



**SAUSD**

The Future Begins Here



# Career Technical Education

**Master Plan  
Executive Summary  
2023**



# CTE Master Plan Executive Summary

## Purpose

The Santa Ana Unified School District (SAUSD) Career Technical Education (CTE) Master Plan provides key information, including CTE goals, desired outcomes, and planning assumptions. It will inform CTE programs, projects, pathway development, resource allocation, and grant development. In addition, the CTE Master Plan aligns short-term and long-term planning with federal, state, district, and local expectations and initiatives.

## Overview

As a thriving department in the SAUSD Teaching and Learning Division, SAUSD's CTE Department provides comprehensive college and career programs district-wide that offer students a wide array of courses to empower students to achieve their college and career readiness goals. CTE has undergone significant changes over the past decade that will ensure SAUSD CTE programs prepare students with the knowledge and skills needed to prepare for the global workforce of the 21st Century.

During the 2014-2015 school year, SAUSD transitioned from the previous Regional Occupational Program (ROP) model, which focused on entry-level job skills, to a Career Technical Education model, which focuses on college and career readiness. CTE creates and supports sequences of courses, known as pathways, that prepare students for high-skill, high-wage, and high-demand careers in Orange County, California.





SAUSD CTE pathways integrate California CTE standards-aligned components such as:

- Multi-year course sequences with introductory, concentrator, and capstone courses
- A-G aligned and college credit-bearing courses
- Work-based learning (WBL)
- Industry certifications
- Digital and media literacy
- Community college “stacking” and/or tiered certification options
- Foundational and professional skills bridge classes
- Integrated 21st Century Skills (21CS)

Through hands-on experiential learning, students gain a contextual understanding of how CTE subject matter is relevant to the world of work.

SAUSD CTE has experienced a 17% enrollment increase over the past five years despite the impact that the 2020-2022 global COVID pandemic has had on declining enrollment in California schools. As students returned to in-person instruction, challenges emerged, including:

- Student social emotional learning needs
- Student and family economic needs post-pandemic



## CTE ENROLLMENT

over the past 5 years

- Student certification requirements concerning preparing students for desired career paths
- Teacher recruitment to support existing pathways and planned expansion

SAUSD’s CTE Department is committed to accessing opportunities to address these challenges through multiple funding sources by leveraging federal, state, corporate, and local initiatives. These funds allow the department to enhance, elevate, and expand CTE opportunities in TK-16 schools and, in turn, improve student access to high-skill, high-wage, and high-demand careers. Additional personnel, curriculum, materials, equipment, and facility improvements strengthen the SAUSD CTE Department’s capacity to deliver a high-quality CTE program to maximize success for all students.

The efforts of the SAUSD CTE Department are validated by the California Department of Education 2022 draft of the *California State Plan for Career Technical Education: A Vision for Equity and Excellence in CTE*. The SAUSD CTE Department’s priorities align with California state CTE priorities. The SAUSD CTE Department has been established as a statewide model of excellence in Career Technical Education.



Mendez Robotics collaboration with Middle College High School

## CTE Vision, Mission, Core Values and Goals



### Vision

The Santa Ana Unified School District's Career Technical Education Department believes in exemplary CTE programs and pathways that prepare all students to be "College and Career Ready." Relevant services, curriculum, and technology enable all students to be successful. The CTE Department values collaboration with all community partners, including businesses, parents and caregivers, students, educators and staff, higher education institutions, and other agencies, to create a maximum impact on every student's education.

### Mission

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 are delivered to enable all students to be successful and take ownership of their futures. The CTE Department will partner with businesses, parents/caregivers, students, educators and staff, higher education institutions, and other agencies to create a maximum impact on every student's education.

# Core Values

Our 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.

***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 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.***

Our 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.

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



Health technology students learn industry skills in simulated work environments



## SAUSD CTE Goals

- Value student voice and choice in pursuing meaningful careers that empower families and our 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.

## Programs

### Dual Enrollment / Post-Secondary

Dual enrollment has proven to be a powerful strategy for increasing college enrollment and academic achievement for marginalized student populations. Additionally, dual enrollment helps parents/caregivers afford rising college tuition, fees, and related costs.

Many CTE pathways across the district use dual enrollment courses as capstone courses. These courses allow students to experience a college course and earn transferable credit. Students who complete dual enrollment courses have higher rates of college persistence. CTE ensures that all pathways are vertically articulated from elementary to community college for a seamless transition process for all SAUSD graduates.

Dual enrollment programming elevates student learning and creates channels for students to earn an Associate of Arts (AA) Degree in high school. As an exemplar, Middle College High School and Century High School had 86 graduates who earned their AA degrees from Santa Ana College for the 2021-2022 school year. This allowed students to complete their college general education requirements, transition to a 4-year degree program, and save Santa Ana families from costly debt. Currently, tuition at a University of California institution is approximately \$14,000 a year. Through our College and Career Access Pathways agreement with Santa Ana College, SAUSD generated combined savings for students of over 2.4 million dollars in tuition costs at University of California institutions.

CTE also uses articulation as another approach for students to earn college credit. Articulation is the process that links two educational institutions to allow students to fulfill specific community college requirements by taking an equivalent high school course. CTE blends articulation into pathways to provide students with opportunities to earn credits without impacting their college GPA. SAUSD CTE has articulation agreements with Santa Ana College, Coastline College, and Orange Coast College.

## High School

SAUSD high school students can participate in 13 of the 15 industry sectors recognized by the California Department of Education through 42 distinct pathways. In CTE courses, students apply pathway-specific theoretical knowledge during lab-based and hands-on experiences. SAUSD CTE has developed academies and pathways that include engineering, automotive, building trades, dental, medical, legal, education, business, digital media, culinary arts, and others. In the 2021-22 school year, SAUSD offered 499 CTE sections at our high schools, supporting 5596 students at their home schools.

Academies and pathways have been upgraded and refined to include an in-depth industry-based curriculum that leads to college, apprenticeship, industry certifications, and internship opportunities. In addition to CTE pathway programming at comprehensive high schools during the instructional day, all high school students can complete career pathway options through participation in the CTE Expanded Learning programming during the fall, spring, and summer semesters. In the 2021-22 school year, we had 423 students sign up for CTE Expanded Learning classes.

