Red	Red	Red	Orange	Yellow



## **Community and School Outreach**

### **Student Engagement**

CTE College and Career Readiness Counselors visit all school campuses to conduct outreach with students and parents. CTE counselors promote CTE courses and school pathways through lunchtime table events where students can learn about integrated school day courses, extended learning after school classes, Saturday classes, and summer camps. In addition, CTE CCR Counselors partner with FACE Specialists to provide parent meetings about CTE programming; this supports students with their career interests at home and school.

CTE CCR Counselors encourage students to seek their guidance in course and career planning. Students are able to meet with CTE CCR Counselors to evaluate transcripts and discuss future course scheduling for desired goals. CTE CCR Counselors promote dual enrollment opportunities to expand educational opportunities and fulfill coursework needed toward obtaining an Associate of Arts degrees. CTE CCR Counselors actively listen to the higher education goals of students and collaborate on an individual plan that will prepare students with a competitive edge in the college application process or workforce.

### **Family & Community Engagement**

SAUSD CTE CCR Counselors have an essential role in promoting, facilitating, and advocating for collaboration with parents/caregivers, community, and other educational partners. When counselors work with all educational partners it increases the likelihood that students will learn and thrive. CTE College and Career Counselors:






- Actively collaborate with family members and community through tabling events or parent presentations across all SAUSD schools.
- Inform families and caregivers about CTE content and curriculum.
- Gather input through surveys from parents/caregivers, community members, and business partners.
- Create channels of communication for families to share

### **School Site Counselor Collaboration and Consultation**

CTE CCR Counselors with expertise in career industry sectors provide consultations to school site counselors who guide the 4 and 6-year plans of intermediate and high school students. Through these consultations, students benefit from strategic career pathway advisement and guidance to support them with persistence toward completing a planned academic sequence of study. In addition, CTE CCR Counselors collaborate with school site counselors to create a vertically aligned comprehensive TK-12 career development lessons plans that provide students with grade appropriate career information.

## Integrated Programs of Study

Intermediate and High School courses are vertically aligned to include the sequencing of coursework identified as introductory, concentrator and capstone course order. Through this alignment, integrated programs of study have been developed to assist students in 8<sup>th</sup> grade with identifying a-g approved academic plans that incorporate potentially relevant industry certifications and further align with community college programs and certificates as well as UC and or CSU Degree Programs.

<div><div><b>Integrated Program of Study Course Grid</b> Engineering and Architecture Sector Engineering Design*</div><div></div></div>										
Grade	CTE Courses	Social Science	English Language Arts	Math	Science	Required Courses	Foreign Language	Early College Credit Options	College Courses	Work-Based Learning
8	Automation & Robotics, Design & Modeling, Flight & Space(PLTW)	History	Language Arts	Math 8 or Math 8 Honors	Physical Science	PE	World Language HS Credit (optional)	<a href="#">CC: Engineering Technology Programs</a> <a href="#">EC: Industrial Drafting Programs</a> <a href="#">IVC: Drafting Technology &amp; Engineering Programs</a> <a href="#">OCC: Construction Technology Programs</a> <a href="#">SCI: Drafting Technology Programs</a> <a href="#">SAC: Engineering Programs</a>	Fall Spring Summer	Guest Speakers, Workplace Tours
9	Introduction to Engineering Design Honors (PLTW)	AP Human Geography (optional) (UC)	English 9 or English 9 H (UC)	Algebra I/Algebra I H Geometry H Algebra II H (UC)	Biology Honors or Environmental Science (UC)	PE-1 or NJROTC Drill Marching Band (sem)/Pep Squad	World Language* (optional) French, Spanish (UC)		Fall Spring Summer	Guest Speakers, Workplace Tours
10	Principles of Engineering Design Honors (PLTW)	World History or AP World History (UC)	English 10 or English 10 H (UC)	Geometry or Geometry Honors or Algebra II or Algebra II Honors or Math Analysis Honors (UC)	Biology or Chemistry or Chemistry Honors (UC)	PE-2 or NJROTC Drill Marching Band (sem)/Pep Squad	World Language* French, Spanish (UC)		Fall Spring Summer	Guest Speakers, Workplace Tours
11	3-D Computer Aided Design	U.S. History or AP U.S. History (UC)	English 11, 11.5, or AP English Language (UC)	Algebra II or Math Analysis H or Intro to Data Science or AP Calculus AB or AP Calculus BC (UC)	•AP Biology •AP Chemistry •Human Anatomy •Physics •AP Physics 1 •AP Env Science (UC)	Marching Band (sem)/Pep Squad	World Language* French, Spanish (UC)	<a href="#">SAC: Engineering Programs</a>	Fall Spring Summer	Guest Speakers, Workplace Tours, Job Shadowing
12	Professional Internship - Engineering	Government/ Economics or AP U.S. Government/ AP Economics (UC)	English 12 or English 101 (UC)	Math Analysis H or Intro to Data Science or AP Calculus AB or AP Calculus BC (UC)	•AP Biology •AP Chemistry •Human Anatomy •Physics •AP Physics 1 •AP Env Science (UC)	Marching Band (sem)/Pep Squad	AP World Language* French & Spanish (UC)		Fall Spring Summer	Guest Speakers, Workplace Tours, Job Shadowing, Internships
Potential Certifications, Certificates, Degrees		High School Industry Certifications			Community College Programs/Certificates		UC/CSU Degree Programs			
		Adobe Certified Associate			Engineering Design Technology		CSU Construction Engineering and Management			
		Autodesk Certified User			Building Construction		CSU Civil Engineering			
		Certified SolidWorks Associate			Drafting - CAD Technology		UC Structural Engineering and Structural Mechanics			
		Mechanical Technician			Architectural and Engineering Manager		Civil Engineer			
		Drafting Assistant			Civil Engineering Technician		Construction Engineer			

# Chapter 8 – Work-Based Learning

## Industry Standards

Industry standards identify the knowledge and skills needed for career and postsecondary options. SAUSD CTE provides a blueprint for organizing and delivering rigorous instruction by partnering with the Orange County Department of Education to submit all courses to the University of California course management portal. This ensures that CTE coursework prepares SAUSD students to be both college and career ready. The CTE standards and framework strengthen California's standards-based education mission by integrating current and innovative knowledge about career options, technology, and skills required for success. This initiative is critical for SAUSD to meet the challenges of the rapidly changing cultural, educational, economic, policy, and workforce environment in Southern California.

The California CTE Model Curriculum Standards, written for grades seven through twelve, specify learning goals in the 58 career pathways centered on the industry sectors. The CTE framework references all 15 of California's CTE industry sectors to provide examples of practices and research-based guidance for implementation.

The following modalities represent how SAUSD CTE teachers use industry standards to prepare students for their future careers. Outcomes and Experiences are maintained in the Aeries SIS system. In the 2022-2023 school year, internships will be tracked through the California Career and Colleges Indicators (CCI) website.

## Outcomes and Experiences

### Certifications

Certifications are nationally recognized verifications of skills or knowledge based on generally accepted industry skill standards for an occupation. Industry certifications are evidence that a student has learned a valuable skill set. Certifications usually include a combination of examination, skill demonstration, and experience. They are awarded to students who pass a national exam after studying the content in their CTE class. The exams for all industry certifications taken at SAUSD are offered at no cost to the student. Certifications are valuable to students because many jobs require an industry credential or certification, beyond education, to enter or advance within an occupation. Industry certifications are recognized nationally and make students marketable in a competitive workforce.

CTE offers a wide variety of Industry adopted certifications for SAUSD students including:

- Adobe Creative Cloud (Photoshop, Premiere, Illustrator)
- ASE S/P2 Automotive Safety Certification
- ASE Assorted certificates
- Bloodborne Pathogens
- CDC Concussion
- CPR/ BLS/ First Aid
- Dental Board Radiology
- HIPAA
- Microsoft Office suite
- OSHA 10
- Phlebotomy
- ServSafe Food Handlers
- Snap-on technical certifications
- Spyder Lab makerspace equipment
- Valvoline- assorted specific functions

- Google Certification

## **Internships**

An internship is a work-based learning activity that allows students to apply classroom learning in a workplace setting. Career Technical Education Programs offer internships through Community Classrooms and Co-Op Career Technical Education/Cooperative Vocational Education in alignment with appropriate Education Code, Laws and Regulations. The instructor and business partners work together to ensure student safety and success, and to monitor student progress. It is critical that all criteria outlined by the Fair Labor Standards Act are met when coordinating internship programs.

SAUSD CTE Professional Internships are:

- Linked to a pathway with students enrolled in a related internship course.
- Paid and unpaid.
- Time limited (class and site hours equal 180 hours for 10 credits).
- The practical application of previously studied theory with related hands-on curriculum.
- Connected to career goals.
- Opportunities for students to explore career options in a particular field of work.

Internships are not:

- job shadows.
- one-time events or experiences.
- a job that a student secures on their own.
- volunteering or working at campus events.

### **Unpaid Internship**

The Community Classroom is an unpaid, on-the-job training experience, to help students acquire necessary competencies (skills, knowledge, and attitudes) to acquire entry-level employment. The Community Classroom is designed to provide students with a teacher mentor. Students will have additional resources so that concurrent, formalized classroom instruction supports and fosters the acquisition of skills. The teacher mentor assists in developing 21<sup>st</sup> century employability skills and becomes a safe sounding board and coach for students to explore and inquire about first employment experiences. Contracts between SAUSD CTE and the business partner are good for three years with multiple students able to work at a specified location. For further details, see California Education Code Section 52372.1 and Title 5, California Code of Regulations Section 10080.

### **Paid Internship**

Co-Op Career Technical Education/Cooperative Vocational Education is a paid, on-the-job training experience, concurrent with an industry pathway course in CTE. Cooperative vocational education assists students in developing and refining occupational competencies (attitudes, skills, and knowledge) needed to acquire, adjust, and advance in an occupation. Contracts must be signed for each specific student within a business location and accompanied by a Work Permit. For further details, see California Education Code Section 52372.1 and Title 5, California Code of Regulations Section 10100.

## Resources

For more information about the procedures of SAUSD CTE Internships.

[https://docs.google.com/presentation/d/1jBdXFMcWyH1l7K4vP\\_D1ExwvpmAdpcevEusCfyEAKBc/edit?usp=sharing](https://docs.google.com/presentation/d/1jBdXFMcWyH1l7K4vP_D1ExwvpmAdpcevEusCfyEAKBc/edit?usp=sharing)

[Internship Programs Under The Fair Labor Standards Act](#) 

## Guest Speakers

Guest speakers break down the walls of the classroom to deepen student learning. Guest speakers connect students with industry professionals in a meaningful way by giving students the opportunity to practice professionalism and critical thinking.

Guest speakers are used to elevate and enhance classroom instruction. A guest speaker can elevate student interest in a new aspect of an industry. An activity becomes student-driven after students research the speaker, connecting them to the course content. Guest Speakers provide context to understand a topic through student questioning during the session. A guest speaker can also serve as a mentor, who provides constructive feedback on projects related to the mentor's expertise.

CTE teachers are able to reach out to CTE business partners or collaborate with fellow CTE teachers to cultivate industry mentors as potential guest speakers. CTE teachers are expected to understand and comply with their school site policy on guest speakers.

## Field Trips

Field trips are an important work-based learning component as they give students a chance to see a broad range of industry sectors and meet professionals in these fields. CTE students explore a wide variety of career possibilities and learn to network with working professionals, providing guidance as they consider future careers paths.

During a company visit, students can tour a workplace and hear from a panel of a firm's employees who have diverse roles and backgrounds. Field trips also include a research, collaborative, or reflective activity that is either specific to the industry or related to work-readiness and professional etiquette. These activities ensure that students will engage directly with professionals at each organization.

CTE teachers are able to reach out to CTE business partners or collaborate with fellow CTE teachers to find appropriate industry locations to visit with students. CTE teachers must comply with the policies, procedures, and paperwork necessary to submit for field trips through both CTE and their school site.

