

2008-2012 Local Plan for Career Technical Education

**In fulfillment of State Plan requirements and the
requirements of the
Carl D. Perkins Career and Technical Education
Improvement Act of 2006
P.L. 109-270**

Shasta Union High School District

Agency Name

Person at, or representing, the eligible recipient responsible for answering questions on this plan:

Signature: _____

Name: Kyle Turner

Title: Associate Superintendent

Telephone: 530-241-3261

E-mail: tkturner@suhsd.net

Date: October 3, 2008

CONTENTS

Introduction	3
Chapter 1: Career Technical Education in the Local Education Agency	4
Chapter 2: Building High-Quality Career Technical Education Programs	6
Chapter 3: Responses to Satisfy the Requirements of Perkins IV and the State Plan	10
Section 1: Alignment of the Career Technical Education program	10
Section 2: Support and Services for Special Populations	18
Section 3: Guidance and Counseling	21
Section 4: Comprehensive Professional Development Provided to Teachers, Counselors, and Administrators	24
Section 5: Accountability and Evaluation of Career Technical Education (CTE) Programs..	29
Section 6: Use of Funds	32
Program of Study Worksheet	34
Identification of the CTE Sequence of Courses	35

Introduction

- 1. Provide a clear and specific introductory statement of the plan, what it is about, and the importance of this plan for your agency.**

Response:

The Shasta Union High School District is located in Shasta County and serves approximately 5,200 students in a geographic area roughly the size of Rhode Island. The District is located at the far northern end of the Sacramento Valley and is the largest high school district in the area serving eighteen (18) feeder school districts. There is one community college and two private colleges in Redding. The District has developed a strong collaborative relationship among its high schools, feeder schools, ROP, the business community and Shasta Community College, as well as several local agencies such as the Economic Development Corporation, Economic Workforce Development Program, Redding Chamber of Commerce, Rotary, Employment Development Department and the Five Counties Central Labor Council.

The intent of this District plan is to produce a visionary document that will facilitate the implementation of a comprehensive career guidance and career preparation delivery system at each of the District schools to more fully develop the academic, career and technical skills of all students.

This plan provides an overview of existing CTE programs, delivery systems, monitoring methods, evaluation, articulation, partnerships, support systems, professional development priorities, and leadership structures. The plan also describes the priorities for career and technical education (CTE) programs in the Shasta Union High School District. The process for development of this plan has been a culmination of activities over the past few years which includes input from program advisory committees, a District CTE advisory committee, local Tech Prep consortium members, Shasta-Trinity ROP, and post-secondary education representatives (Shasta Community College). Within the District's eight (8) CTE pathways each program has an advisory committee made up of business and industry partners, Board members, academic teaching staff, post-secondary representatives and school site administration. These advisory committees meet twice annually to discuss their specific program goals, industry standards and labor market trends.

The District Associate Superintendent of Instructional Services conducts two (2) district-wide CTE and Integrated Programs District Advisory meetings annually to seek input on current and future CTE programs. In addition, the Associate Superintendent and the site principals meet monthly with the counseling staff to discuss student scheduling, CTE staffing and industry sector pathways. This is coupled with ongoing interaction with the local Economic Development Corporation which provides labor market data to the district and information about new industry sectors emerging in the area. This plan has been created as a result of these discussions and is an important living document that will facilitate the ongoing development and improvement of our CTE programs.

The plan is also an important set of guiding principles that will facilitate the implementation of a comprehensive career guidance and career preparation delivery system at each of the district's schools to more fully develop the academic and vocational/technical skills of all students. The Shasta Union High School District recognizes the importance of preparing all students for college, careers and citizenship and the significant role that sequenced CTE pathway programs play in this endeavor.

Chapter One

Career Technical Education in the Local Education Agency

1. **Describe the current status of the career technical education (CTE) delivery system, in the local and regional area.**

Response:

The Shasta Union High School District offers fifty-eight (58) Career and Technical Education (CTE) courses at six school sites (3 comprehensive, 3 alternative ed). These CTE courses are offered within eight (8) industry sector pathways which include: Ag Science, Ag Mechanics, Business Management, Computer Technology, Early Childhood Development & Teaching, Culinary Arts, Building & Construction Trades, and Engineering/Architecture.

The greatest concentration of enrollment within these pathways is in Computer Technology. The Shasta-Trinity Regional Occupational Program is also a major component of the District's CTE program offering an additional thirty (30) courses which augment current course sequences and add six (6) additional pathways, including: Firefighter Training, Cosmetology, Medical Careers, Administration of Justice, Dental Assistant, and Banking and Financial Occupations. In addition, the District offers a Work Experience program which includes a combination of classroom learning and on-the-job training to 11th & 12th graders who are employed. Work Experience students develop skills, habits and attitudes conducive to job success and personal growth. Through the OWE program and ROP programs we are able to offer students both paid and non-paid workplace experiences.

All of the District's pathways are integrated with academic courses and specific core academic courses are a recommended part of the four-year plan for each pathway. As a result of all incoming 8th grade students completing the ACT/Explore Test, which includes a basic skill assessment and a career interest survey, District counselors meet with each student to develop a four-year plan. Student counselors also recommend a CTE course sequence based on the student's interest and post-secondary education goal. In addition, during the 9th grade year, all students are scheduled into their site Career Center where they complete their first career research paper. The Career Center is staffed with a Career Technician who utilizes the national Career Counseling Standards to plan activities for each grade level at the comprehensive high school sites. To provide further support for classroom instruction and relevant instructional practices in core subjects the District purchases career-related context materials, provides CTE Summer Institutes and invites participation of core academic teaching staff on CTE advisory committees. The District also operates the Shasta Adult School (SAS). This school serves approximately 200 students annually which include incarcerated adults, older adults, single parents and displaced homemakers, and adults with disabilities. SAS offers two (2) CTE programs: Technology and a Pharmacy Technician certification program through Boston Reed College.

Leadership of the District's CTE program is the major responsibility of the Associate Superintendent of Instructional Services who serves as the CTE District Coordinator.

The CTE District Coordinator provides the leadership for CTE teacher staff development, course and pathways development. This Coordinator also serves on the local Tech Prep Consortium Advisory Council, is the ROP District Coordinator and serves on the local 21st Century Career Connections Advisory Committee. The CTE District Coordinator also works with site principals to monitor and improve existing CTE programs, staffing of CTE programs with qualified teachers, development of effective professional development activities, and to ensure resources are available for all programs.

2. Provide information regarding the participation of students in CTE programs as compared to total district enrollment. Information should include enrollment, demographics, and achievement data.

Response:

The Shasta Union High School District has experienced fairly steady enrollment numbers in all CTE pathways over the past three years in spite of increasing state academic requirements. During the past three years enrollment in CTE courses has averaged thirty-one percent (31%) of total enrollment with a slight drop in the 2007-08 school year to twenty-eight percent (28%). We believe this drop is attributed to our increased efforts in remediating 9th and 10th grade students who are at risk of not passing the CAHSEE. With the implementation of the CAHSEE and the Algebra 1 requirements, the district has made a major effort to identify and serve students coming into the 9th grade. This has had a slight impact on our student enrollment in CTE as compared to total enrollment.

With regard to other data that we look at to determine participation and achievement, we have shown steady progress in CTE students completing a-g requirements, average GPA and percent proficient in English and Mathematics. The number of CTE completers who have prepared for entry into U.C. and C.S.U. by completing the a-g requirements has increased from 25% to 26% since 2005. When looking at average GPA of CTE students we have found over the past three years that this group has maintained a steady overall average of a 2.6 GPA for grades 9-12, with 9th grade having the lowest average (2.5 GPA) and the 12th grade having the highest average (2.75 GPA). In the areas of English and Mathematics we are seeing some improvement among CTE completers. In English from 2005 to 2008, the District has maintained an average of 48% of CTE completers being proficient or advanced. In Mathematics we have seen an improvement, from 38% of completers being proficient in 2005 to 47% being proficient in 2008.

One area that the data indicates a need for ongoing focus is in the area of male to female participation. The District has consistently experienced an average of 18% fewer females enrolled in CTE pathways than male students. This is a topic of ongoing discussion in the District as we work with our guidance counselors, site administrators and CTE teaching staff to promote non-traditional career paths for women. Other actions the District will take to address this area are:

1. CTE teacher staff development.
2. Guidance counselors and administrator professional development
3. Emphasis on guest speakers for non-traditional CTE pathways

Chapter Two

Building High-Quality Career Technical Education Programs

- 1. Provide your agency's vision and mission for the delivery of career technical education (CTE) in the future.**

Response:

The vision of the Shasta Union High School District for the delivery of career technical education is to increase opportunities for all students by providing high quality relevant CTE pathways which will prepare them for postsecondary education as well as current and future opportunities in a global society.

