



Career Technical Education (CTE) Plan 2024-2026

Based on information from CLNA, High Quality CTE Evaluation, Regional Strong Workforce Program, and Labor Market Information

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Introduction

The Jurupa Unified School District operates 25 Career Technical Education (CTE) pathways across four high school campuses. All of our pathways, except one, align with priority or auxiliary sectors that have been identified as industries that offer high employment rates, skilled, and living wage occupations in the Inland Empire. The Performing Arts pathway aligns to a priority sector for the neighboring LA/Orange County metropolitan area and supports the district's early focus on music education and careers with the Pacific Avenue Academy of Music and the Performing Arts Center now open at Rubidoux High School.

Industry Sector	Pathway/Subpathway	School	Priority Sector	Auxiliary Sector
Agriculture and Natural Resources	Agriscience	Jurupa Valley High School		x
Agriculture and Natural Resources	Animal Science	Rubidoux High School		x
Agriculture and Natural Resources	Ornamental Horticulture	Rubidoux High School		x
Arts, Media and Entertainment	Graphic Design	Jurupa Valley High School	x	
Arts, Media and Entertainment	Graphic Design	Patriot High School	x	
Arts, Media and Entertainment	Visual and Commercial Art- Photography	Rubidoux High School	x	
Arts, Media and Entertainment	Film and Video Production	Rubidoux High School	x	
Arts, Media and Entertainment	Performing Arts- Music	Rubidoux High School		
Building and Construction Trades	Residential & Commercial Construction	Jurupa Valley High School	x	
Building and Construction Trades	Residential & Commercial Construction	Patriot High School	x	
Engineering and Architecture	Engineering Design	Jurupa Valley High School	x	
Health Science and Medical Technology	Patient Care- Emergency Medicine	Patriot High School	x	
Health Science and Medical Technology	Patient Care- Sports Medicine	Patriot High School	x	
Health Science and Medical Technology	Patient Care- Emergency Medicine	Patriot High School	x	
Hospitality, Tourism and Recreation	Food Service and Hospitality	Rubidoux High School		x
Information and Communication Technology	Information Support Services	Jurupa Valley High School	x	
Information and Communication Technology	Information Support Services	Nueva Vista High School	x	
Information and Communication Technology	Web & Social Media Programming & Design (ICT Media Production)	Patriot High School	x	

Manufacturing and Product Development	Product Innovation and Design	Jurupa Valley High School	x	
Marketing, Sales and Service	Professional Sales	Patriot High School		x
Public Service	Public Safety (Law Enforcement and CSI)	Patriot High School		x
Transportation	System Diagnostics, Service and Repair	Jurupa Valley High School	x	
Transportation	Operations	Nueva Vista High School	x	
Transportation	Structural Repair and Refinishing	Rubidoux High School	x	

3,542 students were enrolled in CTE coursework in 2022-2023 - representing 61.2 % of all high school students. Of these 3,542 students, 22.6 % were English Language Learners (compared to 21.9 % in overall high school enrollment), 13.9 % students with disabilities (compared to 12.9 % of overall high school enrollment), 0.2 % Foster Youth (compared to 0.3 % of overall high school enrollment), 1.0 % students identified as homeless (compared to 1.0 % of overall high school enrollment) and 0.3 % Armed Forces family members (compared to 0.2% of overall high school enrollment).

CTE Federal Requirements **Comprehensive Local Needs Assessment- Federal Review**

In the summer and fall of 2023, the district gathered data required for Federal reporting purposes as part of the Comprehensive Local Needs Assessment. Districts that receive Perkins V funding are required to complete this assessment every other year. This needs assessment looks at the following indicators and data sets:

- How do students who complete CTE programs compare to their non-CTE peers in academic outcomes?
- How do students who complete CTE programs do in obtaining key CTE credentials and experiences?
- Does CTE program size, scope and quality meet the needs of all students?
- How many of our CTE programs include the opportunity for college credit (A Full Program of Study)?
- What efforts does the district take to provide training and encourage retention of CTE teachers?
- What progress has been made towards equal access to CTE programs for all students?
- How well do our CTE programs align with labor market information to meet the needs of the region?

How this section is laid out:

The Comprehensive Local Needs Assessment contains five major categories:

- Academic Outcomes for Students Who Complete a CTE Pathway
- Access and Outcomes for All Students Enrolled in a CTE Course
- Program Quality for Pathways
- Career Exploration for CTE Students
- CTE Teacher Recruitment and Retention

For each of these major Federal requirements, you will see:

- Most recent data for that requirement. There are often multiple data sets for each requirement.
- All data has been reviewed by CTE teachers, site leaders, CTE Advisory Committee members, and CTE district leadership. As part of this analysis you will see:
 - Identified strengths
 - Identified challenges
 - Possible actions to include in CTE plan

Four-Year Graduation Rate

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parents	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
Prior Avg	89.7%	89.1%	80.1%	99.1%	100%	98.6%	99.1%	na	na	98.5%	100%	na	na	yes
2022-2023	91.0%	89.8%	80.8%	99.8%	98.3%	98.1%	98.1%	na	na	100%	100%	na	100%	yes