## CTE INDUSTRY SECTORS



Arts, Media, & Entertainment



Health Science & Medical Technology



Building & Construction Trades



Hospitality, Tourism, & Recreation



Business & Finance



Information & Communication Technologies



Education, Child Development, & Family Services



Marketing, Sales, & Services



Engineering & Architecture



Public Services



Fashion & Interior Design



Transportation



Manufacturing & Product Development

## Intermediate School

Intermediate students begin career exploration in 7 CTE industry sectors, including pathways in Arts, Media & Entertainment, Business & Finance, Building Trades & Construction, Child Development, Engineering & Architecture, Health Science & Medical Technology, and Information & Communication Technologies. Most intermediate school CTE courses focus on Science, Technology, Engineering, and Math (STEM) subject material using the Project Lead the Way (PLTW) Gateway curriculum. PLTW coursework provides students with opportunities to engage in meaningful skill development and apply a depth of knowledge in STEM subjects. The SAUSD CTE department, in partnership with the Santa Ana Arts Department, offers courses in mariachi, Ballet Folklorico, film production, and E-sports. Intermediate school CTE programs are vertically aligned with high school pathways.

CTE Support Services developed the Kids Investigating Different Sectors (KIDS) mini-camp program for intermediate schools with limited or no access to CTE courses. The KIDS program provides career exploration options outside the instructional day with engaging, hands-on CTE lessons offered by visiting CTE teachers.

## Elementary School

Elementary students build career awareness as early as Transitional Kindergarten through integrated activities led by their classroom teacher, school counselors, and visiting CTE instructors. SAUSD elementary students have access to the PLTW Launch Next Generation Science Standards (NGSS)/STEM curriculum, STEAM Mini-Camps, competitive robotics, and CTE student mentors. As early as 3rd grade, elementary students become career aware through career exploration platforms such

as California Career Zone and the Virtual Job Shadow Jr. program. These career awareness programs allow students to expand their knowledge about the world of work and self-assess their interests with career fields based on interests, skills, and values. SAUSD CTE further supports elementary CTE programs with course materials, work-based learning activities with community partners, and facilities improvements.

## Student Enrollment

In the April 2022 CDE report, researchers noted that public school enrollment in California has declined for a fifth straight year. These declines began before the pandemic and are projected to continue. In the past five years, SAUSD enrollment peaked at 49,421 in 2017-2018, dropping approximately 13% to 42,454 by Spring 2022. SAUSD CTE reflected a 17% increase over 5-years in CTE course enrollment from 2018 through 2020. A 9% drop in enrollment occurred due to COVID-19 pandemic restrictions in the 2020-2021 school year.

SAUSD serves a student population of 85.8% socio-economically disadvantaged, 36.9% English learners, 12.6% homeless, 13.9% students with disabilities, and 96% Latino. The OC Center of Excellence (OCCOE) noted in 2021 that underrepresented students, such as those served by SAUSD, need increased access to well-articulated high-potential CTE pathways. This will allow them to attain pathway completion, industry certification, college credit, and college and career persistence. Given this imperative, SAUSD CTE has sought to improve its capacity to serve more students, increase the number of pathways available, and expand CTE opportunities to more students. CTE partners with regional colleges and universities to facilitate coordinated courses and dual enrollment.



## CTE Student Enrollment - High School

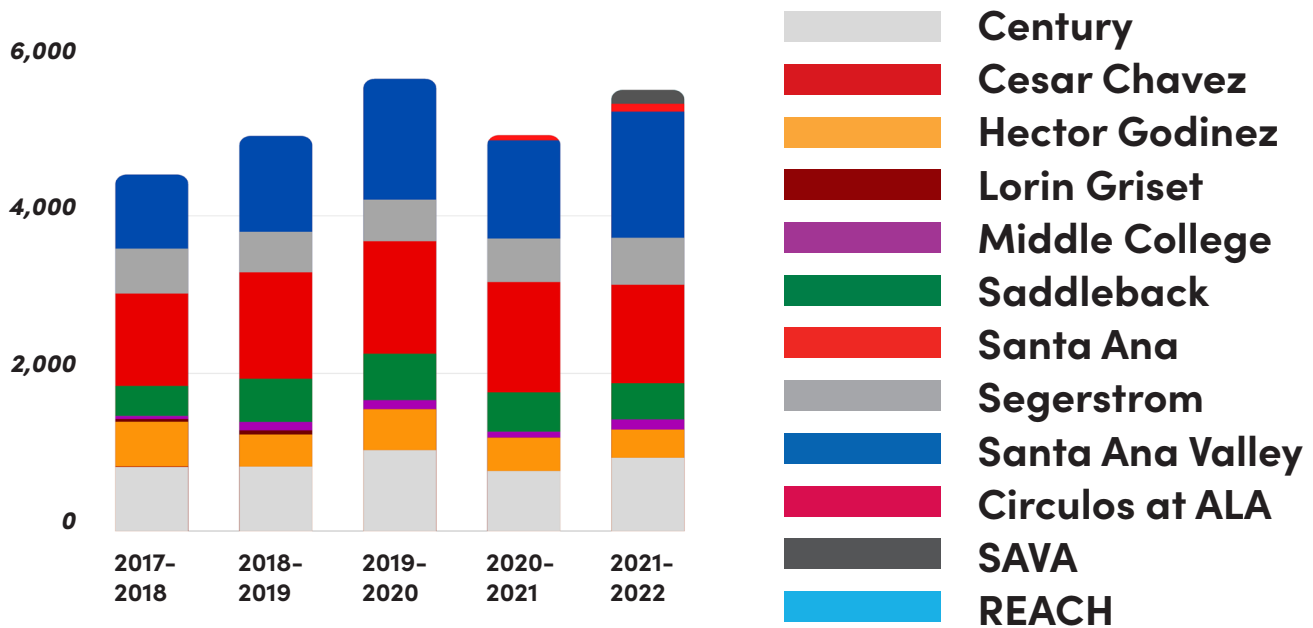
School	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Century	813	818	1028	763	931
Cesar Chavez	9	n/a	n/a	n/a	n/a
Hector Godinez	565	407	518	422	357
Lorin Griset	35	53	n/a	n/a	n/a
Middle College	38	107	116	76	128
Saddleback	382	548	588	499	460
Santa Ana	1172	1350	1427	1399	1249
Segerstrom	569	514	527	552	596
Santa Ana Valley	938	1215	1533	1246	1600
Circulos at ALA	n/a	n/a	n/a	64	100
SAVA	n/a	n/a	n/a	n/a	175
REACH	n/a	n/a	n/a	n/a	n/a
ALL SITES	4521	5012	5737	5021	5596

Table 1 \*Enrollment data within 1% margin of error

The following tables show the enrollment trends for high school and intermediate students from 2017-2018 through 2021-2022. Enrollment data between 2017-2018 and 2019-2022 show increases yearly. However, enrollment was lower in 2020-2021 due to the impact of the COVID-19 pandemic. Students could not experience optimal hands-on learning in a laboratory via the traditional classroom, significantly impacting course offerings and access.