## Competitions

Industry Sector	Competition	Description
Arts, Media, Entertainment	SkillsUSA	SkillsUSA offers many opportunities for growth through career competitions.
Business and Finance		Students can compete at the local or state level. State winners go on to the national competition: The SkillsUSA Championships.
Health Science and Medical Technology		
Marketing, Sales, and Services		
Transportation		
Arts, Media, Entertainment	California Student Media Festival	The California Student Media Festival seeks to transform K12 student learning, recognizing creativity and student agency through the cultivation and celebration of original work.
Arts, Media, Entertainment	Imaginology	Each April, OC Fair & Event Center transforms into Imaginology, a free family event produced by OC Fair staff that focuses on S.T.E.A.M. education and hands-on learning.
Engineering and Architecture		
Fashion & Interior Design		
Information & Communication Technologies		
Manufacturing and Product Development		
Arts, Media, Entertainment	Municipal Water District of Orange County Water Awareness Poster Contest	The Municipal Water District of Orange County (MWDOC) Water Awareness Poster Contest is an annual contest presented each spring. All Orange County students in grades Kindergarten through 12 are invited to participate. The Contest's goal is to get students thinking about our most precious natural resource – water – and how clean, fresh drinking water improves our daily lives.
Arts, Media, Entertainment	Vitalink My Dream Career Photo Challenge	Show the world what your "Dream Career" is with the My Dream Career Photo Challenge! Whether you want to be an auto mechanic or a singer, the possibilities are endless! If you are between the ages of 12 and 25 and want to show what has inspired your career choice, have someone snap a picture of you demonstrating your "Dream Career."
Arts, Media, Entertainment	Vital Link Digital Media Arts Competition	Showcase your students' creativity and artistic talent in our Digital Media Arts competition to publicly recognize their talented work. Students can submit artwork in up



		to four Digital Media Arts categories: Digital Photography, Graphic Design & Digital Illustration, Animation (2D & 3D), Promotional Marketing, and Website Development.
Arts, Media, Entertainment	City of Santa Ana Youth Water Poster Contest	The City of Santa Ana's annual Youth Water Poster Contest is open to all youth ages 5-18 residing in Santa Ana. The contest provides an opportunity for young people to become more aware of different water topics through artistic expression.
Building and Construction Trades		
Engineering and Architecture  Information & Communication Technologies  Manufacturing and Product Development	ocMaker Challenge	The goal of the ocMaker Challenge is to provide our diverse Orange County PK-12 and post-secondary student populations with an integrated approach to learning. Our vision is to harness every student's talent, and show the important interdependencies between Science, Math, Engineering, Technology, English, Art, Invention and Entrepreneurship by "Igniting Innovation and Creativity in the Classroom!"
Engineering and Architecture  Information & Communication Technologies  Manufacturing and Product Development	NASA Tech Rise	The NASA TechRise Student Challenge invites teams of sixth to 12th-grade students to design, build, and launch science and technology experiments on high-altitude balloon flights during the upcoming 2022/2023 school year. The winning teams will each receive \$1,500 to build their payloads and be awarded an assigned spot on a NASA-sponsored commercial high-altitude balloon flight. Flight tests will offer more than four hours of float time at approximately 70,000 feet and provide exposure to Earth's atmosphere plus views of our planet.
Engineering and Architecture  Information & Communication Technologies  Manufacturing and Product Development	Battle of the Bots Robotics Challenge with VitalLink OC	The Battle of the Bots Robotics Competition challenges students to use their engineering and technology skills to build innovative robots and compete to obtain the most points possible. They build robots in stock and or modified divisions, teaming up in alliances to outperform the competition using autonomous and driver-controlled modes. The teams compete for prizes in 1st, 2nd, and 3rd places for both stock and modified divisions.
Engineering and Architecture  Information & Communication Technologies  Manufacturing and Product Development	Robotics Education & Competition Foundation (RECF): VIQ VRC Competitions	Competitive robotics not only encompasses all four pillars of STEM education, but also encourages important life skills like teamwork, communication, and project-based organization. The Robotics Education & Competition (REC) Foundation exists to bring this exciting experience to students all over the globe through a wide range of competitions designed for students from 3rd grade through college. Students compete at the regional, national, and global level on complex robotics challenges for prizes.
Engineering and Architecture	Femineer Summit	The Femineer Program provides K-12 students with project-based learning, engineering student mentors,

Information & Communication Technologies  Manufacturing and Product Development		and opportunities to visit Cal Poly Pomona, while building a sustainable program and community for current and future STEM leaders. By engaging with real-world applications, Femineers acquire the technical knowledge and practical skills necessary to become confident and strong in their future careers. The annual Femineer Summit is an opportunity for students to showcase their skills and projects in a competitive environment.
Health Science and Medical Technology	HOSA	HOSA is a federally recognized career technical student organization that is directed at health and medical students across the country. There are state and national leadership opportunities, conferences and competitions that students can participate in.
Hospitality, Tourism, and Recreation	<a href="#">ProStart</a>	Students must impress judges from leading industry corporations, colleges and universities with skills they've developed through ProStart. The National ProStart Invitational is composed of two distinct competitions – management and culinary.
Hospitality, Tourism, and Recreation	Cooking Up Change	Cooking up Change highlights the ingenuity of student chefs, celebrates the promise of healthy schools and provides a forum for an ongoing, student-centered conversation about the next generation of school meals.
Public Services	American Mock Trial Association	Through engaging in trial simulations in competition with teams from other institutions, students develop critical thinking and public speaking skills, as well as a knowledge of legal practices and procedures. AMTA sponsors regional and national-level competitions, as well as providing interesting and complex case materials for academic use. Presently, AMTA hosts 32 regional tournaments, eight opening round championship tournaments and a national championship tournament each season. Approximately 700 teams from over 400 universities and colleges will compete in these tournaments. In total, AMTA provides a forum for over 7,300 undergraduate students each academic year to engage in intercollegiate mock trial competitions across the country.
Information and Communication Technologies	CyberPatriot	CyberPatriot is the National Youth Cyber Education Program created by the Air & Space Forces Association to inspire K-12 students toward careers in cybersecurity or other science, technology, engineering, and mathematics (STEM) disciplines critical to our nation's future. At the core of the program is the National Youth Cyber Defense Competition, the nation's largest cyber defense competition that puts high school and middle school students in charge of securing virtual networks.
Information and Communication Technologies	CyberStart America	CyberStart America is the most enjoyable way to discover your talent, advance your skills and win scholarships in cybersecurity!
Public Services	Skills USA	Parliamentary Procedure evaluates a chapter's ability to conduct regular SkillsUSA business meetings

	<p>according to the order of business published in these regulations and correct parliamentary procedure. The contest is based on the rules found in the latest edition of Robert's Rules of Order, Newly Revised.</p>
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## Career Technical Student Organizations (CTSOs)

### Leadership

Career Technical Student Organizations (CTSOs) are essential elements of Career Technical Education that give students the opportunity to develop and grow their leadership and technical skills. The Carl D. Perkins Vocational and Technical Education Act, which was re-authorized in 2018 (Perkins V), provides approximately \$1.1 billion in state grants for Career Technical Education programs and specifically mentions funding of CTSO chapters.

Membership in CTSOs offers students the opportunity to participate in local, regional, state, and national activities, such as training, leadership conferences and competitions. Allowable expenses for CTSOs under Perkins include membership dues, purchasing of equipment that is used in CTSO activities, uniforms, lodging, food, and travel-related expenses.

All SAUSD CTE programs include one or more of the six approved CTSOs. We currently have active chapters and participation in SkillsUSA and HOSA. The main draws for students to be a part of CTSOs are the opportunities for leadership, competitions, and networking. SAUSD CTE programs have earned several recognitions at the regional, state, and national levels, including 1<sup>st</sup> place for the 2019 Pin Design national competition in Kentucky.

SAUSD CTE will continue to support participation in CTSOs for all students enrolled in CTE classes by including professional learning for teachers to understand CTSO topics; academic competition coach stipends for teachers, and covering costs of membership dues, conferences, lodging, competitions, uniforms, transportation, and any needed equipment.

There are six California recognized CTSOs:

- Distributive Education Clubs of America (DECA) – Serves marketing, entrepreneurship, finance, hospitality, and management pathways with 177,000 members
- Future Business Leader of America (FBLA) - Focuses on the business pathways with 230,000 members
- Future Educators Association (FEA) - Highlighted teaching skill and pathways and is not currently active
- Family, Career and Community Leaders of America (FCCLA) - Incorporates skills in the human services, hospitality and tourism, education and training, visual arts, and design pathways with 155,000 members
- Health Occupations Students of America (HOSA) Concentrates on the healthcare pathways with 260,000 members
- SkillsUSA – Represents A/V technology and communications, agriculture, food and natural resources, architecture and construction, health science, hospitality and tourism, human services, information technology, law, public safety, corrections and security, leadership, manufacturing, marketing, science, technology, engineering and mathematics, transportation distribution and logistics pathways with 333,527 members

# Chapter 9 CTE Partnerships and Economic Development

## CTE Partnerships

Appendix of partners

### Business Partners

Career Technical Education is built on the ability to infuse industry standards into the classroom to prepare students for employment. CTE business partners contribute to the success of students by providing support through a myriad of methods.

- Mentors work with teachers to create industry-relevant work-based learning activities.
- Field Trips host students at an off-site work location, providing tours and industry information.
- Internship sites provide a Community Classroom with a trainer or supervisor for students to learn the various jobs associated within an industry.
- Guest Speakers, whether virtual or in-person, support a lesson or job task, introduce a process or procedure, and explain day to day schedules and operations.

### College Partners

The CTE Department works closely with Santa Ana College to provide students with various educational opportunities. Dual Enrollment college courses allow students to earn college credit during high school, which results in significant financial savings and a jumpstart on their college careers. Students can earn college credit through CTE course articulation with five local community colleges.

SAUSD CTE partners with many local community colleges to offer different educational options for students. CTE works with the following colleges and departments:

<b>Community College</b>	<b>Department</b>
Santa Ana College	Business
Santa Ana College	Fine & Performing Arts
Santa Ana College	Human Services and Technology
Santa Ana College	Humanities and Social Sciences
Santa Ana College	Kinesiology and Athletics
Santa Ana College	Science, Mathematics, and Health Sciences
Coastline College	Computer Information Systems and Cybersecurity
Orange Coast College	Professional Mariner

The University of California, Irvine, has partnered with SAUSD CTE to provide several career readiness programs. Students enrolled in the Health Science and Medical Technology sector pathways can participate in UCI's Institute for Memory Impairments and Neurological Disorders (UCI MIND) Bealle Scholar Program for advanced opportunities in medicine. The UCI Paul Merage School of Business offers a summer certificate program that gives students access and exposure to topics and experiences in financial literacy and technological business careers that students can harness to support their families and community. In addition, the UCI School of Law provides the Saturday School of Law, which was created as a co-curricular activity to expose students from diverse backgrounds to the practice of law, highlighting legal careers as accessible and viable options.

CTE also works with Santa Ana College, California State University Fullerton, and the University of California Irvine through the Santa Ana Partnership program. The SAUSD School Performance and Culture Counseling Departments have taken the lead, and the CTE department has assisted by applying for and being awarded an Orange County Department of Education K-16 pathways grant to support



pathways. This partnership has been rebuilt over the 2022-2023 school year to provide more resources for our SAUSD graduates. <https://santaanapartnership.org/>

## Community Partners

Since the COVID pandemic, SAUSD CTE has been working to expand opportunities to collaborate with post-secondary schools, non-profit organizations, and community organizations within the local SAUSD geographical region. CTE relies on these partners to provide resources for the students in the SAUSD community to provide the best experiences for our students, helping inform CTE's decisions with the current needs and demands of our community and industry.

Industry-specific organizations, such as ACME, the Santa Ana Chamber of Commerce, and Creating Creators are integrated into several of CTE pathways and provide mentoring and curriculum support to our students. Other organizations and community members support internships, visit classrooms as guest speakers, and help coordinate opportunities for field trips.

Partnering Organizations	Opportunities
ACME	Provides opportunities for our Arts, Media, and Entertainment, Engineering, and Fashion Design Pathways working on industry-based projects with mentors in the industry of focus,
CTEp	Partnership with Orange USD, Garden Grove USD, and Santa Ana USD to support universal assessments, a-g course outlines, and professional development projects.
High School Inc.	Located at Valley High School, HSI supports the academy pathways with advisory committees, mentoring, career workshops, leadership opportunities, competition support, and college and career planning.
OC Bar Association	Created Project Self Summer Internship program allowing 40-50 students to intern at local law offices creating a learning environment for paid work experience for 8-weeks.
Oppti	Oppti is an online site that helps students find employment, internships, and community service with vetted companies in the community or virtual and provides job exploration opportunities and online courses to assist in the job application process
Santa Ana Chamber of Commerce	Partners with CTE, Santa Ana Youth Program, High School Inc., Santa Ana Community College, and others to create a Workforce Development team dedicated to the employment of the Santa Ana community.
Santa Ana Youth Program	Offers paid internships for students 16-24 years old within the Santa Ana Community. Internships include job skill training and employment, locally, for a maximum of 200 hours per internship
Vital Link Advisory	Supports programs that let students explore and experience career opportunities, including SunPower Solar academy, Drone Academy, Leadership Summit, competitions, and Career Days. They also host Industry Sector Advisory opportunities for teachers to collaborate with industry and educational partners around Orange County.



## Family Engagement

CTE works collaboratively with and for the benefit of SAUSD students and their families. Demographics, cultural context, and community needs are important considerations when developing pathways and implementing programs. Working alongside Family and Community Engagement (FACE) liaisons, CTE staff provide informational opportunities to parents and caregivers.