English Language Arts

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parents	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
Prior Avg	61.3%	44.0%	39.6%	52.95%	17.25%	41.5%	47.5%	na	na	24.9%	35.95%	na	na	yes
2022-2023	63.4%	29.2%	26.2%	38.5%	13.5%	37.0%	45.4%	na	na	3.3%	50%	na	0%	yes

Note: district proficiency rates for subgroups: SWD 13.6%, SED 35.1%, EL 4.6%, na for other groups

Math

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parents	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
Prior Avg	61.3%	17.95%	16.15%	19.2%	0	16.0%	22.5%	na	na	8.4%	18.75%	na	na	yes
2022-2023	36.5%	16.8%	15.1%	9.6%	1.6%	9.3%	11.6%	na	na	0%	0%	na	0%	no

Note: district proficiency rates for subgroups: SWD 0, SED 8.39%, EL 0.65%, na for other subgroups

Science

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parents	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
Prior Avg	61.3%	28%	25.2%	9.4%	0%	8.4%	10.33%	na	na	1.9%	8.35%	na (must have 11 student)	0%	no
2022-2023	31.2%	14.0%	12.6%	11.6%	1.6%	10.1%	4.5%	na	na	0%	0%	na	0%	no

Note: district proficiency rates for subgroups: SWD 6.32%, SED 13.48%, EI 0.73%, na for other subgroups

Strengths	Challenges
<ul style="list-style-type: none"> All subgroups exceed the state goal for graduation Strong graduation rate for CTE completers Most subgroups (excluding non trads) and overall have a higher graduation rate than district as a whole Overall, CTE completers have higher ELA proficiency than peers, along with SED, non trads, homeless Compared to peers, these subgroups showed higher proficiency than peers: SWD, SED, non trads 	<ul style="list-style-type: none"> CTE completers not meeting state goals for Math or English proficiency CTE completers and district as a whole far behind the state goals for science proficiency Wide range of student needs in CTE classes (SPED, ELL, gifted students) and need for differentiation Limited access to BLTs in CTE classes For ELA proficiency- underperformed subgroup peers in SWD and EL Overall, math proficiency is low– district and for completers
Possible Actions	
<ul style="list-style-type: none"> Professional Development for CTE teachers to provide differentiated support for subgroups- ideally with examples/focus on CTE/industry curriculum Continue to increase enrollment in CTE overall and for subgroups Use funding to support updates to equipment, facilities and to support hands-on, project based learning Explore ways for CTE teachers to have greater access to support staff for subgroup students Facilitate cross curricular collaboration bringing CTE teachers together with other teachers on campus Share Carnegie instructional strategies with CTE teachers that also support math (construction, auto, engineering, manufacturing) Include CTE teachers, especially those teaching science, to district trainings - QTEL, UDL 	

[CTE Outcomes/ Access and Outcomes for Subgroups](#)

CTE Enrollment/ Completion

Year	All Students Eligible for CTE	All CTE Participants	All CTE Completers	Male (Enrolled / Completed)	Female (Enrolled / Completed)	w/ Disabilities (Enrolled / Completed)	Economically Disadvantaged (Enrolled / Completed)	Non-Trads (Enrolled / Completed)	Single Parents (Enrolled / Completed)	Out-Of-Workforce (Enrolled / Completed)	English learners (Enrolled / Completed)	Homeless (Enrolled / Completed)	Foster (Enrolled / Completed)	Parent on Active Duty (Enrolled / Completed)
Prior Avg	5757	2254 (39.1%)	340 (15.1%)	1311 (58.1%) / 167 (12.7%)	938 (41.9%) / 133 (14.1%)	313 (38.6%) / 46 (14.6%)	1445 (na) / 268 (15.2%)	1491 (na) / 210 (14.0%)	na	na	445 (39.3%) / 54 (12.1%)	29 (37.6%) / 5 (17.2%)	15 (32.6%) / 0.2 (1.3%)	4 (36.3%) / 0.6 (15.0%)
2022-2023	5783	3542 (61.2%)	846 (23.8%)	1999 (67.9%) / 511 (60.4%)	1538 (54.1%) / 335 (39.6%)	494 (61.2%) / 97 (19.6%)	2955 (62.4%) / 685 (23.1%)	1332 (na) / 241 (18.1%)	na	na	802 (62.5%) / 117 (14.5%)	38 (58.4%) / 2 (5.2%)	10 (41.6%) / 0 (0%)	11 (78.5%) / 3 (27.2%)

Certification-Licenses

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parents	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
Prior Avg	na	19.8%	17.9%	19.1%	5.2%	20.2%	14.1%	na	na	15.5%	10%	na	na	Yes
2022-2023	na	na	na	na	na	na	na	na	na	na	na	na	na	na

College Credit (articulation or dual enrollment)

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parent	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
Prior Avg	NA	38.9%	35.0%	38.2%	31.2%	40.1%	23.6%	na	na	38.2%	41.7%	na	na	yes
2022-2023	26.2%	32.8%	29.5%	20.6%	17.5%	20.0%	26.5%	na	na	33.3%	16.7%	na	0%	no

Off-Site Work Based Learning

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parent	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
Prior Avg	NA	10.4%	9.4%	9.7%	.9%	10.7%	12.1%	na	na	13.5%	5%	na	na	yes
2022-2023		9.7%	8.7%	7.2%	3.1%	7.1%	1.6%	na	na	2.4%	66.6%	na	33.3%	no