The mission of the Shasta Union High School District is to provide courses of study that challenge all students and encourage them to reach their social, physical and academic potential. Instruction will focus on career goals and incorporating appropriate technologies. The District will provide a safe environment that stresses tolerance towards diverse cultures, beliefs and lifestyles. Character education and civic responsibility will also be an important part of the curriculum.

- 2. List the goals and expected outcomes for CTE as defined by all stakeholders.**

Response:

In being consistent with the Vision and Mission statement, the District has developed the following goals to facilitate ongoing improvement of existing programs and the development of new programs:

1. All students will be engaged in the necessary learning to be successful in post-secondary education options and to meet labor market demands locally, nationally or globally.
2. Integrate CTE content into core academic subjects to provide relevancy and contextual learning.
3. Continue to build and foster a strong collaborative relationship with business, industry, ROP, and the post-secondary education system in order to facilitate keeping the District's CTE programs up to industry-endorsed standards and to help students with job readiness skills.
4. Articulate with feeder school districts and post-secondary education. Work with Shasta College to increase the number of articulated courses with dual enrollment, dual credit options which will facilitate a seamless transition from high school graduation and beyond.
5. Provide appropriate career guidance and ensure that all students have access to rigorous and relevant CTE courses through counseling services that are aligned with the national Career Counseling Standards.

- 6 All teaching staff will receive professional development, be highly qualified in their subject area and teach in up-to-date facilities for all CTE course pathways.
- 7 Increase the number of CTE pathways that offer dual enrollment, dual credit and articulated curriculum with post-secondary options to facilitate a seamless transition from high school graduation and beyond.
- 8 Monitor the effectiveness of curriculum and instruction using program data and student outcome data to ensure ongoing program improvement.
- 9 Based on labor market data and community demand for energy workers, work with Shasta College, ROP, Redding Electric Utility and Anderson High School District to fully implement the new Emerging Energy pathway and begin course offerings in the Fall of 2009.

The District will be using the Cal-Pass system as one of the means for tracking results as well as using existing data collection resources (Aeries, Datawise), ROP and Shasta Community College to monitor and ensure accountability of related goals.

3. Provide information regarding the participation of students, parents, business/ industry representatives, and community leaders in the development of this plan.

Response:

The District has a strong collaborative relationship with the business community, Shasta-Trinity ROP, Shasta Community College, 21st Century Career Connections, parents, and local state agencies. Each of the District's eight industry sector programs has a local advisory committee made up of representatives from the above groups including representatives from the Board and District management. These advisory committees meet twice annually to discuss their specific program goals, recommendations on industry standards, equipment and labor market trends. The District Associate Superintendent of Instructional Services also conducts two annual district-wide CTE and Integrated Program District Advisory Committee meetings (IPDC) to seek input on current and future CTE programs.

This past year one of the main agenda items for these meetings was "what do we want our CTE programs to look like in the next 3-5 years." The Associate Superintendent also has several meetings with CTE teaching staff during the year. The teaching staff advises the District on priorities and goals for each program and advisory committee recommendations. Participation by representatives of business, industry and labor on advisory committees is highly valued by the Shasta Union High School District and is a major component of this plan.

4. Provide a list of the CTE industry sector(s) and career pathway(s) to be assisted with the Perkins IV funds and designed to be consistent with the overall CTE vision and meet or exceed the state adjusted levels of performance. (This response could be a table.)

Response:

The Shasta Union High School District currently has in place eight (8) career pathways to be assisted with Perkins IV funds. As a result of a James Irvine foundation grant the District, working in collaboration with Shasta Community College, ROP and Redding Electric Utility, will implement an additional pathway "Emerging Energy." CTE industry sectors and career pathways include:

Agriculture and Natural Resources

- *Ag Science
- *Ag Mechanics

Industrial Technology

- *Construction Trades
- *Engineering & Design

Business & Technology

- *Business Management, Finance and Accounting
- *Computer Technology

Family and Consumer Science

- *Teaching and Early Childhood Education
- *Culinary Arts and Hospitality

Energy and Utilities

- *Emerging Energy (2009-2010)

5. Describe the process and rationale for determining the CTE program(s) to be assisted with Perkins IV funds.

Response:

As stated previously the District has regular contact with CTE teachers and site administration regarding program offerings. All schools in the district work to develop CTE programs in a clearly defined sequence of courses that includes academic integration and alignment with the fifteen state-wide industrial sector areas as outlined in the California CTE Model Curriculum Standards. The Associate Superintendent of Instructional Services meets twice annually with all CTE teaching staff to review the process, district CTE goals and requirements for receiving Perkins IV funding. Programs must complete the following to be considered for funding:

1. Program must outline a sequence of courses clearly indicating integration of academic courses and articulation with post-secondary courses.
2. Complete an updated Aspects of Industry matrix with an explanation of how instruction on the aspects is evaluated for effectiveness.
3. A program brochure must be developed for each pathway. The brochure should include a description of each course in the sequence, identification of courses articulated with Shasta College, and examples of career opportunities available in the program areas.
4. List of advisory committee membership and agenda by October 1st of each year.

Advisory Committees must include educators, parents and students, representatives of special populations, business and industry.

Specific program budgets each year are based on per-student enrollment by industry sector. Additionally the Superintendent, Associate Superintendent and Work Experience Coordinator have participated in several community forums and meetings facilitated by the economic Development Corporation and/or the Chamber of Commerce. These meetings have brought community business/industry leaders together to discuss the industry sectors and pathways offered in our local high school programs, seek labor market input and direction for the local plan. A list of the District CTE Advisory Committee is attached that clearly shows a majority of members from business and industry.

5. Describe how labor market information is used to determine the CTE programs offered by the Local Educational Agency. (State Plan)

Response:

The Economic Development Corporation, Greater Redding Chamber of Commerce and Employment Development Department all provide labor market information to the District and to program advisory committees. This information is disseminated to site staff including management to determine areas of emphasis or future program development/expansion. Retail and service related industries represent over 50% of all employment in Shasta County. Redding serves as the region health care services center for nine Northern California counties. The two primary hospitals located here are the largest private employers in the county and the health care industry continues to be the largest industry.

The tourism and recreation industry is the second largest, employing over 4,000 employees with an average of 800 job openings available each year. Locally the building construction trades industry expanded rapidly for several years, but in recent years demand for construction workers has dropped significantly and the skills required for employment in the construction industry have evolved more towards green technology and energy efficient construction. In response to this trend the District, in collaboration with Shasta College, Redding Electric Utility, Shasta-Trinity ROP and the Anderson Union High School District, has developed a new articulated pathway "Emerging Energy."

The development of CTE programs in the District is responsive to local as well as state and national labor demands in growth industries. Labor market information targets projected shortages in information technology and in private/public education. We have also seen a rapid increase in the demand for transportation workers in the north state in the past year. In our ongoing effort to develop new programs and improve existing programs the District is responding to workforce preparedness issues that will promote the economic vitality of our community and the economic self-sufficiency of our students.

Chapter Three

Responses to Satisfy the Requirements of Perkins IV and the State Plan

Section 1: Alignment of the Career Technical Education program

1. All interested individuals are informed about the State Plan and Perkins IV requirements.

- A. Describe how parents, students, academic, and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved and participate in the ongoing development, implementation, and evaluation of local CTE programs. (Perkins IV Section 134[b][5], State Plan)**

Response:

Parents, students, and academic and CTE teachers participate in a number of activities related to ongoing development, implementation and evaluation of the District's CTE programs. Each school site convenes regular site council meetings which discuss course offerings, career guidance, and enrollment data. Site councils include representatives from the counseling departments and special populations.

Participation by representatives of business, industry and labor is obtained through program advisory committees. These committees are actively involved in the decisions affecting future growth and direction of respective programs. The District also has a link on its website for Career and Technical Education Programs and Pathways. On this page parents, community and other interested individuals are encouraged to review and comment on the CTE programs as well as the local plan.

- B. Describe how such individuals and entities are effectively informed about, and assisted in understanding the requirements of the State Plan and the Perkins Act, including the requirement for CTE programs of study. (Perkins IV Section 134[b][5], State Plan)**

Response:

The State Plan will be reviewed and disseminated to all CTE staff and District administration staff including copies of California CTE Model Curriculum standards. The District has also provided links to the State Plan and the Local Plan on the District website www.suhsd.net under Instructional Services. In addition, the Associate Superintendent has reviewed the requirements of the State Plan with the district-wide advisory committee, the Board of Trustees, CTE teachers at staff meetings throughout the year, and emailed a copy of the draft plan out to site staff.

Each year the District CTE staff and administrative staff attend Carl D. Perkins trainings, workshops and CTE conferences to stay abreast of new requirements and guidelines. Information from these activities is shared with District administrators, the Superintendent and the Board of Trustees.