CTE invites parents and/or caregivers to participate in our biannual CTE EPEM as part of the Perkins V requirements for a high-quality CTE program. Parents/caregivers give input and feedback regarding CTE program goals and effectiveness. Families also give insight into their interest in new pathways and programs they would like to see developed. CTE collects feedback from our students about the effectiveness of our pathways and programs through digital questionnaires shared with all EPEM partners.



## CTE Advisory Meetings

Pathway advisories are an integral part of the CTE requirements of a high-quality CTE program. They inform curriculum with evolving industry standards from business partners. Community and student needs and trends are discussed and examined to benefit the program and pathway.

## Vital Link – Regional CTEoc Advisory Boards

Vital Link OC and CTEoc provide Regional Advisory Boards, connecting CTE educators with industry professionals. These meetings are held to discuss current skills and techniques, industry trends, labor statistics, workforce demands, and their requirements. After attending these meetings, high schools, ROPs, and community colleges can use this information to advance their curriculum.

Industries served by the CTEoc include Automotive, Biotechnology, Business/Marketing/Finance, Culinary Arts/Hospitality, Digital Media Arts, Engineering/Advanced Manufacturing, Information Communication Technology, and Medical Front and Back Office.

Pathway	Description
Automotive	Professionals and Educators from the Transportation Industry Sector meet annually to discuss current skills and techniques, industry trends, labor statistics, workforce demands, and their requirements.
Biotechnology	Professionals and Educators from the Health Science and Medical Technology Industry Sector meet annually to discuss current skills and techniques, industry trends, labor statistics, workforce demands, and their requirements.
Business/Marketing/Finance	Professionals and Educators from the Business and Finance Industry Sector meet annually to discuss current skills and techniques, industry trends, labor statistics, workforce demands, and their requirements.
Culinary Arts & Hospitality	Professionals and Educators from the Hospitality, Tourism, and Recreation Industry Sector meet annually to discuss current skills and techniques, industry trends, labor statistics, workforce demands, and their requirements.
Digital Media Arts	Professionals and Educators from the Arts, Media, and Entertainment Industry Sector meet annually to discuss current skills and techniques, industry trends, labor statistics, workforce demands, and their requirements.
Engineering & Advanced Manufacturing	Professionals and Educators from the Engineering and Architecture Industry Sector and the Manufacturing and Product Development Industry Sector meet annually to discuss current skills and techniques, industry trends, labor statistics, workforce demands, and their requirements.
Information & Communication Technology	Professionals and Educators from the Information & Communication Technologies Industry Sector meet annually to discuss current skills and techniques, industry trends, labor statistics, workforce demands, and their requirements.
Medical Front & Back Office	Professionals and Educators from the Health Science and Medical Technology Industry Sector meet annually to discuss current skills and techniques, industry trends, labor statistics, workforce demands, and their requirements.

## Academy Advisory

Each of the CTE Academy pathway programs has set meeting dates throughout the year. Agendas are standardized covering Academy updates, progress, and challenges. School administration, business, community, and SAUSD families are included in the meetings to give input and feedback on the program. Minutes are created from the meeting and are available to review.

Academy	School	Description
Automotive	Valley	In Partnership with High School Inc., students learn alongside automotive professionals on real cars that need service, such as oil changes, engine repairs, etc. Including a monthly Saturday Service Clinic where students run every department of an auto service shop from greeting community customers and assessing each vehicle, to arranging delivery of the needed parts and performing auto services. In addition, the High School Inc. Auto Academy is the first in Orange County, California to become Automotive Service Excellence (ASE) Education Foundation Certified.
Building Trades	Century	The Building Trades Program will introduce students to the skills and concepts of Building and Construction Trades. Students participate in a hands-on curriculum, meeting pre-apprenticeship requirements. This program is backed by the North American Building Trades Union (LAOC Building Trades Council) and The United Brotherhood of Carpenters and Joiners of America (The Southwest Regional Council of Carpenters). Students can earn industry certifications from each of these councils. Additionally, students who complete this course of study will earn CPR/First Aid and OSHA 10-Hour Construction Industry certifications.
Culinary	Valley	In partnership with High School Inc., students can learn the importance of teamwork in the kitchen through interdisciplinary projects led by industry mentors dedicating their time and knowledge. Competitions include nationally recognized ProStart and local, noteworthy Cooking Up Change, which promotes critical thinking, problem-solving, collaboration, and other employability skills.
E-Business	Century	E-business develops a strong business/technology-based program that meets the needs of the 21st-century global e-commerce market while preparing students for college and to compete for meaningful careers in today's challenging, multi-diversified environment. The program typically runs two cohorts at the sophomore, junior, and senior level and has evolved into an entrepreneur-themed program with the focus developed around Virtual Enterprises International. California Partnership Academy grant recipient.
Engineering/ICT	Valley	In partnership with High School Inc., this academy engages students in mechanical engineering and computer science. Students become proficient in SOLIDWORKS, industry-standard software for designing and manufacturing products. They also can earn a SOLIDWORKS certification and coding in various programs. Classrooms are equipped with 3D prototyping printers, which enables students to see their ideas and design concepts materialize. Exploring their creative talents is encouraged by designing and building their own projects; functioning skateboards, 3D CAD Models, robotic devices, and innovative solutions to real-world problems.
Global Business	Valley	In partnership with High School Inc., Global Business Academy students learn critical "soft skills" needed in the business world to be

		<p>confident and professional. These skills include public speaking, business etiquette, effective handshaking, professional eye contact, dressing for success, etc. Participants gain a thorough understanding of the global business industry, including an entrepreneurial mindset by learning how to start a successful company from the ground up on their own.</p> <p>California Partnership Academy grant recipient</p>
Health	Valley	<p>In partnership with High School Inc., Valley's state-of-the-art medical and dental classrooms include patient rooms, exam rooms, dental chairs, and x-ray machines, allowing students access to real-world experiences and training right in their classroom. The Healthcare Occupational Students of America (HOSA) Club offers academy students regional and state competitions in areas such as medical terminology, CPR &amp; First Aid, sports medicine, medical photography, and a variety of other medical field subjects.</p>
Legal Studies	Santa Ana	<p>Elizabeth G. Macias Legal Studies Academy provides students with the knowledge and skills to compete in the competitive profession of law in law school or to seek a career as a para legal.</p> <p>The Academy leads students into the California Law Pathway, which is a partnership between community colleges, universities, and law schools. It allows for students to engage in 2 years of community college, 2 years of university, and then 3 years of law school.</p>
New Media	Valley	<p>In partnership with High School Inc., the New Media Academy offers a state-of-the-industry facility that includes a fully equipped computer lab, complete with computers, Adobe Suite, and Maya Animation Software. Students can also engage with media professionals, gaining real-world experience and having access to an industry-standard video recording studio, including green screens, teleprompters, and state-of-the-art video editing software.</p>
Teacher Education Academy @Century High (TEACH)	Century	<p>TEACH is a school within a school program for sophomores, juniors and seniors who are interested in careers in teaching. Students in the program progress through an integrated curricular path with a focus on elementary, middle, and secondary teaching careers. Students who successfully complete the three-year pathway will have earned 15 units of articulated credit through Santa Ana College.</p> <p>California Partnership Academy grant recipient.</p>

## Student Employment

### Job Fairs

SAUSD participates in collaborative job fairs throughout Orange County. CTE disseminates ongoing employment opportunities through the CTE job board and the Oppti platform. SAUSD also partners with regional job fairs in Fall and Spring. All information is provided to the students through classroom announcements and flyers, as well as social media. CTE is developing new models for providing job fairs and showcasing employment opportunities in cooperation with other community partners.

### Work Permits

A SAUSD student must have a job or an offer of employment to fill out a work permit. Minors and 18+ year old students attending school and employed in the state of California must have a permit to be employed. Work permits are issued by the school district where the student is enrolled. Work Permits can be processed online digitally through the CTE website or in person at the CTE office.

In order to complete the work permit, it must be filled out by an employer. Work permits indicate the duties and location where the work will be done as well as the number of hours a minor may work within the California guidelines. In SAUSD, CTE is the primary department that accepts, validates, processes, and records work permit data.

CTE has expanded the work permit process to allow students to fill out the work permit digitally through the CTE website, [saUSD.us/cte](https://saUSD.us/cte). If filling the permit out digitally, a printer will be required in order to allow a guardian and employer to sign. Work Permits can be submitted digitally by scanning the document and following the instructions on how to submit it. It will be returned to the student via email to share with their employer.

In most cases it is a two-step process, the minor along with the parent/guardian and employer fill out the B1-1 form and submit it to the school local to the minor's address. The school district through the CTE Department reviews the B1-1 form and issues the B1-4 (Work Permit).

CTE's website includes a [Frequently Asked Questions \(FAQ\)](#) section.

## **Work Experience Education**

Work Experience Education (WEE) is a work-based learning course of study that offers internships and employment combined with instruction in critical workplace skills.

Development of "non-cognitive" skills (soft skills) plays an important part in college and career success. Non-cognitive factors featured in WEE include motivation, time management, perseverance, and self-regulation. Students develop ready-to-work attitudes/interview skills; financial literacy; knowledge of workplace safety and rights as workers; business operations; how to read an earnings statement and know what payroll deductions to expect; career decision making; making a career goal plan and much more.

WEE is a course of study which may be established by the governing board of any school district or charter school, or other specified local educational agency (LEA) in accordance with the provisions of the California *Education Code* Section 51760 and the *California Code of Regulations (CCR)*, Title 5, Section 10070-75. Each LEA that elects to conduct a WEE program must submit a Secondary District plan for WEE to the California Department of Education for approval.

The operational plan of the WEE program combines an on-the-job component with related classroom instruction designed to maximize the value of on-the-job experiences. Student success in WEE programs depends on classroom instruction, effective collaboration between employers and the WEE coordinators, and the degree of involvement by the students and their parents or legal guardians.

The WEE program connects input from teachers, counselors, students, parents, and employers to achieve the following purposes:

- Linking academic core curriculum with the world of work and promoting students' school-to-career transitions.
- Helping students develop skills, habits, and attitudes conducive to job success and personal growth.
- Assisting students in career exploration and forging rewarding relationships with employers.
- Developing a positive work ethic and acquiring or refining work-related skills and job performance in actual work settings.

WEE includes paid and non-paid experiences.



## [#SAUSDgetjobs \(hub\)](#)

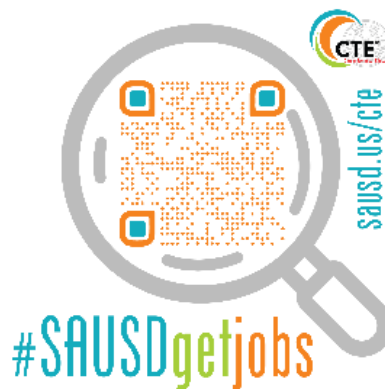


#SAUSDgetjobs is a website created primarily for SAUSD students to assist in finding employment.

To connect students with jobs, the website houses a job board that is updated monthly. The job board includes how best to apply for jobs, including links to the business websites that connect directly to the digital application. It includes employer websites that hire year-round in the surrounding communities. A resource area is available that contains videos to build resumes and prepare for interviews.

The job board also has a bus map that shows employment corridors adjacent to SAUSD high schools referencing bus route numbers. The corresponding bus routes are in a companion digital bus book. All bus routes that pass through the city of Santa Ana are included.

The “Get Internships” page explains the different types of Internship opportunities available in SAUSD CTE. It houses an internship catalog of CTE business partners where internships are offered including business name, general description, coinciding pathways, and types of internships available. Professional Internships are either offered as an Expanded Learning course after-school or incorporated within a capstone pathway course. For further information, inquire about internship opportunities through CTE counseling or the website.



The hashtag #sausdgetjobs is connected on Instagram and shows photos of locations in Santa Ana that are hiring. CTE encourages the community to get involved and use the hashtag as they see jobs available in the greater Santa Ana area.



## Appendix

**Extra Documents we may need.**

[SIPSA](#) CTE to support the SIPSA - School Improvement Plan for Student Achievement

Meaningful Engagement with the community.

Use the term restricted funds.

Brand Ambassador Training.