Certification - Industry Recognized

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parents	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
Prior Avg	NA	32.8%	29.6%	32.1%	12.1%	30.9%	21%	na	na	24%	8.41%	0	na	yes
2022-2023	NA	32.1%	28.8%	65.0%	63.9%	65.2%	57.9%	na	na	64.2%	66.6%	na	33.3%	yes

Non-Traditional Student Concentration (gender-based)

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parents	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
Prior Avg	20.8%	10.2%	9.21%	17.7%	13.2%	17.4%	100%	na	na	19.8%	1.9%	na	na	yes
2022-2023	21.0%	17.7%	15.9%	28.4%	17.5%	28.8%	100%	na	na	18.6%	33.3%	na	0	yes

Post-Program Placement

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parents	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
Prior Avg	64.0%	56.3%	50.7%	46.0%	45.6%	45.2%	43.5%	na	na	37.3%	77.6%	na	na	yes
2022-2023	69.4%	46.0%	41.4%	88.7%	95.6%	90.5%	88.1%	na	na	88.8%	100%	100%	100%	yes

Strengths	Challenges
<ul style="list-style-type: none"> Steady increase in CTE participation Steady increase in CTE completion Male enrollment has increased EL enrollment increased Routine monitoring of CTE enrollment and completion rates by site administration and counselors Articulated courses - provide college credit Strong participation by Students With Disabilities Growth in rate of industry-recognized certification obtained Overall and for all subgroups except homeless, foster and AFFM, we have increased the rate of enrollment in CTE and the numbers of completers 	<ul style="list-style-type: none"> Continue to raise outcomes in all categories- participation, completers, certifications, work-based learning Challenged by limited industry base in district and lack of student transportation to off-site learning placements Informing all stakeholders of the benefits of pathway completion

Possible Actions

- Identify additional certification opportunities- to include all pathways
- Identify additional local, off site work-based learning opportunities and strengthen involvement of local industry
- Work with community college partners to identify dual enrollment opportunities that lead to certification and apprenticeships
- Seek partnerships for Work-Based Learning opportunities for our students
- Continue to submit additional courses for articulation credit eligibility. Where possible, bring district and college faculty together for collaboration and stronger alignment
- Continue to emphasize CTE participation and pathways completion during academic advising (especially for students in subgroups) and leverage information from 6-year plans to capture students' career interests
- Expand early promotion of CTE programs to community and to students before high school
- Continue to emphasize the value of scheduling prioritization for pathway and certificate completion, as well as hands on learning opportunities to support off site internships, job shadowing and WBL.
- Provide regular meeting time between CTE faculty/staff and key stakeholders (counselors, case carriers, etc) to build understanding of the uniqueness of each pathway and how CTE benefits all students
- Continue to support the need for updated equipment and consumable materials to keep pathways hands-on and aligned with industry
- Continue to pay certification costs for students
- Identify students on track for articulated credit at the end of the first semester and monitor/encourage their progress to earn the needed B or higher grade second semester.
- Explore/expand opportunities for off site work-based learning, especially during the summer

[Program Quality-Pathway Selection and Design](#)

Alignment to Labor Market Demands - 2021-2022 Pathways

School	Pathway	IEDRC Priority Industry	IEDRC Auxiliary Industry	IEDRC Regional High Growth &/or High Wage	Notes
JVHS	Agriscience		Yes		
JVHS	Design Visual & Media Arts	Yes		Yes	
JVHS	Residential & Commercial Construction	Yes		Yes	
JVHS	Engineering Design	Yes		Yes	

JVHS	Product Innovation & Design	Yes			Yes	
JVHS	Systems Diagnostics Service & Repair	Yes			Yes	
NVHS	Operations	Yes			Yes	
NVHS	Information Support Services	Yes			Yes	
PHS	Design Visual & Media Arts	Yes			Yes	
PHS	Residential & Commercial Construction	Yes			Yes	
PHS	Emergency Medicine	Yes			Yes	
PHS	Sports Medicine	Yes			Yes	
PHS	Web & Social Media Programming & Design	Yes			Yes	
PHS	Professional Sales			Yes	Yes	
PHS	Public Safety			Yes	Yes	
RHS	Animal Science			Yes		
RHS	Ornamental Horticulture			Yes		
RHS	Design Visual & Media Arts	Yes			Yes	
RHS	Production & Managerial Arts	Yes				

PHS	Performing Arts								Aligns to industry need in LA/Orange County Metro Area
RHS	Patient Care	Yes				Yes			
RHS	Hospitality & Food Service				Yes				
RHS	Structural Repair & Refinishing	Yes						Yes	

Progress Towards Full Programs of Study (to include college credit)

School	Pathway	Enrollment 2022- 2023	Aligned to IEDRC Plan	Industry Certification Earned	PSE Credits Earned	Aligned to IEDRC Training Program
JVHS	Agriscience	106	Yes	Yes	No	Yes
JVHS	Design Visual & Media Arts	105	Yes	Yes	Yes	Yes
JVHS	Residential & Commercial Construction	140	Yes	Yes	No	Yes
JVHS	Engineering Design	143	Yes	Yes	No	Yes
JVHS	Software & Systems Development	83	Yes	Yes	Yes	Yes
JVHS	Product Innovation & Design	33	Yes	Yes	No	Yes