Table 1 highlights the significant recovery in enrollment that was made during the 2021-2022 school year as students returned to the in-person classroom and lab settings. Intermediate CTE student enrollment correlates with the number of sections each campus offers. CTE has worked with intermediate school site administrators to focus on innovative offerings to expand STEM interest and awareness of new career choices students can pursue when they articulate into high school.

## CTE Student Enrollment - High School



The chart above represents the CTE enrollment by individual high school for the past five years. Please refer to the color block next to each school to identify the appropriate campus.

CTE enrollment has been consistent for the first four out of the last five years. In the 2021-2022 school year, enrollment decreased by approximately 500 students. Enrollment decreased by more than 10% at 8 of the 14 campuses.

To resolve the challenge, CTE has partnered with the Orange County Department of Education (OCDE) and OC Pathways Consortium to create a streamlined process for teachers to obtain their CTE credentials.

This decrease in enrollment was due to the following factors:

- California updated the California Longitudinal Pupil Achievement Data System (CALPADS) to verify newly required CTE credentials for intermediate school programs.
- Retired teachers were not replaced, which decreased the number of sections offered.



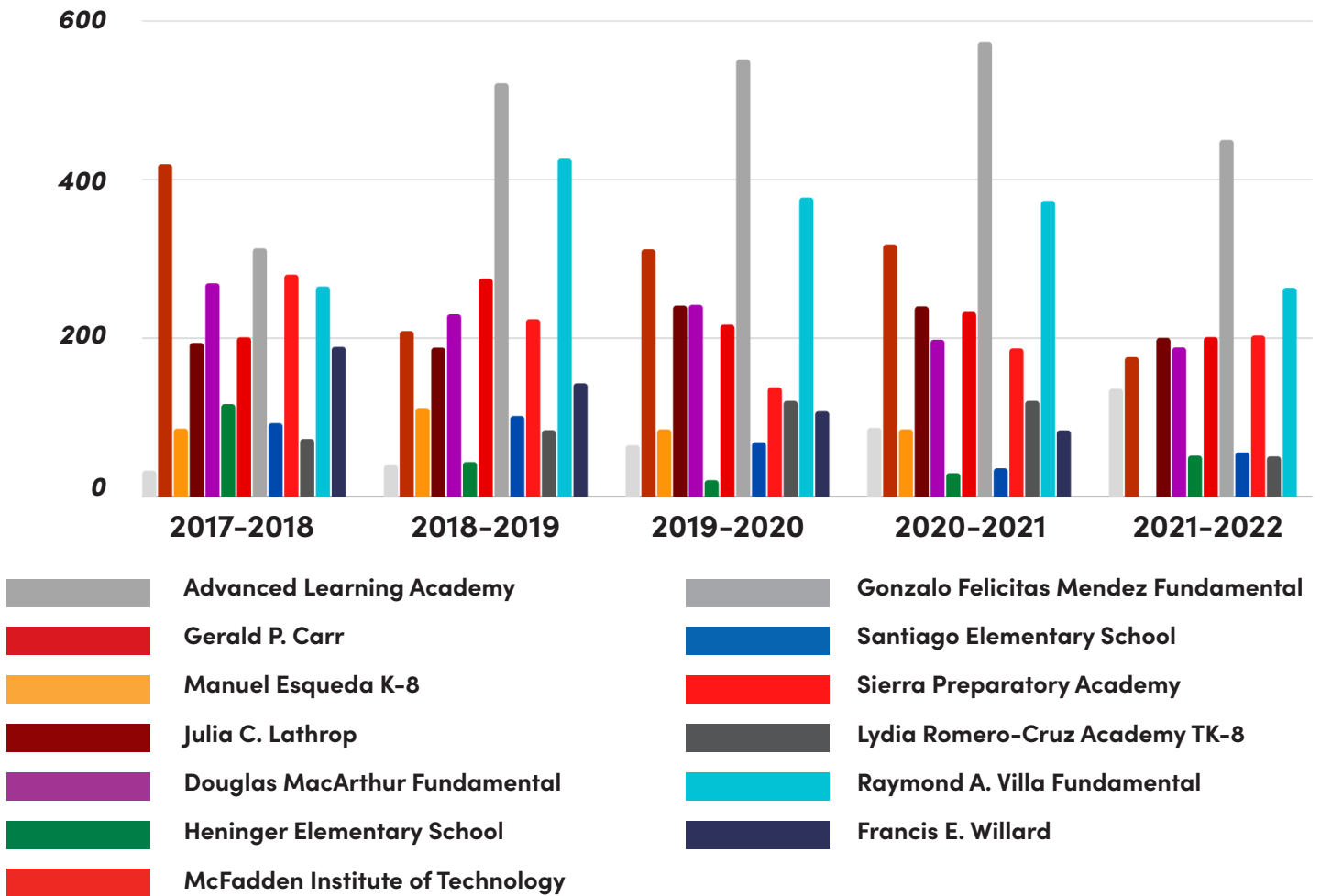
## CTE Student Enrollment - Intermediate

School	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Advanced Learning Academy K-8	33	40	65	87	136
Gerald P. Carr	419	209	312	318	176
Manuel Esqueda K-8	86	112	85	85	0
Julia C. Lathrop	194	188	241	240	200
Douglas MacArthur Fundamental	269	230	242	198	188
Heninger Elementary School K-8	117	44	21	30	52
McFadden Institute of Technology K-8	201	275	217	233	201
Gonzalo Felicitas Mendez Fundamental	313	521	551	573	449
Santiago Elementary School K-8	93	102	69	36	56
Sierra Preparatory Academy	280	224	138	187	203
Lydia Romero-Cruz Academy K-8	73	84	121	121	51
Raymond A. Villa Fundamental	265	426	377	373	263
Francis E. Willard	189	143	108	84	0
All Sites	2532	2598	2547	2565	*1975

Table 2 \*Enrollment data within 1% margin of error



## CTE Student Enrollment - Intermediate



# Internal Trends

In developing the CTE Master Plan, the CTE Leadership Team reviewed the following internal trends.