2. Describe how the appropriate courses of not less than one CTE program of study will be offered. A program of study as described in Perkins IV Section 122(1)(A) and the State Plan;

- **Incorporates secondary education and postsecondary education elements**
- **Includes coherent and rigorous content aligned with challenging academic standards and relevant CTE content aligned with the California CTE Standards and Framework in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education**
- **May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits and**
- **Leads to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree (California *Education Code [EC] 51224, Perkins IV Section 135[b][2]*)**

NOTE: A Program of Study Worksheet (page 17) must be completed for at least one program of study.

Response:

The District has offered the Computer and Information Technology pathway for over ten years. This pathway integrates a sequence of computer technology courses with rigorous core subjects at each grade level. This industry sector pathway was developed as a result of growing local labor market demand for technology workers, computer technicians, programmers, internet web designers, and computer proficient clerical workers. The pathway also includes work-based learning through ROP community classroom assignments and the Outside Work Experience program.

This pathway includes courses in Computer Applications 1 & 2, Introduction to Digital Imaging, Publishing on the Web, ROP Telecommunications (multimedia) and ROP Web Design Macromedia. Many of these courses are integrated with English, Math and Social Science and several courses have articulation agreements with Shasta College. These include: Computer Applications 1, Trig-Precalculus and Statistics (Math 14, Math 2A). The Computer Applications 1 course, which is fully articulated with Shasta College's CIS 1, is offered on the high school campus as a college credit class. This results in students earning dual credit and concurrent enrollment. The high school course sequence prepares students for a post-secondary Associate Arts degree program at Shasta College, the Business Information Systems degree. See attached Program of Study matrix.

3. Describe how students will be provided with strong experience in, and understanding of, all aspects of the industry in which they are studying. (Perkins IV

Section 134[b][3][c], Section 135[b][3], State Plan)

NOTE: All aspects of the industry include; planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety, and environmental issues related to that industry. See the *Instructions and Guidelines* document (pages 22-24) for further explanation of all aspects of industry.

Response:

Students are provided with strong experiences in all aspects of industry through instructional practices and validation of instruction by business and industry. Our District is an active participant in the 21st Century Career Connections Consortium and the local Tech Prep Consortium. These consortiums have advisory boards made up of representatives from Labor Council, Employment Development Department, Private Industry Council, Department of Rehabilitation, Probation, ROP, Shasta College, local high schools and elementary school districts, and business/industry.

The role of these consortiums is to establish linkage among agencies and to focus on the development of school to career that will facilitate transitions for students. In addition, these organizations provide the District CTE staff with business and industry perspective, career presentations, work-based learning opportunities such as job shadowing, informational interviews, mentoring, internships and job placement. They also assist the District in curriculum development that integrates SCANS competencies and National Career Development Guidelines competencies.

Classroom instruction is delivered using multiple strategies, including collaborative projects, classroom presentations, guest speakers, internet tutorial assignments, projects, and work-site learning activities. Instruction is monitored and evaluated through teacher self evaluation and site administration. CTE staff also assess their performance using peer evaluation, articulation committees, student surveys, and local advisory group input. As mentioned previously in this plan, the SCANS competencies have been one of the main vehicles used to incorporate workplace skills into the curriculum.

It has been determined that there is a definite need for CTE staff to continue to seek up-to-date input about current job skills from business and industry for each pathway. The Work Experience Coordinator will serve as a liaison to maintain contact with business and industry as well as work to facilitate dual enrollment, when possible, with Shasta College.

4. Describe how students participating in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students. (Perkins IV Section 134[b][3][D], State Plan)

Response:

All students in the District are required to take and successfully complete a rigorous academic schedule of classes to meet the graduation requirements in order to obtain a high school diploma. The board annually reviews graduation requirements and has routinely raised the standard in each subject area in response to new job skills necessary to compete for twenty-first century employment. In addition to the course requirements of 4 years of English, 4 years of Social Science, 3 years of Mathematics, 2 years of

Laboratory Science, 2 years of Physical Education and 1 year of Visual Performing Arts, the District also requires 1 year of Practical/Vocational Arts. All students have regular meetings with guidance counseling staff to monitor their progress towards graduation and completion of university and/or other post-secondary options.

All courses (academic and elective) have developed benchmark assessments and end of course exams to assess student mastery of state adopted content standards. Teaching staff meet regularly to review student achievement data, program rigor and literacy strategies. Students must also demonstrate mastery of specific performance requirements in Health, Computer Technology and Career Preparation. The District has an overall average ninety percent (90%) four-year completion rate (including continuation and community schools) using the newly adopted NCLB State formula for graduation rate calculation. This is the highest average in Shasta County among high school districts.

5. **Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965). Include the implementation and alignment of the CTE Content Standards and Framework. (Perkins IV Section 134[b][3][E], State Plan)**

Response:

Each student entering the high school district has completed the ACT/Explore test in their 8th grade year. This assessment measures each student's basic competency in English, Math and Science reasoning. It also includes a career interest survey which provides students and their parents with a "World of Work" outline of possible career areas that match the child's interest. All incoming 9th grade students meet with a high school counselor to develop a four-year plan. Counselors utilize the ACT/Explore data to make recommendations to the students and their parents.

The District has outlined each CTE industry sector pathway and course sequence in the Course Catalog. This catalog is also available to students and parents on the District website at www.suhdsd.net. Included in the catalog are the core curriculum courses matched with each pathway. Pathways and articulated courses are also identified. Each school also has a career fair in the Spring of each school year. At these events 8th grade students and parents are invited to participate. Information on all programs and pathways is disseminated through these activities.

6. **Describe in detail the CTE curriculum and instructional strategies used to deliver the CTE courses that foster "essential employability skills" such as; the ability to work in a team, critical thinking, problem solving, and leadership skills, referenced in the eleven "foundation standards" in the California CTE Model Curriculum Standards. (State Plan)**

Response:

The SCANS report has been the vehicle used to incorporate workplace competencies in the curriculum of our programs. Teaching the SCANS Competencies has been a valuable resource in curriculum development activities for the career and technical education programs. Providing release time for staff to meet and collaborate is also a critical

component of curriculum development and improving instructional strategies in the District. Over the past eight years all CTE programs have been given release time to meet as a group, job shadow professionals and actively gain a better understanding of all aspects of the industry in which they teach.

The District also partners with ROP, the Shasta College Workforce Development Office and 21st Century Career Connections Consortium to provide professional development activities to academic staff and CTE staff. The focus of these activities is to help them enhance relevance of programs to the workplace and to occupations in their specific pathway. Developing a collaborative approach to articulate industry standards and identify student outcomes and desired skills is the goal. During the 2007-08 school year CTE teaching staff started working to integrate foundation standards and literacy skills into all programs. This will be a major goal for CTE staff to complete during the 2008-09 school year.

- 7. Summarize progress to date in achieving academic and CTE integration and describe planned activities to continuously improve progress in this area over the next five years. Response should address activities such as staff development, curriculum development, collaborative program planning and implementation, and team teaching. (Perkins IV Section 135[b][1])**

Response:

For the past five years the District has focused on integrating core academic subject areas into CTE course sequences. In the area of curriculum development the English, Math, and Science department have worked to integrate computer technology, internet research, and a career component into their instructional calendar. The District also sponsors several professional development opportunities for core academic teachers and CTE staff.

For the past several years the District, in partnership with Shasta College, the CTE Collaborative and the Shasta 21st Century Career Connections, has sponsored a summer institute which is promoted throughout the District for CTE and academic staff, counselors and administrators. The Institute brings together high school staff and college staff to work collaboratively on curriculum development, contextual learning strategies and building comprehensive pathways. In addition, the District provides multiple curriculum development days for each department to work collaboratively together and share best practices as well as work on instructional practices and assessment.

Over the next five years the District will continue to provide opportunities for CTE staff and academic teachers to work together to strengthen and improve each course sequence. The District will also continue to provide the resources and encourage academic staff to attend state and national conferences and participate in CTE professional development activities and in-service training.

- 8. Describe how students are being encouraged through counseling and guidance to pursue the coherent sequence of courses in the CTE program areas of their interest. (Perkins IV Section 134[b][11], EC 51228, State Plan)**

Response:

Students are being encouraged to pursue a coherent sequence of courses in the CTE pathway by their guidance counselor. As stated previously, all students meet with their guidance counselor at least once per school year. At the beginning of their high school experience, counselors work with the student and parent to develop a four-year graduation and beyond plan. Student career interests are a major consideration in the development of the graduation plan.