JVHS	Systems Diagnostics Service & Repair	148	Yes	Yes	Yes	Yes	Yes	Yes
NVHS	Operations	140	Yes	Yes	No	No	Yes	Yes
NVHS	Information & Communication Technology	62	Yes	Yes	Yes	No	Yes	Yes
PHS	Design Visual & Media Arts	156	Yes	Yes	Yes	Yes	Yes	Yes
PHS	Residential & Commercial Construction	181	Yes	Yes	Yes	Yes	Yes	Yes
PHS	Patient Care	245	Yes	Yes	Yes	Yes	Yes	Yes
PHS	Web & Social Media Programming & Design	157	Yes	Yes	Yes	Yes	Yes	Yes
PHS	Professional Sales	116	Yes	Yes	No	No	Yes	Yes
PHS	Public Safety	162	Yes	Yes	Yes	Yes	Yes	Yes
RHS	Agriculture	187	Yes	Yes	Yes	Yes	Yes	Yes
RHS	Arts, Media & Entertainment	327	Yes	Yes	Yes	Yes	Yes	Yes
RHS	Health Science	358	Yes	Yes	Yes	Yes	Yes	Yes

RHS	Hospitality & Food Service	168	Yes	Yes	Yes	Yes
RHS	Structural Repair & Refinishing	160	Yes	Yes	Yes	Yes

Strengths	Challenges
<ul style="list-style-type: none"> • Pathways align with labor market demands of the Inland Empire (* Single outlying pathway aligns with metro LA/Orange county labor market demand as well as district and community priority) • All but one pathway aligned to IEDRC plan • Increase in early college credit opportunities through CTE • All CTE students have opportunity to earn industry recognized certification • All pathways align to at least one IEDRC training program 	<ul style="list-style-type: none"> • Post secondary credit earnings not in place for every pathway • Strengthening pathway completion rates • Some key stakeholders (counselors, case carriers, etc) lack deep knowledge about CTE and specific pathways offered on each campus • Limitations of master scheduling and placement of “singleton” course offerings • Helping students to more fully understand the benefits of articulated credit and industry certification

Possible Actions
<ul style="list-style-type: none"> • Continue to pay for industry certifications current offered and Identify additional certification opportunities such as Adobe, CAD, MIA, ASE, COMPTIA A+ • Continue and expand JUSD participation with IEDRC • Continue to work with RCC and Norco College to identify articulation opportunities and CTE dual enrollment opportunities • Better inform counselors and school community of certifications available and advise students of these benefits • Determine barriers to certification and work with industry partners to try and overcome barriers • Increase CTE knowledge for some key stakeholders (counselors, case carriers, etc) • Increase access to CTE in summer • When considering any new CTE pathway, look at labor market demand to determine need • Look for opportunity to align pathways with community college offerings

Career Exploration and Guidance

Career Exploration in Courses	Up-to-Date Career Information and Employment in high skill, high wage or in demand industry sectors	Organized System of Career Guidance and Academic Counseling for ALL students
<ul style="list-style-type: none"> All CTE courses include career exploration units that also have students explore postgraduate training and education options for careers of interest All students are enrolled in an Advisory period where activities include specific career interest/apptitude inventories and career research 	<ul style="list-style-type: none"> Members of the CTE team (admin) attend IEDRC quarterly meetings as well as industry-sector events that bring educators and industry representatives together to talk about labor trends and practices Industry and PSE institution representatives serve on post regional CTE Advisory Committee and the JUSD CTE Advisory Committee Counselors attend guidance conferences offered by local community colleges on CTE programs Working with RCCD representatives to bring CTE dual enrollment courses in high demand disciplines (current offerings include CIS, ADJ and EAR) 	<ul style="list-style-type: none"> All middle school students are informed of CTE offerings and receive additional academic advisement prior to registering for 9th grade classes Counselors meet with students at least once a year to discuss professional development 6-year plans District has identified mandated guidance curriculum that is specific for each grade level and is delivered through the californiacolleges.edu platform

Strengths	Challenges
<ul style="list-style-type: none"> 6-year plans in place- to include college and career guidance and CTE interest starting in Middle School More professional development/ resources provided for Middle School counselors on career exploration and CTE programs CTE continues to be included in professional development for high school counselors Counselors monitor CTE participation and completion by individual case loads Career exploration part of every CTE class Mandated lessons for all secondary students using Californiacolleges.edu RCC and Norco College CTE programs do presentations and recruitment events for high schools NEW CTE course guide available in English and Spanish College and Career Kickoff Days in Fall and college/career signing days in Spring Offer senior field trips to visit IEDRC CTE programs CTE Social media campaign 	<ul style="list-style-type: none"> Support counselor development to increase their proficiency and comfort in providing CTE guidance Parents often unaware of benefits of CTE- may discourage student participation, especially post-graduation Monitoring effectiveness of career exploration in CTE classes