## Appendix Documents

CTE Task Force Action Plan – July 30, 2019

Comprehensive Local Needs Assessment (CLNA) 2021-2022

Perkins Application 2022-2023

ESport Plan

CTE Outreach Programs

## Appendix Digital Links

[Elements of High Quality CTE Program](#)

[CTEIG Evaluation 2021-2022](#)

[Strategic Plan 2021-2022](#)

[SAUSD CTE Internship Policies Procedures and Tools](#)

[Pathway Sheets by School](#)

[Santa Ana High School](#)

[Seegerstrom High School](#)

[Valley High School](#)

[Century High School](#)

[Saddleback High School](#)

[Godinez High School](#)

[Circulos High School at ALA](#)

[Middle College High School](#)

## CTE Task Force Action Plan – July 30, 2022

### I. Career Technical Education (CTE) Action Plan

Priority: Tier One

A. Growth Statement: **Improve marketing of CTE story to the Santa Ana community**

B. Program Links:

1. SAUSD's LCAP Goal Two: Establish collaboration and communication across all levels to support and promote engagement, school connectedness amongst students, staff, families and communities. State priorities #1,2,4,5,7, and 8.
2. Carl Perkins: Questions # 1, 2, 5, and 6 (Promotional literature and events, build awareness, sequential, CTE pathways, increase interface with industry professionals)
3. Grant: (select alignment if desired)

C. Targeted Tasks
1. Presentations to K-8 students (LCAP: 2.01)
2. Presentations to K-8 parents (LCAP: 2.03)
3. Create curriculum for K-8 students (LCAP: 2.10)
4. Prepare brochures for K-8 students (LCAP: 2.01)
5. Invite Businesses and Colleges to special forums (LCAP: 2.03)
6. Market CTE program through media, contests, visits, etc. to all stakeholders (LCAP: 2.07)

## II. Career Technical Education (CTE) Action Plan

Priority: Tier One

A. Growth Statement: **Create new school dynamics**

B. Program Links:

1. SAUSD's LCAP Goal Four: Implement a robust multi-tiered system of support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic behavioral and social- emotional learning (SEL) needs. State Priorities #1,2,4,5,6, and 7.
2. Carl Perkins: Questions # 1, 2, 3, 5, and 6 (Increase student CTE class enrollments, professional development for teachers and staff, designated account codes to avoid supplanting, CTE pathway courses, increase summer program)
3. Grant: (select alignment if desired)

C. Targeted Tasks
1. Cross faculty mentorship of 50 at risk students (LCAP: 4.06)
2. Creative combination of credit courses for College and Career Readiness (LCAP: 4.01003)
3. Counselor Training (LCAP: 40.4, 4.07)
4. Universal Design for Learning (UDL) (LCAP: 4.01)
5. Develop Professional Learning Communities (LCAP: 4.07)

## III. Career Technical Education (CTE) Action Plan

Priority: Tier One

A. Growth Statement: **Stronger CTE articulation both down (K-5) and up (Higher Ed.)**

B. Program Links:

1. SAUSD's LCAP Goal Four: Implement a robust multi-tiered system of support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs. State priority #1,2,4,5,7, and 8.
2. Carl Perkins: Questions # 1, 2, 5, and 6 (Implementation of student supports, and pilot programs, targeted wrap around services, student leadership development and expand interest opportunities)
3. Grant: (select alignment if desired)

C. Targeted Tasks
1. Special Pop Matrix for placement (LCAP: 4.04)
2. "Touch Points" to track student success (LCAP: 4.01)
3. IEP for all students (LCAP: 4.01)
4. Greater access to Higher Ed "portals" of entry (LCAP: 4.02)
5. Expand career concepts to grades 4.-5 (LCAP: 4.01)
6. Align K-5, 6-8, and High School courses with increased options (LCAP: 4.04003)

#### IV. Career Technical Education (CTE) Action Plan

Priority: Tier Two

##### A. Growth Statement: **Parent awareness**

##### B. Program Links:

1. SAUSD's LCAP Goal Two: Establish collaboration and communication across all levels to support and promote engagement, and school connectedness amongst students, staff, families and communities. State priorities #3, 6, and 8
2. Carl Perkins: Questions # 1 and 2 (Outreach to community and parents, and informational meetings)
3. Grant: (select alignment if desired)

C. Targeted Tasks
1. Identify and expand current platforms of information, i.e., bilingual newsletter for K-5, parents, video for 6-8 students, etc. (LCAP: 2.00)
2. Prepare more salary and marketplace-based materials (LCAP: 2.00)
3. Meet with parents to select modes of contact

(LCAP: 2.02)
4. Create parents and student activities with CTE (LCAP: 2.03)
5. Work through Wellness Center (LCAP: 2.03)

## **V. Career Technical Education (CTE) Action Plan**

**Priority: Tier Two**

### **A. Growth Statement: Prepare students to be “Lifelong Learners”**

#### **B. Program Links:**

1. SAUSD's LCAP Goal One: All students will have equitable access to a high-quality core curricular and instructional program. State priorities #1, 2, 4, 5, 7, and 8
2. Carl Perkins: Questions # 1, 2, 5, and 6 (Program improvement, leveraging, student leadership and interaction with industry professionals)
3. Grant: (select alignment if desired)

C. Targeted Tasks
1. Use Career Coaches, Mentors to inform students about careers (LCAP: 1.13)
2. Expand internships and certifications (LCAP: 1.06)
3. Increase intermediate level certifications (LCAP: 1.13)
4. Expand competitive events and activities (LCAP: 1.04)
5. Research employer resources groups (LCAP: 1.06)
6. Add more social-emotional competencies (LCAP: 1.06)



**VI. Career Technical Education (CTE) Action Plan****Priority: Tier Three****A. Growth Statement: Increase magnet influence on students to boost ADA****B. Program Links:**

1. SAUSD's LCAP Goal One: All students will have equitable access to a high-quality core curricular and instructional program. State priorities #1, 2, and 7.
2. Carl Perkins: Questions # 1 and 6 (Promotional literature, and increase student recruitment and options)
3. Grant: (select alignment if desired)

C. Targeted Tasks
1. Create strategic flyers/mailers (LCAP: 1.06)
2. Research student out of SAUSD enrollment (LCAP: 1.06)
3. Increase K-12 articulation (LCAP: 1.07)
4. Identify K-5 alternative instructional offerings (LCAP: 1.07)
5. Create innovative and attractive CTE programs (LCAP: 1.06)
6. Work with parents to identify desired offerings
7. Explore elementary use of instructional times

**VII. Career Technical Education (CTE) Action Plan****Priority: Tier Three****A. Growth Statement: Improve data capture process****B. Program Links:**

1. SAUSD's LCAP Goal One: All students will have equitable access to a high-quality core curricular and instructional program. State priorities #1, 2, 3, 4, 5, 6, and 7.
2. Carl Perkins: Questions # 1, 2, and 6 (Date review, strategic targeting percentages for decision making)
3. Grant: (select alignment if desired)

C. Targeted Tasks
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1. Describe percentage of program progress (LCAP: 1.06)
2. Track internships and certificates (LCAP: 1.06)
3. Show % of College and Career Ready students (LCAP: 1.06)
4. Depict growth of students academically (LCAP: 1.06)
5. Data to identify types of students enrolled (LCAP: 1.06)
6. Student survey of CTE classes (LCAP: 1.06)
7. Explain how CTE helps with class size (LCAP: 1.06)

## Comprehensive Local Needs Assessment 2021-2022

**Stakeholder Consultation on the CLNA, Dates, Content, and Membership: What was the date of the eligible grant recipient's most recent district-wide CTE Advisory?**

April 14, 2022

**What is the date of the eligible grant recipient's next district-wide CTE Advisory or Stakeholder Engagement meeting that will review, evaluate, & identify needs.**

CTE has slated the next Educational Partnership Engagement Meeting to be on April 20, 2023.

The stakeholder advisory member's input will be used to justify Perkins V purchases and reporting. All information will guide the curriculum and validates equipment purchases. This justification is integral to supporting the specifications of the grant.

CTE used the 11 elements of a high-quality program CTE review, CTEIG self-review rubric, CNLA workbook, as well as our SAUSD district LCAP to cross-reference points for improvement as well as areas that have been successful.

The first session of input focused on how our department could help our partners. The questions started by identifying traits employees need to be successful. It was also essential to recognize how CTE can help employers' challenges in recruiting and hiring, diversity in the workplace and addressing supportive services for SAUSD's special populations.

Regarding traits, our students need to be able to look at details, collaborate, take input, cross-train to allow adaptability and flexibility, find solutions, and have initiative and self-direction. The CTE program can help employers by ensuring students are using a strengths-based approach and training students that success is not about getting it right the first time. Input about how CTE can help employers focus on industry-specific portfolios, job fairs, skills, and certifications. Diversity conversations included students seeing more role models that look like them to see beyond the lower wage employment offered to at-risk populations. Students need to see their bilingual ability as an advantage.

Using the partner's input CTE wanted to look at licenses, certifications, tools, equipment, work-based learning, and field trips to enhance and elevate our existing programs.

Partners agree that high school students cannot receive many licenses, but SAUSD CTE offers students certifications such as OSHA (Occupational Safety and Health Administration) 10, CPR (Cardiopulmonary resuscitation)/ First Aid/BLS, Microsoft Office, SERV Safe food safety, and Automotive Service Excellence have merit and remain critical components for our industry partners.

The advisory board suggested adding digital media certifications as an incentive and recording of skills obtained. Many educators wanted to create badging via Canvas, courses, and pathways; while this appears well on resumes, they are not recognized in the industry. Partners widely

recommended augmented and virtual reality in all pathways—another for students to receive exposure to industries and opportunities outside of Santa Ana.

The input on adding subject matter and experience recommendations provided many ideas for future Professional Development and In-service for the next school year. Topics under consideration for 2022-2023 are an in-depth financial literacy lesson appropriate for all pathways, and fitness/stretching preparation for work. Other factors to consider are finding leadership and competition opportunities, ensuring English and Math incorporate hands-on and work-based learning, and using data to make decisions in your industry.

CTE was also able to gather feedback from over 700 CTE students about their experience in the department. Over fifty percent of students reported that CTE provides an engaging learning experience, offers equitable learning for all students, their teachers are knowledgeable in their field, and teachers provide timely feedback and grading. CTE includes counseling and leadership opportunities and helps students achieve their goals. Students felt less certain about the cross-system alignment with colleges, CTE marketing message, and individualized supplies and equipment. Each of the three categories had over ten percent of the students respond that they did not understand the question or did not have enough information to answer the question.

CTE professional learning specifically targets the first best instruction through Universal Design Learning (UDL) and is utilized to ensure all students elevate their learning potential. This teaching strategy enables all students including students with disabilities and emergent bilinguals to be successful. All CTE secondary courses integrate project-based learning as a means of retention, engagement, and tactile learning.

The following stakeholders' categories were not represented, Secondary Instructional Support, Paraprofessionals, District Parents, and Youth/Adult Corrections Education Representative.

Our previous efforts included contacting the stakeholders by email and sending "save the date" notices. The email contained an invitation and a survey with questions as a meeting preview. To resolve and support our efforts, we have hired a Workforce Development Teacher on Special Assignment (TOSA), who will serve as a liaison between the business community and SAUSD-CTE. To have a diverse panel and target the underrepresented members, we will contact those members in person or by phone and continue sending emails and invitations.

As part of our building CTE awareness campaign, we attend targeted meetings with the SAUSD Family and Community Engagement (FACE). We will inform and recruit and retain parents to attend CTE Educational Partnership and Engagement Meetings and provide input.

### **Student Performance on Required Performance Indicators**

Strengths - Instruction Despite the challenges of the pandemic, SAUSD identified several strengths in their CTE program over the 2020/2021 school year. Emphasis was placed on training teachers to engage and support all students using Google and Canvas LMS systems. We partnered with the OCDE/CTEp department for the Content Conversion Project, where teachers were trained to use digital resources to support distance-based engagement applications. Digital applications were rated and implemented based on effectiveness in classroom and student support. We also partnered with CTEp to provide Open Broadcast Software (OBS) training to

assist 25 teachers in improving their distance learning presentations. Additional strengths included developing take-home lab kits to support distant learning activities.

CTE continues to pursue and expand pathways that engage students and help prepare them in high skill high wage in-demand careers by creating new pathways in eSports and social media. Curriculum integrated CTE pathways such as the Production and Managerial Arts pathway immerse and support student success in their core classes through the integration of English standard with relevant industry application. Strengths – Counseling Two CTE counselors were hired in addition to our career technician who monitor and contact both teachers and any students in danger of failing. We will continue to collect D and F grade reports after every 6-week grading period to monitor student success in the CTE programs. In addition, CTE developed a CTE Virtual Counselor Center where students and parents can schedule virtual meetings. CTE Counselors also oversee and connect with high school campus liaisons and site counselors to ensure groups with disparities are supported and targeted.

The CTE department also collaborates on the Master Schedule with stakeholders at each school site. These meetings validate the study's sequence is aligned with the schools' vision. Strengths - Special Populations (Individuals preparing for nontraditional fields) We offer special programs focused on addressing our underrepresented females in STEM. These programs are across four different sites with over 100 student participates and include Femineers club, Girls that Code, CyberTech girls, NGCP (National Girls Collaboration Project).