The Assistant Superintendent of Instructional Services and the Superintendent meet with the counseling staff monthly to review District priorities and discuss scheduling goals. Each school site annually reviews and develops a plan for improving the delivery of the National Career Counseling Standards. A number of activities are implemented at each high school to ensure that students understand all CTE pathway components, academic subject recommendations and work-based learning options. The District is fortunate to have a very strong counseling staff in relation to Career Ed programs.

9. **For each CTE program that will be assisted with Perkins IV funds, complete and include a Career Technical Education (CTE) Sequence of Courses worksheet that appears as the last page of the template. (Perkins IV Section 135 [b][2])**

NOTE: The State Plan describes a coherent sequence of courses as a minimum of two or more CTE courses offered in a single CTE program area totaling at least 300 hours of instruction or a single multi-hour course consisting of a minimum of 300 hours of instruction. Program sequences must include a capstone course. Secondary CTE programs may include a Regional Occupation Center/Program (ROCP) course as the “capstone” course.

Response:

Include, at the end of this plan, a Career Technical Education (CTE) Sequence of Courses worksheet for each CTE program offered.

The District has included the following CTE Sequences at the end of this plan:

Ag Science
Ag Mechanics
Business Financial Management
Information Technology
Teaching & Early Childhood Development
Hospitality & Culinary Arts
Building & Construction Trades
Engineering & Design
Emerging Energy

10. **Linkages between secondary and postsecondary educational institutions include; California Community Colleges, State Universities, UC’s, private postsecondary agencies, and apprenticeship programs.**

Summarize progress made in developing formal written articulation agreements

with CTE programs in grades 11-14 and with local workforce preparation systems, i.e., (WIA Boards). Include copies of any formal articulation agreements along with a current list of articulated courses making up the program of study. (Perkins IV Section 135[b][2], State Plan)

Response:

The District CTE staff has worked very hard over the past five years with Shasta College to develop articulation agreements. Each year CTE and academic teaching staff meet with Shasta College staff at an annual meeting to review current articulation agreements and develop new contracts. This meeting is facilitated by the Shasta College Economic and Workforce Development office and is held in the Spring of each year. In addition, each course sequence pathway has a department chair that meets with constituents at Shasta College, Builders Exchange and CSU Chico to review course sequence, post-secondary, and apprenticeship program eligibility requirements. Attached is a list of articulated courses summarized by high school site and a copy of articulation agreements.

- 11. Describe methods to be used to coordinate CTE services with relevant programs conducted under the WIA, ROCP, and other state or local initiatives, including cooperative arrangements established with local workforce investment boards, and community-based organizations, in order to avoid duplication and to expand the range of and accessibility to CTE services. (State Plan)**

Response:

The District is part of a local JPA along with five other high school districts that make up the Shasta Trinity ROP. One Board member from each of the JPA districts comprises the ROP Board of Trustees. The District has been a part of this JPA since its inception in the early 1980's. The District also is part of the CTE collaborative (Tech Prep Consortium) which is comprised of administrators from three counties, Shasta College and Shasta 21st Century Career Connections. Each of these groups meets monthly to coordinate programs and ensure adequate resource allocation.

The Associate Superintendent also works with the local Builders Exchange to coordinate professional growth activities for CTE staff, and to develop internships for students enrolled in the construction trades pathway. The ROP Superintendent works with these organizations as well as each of the high school principals to coordinate calendars, budgets, and staffing.

- 12. Indicate plans to offer additional programs of study.**

Response:

As a result of growing industry demands and labor market data, the District worked with Shasta College, Anderson Union High School District, ROP and City of Redding Electric Utility to develop a new "Emerging Energy" pathway. The timeline for offering courses in this pathway is Fall of 2009. This past Spring the District wrote and received a \$300,000 grant from the James Irvine Foundation to support the development and implementation of this pathway. The course sequence will include several courses at the high school level, dual enrollment in several Shasta College courses, and will lead to a certificate at the post-secondary level.

The District, as the lead agency, has formed an advisory/implementation leadership team to facilitate implementation of this pathway as well as research other model programs, four-year college transfer programs and labor market trends. The District's Grant Writer Supervisor is the project director of the team under the direction of the Associate Superintendent of Instructional Services. The District and Shasta Community College anticipate this to be a very popular career option for students.

13. Describe the activities related to the use of technology. Such activities may include:

- **Training of career technical teachers, faculty, and administrators to use technology, which may include distance learning**
- **Providing CTE students with the academic and career technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields**
- **Encouraging schools to work with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students (Perkins IV Section 135 [b][4])**

Response:

The Shasta Union High School District has made a strong commitment to the access and use of technology by teachers and students to improve learning. Students and staff become better problem solvers, critical thinkers and communicators as they learn to use technology across the curriculum to enhance learning and develop skills to work independently and in teams.

The District's technology department has worked to develop a computer hardware and software replacement timeline that allows all schools to be updated every five years. Each high school campus has four to five computer labs that are for student use and for computer technology courses. In the past two years the District I.T. department has installed power point projectors in all classrooms at all school sites. Use of technology has become commonplace in all classrooms for student and teacher presentations. The traditional role of the teacher will change as technology allows them to utilize interactive teaching strategies, such as problem based learning, project based learning and simulations to help students become real-world and real-work problem solvers.

A number of activities at each school engage students in summer internships and opportunities for mentoring. As a result of the strong relationship the District maintains with local Rotary groups, business and the Chamber of Commerce, the District sponsors a job shadow day each year. This program pairs math and science students as well as CTE students with a local business mentor. In many cases this results in summer internships for our students. Guidance counselors also routinely pair students with mentors through the Plus One Mentor program in Shasta County.

Section 2: Support and Services for Special Populations

NOTE: The term "Special Populations" means: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women, displaced homemakers, and individuals with limited English proficiency.

- 1. Describe the extent to which CTE programs provide full and equitable participation of individuals who are members of special populations. (Perkins IV Section 135[b][9])**

Response:

The District promotes, supports and provides services that ensure all students have full and equitable participation in all CTE programs and courses. Support services are available for students with special needs. All CTE programs in the District are available to all students in the District. The District does not discriminate nor does it attempt to track students in any of its programs. Students who are part of a special populations group are identified and recruited by teachers and guidance counselors to ensure full and equitable participation in CTE programs. Other services to these populations include guidance and counseling, assessment, transitional services, instructional aide support, financial assistance for lab fees, translation service, and modifications to and reasonable accommodations for curriculum, equipment and facilities.

Counselors, special needs teachers (special education, Title I, EL) and Career Technicians all work together to communicate to students and parents the opportunities available based on student interests, needs and goals. In-service training is ongoing for these staff in an effort to coordinate the recruitment efforts. Career assessments, career planning, career portfolios, transition plans, pre-requisites, and skill levels are all topics in the trainings. Parents and students of special populations are involved as team members as they work together to develop an Individual Education Plan and to develop a transition plan for the student. Parents and students are members of the School Site Council and members of the CTE Advisory Committees.

- 2. Describe the strategies adopted to overcome the barriers that result in lowering rates of access to or lowering success in the assisted programs for special populations. (Perkins IV Section 134[b][8][A])**

Response:

The District has adopted several strategies to overcome the barriers that result in lowering rates of access and success for special populations. The primary strategy is to use a team effort that involves guidance counselors, teachers, parent and student. The district also uses Perkins funding to employ a CTE Liaison. This person works directly with special populations to monitor student progress in CTE programs, facilitate communication, and identify factors that help students in overcoming barriers that exist. Common areas that the CTE Liaison deals with include: ensuring adequate information about programs is available to support student success, assistance in developing class schedules that include CTE pathways, facilitating communication between student, counselor, teacher and parent, appropriate placement, and assisting CTE teachers with information about students' needs.

The District also maintains a multi-year analysis of special population participation and progress. This information provides CTE teachers, guidance counselors and administrators with outcome information about students with disabilities and other special populations. As of the date of this plan, special population cohorts continue to be monitored and indicate minimal fluctuations (comparable to general populations) in enrollment.

3. Describe in detail how CTE programs that are designed to enable special population students meet the local adjusted levels of performance will be provided. (Perkins IV Section 134[b][8][B])

Response:

The District has many activities that are designed to enable special population students to meet local adjusted levels of performance. Each special needs student receives a vocational evaluation annually from a member of the District's Workability office. An individual transition action plan is developed in which each transition goal is identified. The roles and responsibilities for each activity designed to address the goals are identified and delineated. All participants (student, parent, case manager, guidance counselor, CTE teacher, rehab counselor) sign off on an agreement to implement the prescribed activities.

In addition, during the past two years the CTE staff has worked to align written and taught curriculum with the California Career Technical Education Model Curriculum Standards. Throughout this process the staff has incorporated strategies to eliminate barriers for special population students. These include: technology assistance, career assessments, tutorial assistance and remediation, curriculum modification, bridging activities, and differentiated instruction and grading.