Possible Actions

- Hold CTE showcase/Open House events to raise stakeholder awareness of our CTE programs
- Revise/expand “grab and go” information regarding CTE pathways to include articulated courses, certifications and other post-graduation options/benefits. Include on websites.
- Develop a parent awareness campaign.
- Expand CTE focus in counselor professional development- to include information about PSE options.
- Expand awareness efforts for students transitioning from middle school to high school so they can make more informed decisions about pathways of interest
- Continue to work with RCC and Norco College CTE programs to support student transition to college CTE programs.
- Continue to use social media to promote CTE across district and community
- Make sure CTE teachers have access to 6-year plans in student information system (Q)

CTE Teacher Recruitment and Retention

Teacher Recruitment/ Retention	Support for New Teachers	Professional Development
<ul style="list-style-type: none"> ● CTE vacancies are posted on EdJoin. ● The district will also post job openings in professional journals for challenging CTE industry areas. ● Applications are initially screened by the HR Department and interview panels include district and site administration. ● Between 2016-2017 and 2021-2022 we have hired 25 CTE teachers. Of these 25, 56% are from underrepresented groups. ● During this same time period, the district has employed 40 CTE teachers with 13 of the 40 no longer employed by the district (67.5% overall retention rate, or an 80% retention rate for teachers not including retirements) 	<ul style="list-style-type: none"> ● The district uses a former CTE instructor (who has done training for the county and the state) as a consultant for professional development and to coach all new CTE teachers. This ensures that all new CTE teachers receive support comparable to what teachers in an induction program receive. ● All new CTE teachers are part of a data/impact team that is led by a veteran CTE teacher on site. This teacher leader also mentors new CTE teachers. 	<ul style="list-style-type: none"> ● All CTE teachers participate in at least 4 days of professional development at the district level. ● Teachers are informed of regional industry and IEDRC events and are encouraged to attend. ● Teachers are informed of other industry-specific professional development and can use CTE funding to attend. ● Almost all CTE teachers have attended Educating for Careers conferences and other CTE specific training.

Strengths	Challenges
<ul style="list-style-type: none"> ● Human Resources works with sites to actively recruit new CTE teachers--including use of resources beyond EdJoin. ● Low turnover of CTE teachers- almost all vacancies come from retirements or creation of new pathways. ● CTE consultant provides mentoring for new CTE teachers - similar to support in an induction program. ● Increased hiring of CTE teachers from underrepresented groups. ● CTE department collaboration ● District specific CTE professional development for all teachers. 	<ul style="list-style-type: none"> ● Need to expand knowledge and opportunity for industry specific professional development. ● Limited opportunities for teacher externships ● Limited access/opportunity to collaborate with college CTE faculty

Possible Actions
<ul style="list-style-type: none"> ● Continue working with Human Resources to promote and recruit CTE teachers - starting as early as possible for the upcoming year. ● Explore alternative methods to support professional development during sub crisis. ● Work with industry and IEDRC partners to identify industry specific professional development- also seek recorded options that teachers can access on demand. ● Work with CTE teachers and industry partners to create a bank of potential externship opportunities. ● Explore single day and short term externships for teachers and time for lesson integration ● Work with CTE leads in IEDRC to bring K12 and community college faculty together

CTE: Elements of a High Quality CTE Program - State Review

How this section is laid out:

The Elements of a High Quality CTE Program is based on 10 major categories and is scored on a rubric to identify if the district is at exemplary practice or, if not, the distance from exemplary practice. This rubric is revised annually. Strengths and challenges identified below are based on the 2023 rubric. For each category (and subcategories) you will see:

- Strengths identified by CTE teachers, site leaders and CTE district leadership
- Challenges identified by CTE teachers, site leaders and CTE district leadership
- Possible actions identified by CTE teachers, site leaders and CTE district leadership

Minimum Eligibility Standard 1A: Offers high quality CTE curriculum and instruction aligned to CTE Model Curriculum Standards.

Exemplary Practice:

- CTE curriculum and instruction is fully aligned to the CTE Model Curriculum Standards for all pathways offered.
- Integration of CTE and academic standards is clearly demonstrated in all pathways
- Books, supplies, materials, and equipment fully align to curriculum and industry standards

Strengths	Challenges
<ul style="list-style-type: none"> • All CTE courses are aligned to CTE Model Curriculum Standards and all texts are up to date • All CTE courses support pathway alignment with IEDRC programs • CTE teachers regularly adjust specific lessons to reflect current industry practices • Teachers receive professional development on CTE Model Curriculum Standards • More frequent interaction with industry for most pathways • CTE funds support new and updated equipment to align with industry standards 	<ul style="list-style-type: none"> • CTE teachers less familiar with CCSS and NGSS • Supply chain issues continue to create challenges in securing materials needed to meet industry standards and to support new pathways
Possible Actions	
<ul style="list-style-type: none"> • Professional development to familiarize CTE teachers with CCSS and NGSS and how to support these standards in CTE classes. • Provide time for teachers to revisit the CTE Model Curriculum Standards to increase their proficiency and comfort in use • Provide targeted support for new CTE teachers on standards and course curriculum • Work with site administrators and CTE teachers to plan and submit orders as early in spending cycle as possible to support annual/long term needs. • Review and update course plans at least once in a CTE plan cycle 	

Minimum Eligibility Standard 1B: Offers CTE pathways that provide a coherent sequence of courses, are reported in the California Longitudinal Pupil Achievement Data Systems (CALPADS) as CTE.