All of these programs focus on improving gender equity and increasing visibility for our underrepresented female students. CTE continues to develop and expand pathways that engage students and help prepare them in high skill, high wage, in-demand careers through the create of pathways in e-Sport and social media. Curriculum integrated CTE pathways such as the Production and Managerial Arts pathway engage and support student success in their core classes through the integration of English standard with applied industry application.

To support and prepare economically disadvantaged students, CTE has developed and continues to expand programs that support the development of rigorous skills and the development of a mindset that helps students prepare for high-skill, high-wage and in-demand careers. Summer Mini camps such as Drone Camp, Solar Academy and Automotive camp for intermediate students, expose students to careers and develop background knowledge and skills in these growing STEM career fields.

Summer program and Extended Learning classes during the school year in health science give students from disadvantage backgrounds enrichment opportunities to be prepared for careers in the health care field. Additionally, Extended Learning classes in Automotive, Legal Services and Culinary Science provide students opportunities to learn about a variety of careers.

These classes are opened to all students across the district and CTE provides transportation. Another support CTE provides to students from economically disadvantage families is professional outfits for competitions such as SkillsUSA and HOSA. Gaps in Performance (General/Special Populations) The process of identifying and reporting gaps between general and special populations needs to be improved within the district over this next year. Our priority is to identify processes, procedures, and data tracking points on our largest special population groups.

The groups we will continue to target this next year include individuals preparing for nontraditional fields (2019/2020 Engineering 18% Computer Science 35% Game Design 13% Education 19%)

(2020/2021 Engineering 16% Computer Science 26% Game Design 14% Education 19%) and, individuals with disabilities (2019/2020 District 12.4% CTE 9%, 2020/2021 District 13% CTE 13%).

We were pleased to see that the growth in the percentages of students with disabilities taking CTE classes. CTE will expand focus to include Limited English Proficient (LEP) students and individuals with disabilities. Our goals for these four identified special populations include.

- 1) Develop and implement strategies to strengthen and sustain participation in new and existing CTE pathways.
- 2) Continue to expand outreach to parents of Special Population students through parent workshops, School Choice Fair and FACE Conference to inform and educate parents on the benefits of CTE courses, especially in the area of high skill high wage careers.
- 3) CTE Counselors participate in parent meetings related to Special Populations. Expanding opportunities for Special Population students to participate in CTE summer enrichment programs.
- 4) We will continue teacher training through Professional Development to meet and implement accessibility needs through technology and socio-emotional support. Distance learning taught us that we need to expand training on translation technology. More PD is required on differentiated instruction, allowing all students to be correctly assessed for understanding at their level of learning and create support methods as needed. Invite Special Education, ELD, and Migrant Education departments to present and train during PD's.

### **Program Size, Scope, and Quality to Meet the Needs of All Students**

To address the whole SAUSD Board has developed a board initiative to provide support for students through social-emotional wellness, public health, family and community engagement, and student achievement which is tied to the SAUSD's newly instituted Graduate Profile. The graduate profile embraces high rigor, hands-on work based learning and has CTE integrated foundational components throughout its core principles and is aligned to SAUSD's Local Control Accountability Plan.

As part of a high-quality CTE program, students at Intermediate schools participate in 128 semester-long CTE courses that are currently serving 3,436 students. Students explore different career fields that are vertically articulated with high school programs. CTE has expanded to include unique programs such as Ballet Folklorico dancing, coding for e-sports, and Project Lead the Way (PLTW). Students in our folklorico program **earn both VAPA and CTE credits** for participating in the program. The rigorous PLTW curriculum allows students to develop academic stamina as they engage in "Productive Struggle" to solve challenging problems. PLTW addresses Social Emotional Learning by helping students develop coping skills as they learn that "real world" problems often do not have a single solution. Students explore a variety of STEM career activities that lead to high skill, high demand, and high wage careers that are currently available and will remain in Orange County for the foreseeable future.

The CTE department in 2021-2022

Offered a total of 499 CTE sections at our high schools, supporting a total of 12,235 students.

Students participate in 13 of the 15 industry sectors recognized by the state of California in 36 separate pathways, both in person and virtually.



Courses are available after school and in the summer to expand student voice and choice in CTE.

In the 2022-2023 school year, CTE will be adding 4 more pathways. CTE students can combine their theoretical knowledge with lab-based, hands-on experiences that meet UC/CSU “a-g” and CTE standards.

CTE is continuing to work with Santa Ana College. This partnership offered 100 college sections that supported 1,485 students. These college courses allowed students to earn 4,455 college credits that count at the community college and are Cal State and UC transferable. Approximately 967 CTE students earned college credit through course articulation with five local community colleges in 2021-2022. These numbers are expected to grow by 10%. We are also specifically working to attaching college certificates to our Manufacturing, Biotechnology, and Engineering Technology CTE pathways.

### **Progress Towards Implementation of CTE Programs of Study**

Currently, we have expanded our College and Career Readiness Counseling team to include a new counselor. This team now comprises of 1 coordinator, 1 lead counselor, and 2 counselors whose focus is to ensure that all CTE courses are part of a sequence of study.

CTE Counselors have created an initiative to implement, called **CTE Forward**, this program will train 120 SAUSD counselors. The goal is to provide an in-depth training experience that includes CTE data metrics, career development lesson plans and creating a streamline process for advising students on CTE pathways at the elementary, intermediate and high schools. It will also include information on the California Dashboard’s College and Career Indicator (CCI), CTE pathways, and ensuring course curriculum fidelity.

Counselors will collaborate with local community colleges to assist with the high school to post-secondary transitions, expand dual enrollment opportunities, and articulation agreements.

The CTE Counseling team also coordinates master schedule collaboration meetings with the educational partners at each school site. These meetings validate that the study sequence is aligned with the schools' vision. Another outcome of this collaboration has been an improved scrutiny of the faculty members who are qualified CTE credentialed teachers. This administrative review of teacher records is a final check that ensures CTE teachers are teaching in the designated subject area listed on their credentials.

### **Improving recruitment, retention, and training of CTE teachers and paraprofessionals, including underrepresented groups.**

SAUSD/CTE focuses on diversity and inclusion in the recruitment of teachers. SAUSD boasts a non-discriminatory policy district wide. Applicants must meet qualifications for both a high-quality CTE program and district requirements. SAUSD requires all full-time teachers to have a Bachelor of Arts degree to ensure that they are highly qualified in their field of study. In an effort to retain teachers in the current climate, CTE has created multiple professional learning opportunities throughout the school year and is looking to expand the existing programs. New teachers are provided with resources that include classroom management, engagement strategies, and interventions strategies. CTE is piloting a program providing two hours of open forum training once a week. Teachers are invited virtually to ask questions, advice, or training on classroom procedures, technology assistance, coaching, and other support. Assistance is provided

throughout the department by administration, counseling, and program and curriculum specialists. Teachers are also invited to participate in training through SAUSD's GoPD program, asynchronous training, that ranges from Social and Emotional to technology training. CTE professional learning and training is developed by both the department and the teachers. Input is collected from the teachers to discern their needs at the beginning of the school year. Key topics of need are revisited in subsequent meetings to ensure follow-up and retention.

**Progress Towards Equal Access to CTE Programs for All Students. In your summary of the discussion with Stakeholders, you must describe each of the following three points.**

**Strategies to overcome barriers that result in improve rates of access to, or performance gaps in, the courses and programs for special populations.**

CTE is developing pathways that focus on at-risk students within educational options programs (known as alternative education programs), targeting those outside of the usual scope of CTE pathways.

As part of SAUSD Board priorities to address the whole student by providing support for students through socially emotional wellness, public health, family and community engagement and student achievement.

CTE creates literature and promotional materials to highlight non-traditional students in non-traditional roles. Organizations like **Femineers** continue to provide outreach intended to diversify industry representation. The development of the virtual high school program, Santa Ana Virtual Academy, will allow CTE students to continue school studies regardless of home responsibilities that our students may face as part of living in a lower socio-economic community. To create an achievable career mindset, we have implemented career exploratory units of study at the Elementary level utilizing Virtual Job Shadow Jr, which was successfully piloted in the 2021-2022 school-year. Career exploration takes place at our Intermediate schools for all students. CTE continues to build pathways from intermediate to high schools through vertical alignment and career guidance at the site and district levels.

CTE's ongoing collaboration with online services and resources for students in the ELD population are building resources, and tools that help translate information into the student's native language. As needed, we are collaborating with departments across the district to provide resources for English Learners translators/aides to support students within designated Extended Learning classes. Providing translation services and working one-on-one with students who need support for CTE classes would encourage engagement and enrollment in the CTE programs. Teachers will continue to integrate and provide online resources and tools, enabling students to translate the presentations and assigned school work into their native language.

Professional learning will continue to incorporate training on accessibility needs through technology and socio-emotional support. Distance learning taught us that we need to expand training on translation technology and differentiation strategies. PD will be ongoing on differentiated instruction, allowing all students to be correctly assessed for understanding at their level of learning and create support methods as needed. We will continue collaborating and inviting Special Education, ELD, and Migrant Education departments to present and train during Professional Learnings.

**Providing programs that are designed to enable special populations to meet the local levels of performance.**

SAUSD addresses access to special population students to CTE opportunities by removing the barrier of access and providing transportation to afterschool CTE Extended Learning classes and offering virtual hybrid Extended Learning classes that include in-person lab time. Our partnership with Cesar Chavez High School (Educational options for At Promise students) commonly known as an alternative high school, will close the achievement gap by creating a new program that combines entrepreneurship and culinary arts. The innovation of offering an elective alternative for at-promise youth encourages self-employment. Through this program, students will have a unique opportunity to create their own businesses using a new food truck. Century high school will also be developing and piloting an Entrepreneurship program, designed on targeting special education students, who will also explore business through the lens of a culinary food truck experience. This unique food truck simulated hands-on experience is designed to prepare special education students for the workforce, by providing consistency, and familiarity with the environment and content, which are vital to the success of this population of students.

CTE will continue to work with school site **FACE (Family and Community Engagement)** coordinators to present and promote CTE programs to all Parents. CTE will collaborate with school site FACE coordinators to plan and calendar collaborative events. At the annual Schools Choice Fair, FACE Conference, and Back to School Bash parents and students are informed, by site, of CTE programs and pathways options. Informational meetings and consistent messaging will allow students to pursue their interests or career choices. Special Education Local Plan Area Community Advisory Committee, DAC/DELAC, and FACE Community Liaisons will support the progress and performance of CTE participants. CTE will work cooperatively with the departments to collect data that will improve and support programs.

CTE has equitable and appropriate career pathways for all SAUSD students. CTE will create a recruitment system for special population students to increase enrollment. CTE will use targeted marketing in Spanish, and English for parents and students to understand what support and strategies are available for our English Language Learners, Foster Youth, Homeless, Military, Migrant workers, Nontraditional/ gender specific students. CTE will collaborate with District Advisory Committees and Local Community Accountability Plan (LCAP) to identify and inform the LEA of the challenges CTE special populations face. Accessible technology and support will be available as needed.

**Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.**

CTE is developing and expanding **PLTW Launch** programs at elementary schools to strengthen all student's skills in STEM Career areas. Launch at Taft Elementary, which houses the DDH program, will be implemented. One of the Launch lead teachers is a Special Education teacher and includes many SPED strategies during Launch trainings that focus on enhancing learning for all students. CTE continues to offer and promote **Extended Learning classes**, these classes are available after the traditional school day for all SAUSD students and offer a wide variety of pathway courses. CTE counselors work with school site counselors and higher ed coordinators to help identify students who will benefit from CTE programs. CTE counselors give guidance and support to students at all grade levels. They work and collaborate with local community colleges to create "Dream to Succeed". To address our students who are marginalized, we are implementing a pathway targeted to our continuation students, this pathway capitalizes on our community's lucrative specialized food truck catering business.

## Alignment to Labor Market Information

SAUSD is deliberate in its efforts to create pathways that are aligned with the county and regional high wage, highly skilled, and in-demand industry sectors. According to JobEQ, Orange County's top skills in demand are Microsoft Suite, communication (verbal and written) and cooperative/team player are among the top 3 skills requested. As part of SAUSD-CTE integration of workplace learning and academic rigor, course work includes procedural and reflective writing, presentation, and peer critique, which will give our students a competitive edge.

Vertical alignment into post-secondary education and careers are driven by the new CTE counselors who have vetted all CTE courses to be UC/CSU and A-G and dual enrollment where applicable. To support work-based learning experiences, CTE internships will continue to be a priority over this next year. To further support our students pursuing employment, our newly appointed Workforce Development TOSA, will connect with employers in our local community. One example is working with our community partners to develop job opportunities through our new Santa Ana job fair for high school students. The job fair will connect our students to local businesses and employers.