4. Describe the planned activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency. (Perkins IV Section 134[b][8][C])

Response:

The District has an extensive career development component that has been integrated into the Personal Growth course required for all 9th grade students that includes a strong emphasis on non-traditional careers. Students complete a research project in this course and are encouraged to explore occupational areas that are based on their chosen interests and educational plan. In a few of our programs we have found that females are underrepresented. To address this, guidance counselors have made class presentations on employment opportunities and made a significant effort to counsel female students into these options.

Teachers also work with guidance counselors and Career Technicians to make presentations in Math and Science classes on employment opportunities available to females. The District also offers a Cal Safe program for pregnant and parenting minors. This program has a strong career component as well as several formal partnership agreements with community based organizations to assist students in accessing support

services. While the primary focus of the Cal Safe program is to ensure that all students continue to have access to a challenging and rigorous academic program and complete their high school education, students also have a great deal of support for children. This includes childcare, health screenings, immunizations and child development education. The District makes every effort to ensure that single parents and displaced homemakers have the necessary resources to be successful in their chosen CTE pathway.

5. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations. (Perkins IV Section 134[b][9])

Response:

The Shasta Union High School District maintains equal access to all programs in the District. The District does not discriminate nor does it attempt to track students in any of its programs. As stated previously in the plan, students who are members of special populations are identified and recruited by teachers, guidance counselors and administration. Participation in CTE programs and ROP is considered a high priority for these students since many of them transition directly from school to work. Every effort is made to ensure special population students receive the education, workplace skills and competencies to be productive members of the labor force.

6. **Describe strategies to identify, recruit, retain, and place male and female students who desire training for nontraditional fields. (Perkins IV Section 134[b][10])**

NOTE: Nontraditional fields are those in which one gender comprises less than 25 percent of the total number of employees. Examples: cosmetology is a nontraditional occupation for males; construction is a nontraditional occupation for females. CTE programs for these occupations are classified as nontraditional programs.

Response:

The District has always worked hard to promote male and female student participation in training for nontraditional occupations. Sex bias and stereotyping of special population groups is addressed in academic vocational and career education curriculum throughout the district. All classes/programs in the Shasta Union High School District are offered without regard to race, color, national origin, ancestry, religious creed, age, marital status, pregnancy, physical or mental disability, medical condition, gender or sexual orientation.

The public notification and dissemination of nondiscrimination policies and procedures of the District are included on all program offerings, admission criteria and recruitment information, and is made available to counselors, teachers, students, and parents. Students are encouraged to enroll in CTE courses based on interest and career assessment results and not on any known staff member bias or stereotyping interpretation of a student's assessment results.

Section 3: Guidance and Counseling

1. **Describe how ongoing career guidance and academic counseling will be provided to students regarding CTE, including linkages to future education and training opportunities. (Perkins IV Section 134[b][11], EC Sections 51224 and 51228, State Plan)**

Response:

Career guidance begins in the 8th grade when students start the process of registering for the high school program. The guidance counseling department arranges several meetings and presentations for 8th grade students to review the high school programs. The District ensures that all students entering high school are assessed with the ACT/ Explore test, a basic proficiency and career interest survey, during their 8th grade year. The results of the ACT/Explore are distributed to each entering 9th grade counselor who then works with the student and parents to recommend a four-year graduation and beyond plan.

Once enrolled in the high school program, students meet with their counselor several times during the 9th grade year to review their program of study and career goals. Through the Sophomore Counseling component, every District 10th grade student and his/her parent or guardian receives a review session of the four-year plan and evaluation of their progress towards reaching their desired goals. At this session, students are advised of the District's CTE pathways and articulated courses. They are encouraged to select classes of interest and to pursue a coherent sequence in an industry sector of

choice that will lead them to post-secondary readiness and being a completer. Students also work with the school site Career Technicians through the Personal Growth course (required of all 9th grade students) to complete a Career Planning Portfolio. This portfolio is reviewed with the guidance counselor to ensure there is a match between the four-year plan and the student's desired career plan.

The District's goal is that upon completion of high school every student will exit with a career plan based on experience and self-awareness as well as the skills necessary to transition to either employment, military or a post-secondary institution. At each school we have recommended that one guidance counselor be assigned to oversee additional career development activities, career fairs, college night and other activities outlined in the National Career Guidance Standards. At each of the District's high schools, guidance counselors and Career Technicians seek to collaborate with the English and Social Science departments in the delivery of an integrated career development curriculum that is aligned with the National Career Guidance Standards. These activities include:

Freshman year:	Exploring career options Choices – interest survey Career Research paper – completed in English Career Portfolio
Sophomore year:	Choices – Aptitude Assessment Informational Interview ACT PLAN Job Shadow opportunity Career Portfolio
Junior year:	ACT Discover ASVAB Job Application Letter – completed in English Resume Portfolio
Senior year	Autobiography – completed in English Interviews Dual enrollment courses Internships Work based learning ACT/SAT ACT Discovery

2. Describe how local career guidance and academic counseling efforts are aligned with other state efforts, i.e., Senate Bill 70, 10th Grade Counseling, other counseling and guidance funds. (State Plan)

Response:

The District coordinates guidance counseling services by school site and district wide. Each school has a counseling ratio of approximately 300:1 with each counselor meeting with a specific group. All school sites also have one counselor that targets students at risk

of being below grade level or at risk of not passing the CAHSEE. In an effort to meet State compliance standards each school has developed a 10th grade counseling plan that addresses the goals outlined in Senate Bill 70. All schools in the Shasta Union High School District utilize these funds to provide additional counseling services that include student and parents.

As mentioned previously in this plan all students entering high school are required to complete the ACT/Explore assessment which helps guidance counselors determine if a student needs extra help and what their future career interests are. All incoming freshman meet with a counselor one-on-one between their 9th grade year and the end of their 10th grade year to develop a graduation and beyond plan (four-year plan).

Section 4: Comprehensive Professional Development Provided to Teachers, Counselors, and Administrators

- 1. Describe professional development activities for CTE teachers that go beyond those activities offered to all teachers through the use of district funds. (State Plan)**

Response:

The District provides a number of professional development opportunities to CTE teachers. Each CTE department is provided release time each year to work as a department on curriculum alignment, benchmark assessments and instructional strategies. Professional development activities for CTE teaching staff, academic teachers and administration are aligned with the Board of Trustees' goals as well as the Superintendent's goals.

The Superintendent's goals for professional development include: providing opportunities that focus on improving instructional strategies, alignment with state standards and using data driven decision making; providing staff training that will increase the use of technology as a teaching tool; providing teaching staff training that will cause students to understand the relevance of instruction (contextual learning) and increase their understanding of how to apply skills in their chosen career area. Ongoing school improvement and increasing student achievement are the desired outcomes of all professional development activities. Site goals are aligned with the Superintendent's goals and are approved by Site Councils that are comprised of equal numbers of staff, parents and students at each school. Site goals vary at each school, but alignment with content standards, assessment, accountability and technology are common to each school's goals.

Academic and CTE staff also have opportunities to attend state conferences of associations to which they belong through the use of Title II funding. They also attend subject matter specific workshops and in-services within their subject areas. All staff who attend conferences are required to complete a post-conference report to the Superintendent detailing new trends, instructional strategies and other pertinent information received at the conferences. This information is shared within departments and school sites.

- 2. Describe the professional development activities implemented or planned for the implementation that focus on the California CTE Model Curriculum Standards and Framework. (State Plan)**

Response:

During the past year the District has refocused CTE professional development activities on alignment with the Model Curriculum Standards. The CTE teaching staff met several times during 2007-08 by department/subject and as a group with the Associate Superintendent of Instructional Services to review pathways, names of pathways, course sequences and post-secondary alignment. The District is committed to providing release time to CTE staff for ongoing collaboration, development of curriculum and alignment with state standards.

Another area of concentration will be to increase the number of CTE students who

complete a sequence of courses within a pathway. As a result of these efforts thus far the District has developed eight aligned pathways which include a sequence of courses that lead to post-secondary education or training. These pathways are illustrated in the attached appendix to this document. Other activities include the District's collaborative relationship with Shasta 21st Century Career Connections and the Tech Prep Consortium which develops ongoing opportunities for teachers, counselors, and administrators to participate in work-based learning experiences using all aspects of industry and SCANS as a framework for structuring the activities.

Workplace observations, interviews, tours, and documentation of tasks and skills required within departments are recorded so curriculum can be adopted to make the connections between classroom learning and workplace application for students. The new CTE Model Curriculum Standards enables the teaching staff to approach workplace learning with an emphasis on broad, transferable workplace knowledge and skills rather than just job specific skills. In addition, it makes it easier to facilitate the preliminary discussion and planning to achieve academic and CTE integration.