Exemplary Practice:

- Offers CTE programs where all pathways are 300 hours and show a clear sequential progression of courses.
- All courses are reported in CALPADS as CTE
- Provides a catalog of programs and courses required at each grade for each CTE pathway

Strengths	Challenges
<ul style="list-style-type: none"> • District meets all criteria for exemplary practice 	<ul style="list-style-type: none"> •

Possible Actions
<ul style="list-style-type: none"> • Continue to work with district CALPADS team to ensure courses are correctly identified and reported to the State

Minimum Eligibility Standard 2: Provides career exploration and guidance opportunities for all pathway learners

Exemplary Practice:

- All CTE pathway students participate in a formalized career exploration program.
- All CTE students have an individualized four-year plan on file
- CTE students receive career guidance through programs of student, CTE-specific counseling services, and formalized industry mentoring.

Strengths	Challenges
<ul style="list-style-type: none"> • Counselors provide counseling and guidance to students on CTE pathways with a focus on students completing pathway programs • 6 year plans created in middle school and revisited annually by student and counselor • CTE pathways support hands-on learning opportunities that expose students to industry practices and with this experience students are 	<ul style="list-style-type: none"> • Expanding work-based learning opportunities • Not all students/parents know the benefits of completing a CTE pathway, articulated credit and certifications • Master scheduling issues that can make it challenging for all students to complete a pathway • Pause to certain CTE pathways due to reduction in enrollment and

<ul style="list-style-type: none"> • able to make more informed career decisions • All CTE classes include career and post-graduation planning/exploration • USE CTE TSAs to support career and post-graduation planning for current and former CTE students • Californiacolleges.edu mandated lessons per grade level in middle school and high school • CTE Completion is recognized at graduation • More field trips to industry and post-secondary institutions to help inform student planning 	<p>faculty allocations</p>
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Possible Actions	
<ul style="list-style-type: none"> • Work with CTE teachers and TSAs, and industry partners to create a bank of potential work-based learning experiences for students by sector. • Work with site administration during master schedule development to support access/opportunity to complete pathways and for course offerings to match student interest/demand • Support counselors in use of CTE Course Guide to guide CTE and career planning discussions when working with students on their 6-year plans • Have CTE teachers and CTE TSAs work with career center staff and/guidance teams to provide more targeted counseling advisement for CTE students • Increase #/frequency of industry presentations in CTE classes; support student experiences that take place in industry settings. 	

Minimum Eligibility Standard 3.A Provides support services for students, including counseling.

Exemplary Practice: All CTE pathway students receive CTE-specific counseling services

- Student support is documented and assessed annually by CTE pathway faculty, associated academic faculty, counselors, and administration.
- A CTE plan of specified support for all services is developed for each special population (i.e. Special Education, At risk, Etc.) and CTE pathway(s).
- Data on program effectiveness for special populations is collected, and continuous improvement principles are applied to all CTE pathways

Strengths	Challenges
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<ul style="list-style-type: none"> • In 7th grade, all students start the development of a 6 year plan and discuss CTE pathway interest and opportunities. • 6 year plans are revisited annually • All secondary students complete mandated career/college exploration curriculum. • District hired two TSAs specifically to support expanded CTE career exploration and work based learning opportunities. • The district and sites monitor student progress to identify needs and develop academic supports; these supports often differentiated for special populations. • Data on program effectiveness is collected and analyzed annually by district and site administration, counselors and CTE teachers. Data is broken out by special populations. This data analysis is used to identify actions in the CTE plan. • Counselors regularly use CTE programming to support college and career readiness for special population students as measured on the CCI.(state accountability formula) • CTE teachers received professional development on how to make their curriculum more accessible by EL students. 	<ul style="list-style-type: none"> • Lack of understanding, training of how to best support special population students in CTE-specific instruction • Lack of case carrier knowledge about CTE and regular integration of CTE coursework in IEP discussions/planning • Some counselor perceptions that CTE courses are less “academic” than other course offerings- seeing benefits of CTE for all students
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<p style="text-align: center;">Possible Actions</p> <ul style="list-style-type: none"> • Continue to define what CTE guidance looks like and provide professional development for counselors and administrators as needed • Support counselor CTE knowledge development to increase proficiency and comfort in providing CTE guidance • Identify specific supports that can be made available to address individual needs for students in special populations. Work with counselors and teachers to ensure access to these supports as needs are identified. • District and site leadership will review 6-year plan data as use this analysis to inform CTE plan. • Continue to reference data shared by district to target students and CTE interests • Use 6-year plan data from middle schools to get a head start on interest/placement for pathways offered when students enter high school • Work with district Special Education Department to expand case carrier knowledge of CTE programs/benefits and how to integrate these into IEPs • Continue to provide CTE specific professional development in supporting students from special populations
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Minimum Eligibility Standard 3.B Student leadership and development is embedded into career pathway teaching and learning.

Exemplary Practice:

- Student leadership and development is embedded into all career pathway(s) through one of the six organized CTSO's (Career Technical Student Organization)
- All CTE pathway students actively participate in CTSO.