SAUSD-CTE utilizes available Orange County data collected from Jobs EQ to determine which industry sectors have job growth opportunities. Among the top, four most significant growth areas in the following sectors:

- Arts Media and Entertainment, and Recreation (46.2%),
- Accommodation and Food Services (22.1%)
- Health Care and Social Services (17.3%)
- Public Services (12.8%)

SAUSD-CTE has vertically expanded programs from the Intermediate level to high school. The 10-year forecast growth rate is:

- Human services (23.8%),
- Hospitality and Tourism (20.3%)
- Health Science (14.1%)
- Information technology (11.1%)

SAUSD-CTE boasts all with the exception of Agriculture Food and Natural Resources (11.9%) who's projected growth ranks slightly higher than Information Technology.

Of all the career clusters expected to expand employment in Orange County, Science, Technology, Engineering and Mathematics, Information Technology, Law, Public Safety, Corrections and Security, Finance, Government and Public Administration, Health Science, Arts A/V technology and Communications, Education and Training, Business, Management and administration and Architecture and Construction pay more than the average wage in the region (63,900). As part of our initiative to serve our community and students with relevant in-demand occupations we will survey student interests and seek out opportunities to meet business and student needs.

## ***Local Perkins Application 2022-2023***

**Section 134(b)(2)(A-C) refers to information on the CTE course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one program of study approved by a State under Section 124(b)(2). Indicate how the results of the CLNA: informs the selection of the specific CTE programs and activities selected to be funded; describes any new programs of study the eligible recipient will develop and submit to the State for approval; shows how students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study.**

The implementation of a Public Services and Safety, eSports, Food Truck Catering, Broadcasting, and Social Media Design are innovative programs aligned with the Orange County Labor Market Index (LMI), approved by the state to be implemented in the 2022-2023 school year. The Public Services and Safety program targets specialized careers within law enforcement, the medical field, and Social Services. Expanding e-Sports to Middle College high school and Lathrop, Willard, and Mendez intermediate schools will highlight various aspects of employment that surround e-Sports, marketing, promotion, logistics, and event planning. Santa Ana is well-known for its food and culture food truck catering pathway will target marginalized students who attend our continuation school, Caesar Chavez, and SPED students at Century high school.

As part of a Digital Media Design pathway at Saddleback high school, the development of a podcast studio pathway, students will explore and experience hands-on studio-based applications. In addition, our social media courses will feature opportunities for students to maximize marketing/promotions and its global outreach. These innovative programs are intended to meet the needs of students who are more successful with multimodal and career relevant learning experiences that provide improved engagement learning options for special populations. CTE is acknowledging the diverse population across the district to expand innovative opportunities. Students will be identified through collaboration between CTE Counselors and site counselors as an opportunity to earn high skill, high wage, in-demand careers. CTE counselors will present, provide virtual tours, and disseminate information through the counseling website and Social Media platforms.

**How the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will use the information provided through the CLNA to describe the following: career exploration and career development coursework, activities, or services; career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations; an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.**

In collaboration with Santa Ana Workforce Development Board, CTE has worked towards targeting student and community needs. As a consortium, the city of Santa Ana, Santa Ana College, and CTE are investigating a consistent training program universally used to certify students and the community as "Certified for Santa Ana Business". To utilize our community resources and stay current with Orange County labor market trends, we intend to include the Employment Development Board and Workforce Investment Board in the Stakeholder

Engagement Meeting to provide statistical input and resources to SAUSD students. The JobsEQ program provides real-time updates of job trends, forecasted needs, and current job openings in the Santa Ana region.. Our community understands the importance of replenishing our community with a workforce vetted into our community. The City of Santa Ana Youth Internship Program collaborates with our CTE/SAUSD to offer 100-hour paid internships to our high school students throughout the year.

CTE has a grant funded staff member that focuses on internships, workforce development, and connects with local business partners here in Santa Ana. CTE is excited to offer our new #sausdgetjobs. This is both a website containing a job board, bus schedules, work permits to connect students and families to local jobs and employers. This is also an active social media hashtag where the community and students can help each other find jobs by posting pictures, locations, and opportunities with in the local area.

To serve our students and provide an employment information hub, CTE/SAUSD had piloted a Virtual Job Shadow, a career exploration program at three of our intermediate schools. CTE will be expanding the program in the coming year. CTE counseling is working with the schools to develop consistent lesson plans targeting career exploration. The counselor-driven lesson will facilitate creating pathway interest plans for students.

As part of an effort to integrate rigor and content aligned with state standards related to CTE programs, we intend to send teachers to pathway-specific advisories. Exposing teachers to pathway advisories will allow teachers to develop networks and target specific business/industry standards. CTE is working to target teacher externships to update their knowledge showcasing new standards and innovation within their respective industries. Will be able to take information and collaborate with their pathway community and apply it in their classroom.

CTE counselors will provide CTE professional development for school site counselors on CCI, CTE sequences of study, dual enrollment, and articulations. To ensure pathway fidelity, we will establish the use of standardized finals for all pathway courses. This standardized assessment can measure student understanding of the content and formulate data points to drive future instruction.

**Describe how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965). Use the information provided through the CLNA to answer the content of this section.**

As part of an effort to integrate rigor and content aligned with State standards related to CTE programs, we intend to send teachers to pathway-specific advisories. Exposing teachers to pathway advisories will allow teachers to develop networks and target specific business/industry standards. Teachers will be able to take information and collaborate with their pathway community and apply it in their classroom.



As part of an ongoing partnership with the Orange County Office of Education, our teachers will participate in ongoing Professional Learning focusing on UDL and UbD. In these workshops, teachers will also collaborate on technology to apply in the classroom. To ensure fidelity within each pathway, we will establish the use of standardized finals for all pathways. This standardized assessment can measure student understanding of the content and formulate data points to drive instruction. CTE will hold specific subject matter (Math/English) staff development to better infuse foundational content into CTE lessons. A rubric will be developed to guide implementation.

**Describe how the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency; prepare CTE participants for non-traditional fields; provide equal access for special populations to CTE courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Use the information provided through the CLNA to answer the content of this section.**

To support and prepare all students, especially students in special populations, for high-skill, high-wage, and in-demand careers. CTE has developed and continues to develop programs that support the rigorous skills mindset that helps students prepare for careers and envision themselves in all sectors. Mini camps such as: Drone Camp, Solar Academy, Automotive Camp, 3-D modeling, and Coding Camp for intermediate students expose students to careers in growing occupations. CTE will continue to develop and expand more mini-camp programs to expose students to career pathways with future forecasted high-demand occupations.

The development and expansion of the PLTW Launch program at our elementary school's help prepare students for rigorous STEM careers. Taft Elementary, a school with a Deaf and Hard of Hearing program, is expanding the PLTW program in all grade levels. This summer, CTE supports more teacher training to help prepare students for rigorous STEM careers and expose them to careers they may not have considered at an early age. Monroe Elementary, a bilingual immersion school in the district that CTE works with is expanding PLTW Program at all grade levels.

To help prepare students for nontraditional career fields, CTE provides opportunities such as field trips for events such as Cyber Patriots to expose students to cybersecurity. CTE supports the development of clubs such as the Femineers Clubs, at three of our intermediate schools and one high school, to help girls envision themselves as engineers. Additionally, guest speakers and mentors working in nontraditional fields are continually sought out and invited to present to students in STEM classes. CTE will continue to expand clubs like these to more schools.

Girls Make Beats is a program that provides a music making curriculum targeting the female population. This program begins as early as 3rd grade and is being implemented across 5 schools with 5 teachers serving a total of 50 students.

Extended learning classes in health science help prepare students for careers in the growing and expanding medical field. These classes will continue to be offered this summer and are open to all students across the district. Internships are embedded into the medical pathway capstone courses allowing students to have a real-world hands-on experience. Teachers are incredibly

supportive in using a variety of strategies to help all learners find success. For example, strategies such as digital translators and audio and video files help students practice vocabulary and acquire language skills needed in this field. Students must pass a skills assessment before going on site to a medical facility.

CTE recognizes the importance of parents in children's careers. CTE counselors and staff will continue participating in community events such as School Choice Fair and FACE. conference to help inform parents and community members about opportunities for building career readiness skills through CTE classes and the importance of preparing for high skill, high wage and in demand careers.

CTE courses are open to all students across the district, and multiple means of access are available. SAUSD uses Canvas as the Learning Management System, providing accessibility and differentiation for special populations. Transportation to after-school classes and virtual online courses have been developed and will continue to increase access for all students. Students are supported in multiple ways through individual IEP meetings, CTE Counselors, school-based counselors, and individual teacher support on a need basis.

CTE follows the SAUSD District policy for nondiscrimination, and all CTE teachers and staff will continue to participate in annual nondiscrimination training activities through the Brit Training platform.

**Describe the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable. Use the information provided through the CLNA to answer the content of this section.**

CTE Students have many opportunities to experience Work-Based Learning (WBL), including but not limited to, Career Mentorship, Career Related Competitions, Paid Internships, Non-paid Internships, Student-led Enterprises, and Workplace Tours/Field Trips. CTE economic development in collaboration with Oppti, is working towards expanding community and business partnerships to curate pathway-specific opportunities for students grades 5 – 12. Career Exploration will be designed through the CALCRN curriculum for all students, related to course material and job experiences. CTE will need to review partnerships to see their status in the wake of the pandemic and explore new opportunities within the community by working with the Chamber of Commerce, Downtown Santa Ana, local philanthropies, and community organizations. We want to educate the students on all ways that the Pathways are applicable in the community and global economy.

Additional WBL opportunities are included and will expand CTE partnerships. Vital link provides all CTE pathway students a Leadership Series and Leadership Entrepreneurial mindset to review essential skills and growth for an expanding workforce. Youth Entrepreneurs (YE) provides students from multiple industries the chance to design, build, and implement business models through a Market Day event and other community oriented capstone projects. Career Technical Student Organizations (CTSO) such as SkillsUSA and HOSA provide leadership and skill development through local, regional, state, and national competitions and activities. Local businesses provide field trips, guest speakers, and mentoring opportunities.

**Describe how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. Use the information provided through the CLNA document to answer the content of this section.**

SAUSD has developed programs internally, and through our regional consortiums, OC Pathways and CTEp to help facilitate meetings for articulated courses and the CTE counseling team facilitate dual enrollment with Santa Ana College, Coastline College, and Orange Coast College. Currently, we have two high schools following an early college model, Middle College has been in the district for 20 years, and about 82% of students graduate with an Associate degree, and more than 90% of students graduate with at least one year of college credits. Century High School is the second school site and has been building its early college program over the last three years. This year Century will graduate their first cohort of 18 students with their AA. We have been able to expand dual enrollment through a College and Career Access Pathways agreement with Santa Ana College. This agreement gave CTE the opportunity to increase access by offering dual enrollment courses districtwide to all 9-12 students.

Next year, we will have the first student earn an AA at an SAUSD high school that is not designated as an Early College.

For the 2021-22 school year, we offered 100 college sections that supported 1485 students. These college courses offered the students the opportunity to earn a total of 4,455 college credits.

Our goal is to continue growing the program and increasing access to meet our promise of having every Santa Ana household have at least one college degree.

In the 2020-21 school year, SAUSD had 55 articulated agreements for courses across the district. For the 2021-22 school year, the number of articulated classes has been consistent. Our district goal is to have at least one articulated class or dual enrollment course in each CTE pathway.

**Describe how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel. Use the information provided through the CLNA to answer the content of this section.**

CTE Coordinator and Counselors have established a communication system with local community colleges, where students are identified in specific pathways and advised on college options. CTE counselors are collaborating with local community colleges to expand dual enrollment/articulation options. CTE counselors are monitoring senior CTE pathway completers and offering support and guidance as they transition to college. CTE counselors will collaborate with site counselors to inform potential students about dual enrollment options and provide guidance through CTE/SAUSD online virtual website. CTE department will continue to hold Master Schedule meetings with school site administration and higher education counselors to develop and plans for upcoming school year and develop dual enrollment opportunities.

Qualified CTE Teachers who are hired for dual enrollment are provided training to meet their college or institutions requirements. CTE dual enrollment students are monitored by CTE counselors to ensure student success. Professional Development: CTE counselors will continue provide professional development to site counselors/administrators, and support staff on CCI, CTE sequences of study and dual enrollment/articulation and special population supports.

**Describe how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps. Use the information provided through the CLNA to answer this content of this section.**

The CTE department identifies target data for special populations to address disparities and gaps. CTE counselors are accessing data from SAUSD data sources that include the Aeries data information system and student transcripts. CTE is also working with the research and evaluation department to create reports that simplify the data collection process. Based on the data retrieved, the CTE team will identify disparities and gaps, and targeted interventions and strategies will support marginalized students. Following graduation, CTE Counselors will continue to monitor students and collect data to address disparities. In addition, CTE will be hiring a Classified Educational Research Analyst that will create data flow, pull CTE metrics, and provide a new level of data evaluation to view student and program progress. The CTE department administration and leadership team will monitor and re-evaluate this performance plan as needed.