## Instruction

### COVID (March 2020 - June 2021)

During COVID, instructional support for teachers shifted dramatically. The focus was on supporting CTE instructors to teach in a virtual environment. Primary goals included:

- Training on the Canvas learning management system (LMS).
- Training on virtual student engagement tools.
- Training in video conferencing applications and devices.
- Identifying virtual lab and certification tools.
- Preparing lab kits for students to use at home.
- Establishing dual enrollment opportunities that could be maintained virtually.
- Providing the opportunity to participate in virtual competitions such as the national virtual CoderZ competitive robotics program and Skills USA programs.

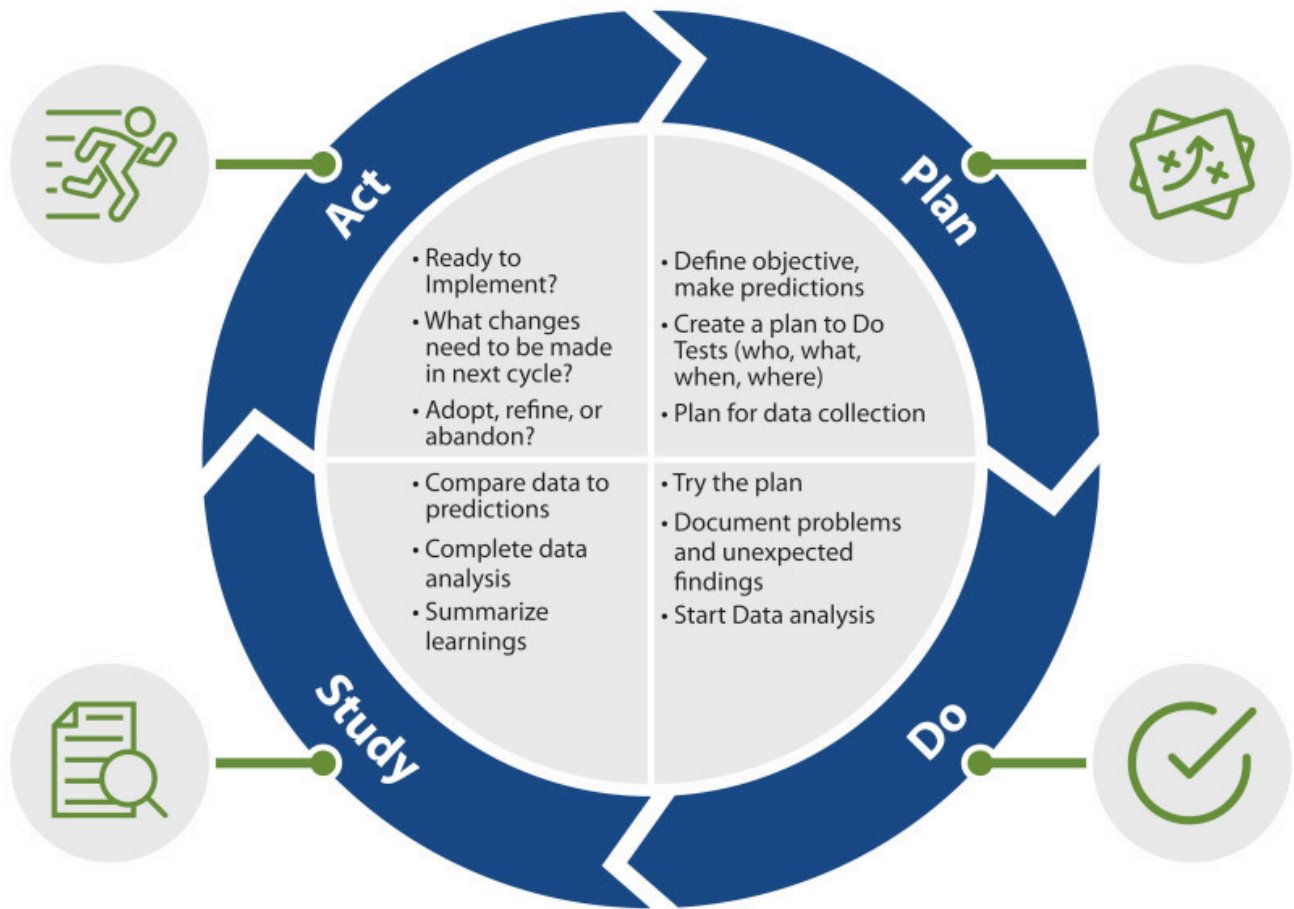


# SkillsUSA

### Post-COVID (after June 2021)

Post-COVID created another shift in SAUSD CTE priorities and practice. Classroom and laboratory learning strategies focused on Socio-Emotional Learning (SEL) practices, Universal Design for Learning (UDL), building relationships, and safety. CTE worked on the following post-COVID goals:

- Focus professional learning on SEL, UDL, Multi-tiered Systems of Support, and Cognitive Engagement Strategies.
- Provide additional support for teachers on instructional strategies, Canvas LMS, academic intervention strategies, and online instructional support applications.
- Prepare CTE equipment for students returning to CTE labs and classrooms.
- Set up structure and content for TK-8th grade students quarantined at home due to COVID protocols called SAUSD@home.
- Revamp internship procedures for fidelity and continuity in the program.
- Create a COVID safety waiver for students to participate in internships.



## Continual Improvement Cycle

Connecting policy to practice is crucial to reducing systems barriers to high-fidelity instruction implementation. Good policy must enable good practice, but practices must also inform policy. Faculty experience barriers to instructional delivery that are solved only at the policy level. CTE is using the policy practice feedback cycle to ensure that practice experiences are evaluated at the policy level to inform decision-making and continuous improvement.

A policy–practice feedback loop is one type of improvement cycle that follows a Plan, Do, Study, Act cycle (Deming, 1986; Shewhart, 1931).

## Effective Instruction and Assessment

SAUSD’s Teaching and Learning Framework specifically recognizes CTE pathways as a solution to 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 21st-century skills while collaborating, innovating, and persisting in solving industry challenges. Students combine academic and industry language into the context of their experiences, leading to internships within the community through the pathway program.