Strengths	Challenges
<ul style="list-style-type: none"> • Student leadership development is included in each CTE course and communicated to students and parents in course syllabi. • Many pathways are linked to student clubs/organizations that help expand learning opportunities outside of the classroom. Other pathways offer outside of class/optional learning experiences that help build leadership ability. • Increased use of Lead 4 Change leadership model • Some students participate in Career Technical Student Organizations. 	<ul style="list-style-type: none"> • It has been challenging to integrate CTSOs into most of our pathways <ul style="list-style-type: none"> - due to expense, missing enrollment deadlines, tasks involved in starting a chapter, and contractual limitations regarding teachers working beyond their work day. • Many students have work and family obligations outside of school that limits their availability for CTSO events • Limited collaboration of CTE teachers to share lessons and best practices for leadership development.

Possible Actions
<ul style="list-style-type: none"> • District support and guidance for CTE teacher enrollment in CTSO • Bring CTE teachers together to collaborate on leadership development, with a focus on activities that can occur within the school day, including lunch. • Work with site administration to schedule collaboration time for CTE teachers to share lessons and best practices for leadership development.

Minimum Eligibility Standard 4: Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements

Exemplary Practice:

- K12 and postsecondary core CTE pathway faculty meet regularly to plan and review curriculum and instruction across levels of education, to plan program and support services for smooth transitions, and to develop or professional development and improve articulation/dual credits agreements for all CTE pathways.
- K12 and postsecondary educational institutions collaborate to create transition agreements, guides, and plans for each CTE pathway.
- Articulation/dual credit agreements apply to all participating educational institutions.
- Formal agreements define participants, roles, activities, products, and timeline.
- Programs of Study are accurate and complete for all pathways.

Strengths	Challenges
<ul style="list-style-type: none"> Formal agreements in place through RCCD for both Riverside City and Norco City Colleges Articulation agreements are reviewed and revised on regular basis. Work with RCOE to support articulation for classes taught by RCOE faculty Articulation agreement with Mt. San Antonio College for Agriculture 	<ul style="list-style-type: none"> Not all teachers and Career Center Counselors are proficient with CATEMA and the process for students to access articulated credit. Working within the constraints of the contractual agreements for LEA staff and college district faculty to find acceptable collaboration times between these two faculty groups

Possible Actions
<ul style="list-style-type: none"> Provide CTE teachers and Career Center Counselors Professional Development, outlining CATEMA and the process for students to access and claim earned articulated credit. Provide release time and additional supports to support new and renewal articulation agreements Arrange for district administrators and CTE Pathway teachers to meet with aligning postsecondary faculty to ensure programs of study are accurate and complete for successful student transition, as well as articulation Arrange and schedule biannual meeting for district admin and the related Associate Deans of RCCD to meet to review and discuss current agreements, roles, timelines, desired growth, and challenges

Minimum Eligibility Standard 5.A. Form ongoing and meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for pupils.

Exemplary Practice:

- All partnerships are solidified through written agreements that detail the responsibilities and roles of each party
- An advisory committee representing every sector and pathway offered by the LEA, is composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents, and students) meets two times to address program progress and program/industry needs and opportunities for pupils.
- The advisory committee is integral to the operations of the CTE pathway(s).

Strengths	Challenges
<ul style="list-style-type: none"> CTE TSAs have focused on industry outreach- resulting in more guest speakers, fieldtrips and possible externships with industry. Have 3 partnerships with formal MOU agreements We have good relationships with RCCD colleges and IEDRC institutions 	<ul style="list-style-type: none"> Finding meaningful time for CTE teachers to research and make connections with industry and labor professionals to establish a partnership. Expressing the value and benefit of entering into formal agreements to potential Industry and Labor Partners. Also need to work with district to streamline the process to finalize formal partnership agreements.

Possible Actions

- CTE TSAs and CTE administration continue to reach out to industry and labor agencies to establish and strengthen relationships, communicate the value of potential partnerships, and invite to be a part of our advisory committee.
- Work with IEDRC to see how we can increase access to industry and potential partners.
- Work with the district's Purchasing Department to discuss a simplified agreement and process for future partnerships.

Minimum Eligibility Standard 5.B. Provides opportunities for pupils to gain access to pre apprenticeships, internships, and work-based learning (WBL) opportunities for industry to provide input to the CTE programs and curriculum.

Exemplary Practice:

- All partnerships are solidified through written agreements that detail the responsibilities and roles of each party. Provides opportunities for all pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in all pathways.
- There is a documented training plan and assignments are related to WBL in all pathways.
- Industry partners and K12 CTE pathways faculty collaborate on activities for students on all levels of the CTE pathways: knowledge and skill preparation needed for each WBL activity; assessment and documentation of student performance in the workplace; and orientation for workplace supervisors and students.