- 3. Describe the ongoing professional development initiative(s) made to effectively integrate and use challenging academic and CTE standards that is provided jointly with academic teachers. Include any professional development activities conducted in conjunction with secondary and postsecondary agencies. (Perkins IV Section 135[b][5][A][i])**

Response:

The District routinely provides release time for academic teachers and CTE teachers to meet and collaborate on curriculum, instructional strategies and assessment. The District also plans and facilitates joint professional development activities with academic and CTE teachers. These activities include Literacy training for all teachers, using Datawise (test delivery software) for common assessments, Aggression Replacement Training, Jane Schaffer Writing Strategies and Instructional Strategies for Making Math Instruction Relevant. A series of professional development in-service activities is offered each year. All staff are encouraged to participate through the awarding of professional growth units towards salary schedule advancement.

In addition, the district works with local Tech Prep Consortium and the 21st Century Career Connections Collaborative to provide Summer Institutes each summer. These Summer Institutes target high school academic and community college staff as well as CTE staff, counselors and administrators. The primary focus areas of our most recent Summer Institute were to provide an overview of the State Plan, CTE Model Curriculum Standards, CalPASS and how to build comprehensive CTE pathways,

- 4. Describe the pre-service and in-service training provided to staff in effective teaching skills based on research that includes promising practices. (Perkins IV Section 135[b][5][A][ii])**

Response:

The District provides opportunities for staff to attend professional and industry related conferences, workshops and meetings. The District also augments these professional

activities by providing professional growth credit for internship experiences that provide an orientation to all aspects of industry and can entail the completion of a project that provides experience related to the skill sets required of either an entry level, technical or professional level employee. As stated previously, the District provides release time each year for teacher collaboration and observation. The teaching staff values greatly the opportunities the District provides to learn from other teachers to strengthen their programs.

The District has also provided funding for teachers to visit outside district programs. As mentioned previously the District also offers CTE summer institutes that target non-teaching staff such as counselors and administrators to emphasize knowledge and workplace needs as well as career development issues or CTE integration.

5. Describe the in-service and pre-service training provided to staff in effective practices to improve parental and community involvement. (Perkins IV Section 135[b][5][A][iii])

Response:

Training provided to staff in effective practices to improve parental and community involvement takes place in many different ways. The District provides opportunities for staff to participate in site council committees which include parents and community. As mentioned previously both CTE and academic staff are provided a number of opportunities to participate in job shadowing and externships with local community groups such as Rotary International and Lions Club. These experiences promote and support a collaborative working relationship with business and industry many of whom are parents. Other areas of emphasis in the District for staff training to improve parental involvement have been through the use of technology. The District recently provided telephones and voice messaging systems in each classroom to facilitate better communication with parents.

The District has also recently added a parent communication component to the its website and trained all teaching staff in the use of an online grading system. This allows parents to access their child's assignments, grades and attendance at any given time from their home computer. On the District's website we offer a number of resources and links for parents. The District encourages teachers, counselors and administrators to utilize school websites, district websites and electronic media message boards (in front of all schools) to encourage parental involvement and promote school activities.

6. Describe the in-service and pre-service training provided to staff in the effective use of scientifically based research and data to improve instruction. (Perkins IV Section 135[b][5][A][iv])

Response:

The District has embarked on a number of ongoing improvement activities to foster a culture of data-driven instructional practices. Each year the District offers a Leadership Academy open to all teaching staff, classified employees and management. The program is offered twice each year and employees who participate earn professional growth credit towards salary schedule advancement. One of the main components of this 45 hour in-

service is to provide training on scientifically based research and data-driven instruction.

More specifically, NCLB goals, state and federal accountability, and categorical program management are broad topics that lead to a discussion of curriculum outcomes and monitoring. Demonstrations on using data to assess instructional practices are presented along with actual district-wide course data. This program is presented by the Associate Superintendent, the Chief Financial Officer and the Superintendent.

Another in-service activity mentioned previously that is provided to all staff is Datawise training. All CTE and academic teachers have learned how to develop assessments including benchmark assessments and end of course exams utilizing the Datawise system. With this data each department routinely looks at student performance and discusses ways to improve instruction.

7. Describe the professional development programs for teachers of CTE and other public school personnel who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry. (Perkins IV Section 135[b][5][B])

Response:

It is important that each CTE instructor be connected to his/her industry aspects in order to prepare students for various occupational areas or post-secondary training. Each year local business/industry representatives from each industry sector are surveyed to analyze the correlation between academic skills and SCANS skills within all aspects of their industry. This is accomplished in collaboration with the local Tech Prep Consortium and the Shasta College Economic Workforce Development Program. This information is shared with CTE staff through advisory committees, summer institutes and departmental meetings.

Other professional development opportunities previously mentioned that address this goal are District supported workplace observations, interviews, tours and documentation of tasks and skills required, externships and job shadow opportunities. These are all ways in which CTE teachers make connections between classroom learning and workplace applications for students. Other professional development CTE related activities offered to teachers, counselors and administrators include:

- CALCP –Fall & Spring Workshop
- ACTE – National Conference
- CBEA – State and National Conference
- CTAP Training
- CAWEE Regional & State Conferences
- CAROCF Conference
- FFA Leadership Academy
- FFA Regional Workshops
- Twenty-First Century Career Connections – Summer Institutes
- FBLA State Conference
- Johnson & Whales Culinary Summer Internships
- California Culinary Institute Workshops
- SUHSD Release days for teacher in-service

8. Describe the internship programs that provide relevant business experience to teachers. (Perkins IV Section 135[b][5][C])

Response:

One of the CTE goals outlined in this plan is to provide quality professional development training to all CTE teaching staff. This is an area that the District needs to continue to improve upon. Our action plan includes working with the Tech Prep Consortium, Economic Workforce Development Program, Rotary and other business and industry representatives on our advisory committees to increase the number of internship offerings to our CTE teachers.

The District is committed to offering professional growth units towards salary schedule advancement for participation in these internships as we believe that is one of the best ways for the CTE staff to stay current in their teaching field is to have experiences that include real workplace knowledge and skills.

9. Describe the programs designed to train teachers specifically in the effective use and application of technology to improve instruction. (Perkins IV Section 135[b][5][D])

Response:

The District provides a variety of opportunities to stay current with technology and its application in the classroom and the workplace. Trainings are offered at professional development conferences and workshops as well as locally by trained staff. The District has an extensive Information Technology department that provides up-to-date hardware and software in each classroom. There is a District Technology Committee that meets monthly to determine technology related professional development priorities each year. As mentioned previously, the District provides extensive training to all staff on Datawise, which allows teachers to develop and use benchmark assessment. This training is provided by a Curriculum Analyst who maintains ongoing interaction with teachers so they become more proficient in the use of this technology.

Other programs designed to train teachers are within departments and include CTAP Level 2 certified trainers. The trainers run a series of district sponsored technology trainings to assist staff in the attainment of basic technology proficiencies. There is continuous support for training and encouragement by administration for staff to develop mentoring relationships with business partners so the application of technology can be incorporated in the classroom curriculum whenever possible.

Section 5: Accountability and Evaluation of Career Technical Education (CTE) Programs

- 1. Describe the process that will be used assess the academic and career technical performance of students participating in CTE programs. (Perkins IV Section 134[b][7], State Plan)**

Response:

The District will be using the Cal-Pass system as one of the means for tracking student participation and completion. Evaluation and accountability are an integral part of each program pathway and CTE staff has been involved in many discussions around data related to student achievement and completion rates. The District will also use existing data collection resources that are required for all schools, ROP and Shasta Community College to monitor results and ensure accountability.

Each year the Superintendent prepares a State of the District report for the Board of Trustees. This report contains data on all programs including CTE participation rates, completion rates, average GPA, proficiency and post-secondary education follow-up. During the next several years the District will utilize the Cal-Pass system extensively to provide data to CTE pathway departments. This data will be used to continuously reflect on instructional practices as well as work with business and industry to stay updated with labor market demands.

- 2. Describe the process that will be used to evaluate and continuously improve the quality of CTE programs offered to students. What provisions are or will be in place to set priorities for local CTE program improvement and ensure alignment with the CTE Model Curriculum Standards and Framework. (Perkins IV Section 134[b][7], Section 135[b][6], State Plan)**

Response:

The District has a well established process for evaluating and continuously improving academic and CTE programs. Each year District Department Chairs meet with the Associate Superintendent of Instructional Services to review data (Cal-Pass, Aeries, Datawise) for each pathway from the previous year, industry trends from labor market data, and advisory committee recommendations. District Department Chairs for all CTE departments develop an action plan and goals for each pathway. Once this is completed and disseminated a series of pathway specific release days are scheduled at the District Office for CTE teachers to meet and work on improvement areas. This past year for example all pathways worked on written and taught curriculum to imbed the new CTE Model Curriculum Standards, shared best practices and determined how each course would be updated.