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.

In alignment with SAUSD's LCAP Goal 1, Student Achievement, SAUSD's CTE department will design, develop, and deliver a high-quality, flexible, innovative, culturally responsive, standards-based core curriculum. CTE instruction 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 solve real-world problems.

Career pathways are developed using a comprehensive, structured approach for creating academic and career technical education programming. CTE reviews pathway offerings to maintain compliance with grant objectives and create, expand, maintain, or reduce programming to align with current workforce needs and trends. CTE follows a program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge.

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 with laboratory-style hands-on learning to apply theoretical understandings from the foundational course. Finally, students complete a culminating course, referred to as a "capstone," which is an internship experience where students apply all learnings within a supervised, professional setting.

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.

## Faculty and Staff

The CTE department aims to support SAUSD CTE objectives across all school sites. The CTE support staff currently provides staff development, equipment, supplies, and resources to 63 high school and 30 intermediate schools CTE instructors. In the elementary STEM program, CTE supports 311 elementary school teachers. Resources provided include curriculum and lesson plan development, specialized CTE supplies, equipment ordering support, student field trip, and competition support.

In the Post-COVID education environment, hiring new highly qualified CTE instructors has become challenging. The hiring struggle is not just a challenge for SAUSD CTE but also for the state.

## Access and Equity

SAUSD CTE's priority is to provide all students with the opportunity to participate in CTE pathways and programs. To that end, various CTE pathways and opportunities specifically target special populations in addition to the general student population. These opportunities help create equitable access for all students to become college and career ready. CTE, in partnership with other SAUSD departments has developed and continues to expand pathways, including those focused on special populations.

- SAUSD CTE collaborates with SAUSD's Special Education department to ensure that students with specific learning needs are supported and successful in CTE courses.
- SAUSD CTE collaborates with the Visual and Performing Arts (VAPA) department to develop innovative sequences of study that combine Arts, Media, and Entertainment (AME) pathways with our SAUSD arts program. Current Performing Arts initiatives include SanArts AME Media, mariachi, Ballet Folklorico, and music technology. Production and Managerial Arts initiatives include technical theatre.
- SAUSD CTE collaborates with the SAUSD English Learner Programs, Student Achievement department, and Migrant Education department to support and provide resources for EL students. Professional Learning training for CTE teachers focuses on differentiated instruction to support all students and ensure they succeed in their CTE courses.
- SAUSD CTE collaborates with Educational Options schools to support students outside the regular instructional day. CTE is developing literature and promotional materials highlighting at-risk students in under-represented fields.

### CTE Department Faculty and Staff

Position	2021-22 Totals	2022-23 Totals
Certificated Administrators	3	3
Program Specialists	1	1
TOSA	1	1
Economic Development Specialist	1	1
Counselor, College & Career	3	4
Classified	7	8
Faculty - High School (Full Time - District CTE Funded)	17	21
Faculty - High School (Part Time - District CTE Funded)	7	4
Faculty - High School (CTE Full Day - Site Funded FTE)	4	6
Faculty - High School (CTE Partial Day - Site Funded FTE)	27	32
Faculty - Intermediate (Full Day - Site Funded FTE)	4	4
Faculty - Intermediate (Partial Day - Site Funded FTE)	26	26
Faculty - Elementary (PLTW Trained - Site Funded FTE)	249	314

Table 3



CTE students are able to gain skills in CTE facilities like our world-class Century E-sports Lab

- SAUSD CTE has created specific outreach programs to encourage underrepresented populations to consider courses and directly address gender equity issues in various CTE fields. To that end, outreach programs like Femineers and Girls Make Beats provide excellent opportunities to diversify industry representation.
- SAUSD CTE has created the Santa Ana Virtual Academy (SAVA) K-12 virtual school that allows students to attend school and participate in a remote learning environment. Currently, CTE has two full-time and one part-time CTE teacher with the SAVA faculty.
- SAUSD CTE works closely with school site Family and Community Engagement (FACE) Liaisons to present and promote our programs to parents. The initiation of monthly pan dulce events invites parents to meet with CTE Counselors to promote CTE programs and pathways. Other career awareness opportunities are Schools Choice Fair, FACE Conference, and Back to School Bash. Parents and students are educated at each site about the CTE program and pathway options. Informational meetings and consistent messaging allow students to pursue their interests or career choices. Special Education Local Plan Area Community Advisory Committee, DAC/DELAC, and FACE Community Liaisons support the progress and performance of CTE participants.
- SAUSD CTE creates targeted marketing in Spanish and English for parents and students to understand what support and strategies are available for special populations students (English Language Learners, Foster Youth, Homeless, Military, Migrant workers, Nontraditional, and under-represented



gender-specific fields). CTE will link with District Advisory Committees and the Local Community Accountability Plan (LCAP) to identify and inform the LEA of the challenges CTE special populations face. Accessible technology and support are available as needed.

- CTE SAUSD has dramatically expanded the elementary PLTW Launch programs to strengthen student skills in STEM fields.
- SAUSD CTE promotes Expanded Learning classes which offer opportunities to attend CTE courses outside the regular school day for all SAUSD students. CTE counselors work with school site counselors and school site Higher Ed coordinators to help identify students who will benefit from CTE programs.
- SAUSD CTE counselors are present during the school year to guide and support students at all grade levels. They also collaborate with local community colleges to create “Dream to Succeed.” “Dream to Succeed” is realized by targeting our educational option schools to address marginalized students. The new pathway capitalizes on our community’s lucrative specialized food truck catering business.

## Facilities and Equipment

The SAUSD CTE department is committed to providing students with access to professional learning lab environments and equipment that prepares students for future careers.

Over the past ten years, the SAUSD CTE department has worked strategically to update and build CTE facilities to improve the resources available for instruction. Recent facility

upgrades include the world class Century Esports lab, the Santa Ana High School SanArts facility, several Spyder Lab makerspaces, and nine new elementary STEAM labs to support their PLTW/NGSS programs. For a complete list of CTE labs and facilities, please reference the CTE Master Plan Appendix.

Our district CTE department maintains an inventory of professional equipment used by students and teachers. Based on recommendations from advisory members, teachers, and monitoring industry trends, equipment is updated and renewed continually to ensure students train to operate and work with the latest technology in their industry sector.