## **eSports Plan**

### **CTE Esports Overview**

SAUSD CTE is always monitoring regional economic indicators and global trends to look for opportunities to create innovative and cutting edge CTE pathways. In 2017, we identified the larger esports ecosystem, which contains elements of entrepreneurship, video game development, content creation, brand marketing, nutrition and health, and competitive events, as an opportunity for SAUSD to be a first mover in developing esports focused career pathways that would train students for careers in the business, marketing, ICT, and arts, media, and entertainment industry sectors. Our efforts were on display in the spring of 2020, when we unveiled our first district esports CTE lab at Century High School, which is undoubtedly the best CTE high school esports facility in the world and with further growth, we can have one of the top esports programs in the country.

While the esports ecosystem covers many distinct industries, esports is most closely tied to two of California's largest CTE industry sectors, information communications technology, which includes computer science and application development, and arts, media, and entertainment. Southern California is home to numerous esports organizations, video game developers, visual media production companies, and electronic hardware manufacturers that are seeking ways to partner with educational institutions that support esports.

The world of competitive esports is one of the fastest growing industries and the popularity of esports now rivals traditional American sports (UCI esports, 2022). Global audience viewership of esports competitions such as the League of Legends (LOL) world championship is more than twice that of both the MLB World Series and NBA finals. Many esports organizations and businesses are valued at millions of dollars and educational institutions are now fully supporting this growing movement with academic programs, dedicated esports facilities, and athletic scholarships.

While there are some challenges in communicating to stakeholders the differences between competitive esports and CTE courses that teach industry skills through esports, it has become evident throughout our implementation of our esports programs that there are numerous benefits to keep growing esports throughout the school district.

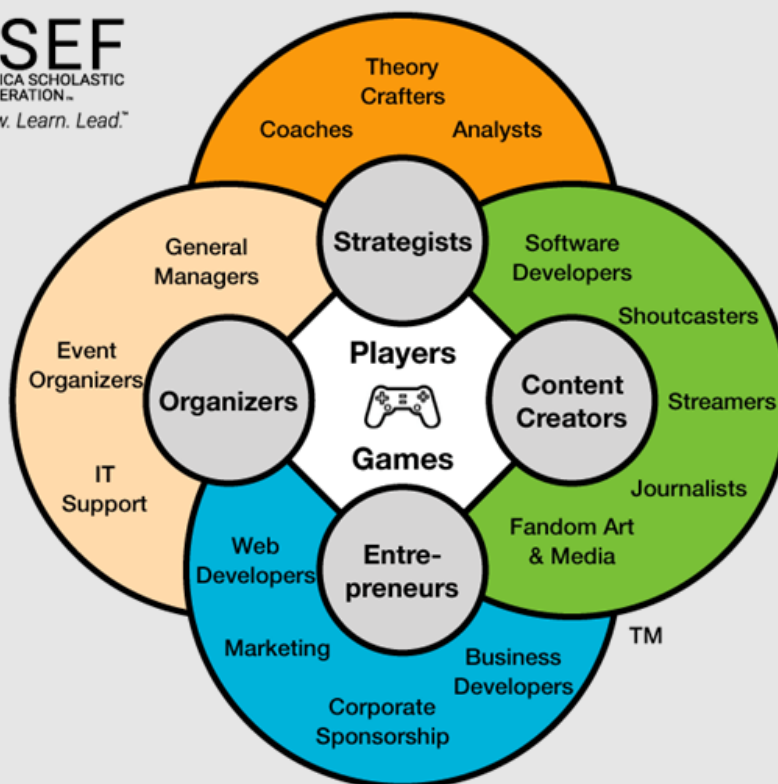
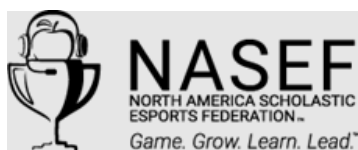


Diagram Citation: Anderson, Tsaasan, Reitman, Lee, Wu, Steele, Turner & Steinkuehler (2018)

### Esports Key Facts

- Esports will be a 1.38 billion industry by the end of 2022
- Global Esports participation is 380 million in 2018
- Gaming live streaming audience reached almost 921.2 million
- The top gaming streaming service is Twitch with 20 billion live gaming hours watched and YouTube Gaming the second largest with 4.7 billion live gaming hours watched.
- In the US, 56% of esports fans are between the ages of 21-35, with 28% are over the age of 35
- Females make up more than 38% of esports enthusiasts
- The DOTA 2 "The International 2021" competition had a prize pool of over 40 million
- 27 million people play League of Legends, a MOBA (multiplayer online battle arena) every day
- Esports Arena, was previously based in Santa Ana and has since expanded nationwide to the 30,000 square-foot multi-level HyperX Arena in Las Vegas and multiple in-store Walmart locations.

### Esports in Education

A growing number of colleges, universities and other educational institutions have begun to develop Esports programs and Esports facilities to attract, retain, and prepare students for careers in related industry sectors.

UCI was the first public university to create an official Esports program and other colleges have since developed their own Esports programs and facilities. There are currently 175 colleges and universities that are members of the National Association for Collegiate Esports (NACE) that officially recognize



varsity esports programs. Other higher education institutions are incorporating esports curriculum by offering majors, minors, concentrations and certificates. UCI offers both a BS in Computer Game Science and a certificate in Esports Management and there are now dozens of schools that have focused on education in esports.

Much like traditional sports, many schools field varsity esports teams and recruit high school students through partial or full scholarships and financial incentives for their programs.

There is sometimes miseducation about the legitimacy of esports in education and that video games are harmful, unproductive and even a waste of time. UCI Esports research suggests there is ample evidence that shows esports helps students feel more connected to their schools, build positive relationships with their peers and adults, and see improvements in attendance and overall student achievement. We also acknowledge that there will be many people that will be slow to accept esports as a legitimate school activity and we will have to be supportive and listen to their concerns.

Esports are often misunderstood by both parents and district staff. Any district eSports initiative needs to keep in mind the negative connotations that are often associated with video gaming. An awareness campaign and the distinction between competitive play and eSports career pathways is important as well as the messaging and education about the career opportunities that are part of the Esports ecosystem.

### **Esports Curriculum**

During the previous 5 years, SAUSD CTE has worked with advisory board members and teachers to develop engaging and relevant eSports curriculum that focuses on developing skills in the areas of video game development and coding, marketing, esports logistics, and live streaming. We currently teach eSports curriculum at Century HS, Middle College, and Segerstrom HS, which hosts an English class with an esports focus. In middle school, we have esports classes at Mendez and Lathrop. Through our CTE expanded learning, we have developed and hosted three esports internships during the summer and spring semesters that branded, promoted, and organized a series of esports tournaments as their capstone projects.

### **Competitive Esports**

The demand from students for competitive esports in SAUSD has led to the creation of several organized competitive teams across the district that practice weekly with advisors and participate in both district and national tournaments. There are currently three main organizations that support esports competitions for schools and students, High School Esports League (HSEL), Play VS and the North America Scholastic Esports Federation (NASEF). In June of 2022, NASEF was named the official esports provider for the California Interscholastic Federation (CIF), the governing body for high school sports in California, as part of the CIF Esports Initiative might one day lead to esports becoming a CIF officially sanctioned sport, much like baseball or football. Currently, there is active recruitment of players to attend college programs and some high schools even offer esports varsity letters.

### **Partnerships**

There have been several organizations that have been vital to developing esports in our school district and we hope to maintain and seek new partnership opportunities in the future.

UCI, as the first public university to create an official esports program, is a global pioneer in the field of esports and is considered one of the best and most comprehensive in the world. Our district's proximity to UCI has allowed our esports students to participate in field trips and learn more about collegiate esports pathways.

Non-profit organizations like NASEF and Empowered have assisted with supporting previous esports classes and programs, such as our CTE extended learning summer internships. Corporate sponsors, HyperX and Razor have sponsored our virtual and in-person tournaments with prize support, and we can foresee that in the future, there will be additional corporate sponsors that would want to partner with our district and offer additional support.

### **Esports Facilities & Equipment**

SAUSD CTE is dedicated to providing modern and state-of-the-art learning spaces to host our CTE esports pathways. In Spring of 2020, our CTE department held the grand opening of our state-of-the-art CTE esports facility and teaching space at Century High School. Rivaling even college esports facilities, this classroom space shows SAUSD CTE's commitment to esports and our dedication to providing the best learning environments for our CTE students. Two future esports labs are planned for Mendez and Lathrop as we build pathways at those schools. Moving forward, we will be building out esports labs at other schools while highlighting the CTE Esports Arena at Century HS at districtwide esports tournaments and showcases.

Access to top-of-the-line gaming computers and equipment are essential for CTE esports pathways. The CTE district curriculum needs additional IT support with unblocking of certain websites and ports for the CTE classroom.

SAUSD CTE Esports Facility @Century HS

<https://www.youtube.com/watch?v=UUvBZQQRRU>

UCI Esports Arena Tour

[https://www.youtube.com/watch?v=H5W\\_Jq\\_9LAY](https://www.youtube.com/watch?v=H5W_Jq_9LAY)

### **Strategic Goals**

Strategic Goal #1 - maintain and grow existing CTE eSports pathways

Strategic Goal #2 - work with stakeholders to develop and implement districtwide Esports core values that include a focus on real world career opportunities, health and wellness, integrity, and diversity and inclusion

Strategic Goal #3 - create a unified district eSports branding that is used in future eSports marketing and events

Strategic Goal #4 - collaborate with other district departments to encourage the formation of eSports clubs and funding for competitive gaming

Strategic Goal #5 - develop strategic relationships and agreements with organizations that support eSports

Strategic Goal #6 - develop post-secondary connections and pathways for students to pursue careers related to eSports after graduating high school

## CTE Outreach Programs

### Monthly CTE Saturday Classes

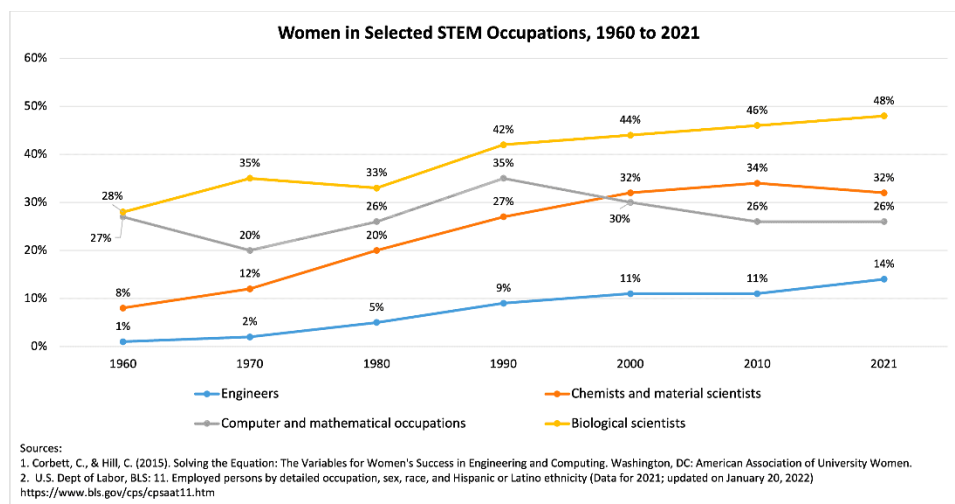
Monthly STEAM Saturday classes are offered at Intermediate/K-8 schools who do not currently have access to CTE elective classes. These Saturday classes offer students the opportunity to delve into science, technology, engineering, arts and mathematics (STEAM) camps.

### Femineer “Girls in STEM & Engineering” STEAM Program - Stacy

The Femineer “Girls in Engineering & STEM” is an outreach program developed by Cal Poly Pomona’s School of Engineering to encourage young women to consider Engineering as a field of study and career. The intent of the Femineer program is to address the historic underrepresentation of women in the field of Engineering and all STEM occupations in general. Students are offered a variety of hands-on, project-based activities designed to be engaging and build real-world engineering and coding skills that build upon what students may be studying during the regular school day in STEM classes. The Femineer program also reaches students who do not currently have access to STEM coursework during their regular school day. Students are given a variety of opportunities to meet with Engineering professionals and Engineering students at Cal Poly Pomona and Cal State San Diego, including the “Introduce a Girl to Engineering” day at both campuses, and the annual “Femineer Summit” where Femineer students share the physical computing projects that they have been working on over the course of the school year. In the spirit of supporting underrepresented populations in a STEM field, Femineer Clubs are open to all students.