This process has been utilized for several years in the District and has become commonplace with our entire teaching staff. The unique aspect of this process is that it brings teachers together from across the district for a common purpose – which is “how do we improve what we are doing and continue to get better.” The District fosters this culture of continuous improvement by providing release time, professional development funding for industry and program visitations as well as providing funding for equipment and instructional materials that are determined to meet industry and labor market needs.

Priorities are also set by the Board of Trustees and the Superintendent and then disseminated by the Associate Superintendent of Instructional Services (see Curriculum and Instruction Goals 2007-2008 in Appendix).

Among the main curriculum goals for the past two years has been to increase student achievement and career preparation and utilize state and local assessment and end of course exam data to improve instruction. These goals facilitate departmental discussions which help identify improvement areas.

3. Describe plans to increase the active participation of representatives from the workforce and economic development agencies including members of business, industry, and labor in planning, implementing, and evaluating funded programs. (State Plan)

Response:

The District has a strong collaborative relationship with local business and industry representatives and the Economic Workforce Development Program associated with Shasta Community College. In addition, three of our current Board of Trustees members are members of the local business and industry network. These Board members bring a great deal of perspective to all aspects of the District's program planning and goal setting in addition to their expertise in the areas of technology, categorical, facilities and philanthropy.

The District also works with the Chamber of Commerce and the City of Redding to bring about common goals for local education. The District plans to continue to build upon existing relationships with the Five Counties Central Labor Council, Employment Development Department, Private Industry Council, Shasta College and ROP to evaluate effectiveness of existing pathways, develop new programs and improve current programs. In the past several years these organizations have provided insight into the business perspective, classroom presentations, career information and employer expectations for our CTE staff.

4. Describe the actions being taken and/or planned by the agency to ensure participation in California Longitudinal Pupil Achievement Data System (CALPADS) and California Partnership for Achieving Student Success (Cal-PASS) data systems process. (State Plan)

Note: It is expected that CALPADS will be fully implemented beginning July 2009.

Response:

The District is very involved in the implementation of CALPADS and Cal-PASS and has recently submitted an MOU to be a participant in the Cal-PASS system. Other actions that the District is involved with include having a member of our Information Technology Department serve on the CALPADS Advisory Council (CAC). For the past several years the District has aggressively increased efforts to align our student records system with the California Student Identification System (CSIS) and we are one of the few districts in the State that are fully implemented with this student identification system.

As the CSIS system evolves into CALPADS a member of our administrative team will be providing input on the CAC. Our District has also volunteered to be a pilot district with the state as they implement this system. With Cal-PASS, as mentioned previously, the District will fully participate in this data system along with the Shasta College Economic Workforce Development Program, ROP and the Tech Prep Consortium. We will rely on Cal-PASS data to identify barriers and empower educators to make changes and build upon best practices.

Section 6: Use of Funds

Section 135(a) of Perkins IV states, “Each eligible recipient (LEA) of the Section 131 and 132 funds shall use these funds to improve CTE programs.” Federal grant funds must supplement, or augment, and not supplant state or local funds. Federal funds may not result in a decrease of state or local funding that would have been available to conduct the activity had federal funds not been received. LEAs must be able to demonstrate that federal funds are added to the amount of state and local funds that would be made available for uses specified in this local plan.

While the regulations do not provide a definition of “program improvement,” it is clear that the funds may not be used to simply maintain an ongoing program. The CDE has interpreted this requirement to mean that the funds may only be used to support activities intended to enhance the effectiveness of existing programs, modify or update existing programs, and to develop and implement new programs.

- 1. Describe how the Perkins IV funds supplement general funds and funds from other resources, such as School Improvement, Title I, Senate Bill 70, Proposition 1D, tenth grade counseling, other guidance and counseling and others to improve the academic and technical skills of students participating in CTE programs. (State Plan)**

Response:

The District will utilize Carl D. Perkins funds to supplement District and other categorical funding in CTE programs that are identified for additional assistance. These programs may include ones that have been previously identified or ones yet to be identified. Further, it is the District’s ongoing intent to provide funds to continually improve existing pathways, develop new pathways, and improve career counseling/guidance delivery during the ensuing five years. Funding will also be committed to the development of work-based learning opportunities for teachers and students to better connect classroom learning with workplace experiences.

When appropriate, Carl D. Perkins funding may be used supplement District funds to further expand and improve the quality of these efforts, implement new pathways and/or improve the effectiveness of instruction in CTE programs. Some examples of how the District has used and will continue to use Perkins funding to supplement general funds and other funds include:

1. Maintaining a full-time Work Experience District Coordinator (funded out of general funds) who serves as a liaison to maintain contact with community service learning sites, workplace learning sites and to assist in the coordination of job shadowing, volunteering, mentorships, internship, apprenticeships and other workplace learning opportunities for students.
2. Providing release time for teachers to meet and collaborate, develop curriculum and share best practices is a vital component to the ongoing improvement of our CTE programs. Tech Prep funds, 21st Century Career Connections funds, Title II funds and District general funds are used to support Perkins funds to train teachers in

developing curriculum that fosters critical thinking, problem solving, decision making and leadership skills that will prepare students for successful work performance.

3. The Shasta Union High School District has made a strong commitment to the access and use of technology by teachers and students to improve student learning. Students and staff will become better problem solvers, critical thinkers and communicators as they learn to use technology across the curriculum to enhance learning and develop skills to work independently and in teams. The District funds an Information Technology Department with a budget of over one million dollars from general funds, federal Title IID funds and revenues generated from outside technology services contracts (e-rate, technical support, etc). Several years ago the District implemented a technology equipment replacement cycle and timeline which calls for all computer labs to be replaced every 4-5 years using general fund dollars. There are approximately four 30-station computer labs at each school site used predominately by CTE departments and as drop-in labs for core academic courses. Perkin's funding is used to supplement and improve software applications in these labs which enhance job skills for students.

Program of Study Worksheet

This Program of Study should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

Industry Sector: Information Technology

Signature of Secondary Administrator: Randy Brix

Career Pathway: Information Technology

Signature of Postsecondary Administrator: Brad Banghart

Program of Study: Computer Information Systems

Date: _____

This Program of Study is a formalized Tech Prep articulated pathway Yes No

LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies	Career Technical Education Courses	Other Required Courses or Recommended Electives	SAMPLE Occupations Relating to this Pathway	
SECONDARY	9	English 1 English 1 CP English 1 Honors	Algebra 1a Algebra 1 Geometry CP	Phys. Earth Science Biology Biology CP	Personal Growth Intro. to Social Sci.	Computer Apps. I Intro. To Internet		Occupations Requiring Less Than a Baccalaureate Degree ► Computer Technician ► Computer Support Personnel ► Web Designer ► Occupations Requiring a Baccalaureate Degree ► Computer Programmer ► Network Communications Dir. ► Systems Analyst ► ► Industry recognized certifications, licenses, or Credentials related to this pathway ► Microsoft A+ ► CISCO CCNA ► Microsoft Network Plus ► ►	
	10	English II English II CP English II Honors	Algebra 1b Geometry CP Algebra II	Biology Biology CP Chemistry	World History World History CP European History AP	Computer Apps. II Publishing on Web			
	11	English III English III CP English III AP	Applied Geometry Algebra II Trig/Pre Calc	Chemistry Chemistry Honors Physics	U.S. History U.S. History CP U.S. History AP	Macro-Media Design ROP Web Publishing Computer Science A	Summer Internship Outside Work Exp. Art 1		
	12	English IV English IV CP English IV AP	Statistics Trig/Pre Calc AP Calculus	Physics AP Physics	Amer. Govt. CP/AP Economics CP/AP	E Commerce ROP Design Computer Science B	Summer Employment Outside Work Exp. Art II		
Articulated Dual Credit courses may be taken/moved to the secondary level for articulation/dual credit purposes.									
POSTSECONDARY	Year 13	English 1A Speech 10	Math 2			CIS 1 CIS 2, 70, 72 CIS 60, 81	ACCT 101 STU 92 (OWE)		
	Year 14		Math 2 or 3A/3B Math 14		SOC 1 ECON 1A/1B PSYCH 1A	BAUD 15 BAUD 45, 66 CIS 4, 31	CIS 3		
	Year 15	Articulated/Dual Enrollment courses shown in BOLD for Shasta College Associate Degree – Business Information Systems							
	Year 16								

Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with Perkins IV funds for the duration of this plan. Only those sequences included in the local educational agency's (LEA) approved 2008-2012 local plan are eligible for assistance with Perkins funds.