## Technological Challenges

Each CTE pathway offers an array of courses requiring a wide range of technology. Maintenance of the district CTE equipment and technology is a tremendous ongoing effort. CTE teachers are provided ongoing support to order state-of-the-art technology for their students. CTE programs also offer technology repair and obsolete equipment removal support.

- Curricular technology, including tools and equipment used with the curriculum
- Instructor technology, including personal devices for instruction
- Student technology, including personal devices and tools for student learning

## College and Career Readiness Counseling

Through grant funding, CTE has established and built out its College and Career Readiness (CCR) counseling team. CTE counselors have created the CTE Forward initiative to provide professional learning to SAUSD school site counselors. The goal is to provide an in-depth training experience that includes CTE data metrics, career development lesson plans, and to create a streamlined Tier I delivery process for teaching students about CTE pathways at the elementary, intermediate, and high school levels.

CTE CCR counselors conduct site visits to interact with students and improve connectedness with all school communities. Elementary, intermediate, and high school CTE CCR counselors are present at school sites to promote CTE college and career readiness programming.

In addition to providing direct services to students, CTE CCR counselors develop and maintain strong relationships with school administration to understand the current demands and changing interests in career pathways. The counseling team meets twice a year with site administration to discuss CTE course offerings and pathways within the school's master schedule. This partnership ensures that we are meeting the goal of developing a workforce of students with meaningful careers that benefit families and the community.

CTE CCR counselors focus on training site counselors with CTE Tier II and Tier III interventions to further support student outcomes in CTE pathways. CTE CCR counselors rely heavily on student achievement and program outcome data to collaborate with CTE instructors on providing high-quality lessons with fidelity. Every six weeks, student grades are reviewed, and those not meeting standards are matched with counseling interventions. The goal



CTE outreach with CTE counselors and district staff at the SAUSD College & Career Fair

of CTE Forward is to promote the early detection of students' challenges in the classroom so that counseling interventions will be provided for students as soon as possible.

Finally, CTE CCR counselors assist students with the post-secondary transition by providing students with opportunities for dual enrollment and other college and university-level experiences. CTE's close partnership with Santa Ana College (SAC) and the outreach that SAUSD students receive has translated into improved student matriculation and persistence with post-secondary studies.

## External Trends

### Educational Partner Engagement Meetings (EPEM)

According to Federal guidelines outlined in the Perkins V Comprehensive Local Needs Assessment (CLNA), an Educational Partners Engagement Meeting (EPEM) must be held once an academic year. SAUSD CTE conducts two separate EPEMs each year to gather input and feedback from our educational partners.

Specific data addressing the following points must be shared at these meetings:

- Student demographic statistics for the District and CTE participants
- Special population's demographics and academic achievement
- CTE Program summary analysis including size, scope, quality of CTE program
- Labor market forecasting

- Student feedback regarding the CTE program

All data is disseminated to the partners via email, published on the CTE website, and presented during the meeting. The meeting serves as a format for our partners to share and comment on industry successes, challenges, innovations, and needs that might be incorporated into the SAUSD CTE pathway programs.

## Students and Families

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

Parents and/or caregivers are invited to participate in our biannual CTE EPEM as part of the Perkins V requirements for a high-quality CTE program. Parents are asked to provide 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 that are shared with all EPEM partners.

## Community Connections

SAUSD CTE is expanding opportunities to work with businesses, post-secondary schools, non-profits, and community organizations within our local geographic region. We rely



on these partners to provide resources for the students in our community. These partnerships provide real-world experiences for our students and help inform our decisions regarding 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, have been deeply integrated into several of our CTE pathways to 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.

## **Job Market and Strategic Partnerships**

The CTE department created a Teacher on Special Assignment (TOSA) position to support internships and economic development for the purpose of establishing community partnerships that align CTE programs with employment demands, trends, and standards. In collaboration with the Santa Ana Workforce Development Board, CTE addresses student and community needs through a strong understanding of the most current job market research. As a consortium, the City of Santa Ana, Santa Ana College, and CTE are investigating establishing a consistent and universal training program to serve our community.

CTE collaborates with community and industry organizations to identify new business partners and create relationships that benefit students through mentorship, job shadowing, field trips, work-based learning, and internships.

CTE's job website, #SAUSDgetjobs, is available to students to assist them in identifying job

corridors and employment opportunities surrounding each high school, including bus routes. The local employers who are currently hiring are posted on the job bulletin board. The website provides additional resources available, including work permits, internships, work experience, and individualized job support.

## **College and University Partnerships**

The CTE Department works closely with Santa Ana College to provide students with various educational offerings. During the 2021-2022 school year, we offered 100 dual enrollment/college sections that supported 1,485 students. These college courses allowed students to earn a total of 4,455 college credits, or the equivalent of 37 college years, which are also transferable to Cal State and UC. This allowed students to earn college credit during their high school years, which resulted 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. This year we had 967 high school students earn college credit through articulation.

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 to advance their knowledge in medicine. The UCI Paul Merage School of Business provides 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 law practice, 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 our Santa Ana Partnership program. The SAUSD School Performance and Culture Counseling Department 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.

## Regional

### Career Technical Education Partnership (CTEp)

SAUSD CTE has participated in a long-standing consortium referred to as the Career Technical Education Partnership (CTEp) that was first formed in 1972 under the name Central County Regional Occupational Program (CCROP). The consortium members include Santa Ana Unified School District (SAUSD), Orange Unified School District (OUSD), and the Orange County Department of Education (OCDE). The consortium collaborates to promote and support the specific needs of the central portion of Orange County, which includes the geographic regions of the SAUSD and OUSD districts.

The consortium's goals focus on regional career readiness through developing and supporting CTE courses that include integrated academics, project-based learning, business internships, and career guidance. The CTEp staff assists SAUSD in creating innovative and rigorous

courses that meet state and post-secondary standards. These courses are designed to support our intermediate and high-school programs. After courses are written, they are included in our CTE pathways and integrated programs of study. The CTEp consortium also provides support and oversight in the following areas:

- Pathway and program of study development
- Consortium grant development and implementation
- Post-Secondary partnerships
- Instructional support and professional development
- Legislation, instructional initiatives, and funding
- Industry partnerships, internships, and work-based learning

In addition, through this consortium, SAUSD CTE has a broader reach for CTE funding opportunities that would otherwise not be available to individual districts.

