

CAREER TECHNICAL EDUCATION

The Governing Board desires to provide a comprehensive career technical education (CTE) program in secondary grades which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, readiness for postsecondary education and employment. The district's CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge and skills-based economy. The program shall include rigorous academic components and provide students with a strong hands-on experience and understanding of as many aspects as possible of an industry.

The district's CTE program shall focus on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand occupations. CTE opportunities may be offered through linked learning resources, partnership academies, apprenticeship programs or orientation-to-apprenticeships, regional occupational centers, tech prep programs, charter schools, small learning communities, or other programs that expose students to career options while preparing them for future careers in a given industry.

The Board shall review and approve all district plans and applications for the use of state and/or federal funds supporting CTE.

The Board shall adopt standards for CTE which meet or exceed the state's model content standards and describe the essential knowledge and skills that students enrolled in these courses are expected to master. The course curriculum shall be aligned with district-adopted standards and the state's curriculum framework.

The Board shall review and compare the district's curriculum, course content, and course sequence of CTE with the model state curriculum standards a minimum of every three years.

California Education Code (EC) Section 51226 requires the State Superintendent of Public Instruction to coordinate the development, on a cyclical basis, of model curriculum standards mandated by EC 51225.3 (requirements for high school graduation) and for a career technical education course of study necessary to assist school districts in complying with EC 51228 (b).

Given the state's adoption of Common Core State Standards (CCSS) for English language arts and mathematics, as well as changes that have occurred in the U.S. economy since 2005, it was determined that a revision of the CTE standards was necessary to align CTE programs with the CCSS standards and current economic conditions.

The 2008–2012 California State Plan for Career Technical Education (WestEd et al. 2008), approved by the State Board of Education in March 2008, provides guidance for California’s CTE programs. The state plan asserts that “CTE programs are dynamic; curricula need to stay current with rapid changes in the workplace, requiring ongoing updates and learning on the part of CTE faculty” (WestEd et al. 2008, p. 62). The revised CTE standards will help CTE programs keep pace with the new economic and educational opportunities in California.

The Superintendent or designee shall systematically review the district’s CTE classes to determine the degree to which each class may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by the district for high school graduation. The Superintendent or designee shall ensure that these classes are equivalent in content and rigor to the courses prescribed for graduation.

The Superintendent or designee shall develop partnerships with local businesses and industries to ensure that pathways, course sequences, career technical and integrated curriculum, classroom instruction, projects, and assessments have real-world relevance and reflects labor market needs and priorities. The Superintendent or designee shall also work to develop connections with businesses, postsecondary institutions, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities.

The Superintendent or designee shall collaborate with postsecondary institutions to ensure that the district’s CTE programs are articulated with postsecondary programs in order to provide a sequential course of study. Articulation opportunities may include dual or concurrent enrollment in community college courses.

The Superintendent or designee shall inform all secondary students and their parents/guardians about CTE opportunities available in the district, CTE courses that satisfy college admission criteria, and if applicable, CTE courses that satisfy high school graduation requirements. In addition, secondary students shall receive individualized career guidance and academic counseling which provide information about academic and CTE opportunities related to student career goals.

The Superintendent or designee shall ensure that teachers of CTE courses possess the qualifications and credentials necessary to teach their assigned courses. He/she also shall provide teachers and administrators with professional development designed to enhance their knowledge of CTE standards and shall provide opportunities for CTE teachers to collaborate with teachers of academic courses in the development and implementation of integrated curriculum models.

The Superintendent or designee shall provide counselors and other guidance personnel with professional development that includes, but is not limited to information about current workforce needs and trends, requirements of the district's CTE program, work-based learning opportunities, postsecondary education and employment options following high school.

Upon written request from a nonprofit private school within the geographical area served by the district, the Superintendent or designee shall consult with private school representatives in a timely and meaningful manner and may provide for the participation of private school secondary students in the district's programs and activities funded under the federal Carl D. Perkins Career and Technical Education Act. To the extent practicable, the Superintendent or designee also shall, upon request, permit participation of CTE teachers, administrators, and other personnel from private schools in the district's in-service and pre-service professional development programs funded through the Perkins Act.

The Superintendent or designee shall regularly assess district needs for facilities, technology and equipment to increase students' access to the district's CTE program.

Non-discrimination

The district's programs shall provide equal access and shall not unlawfully discriminate against students who are members of special populations. Special populations include, but are not limited to; students with disabilities, students from economically disadvantaged families, including foster youth, single parents and single pregnant females, displaced homemakers students with limited English proficiency, and students preparing for nontraditional fields. Non-traditional fields include occupations or fields of work, including careers in computer science, technology and other emerging high-skill occupations for which individuals from one gender constitute less than 25 percent of the individuals employed in each such occupation or field of work.

Prior to the beginning of each school year, the Superintendent or designee shall advise students, parents/guardians, employees and the general public that all CTE opportunities are offered without regard to actual or perceived characteristics protected from discrimination by law.

The above notification shall be disseminated in languages other than English as needed and shall state that the district will take steps to ensure that limited English language skills will not be a barrier to admission and/or participation in the district's CTE program.

School and Community Involvement

The Board shall assist CTE teachers in creating a CTE advisory committee for each industry sector to develop recommendations on the district's CTE program and to serve as a liaison between the district, community, and potential employers. The committee shall consist of at least one student, teacher, business representative, industry representative, school administrator, community member and representative of the field office of the California Employment Development Department.

The district also shall involve parents/guardians, academic and CTE teachers, administrators, career guidance and academic counselors, representatives of technical preparation consortia if applicable, business and industry, labor organizations, special populations, and other interested individuals in the development, implementation and evaluation of CTE programs.

Program Evaluation

The Board shall monitor the achievement of students participating in the district's CTE program in order to determine the need for program improvements. The Superintendent or designee shall annually report to the Board and the California Department of Education on program enrollment and completion rates, including enrollment and completion of programs in non-traditional fields as defined in existing law, student academic assessment results, attainment of career and technical skill proficiencies, attainment of a high school diploma or equivalent, graduation rates and subsequent placement in postsecondary education or advanced training, military service or employment. Data shall be disaggregated in accordance with current law, by ethnicity, gender, disability, migrant status, English proficiency, and economic status and for each special population as defined in 20 USC 2302 and listed in the section "Non-discrimination" above.

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