- Identify the Industry Sector title and the Career Pathway title for each sequence.
- List all CTE courses in the sequence and check the appropriate course level, funding source, indicate if Perkins funds will be used in this course, and duration (in hours) for each course.
- Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.
- Complete a separate "Course Sequence" form for each sequence to be assisted with Perkins IV funds.

Industry Sector: Information Technology **Career Pathway:** Computer Technology

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded	Total Duration
	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Computer Applications I	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	180
Computer Applications II	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	180
Multimedia Design & Production	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	180
ROP Web Publishing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes	180
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Identification of the CTE sequence of courses to be assisted with Perkins IV funds during the 2008-2009 program year

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with current year Perkins IV funds.

- Identify the occupational program title (occupation), and indicate the number of sites where this exact sequence is conducted.
- List all CTE courses in the sequence and check the appropriate course level, funding source, and duration (in hours) for each course.
- Sequences culminating in an ROCP course should list the ROCP course name and indicate that course as the capstone class.

NOTE: Section IV must be submitted for each approved CTE sequence to be assisted with Perkins IV funds. Only those sequences included in the LEA's approved 2008-2012 local plan are eligible for assistance with Perkins funds.

Industry Sector: Agriculture **Occupational Program Title:** Agriculture Science

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses	Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
	Intro.	Concentration	Capstone	District/COE	ROCP		
Intro to Ag Science	X			X		Yes	180
AG Biology		X		X		Yes	180
Animal/Plant Science			X	X		Yes	180
ROP Veterinary			X		X	Yes	180

Indicate the amount expected to be directly expended in this sequence **\$6,000** . Funds will be used for book and supplies.

Provide a detailed explanation of how the expenditure of Perkins funds will improve this program sequence and increase student levels of performance. Do not prorate any funds used for salaries. Include only items or services that have a direct impact on this program sequence.

Perkins' funds will be used to make technology improvements and purchase shop equipment that is in line with the current industry standards, providing students the opportunity to participate in projects at an advanced level.

**Identification of the CTE sequence of courses to be assisted with
Perkins IV funds during the 2008-2009 program year**

Industry Sector: Finance and Business **Occupational Program Title:** Business Financial Management

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded	Total Duration
	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Computer Applications I	X			X		Yes	180
Introduction to Business		X		X		Yes	180
Small Business Administration		X		X		Yes	180
Marketing			X	X		Yes	180

Indicate the amount expected to be directly expended in this sequence \$10,500. Funds will be used for books and supplies.

Provide a detailed explanation of how the expenditure of Perkins funds will improve this program sequence and increase student levels of performance. Do not prorate any funds used for salaries. Include only items or services that have a direct impact on this program sequence.

Perkins' funds will be used to purchase up to date hardware, software and ergonomic workstations, providing students with a realistic business world setting. The utilization of modern software and hardware will ensure that student transitions into the workforce from their CTE program will be successful and smooth, giving them a greater sense of achievement and accomplishment.

**Identification of the CTE sequence of courses to be assisted with
Perkins IV funds during the 2008-2009 program year**

NOTE: Section IV must be submitted for each approved CTE sequence to be assisted with Perkins IV funds. Only those sequences included in the LEA's approved 2008-2012 local plan are eligible for assistance with Perkins funds.

Industry Sector: Education / Child Development **Occupational Program Title:** Child Development

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded	Total Duration
	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Introduction to Family & Consumer Science (FACS)	X			X		Yes	180
Child Development		X		X		Yes	180
Senior FACS			X	X		Yes	180
ROP Careers with Children			X		X	Yes	180

Indicate the amount expected to be directly expended in this sequence \$10,000. Funds will be used for books and supplies.

Provide a detailed explanation of how the expenditure of Perkins funds will improve this program sequence and increase student levels of performance. Do not prorate any funds used for salaries. Include only items or services that have a direct impact on this program sequence.

Perkins' funds will be used to purchase materials and equipment to reflect industry standards. Funds will also be used to purchase up to date hardware and software. Student exposure to the most up to date materials, equipment, hardware and software will provide them with the necessary tools to maximize success during and after completion of their CTE program.

**Identification of the CTE sequence of courses to be assisted with
Perkins IV funds during the 2008-2009 program year**

Industry Sector: Hospitality and Tourism **Occupational Program Title:** Food Service and Hospitality

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded	Total Duration
	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Introduction to Family & Consumer Science (FACS)	X			X		Yes	180
Food and Nutrition		X		X		Yes	180
Culinary Arts I		X		X		Yes	180
Culinary Arts II			X	X		Yes	180

Indicate the amount expected to be directly expended in this sequence \$5,000. Funds will be used for books and supplies.

Provide a detailed explanation of how the expenditure of Perkins funds will improve this program sequence and increase student levels of performance. Do not prorate any funds used for salaries. Include only items or services that have a direct impact on this program sequence.

Perkins' funds will be used to purchase materials, equipment and supplies that are aligned with the Pro-Start curriculum in the restaurant association industry standards in the hospitality sector.

**Identification of the CTE sequence of courses to be assisted with
Perkins IV funds during the 2008-2009 program year**

Industry Sector: Building Trades and Construction **Occupational Program Title:** Residential and Commercial Construction

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded	Total Duration
	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Introduction to Construction	X			X		Yes	180
Intermediate Construction		X		X		Yes	180
Advanced Construction			X	X		Yes	180
ROP Building Trades & Construction			X		X	Yes	180

Indicate the amount expected to be directly expended in this sequence \$15,000. Funds will be used for books and supplies.

Provide a detailed explanation of how the expenditure of Perkins funds will improve this program sequence and increase student levels of performance. Do not prorate any funds used for salaries. Include only items or services that have a direct impact on this program sequence.

Perkins' funds will be used to purchase new equipment, supplies and software. The high demand for trained individuals in this industry requires current and working equipment that ensures students are exposed to a myriad of "hands on" skills that will prepare them for post CTE programs.

**Identification of the CTE sequence of courses to be assisted with
Perkins IV funds during the 2008-2009 program year**

Industry Sector: Engineering and Design **Occupational Program Title:** Architecture and Structural Engineering

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded	Total Duration
	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Computer Aided Drafting I	X			X		Yes	180
Computer Aided Drafting II		X		X		Yes	180
Computer Aided Drafting III		X		X		Yes	180
ROP Computer Aided Drafting			X		X	Yes	180

Indicate the amount expected to be directly expended in this sequence \$9,000. Funds will be used for books and supplies.

Provide a detailed explanation of how the expenditure of Perkins funds will improve this program sequence and increase student levels of performance. Do not prorate any funds used for salaries. Include only items or services that have a direct impact on this program sequence.

Perkins' funds will be used to purchase equipment, supplies and software that are reflective of current industry standards.

**Identification of the CTE sequence of courses to be assisted with
Perkins IV funds during the 2008-2009 program year**

Industry Sector: Information Technology **Occupational Program Title:** Information Technology and Support Services

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded	Total Duration
	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Computer Applications I	X			X		Yes	180
Computer Applications II		X		X		Yes	180
Publishing on the Web			X	X		Yes	180
Multimedia Design & Production			X	X		Yes	180

Indicate the amount expected to be directly expended in this sequence \$10,500. Funds will be used for books and supplies.

Provide a detailed explanation of how the expenditure of Perkins funds will improve this program sequence and increase student levels of performance. Do not prorate any funds used for salaries. Include only items or services that have a direct impact on this program sequence.

Perkins funds will be used to provide up-to-date industry standards software, hardware and other related peripheral equipment.

Identification of the CTE sequence of courses to be assisted with Perkins IV funds during the 2008-2009 program year

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with current year Perkins IV funds.

- Identify the occupational program title (occupation), and indicate the number of sites where this exact sequence is conducted.
- List all CTE courses in the sequence and check the appropriate course level, funding source, and duration (in hours) for each course.
- Sequences culminating in an ROCP course should list the ROCP course name and indicate that course as the capstone class.

NOTE: Section IV must be submitted for each approved CTE sequence to be assisted with Perkins IV funds. Only those sequences included in the LEA's approved 2008-2012 local plan are eligible for assistance with Perkins funds.

Industry Sector: Agriculture and Natural Resources **Occupational Program Title:** Agriculture

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded	Total Duration
	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
AG Mechanics I	X			X		Yes	180
AG Mechanics II		X		X		Yes	180
AG Mechanics III			X	X		Yes	180
AG Mechanics IV			X	X		Yes	180

Indicate the amount expected to be directly expended in this sequence \$6,000.

Provide a detailed explanation of how the expenditure of Perkins funds will improve this program sequence and increase student levels of performance. Do not prorate any funds used for salaries. Include only items or services that have a direct impact on this program sequence.

Perkins funds will be used to purchase new equipment, supplies, and new technology, specific to agriculture industry. Students will gain “hands-on skills that will allow them to successfully transition to high demand jobs and post secondary programs.