CTE collaborates with CTEp for our data-gathering processes for grants and our California Department of Education (CDE) reporting.

## OC Pathways

OC Pathways is a collaboration of all districts in Orange County. The SAUSD CTE Department works closely with OCDE through the OC Pathways initiative. The OC Pathways initiative connects educators and industry leaders to equip students for college and career success.

OC Pathways aligns the regional career trends, needs, and core values into action that promotes equity, infuses choice in all decisions, and creates intentional college and career readiness opportunities for all students. Partners develop coursework that combines rigorous academics with career preparation across the industry sectors. This county-wide consortium creates student work-based learning opportunities and empowers educators with 21st-century learning strategies.

The seven OC Pathways initiatives include:

1. Advancing Career Counseling in Orange County.
2. Building CTE Dual Enrollment in Orange County
3. Creating Industry Certification Opportunities for Orange County Students
4. Designing Career-based Student Leadership in Orange County
5. Enhancing Career Education Pedagogies
6. Forming Orange County Integrated Pathway Teams
7. Heightening Work-Based Learning in Orange County

Through these initiatives, SAUSD CTE is better able to collaborate on county-wide CTE and regional job market objectives.

## Perkins Plan

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)” and went into effect on July 1, 2019. Perkins V provides federal funding to state and local secondary and post-secondary education CTE programs that prepare students with the knowledge, skills, and experience necessary to succeed in today’s competitive marketplace. Perkins V funding supports the following:

- Increasing alignment between CTE and careers by requiring state and local programs to offer all students the opportunity to participate in work-based learning as part of a high-quality CTE program of study.
- Supporting the integration of employability skills into CTE programs of study to ensure all students learn general skills for success in the labor market for all employment levels and all sectors.
- Integration of academic knowledge and technical skills are applicable in the workplace. Interpersonal, analytical, organizational skills, and personal qualities allow students to interact effectively with others.
- Re-engaging disconnected youth with the education system through CTE to achieve positive academic and career outcomes.
- Supporting the integration of new technologies and universal design for learning to increase access for students who are disconnected due to socioeconomic status, disability, or language barriers.
- Requiring stakeholder input when conducting the comprehensive needs assessment within the local application to actively involve educators, parents, and community members in student learning and



the development of academic and 21st-century workforce skills.

- Holding state and local programs accountable for student outcomes aligned to academic and workforce needs.
- Ensuring equitable access to federally funded CTE programs by retaining the US Department of Education's full authority to approve state and local plans, support program improvement, and monitor and enforce statutory requirements to ensure program quality and educational equity for CTE students. Requires states to set ambitious levels of performance for program quality that are submitted in the state plan and subject to approval by the Secretary of Education.

## Strategic Goals and Standards

The CTE goals, vision statement, and mission statement are influenced and shaped by the following documents:

- SAUSD Board Priorities
- SAUSD Graduate Profile
- SAUSD CTE Task Force Objectives
- CTE State Program Standards

These documents provide the framework for which all CTE programmatic decisions are made.



## SAUSD Board Priorities

## SAUSD Boards Priorities

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.

## SAUSD Graduate Profile

The SAUSD Graduate Profile was created with eight characteristics that embody the district's vision for what students should be able to demonstrate before graduation.

## CTE Task Force Objectives

SAUSD CTE established a CTE Task Force during the 2018–2019 school year with the objective of creating an updated CTE vision statement and CTE growth statements aligned with the community, school, and district goals. The task force created an overarching goal, three strategic goals, and seven growth statements. These outcomes of the task force collaboration were then shared out to a combination of district staff, school site staff, businesses, and community leaders.

## CTE Overarching Goal

Build connections, equity, accessibility, and high-quality K–16 college and career pathways for all students.

## CTE Strategic Goal

Strategic goals to achieve the CTE Overarching Goal are:

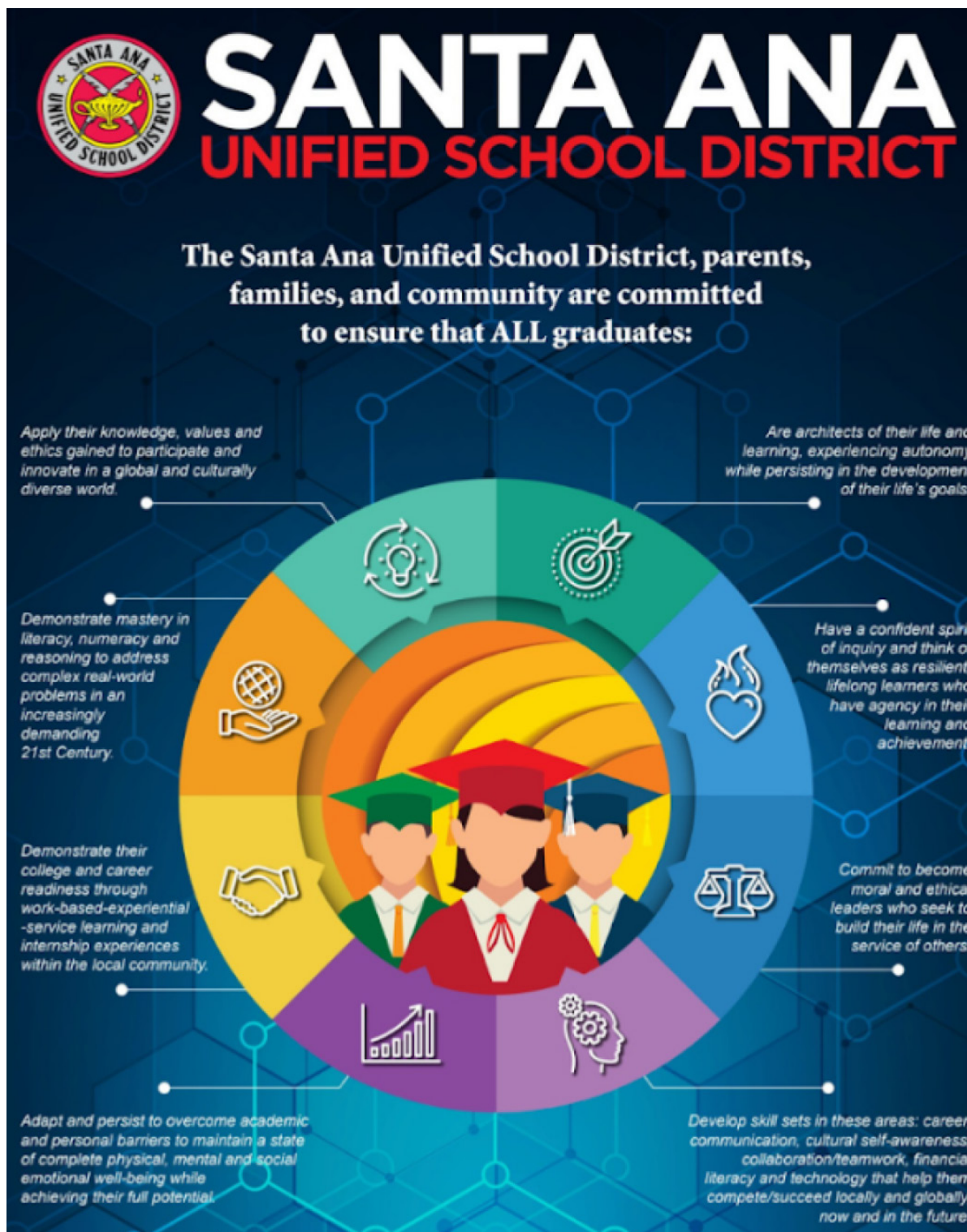
- signaling the infrastructure needs
- promoting regional and local educational agency efforts for alignment
- reinforcing student support during critical transitions leading into high school, community college, and beyond.