<https://www.cpp.edu/engineering/femineer/index.shtml>

<https://swe.org/research/2022/employment/>



### Summer STEAM Mini-camps –

Summer Expanded Learning affords both intermediate and high school students the opportunity to delve into science, technology, engineering, arts and mathematics (STEAM) camps. SAUSD CTE hosts programs such as CodeSpeak, Drone Academy, Sunpower Design and Maker and Femineers. Through these programs, students are taught to conceptualize, interact within a team, design, trial projects and ultimately build products intended to improve life and space around us.

- **Code Speak Labs:** Students utilize computer code to develop electronic software applications. Participants are considered interns, satisfying high school graduation requirements.
- **Design & Maker:** Intermediate and high school students design and generate 3D models of simple tools to innovate and improve quality of life.
- **Drone Academy:** Drones are used across many industries to assist with access, imaging, safety and other purposes. Students gain fundamental knowledge of drone flight and utility leading toward a certification that can be used to gain high wage, high skill, in demand jobs.
- **Femineers:** The Femineer Summer Camp is offered as an adjunct to the Femineer Outreach program offered at multiple intermediate and high school sites. This engaging, hands-on STEM program onboards new and returning students, preparing them to participate in the yearlong Femineer program at their home schools.
- **Sunpower:** As students progress through high school and college, they need opportunities to develop collaboration, critical thinking and other work-ready, 21st-century skills typically not addressed in traditional classroom settings. This STEAM mini-camp is an intensive, five-day learning experience that provides young people with such opportunities and support. It is designed to inspire and inform students about solar energy, and to help them acquire and hone a range of work-ready technical and soft skills and prepare for careers in the renewable energy sector.

### **Robotics Education & Competition Foundation (RECF) Competitive Robotics Program**

The Robotics Education & Competition Foundation (RECF) offers regional, national, and world VEX Robotics competitions for 3<sup>rd</sup> – 12<sup>th</sup> Grade students. SAUSD CTE educators have access to curriculum and materials to support competitive robotics programs at all intermediate schools and high schools in SAUSD. All school sites can apply for specific robotics grant support from the REC Foundation to assist with registration fees, equipment, and other materials to host a successful competitive team. This competitive program can be offered within a CTE Computer Science or Engineering Robotics course or offered as an extra-curricular club activity.

<https://sites.google.com/roboticseducation.org/west>

<https://www.roboticseducation.org/>

### **“Girls Make Beats” Electronic Arts Program**

Girls Make Beats (GMB) is a nonprofit organization that empowers and supports girls in expanding the female presence of music producers, DJs, and audio engineers. This organization was established in 2012 by a certified female Audio Engineer. Santa Ana Unified School District’s Career Technical Education department recognizes the need to train girls in music technology to create access to a high wage, high demand, and high skilled industry. Girls Make Beats work with girls aged 5-17 years and supports by hosting educational seminars, summer camps, and industry partners. They also provide career exploration experiences and virtual courses that focus on industry-leading hardware and software. The purpose of the GMB clubs is to teach students foundational techniques in music production, DJing, and audio engineering. Over the course of ten weeks students will learn the fundamentals of the music industry. As students dive into the curriculum, they develop the ability to shape sound and create any type of music – from hip hop to acoustic, jazz and electronic.

### **Girl-Powered Summits with Robotics Education & Competition Foundation**

<https://youtu.be/igCPaNIIR90>

The Robotics Education & Competition (REC) Foundation and VEX Robotics are working to make robotics reflective of the diverse world we live in, and the one we want to leave behind.

We are committed to showing how exciting it is to be involved with STEM, showcasing examples of how women are changing the world, providing tools for success, and enabling comfortable environments where all students' confidence and abilities can flourish.

Girl Powered means supporting all your teammates, classmates, friends and family to try new things and reach outside their comfort zone. Being Girl Powered means finding people who you don't see in robotics, getting them to try it, and making them feel like they belong. It is about encouraging others, both girls, and boys, to actively embrace a more diverse culture. We want to encourage new experiences, a diverse culture, and a more encompassing definition of what a roboticist looks like.

Studies have shown that girls and boys show equal interest in science and math in elementary school and show that girls lose this interest in middle school for a variety of reasons<sup>1</sup>, yet women represent 30% of the STEM workforce<sup>2</sup>. Our mission with Girl Powered is to work to change this reality and to re-define the face of STEM by including diversity and all humans to the table.

This initiative is intended to bring all students who are interested together, to show them that they are welcome in the robotics community. We believe in the power of diverse creative teams and want to make sure our programs attract as many students interested in STEM as possible. We want to create and engage communities of support for inclusive environments to break down societal obstacles and provide opportunities for everyone to decide if robotics and STEM is right for them.

Does this mean Girl Powered excludes boys? Absolutely not, we are not pushing boys out. We think robotics is for everyone. The world needs a diverse cast of problem solvers and engineers. No two people see things the same way. We all have different backgrounds and different approaches to creative thinking.

To inspire individuals to live up to their potential and create winning futures by partnering with schools and businesses within the community.

### **CyberTech Girls**

CyberTech Girls events are focused on sharing technology training with middle school and high school girls that want to learn more about cybersecurity topics. College faculty and technology companies collaborate to host CyberTech Girls on their campuses to immerse students into a cybersecurity environment. Students will experience a variety of hands-on activities and engage with industry professionals, college students, and professors.

With the gender ratio of less than 15% female in technology and security roles, it is imperative that we encourage female students to enjoy experiences related to cybersecurity in a fun, no-pressure environment (read more on Slate). This type of experience can help guide and develop future interest in cybersecurity education and professions.

Our colleges are interested in helping to develop pathways to cybersecurity careers that will be fulfilling and lucrative for females while helping to balance the gender ratio in technology fields. Sponsors, professionals, mentors, and volunteers are encouraged to be a part of these events.

<https://cybertechgirls.org/>

## Glossary

Academic Alignment	The connection between career technical education (CTE) standards and core curriculum standards. The alignment is intended to show how CTE standards can enhance, reinforce, or provide an application for a specific academic standard.
Academic Alignment Matrix	A table provided for each CTE industry sector displays where natural, obvious academic alignment occurs. Each matrix includes the subjects of Common Core English language arts and mathematics, history/social studies, and Next Generation Science Core Ideas.
Access	The institutions' responsiveness to individual students' unique social, economic, and cultural conditions to ensure all students have equal opportunities to take full advantage of their education, including a collective awareness of all the supports both inside and out of class that are available to them.
Action Steps	How goals will be accomplished (what SAUSD will do to accomplish our goals).
All Students	The State of California recognizes its deep responsibility to ensure that each student receives a world class 21st century education, one that supports the achievement of their highest potential. In order to accomplish this goal, it is important to continuously strive for equity in all classrooms, schools and districts by considering students' cultural, ethnic, and linguistic background; disability; sexual orientation; economic status; and other factors.
Attainment Gap	Some students have limited access to well-prepared teachers/faculty and other educational resources. Recognizing the specific inequities that exist helps educators and communities to purposefully and strategically take action to strive for true educational equity for all learners.
Anchor Standards	CTE Standards are common across all industry sectors, built on Career Ready Practices, and repeated with more specificity within the industry sector pathways. The anchor standards show deliberate alignment with selected Common Core English language arts standards.
Beyond Knowledge Construct	Demonstrates the value of adding the CTE performance dimension to the cognitive dimension. The construct is based on the Depth of Knowledge levels, revised Bloom's Taxonomy, and the Rigor/Relevance Framework and includes sample listings of action verbs used to revise California's CTE Model Curriculum Standards.
Bloom's Taxonomy (revised)	Categorizes the cognitive skills required of the brain to perform a task, describing the types of thinking processes necessary to answer a question.
Board Priority	Themes that the Board of Education has identified that provide direction for the SAUSD during the next 3 years (Fall 2021 – Spring 2024)
Career Pathway	A pathway that is unique to an industry sector, has an occupational focus, consists of similar functions, includes standards that demonstrate sequence potential, and is reasonable and appropriate for high school students.
Career Technical Education (CTE)	An educational strategy designed to prepare students for ongoing education, long-term careers, citizenship, and entry into the workplace. CTE responds to the needs of the economy with regard to both industry focus and skills that are taught.

Common Core State Standards (CCSS)	Nationally focused academic standards that were adopted by California in 2010 (and by 44 other states as of December 2012). The CCSS for English Language arts and mathematics provide the same standards for all students, allowing them to receive a good education even if they change schools or move to a different state. Teachers, parents, and education experts designed the CCSS to prepare students for both college and the workplace.
Depth of Knowledge	An important perspective on cognitive knowledge that requires states to rethink the meaning of test alignment to include both the content assessed in a test item and the extent (or “depth”) to which we expect students to demonstrate understanding of the content.
Equality	This is the state of being equal, especially in status, rights, and educational and training opportunities or proportionality to reflect the communities being served.
Equity	To systemically create an environment of being fair and impartial and be free from bias or favoritism to promote educational and employment attainment among all students, including English language learners and students with disabilities.
Focus Area	The high-level areas within each Board Priority that will be the focal point of SAUSD efforts (design, develop and deliver, monitor and refine)
Goal Statement	Derived from Board Priority and sets direction to achieve the goals (what SAUSD will accomplish)
Industry Sector	A group of companies that operate in the same segment of the economy and share a common business, business activities, or characteristics. The 15 industry sector groups organize CTE programs to align with California’s top-employing business segments.
Integrated Curriculum	A blend of standards and content from two or more core academic subjects, with CTE content bringing relevance and providing applications that add meaning to subjects that can be abstract.
Key Performance Indicators	Quantifiable measurements used to gauge performance over time (short-term and long-term)
Methods of Learning	Different modes of learning may include, but is not limited to, in-person or online instruction, apprenticeship, internship, and other work-based learning opportunities; however, instruction is provided, it must adjust to distinct learning needs and cultural backgrounds of students in order to lead to a certificate, credential, or degree.
Model Curriculum Standards	Essential knowledge and skills that students are expected to master upon completion of curriculum designed by local schools and districts.
Pathway Standards	Standards that determine what students need to know and be able to do to prepare for career entry or progression into a postsecondary program. Each career pathway consists of 8-12 standards, with accompanying performance indicators that add detail for curriculum design.
Performance Indicators	Indicators that further define pathway standards, providing guidance for curriculum design and measurement of standards achievement.
Sequence of learning	The organization of standards into a logical sequence of coursework that begins with more general content and gradually increases to include career-specific content.
Socioeconomically Disadvantaged	For K–12, this includes students eligible for the free and reduced priced meal program, foster youth, homeless students, migrant students, and students for whom neither parent is a high school graduate. For community colleges, this definition also includes veterans, Pell and Promise Grant qualified, and/or first-generation students.
Standards for Career Ready Practice	Standards that all students are expected to master prior to completing high school. They reflect the level of preparation expected by business and



	industry, labor, community agencies and organizations, and postsecondary educational entities.
Student-Centered	A restructuring of policies so that the provision of education and training programs, engaging learning experiences, instructional approaches, and academic support strategies at our institutions address the distinct learning needs, interests, and aspirations while also honoring cultural backgrounds of individual students or groups of students who may have a variety of needs (including homelessness or food insecurity; need academic, cultural, and/or linguistic supports; transportation; or child care or financial aid). For community colleges, the movement to implement Guided Pathways embodies a student-centered restructuring of the student experience.
System Alignment	Bringing greater coherence and efficiency to curriculum, programs, initiatives, and education and training system that includes K–12, community college, and the public workforce system and beyond, with a particular focus on workforce pathways that consider regional labor market needs.
Work-based learning	An education strategy that links classroom instruction to work-related experiences; aims to increase a student's technical skills and knowledge; and helps shape career decision-making. Work-based learning is offered on campuses or in community locations and includes explorations, job shadowing, simulations, student-led enterprise, service learning, community classroom or cooperative education, internships, and apprenticeships.
Workforce	People who are engaged in or are available to work, within a geographic location, or a particular company or industry.

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Valerie Amezcua, Member

John Palacios, Member

### Central Administration

Jerry Almendarez, Superintendent of Schools

Lorraine Perez, Ed.D., Deputy Superintendent, Educational Services

Janea Marking, Associate Superintendent, CBO, Administrative Services

Jennifer Flores, Associate Superintendent, Human Resources

Bianca Barquin, Assistant Superintendent, Teaching & Learning

Gloria Olamendi, Ed.D., Assistant Superintendent, Special Education (SELPA)

Sonia Llamas, Ed.D., L.C.S.W., Assistant Superintendent, School Performance & Culture

Orin Williams, Assistant Superintendent, Facilities/Governmental Relations

Sergio Mancilla, Chief, School Police Department

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Lorraine Sanchez, Coordinator of Special Projects

Steven Long, Coordinator, College and Career Readiness

Edwin Vazquez, Lead Counselor, College and Career Readiness

Stacy Kline, Program Specialist

Jennifer Acuna, Workforce Development/Internships

Jose Garcia, TOSA

Ha Nguyen, Operations Specialist