## CTE Growth Statements

The CTE growth statements are in three priority tiers. The growth statements identified as Tier 1 represent the highest priorities of the task force to be implemented first. The Tier 2 and Tier 3 growth statements will proceed sequentially.

The seven growth statements include:

1. Improve marketing of the SAUSD CTE story to the Santa Ana community. (Tier 1)
2. Create new school dynamics. (Tier 1)
3. Create stronger CTE articulation both down (K–5) and up (Higher Education). (Tier 1)
4. Expand parent and caregiver awareness of CTE. (Tier 2)
5. Prepare CTE students to be lifelong learners. (Tier 2)
6. Increase the magnetic attraction of CTE programs and pathways to boost school enrollment. (Tier 3)
7. Improve CTE data capture processes. (Tier 3)





Each growth statement includes 5–7 targeted tasks incorporated into our CTE operations and grant goals. Please refer to the CTE Master Plan appendix for the CTE Task Force Action Plan.

## CTE State Program Standards

The California Workforce Pathways Joint Advisory Committee (CWPJAC) aims to build connected, equitable, accessible, and high-quality K–14+ college and career pathways for all students. CWPJAC members created the *Guiding Policy Principles to Support Student-Centered K–14+ Pathways (Guiding Policy Principles)* to ensure the best possible opportunities for all students. The intention is to have purposeful integration of the student experience across systems into college and career while addressing industry needs by incorporating the following Guiding Policy Principles:

- Focus on a **Student-Centered Delivery of Services** for all K–14+ college and career pathways
- Promote **Equity and Access** by eliminating institutional barriers and achievement gaps for all students to realize their educational and career aspirations
- Achieve **System Alignment** in the economic regions of the state in order to create a comprehensive and well-defined system of articulation of high-quality K–14+ pathway courses (i.e., both in-person and online) and work-based learning opportunities with a specific emphasis on career technical education (CTE)
- Support the **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

- Ensure that **State Priorities and Direction Lead the State Plan** for Career Technical Education

## SAUSD CTE Goals

- Value student voice and choice in pursuing meaningful careers that empower families and our 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.

# Assessment and Evaluation

Multiple assessments and program evaluations occur throughout the academic year to measure and ensure program efficacy, fidelity, and demonstrate accountability to stakeholders.

- **Student Academic Assessments:** As with all core academic courses, students are challenged and engaged through rigorous curriculum, authentic assessments, and hands-on projects that allow students to show what they have learned and demonstrate what they can do.
- **Program Fidelity Monitoring:** SAUSD CTE's staff consists of a Program Specialist and two Teachers on Special Assignment (TOSA) whose roles are to identify pedagogical best practices in Career Technical Education and support CTE teachers regarding Best First Instruction, personalized learning, and blended learning. Aligned with the Teaching and Learning Framework, the Program Specialist and TOSAs provide in-class support, coaching with feedback, and professional learning training focused on effective classroom instruction.
- **Faculty Self-Efficacy Monitoring:** SAUSD CTE faculty participate in professional learning meetings to ensure program consistency and improved fidelity. At the culmination of each student reporting period, instructors assess their teaching practices to identify strengths and growth areas. Instructors discuss their action plans with their CTE coordinator to support their professional growth throughout the semester.
- **End of Course (EOC) Assessments:** Most CTE pathways have an EOC Assessment

developed with CTep (Career Technical Education Partnership) and OC Pathways to drive instruction.

- **High-Quality CTE Program Evaluation:** Multiple measures are in place for SAUSD CTE to evaluate program effectiveness and progress each academic year:
  - **California Technical Education Incentive Grant Program (CTEIG) High-Quality Program Evaluation & Plan**

Through this measure, SAUSD CTE staff review all CTE programs and identify the level of "practice" for ten standards. This measure is used to meet CTEIG grant requirements.

- **Federal Program Monitoring (FPM)**

FPM is an overall determination of whether a local educational agency (LEA) meets statutory and fiscal requirements for categorical programs. At the end of each review, the state will complete a report detailing any findings of non-compliance and inform the school, district, or county office how to correct any non-compliance.
- **Civil Rights Review (CRR)**

Federal law requires the CDE to conduct on-site reviews of 2.5 percent of the sub-recipients offering CTE programs, or a maximum of 25 school sites each year, along with a district-level review. As a result, SAUSD CTE conducts compliance reviews yearly and develops program updates per federal changes. SAUSD CTE conducts independent assessments to ensure compliance in the best interests of our students.



- **Certificated Evaluations:** In compliance with the SAUSD evaluation cycle, SAUSD CTE instructors are evaluated by CTE Administrators as part of a continual effort toward ongoing professional development and professional learning. Instructor evaluations are essential to maintaining high-quality career technical education programming and providing teachers with the opportunity to maintain subject matter competency and confidence, industry relevance, growth, advancement, and organizational trust.



SAUSD CTE works with out community partners to offer students, like those in our Building Trades pathways, opportunities to meet local employers and visit relevant work sites.