Strengths	Challenges
<ul style="list-style-type: none"> ● One patient care pathway includes off-site work based learning ● We have a work-based learning plan for AME students to work in district print shop ● Two pathways include the opportunity to create videos for district or community clients ● Many CTE programs include a school-based student industry component- including agriculture, hospitality, engineering, construction, professional sales, transportation, Arts, Media and Entertainment ● Most CTE pathways have a base of industry partners who do presentations in class. ● Pre-apprenticeships in place for IBEW and Southwestern Carpenter's Union with pre-apprenticeship for Auto Technology under development to start in 2024-2025 school year 	<ul style="list-style-type: none"> ● Many of our students do not have transportation to drive themselves to industry locations. ● Many of our students have family and work commitments after school. ● Apprenticeships and internships not in place for most pathways ● Smaller community compared to Riverside, Corona or Ontario that limits access to industry partners easily accessed by our students

Possible Actions

- Work to build relationships and create local partnerships with industry in support of ongoing opportunities for students to gain access to pre apprenticeships, internships, and Work Based Learning.
- Work with the CTE TSAs and college Job Developers to identify additional industry partners.
- Schedule collaborative time for teachers and industry partners to ensure the training plans are related and appropriate for bridging our students to work-based learning.
- Explore additional work-based learning opportunities for programs to work with the district (mechanics, communications, nutrition services).

Minimum Eligibility Standard 6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school activities and competitions.

Exemplary Practice:

- After school, extended day, and out-of-school activities and competitions are provided to all CTE students in all pathways.
- These activities are developed, supervised, and evaluated by the CTE pathway faculty.
- Students are made aware of these options when they enroll in the CTE pathway and are matched with the best time option, based on their career goals and scheduling needs.

Strengths

- After school, extended day, and out-of-school activities and competitions are provided to CTE students in some pathways and are supervised by CTE pathway teachers.
- 6 year plans developed to support career goals and CTE conversations and to allow students to increase their self-awareness of desired outcomes and interests.

Challenges

- Counselors are not equally aware of out of school activity options associated with each pathway.
- After school commitments and responsibilities held by students within our community that limit their participation
- Aligning master schedule offerings and availability with CTE pathway matches/available faculty
- Contractual limitations on teacher duties beyond the work day to support out of class leadership development and activities
- Transportation

Possible Actions

- Ensure counselors are better informed on opportunities for after school, extended day, and out of school activities so they can be discussed when discussing CTE options and best matches with students.
- Build counselor familiarity with new CTE Course Guide as a resource to support counselors in their CTE planning conversations with students.
- Define and determine ways to overcome barriers faced by students in participating in after school, extended day, and out of school activities

Minimum Eligibility Standard 7A: CTE pathway program reflects regional and/or local labor market demands and focuses on current or emerging high skill, high wage or high demand occupations.

Exemplary Practice:

- There is clear and specific alignment of all CTE pathway design, delivery and outcomes with current and projected labor market needs.
- Evidence provides a clear case for all current and projected labor market needs for the CTE pathways for all sectors and pathways.
- A projection of the number of students from this CTE pathway that will be qualified to enter high skill, high wage or high demand occupations in this field at entry and technical levels is provided.

Strengths	Challenges
<ul style="list-style-type: none"> • All but one of our pathways align to industry sectors identified by IEDRC. The one outlier is a priority for LAV/Orange County metro labor markets • District reviews labor market information to guide planning and in consideration of any new pathways to be offered • All CTE students have the opportunity to learn industry-recognized certifications 	<ul style="list-style-type: none"> • Enhancing K12 teacher interactions with industry and college faculty to constantly realign course activities to align with current and projected labor market needs.

Possible Actions
<ul style="list-style-type: none"> • Continue to use labor market information from IEDRC meetings to identify industries and pathways to support district CTE program. • Continue to seek ways to bring industry and college faculty together with CTE teachers by industry

Minimum Eligibility Standard 7.B. Is informed by the regional plan of the local Strong Workforce Program (SWP) consortium

Exemplary Practice:

- The CTE pathways are involved in the development and implementation of the regional plan of the SWP consortium.
- The CTE pathways are aligned with both CTEIG and SWP goals and desired outcomes.

- Funding from CTEIG, SWP, and other sources are braided to best apply and use funds for the improvement and expansion of the CTE pathway.

Strengths	Challenges
<ul style="list-style-type: none"> • District CTE administrators and TSAs attend quarterly Strong Workforce Program meetings and are developing relationships with college faculty and CTE leaders. • K12 SWP funded plans specifically support articulation and alignment between high school and college programs. • CTE programs are clearly aligned to the goals of Perkins, CTEIG and K12 SWP programs. 	<ul style="list-style-type: none"> • Continue to seek ways to bring industry and college faculty together with CTE teachers by industry

Possible Actions
<ul style="list-style-type: none"> • Continue and expand JUSD interactions with IEDRC partners • Continue to seek ways to bring industry and college faculty together with CTE teachers by industry

Minimum Eligibility Standard 8: Leads to an industry recognized credential or certificate, or appropriate post secondary education or training, employment, or degree.

Exemplary Practice:

- All CTE pathway students have the opportunity to achieve at least one capstone, industry-recognized certification that qualifies them for entry-level employment.
- All technical assessments are nationally benchmarked and include a skills-based component.
- All CTE programs lead to postsecondary education or training, employment or postsecondary degree.
- Collects all CTE student survey data on postsecondary choices and success. Follow up with students one year after high school to determine outcomes of program.
- Data informs program improvement.

Strengths	Challenges
<ul style="list-style-type: none"> • All pathways lead to or are aligned with post secondary education or training. • All CTE students are surveyed for post secondary choices and follow up is completed one year post high school graduation. • All CTE students have the opportunity to earn industry recognized certifications . Most recent data shows 65% of pathway completers earned this certification 	<ul style="list-style-type: none"> • Need to identify additional certifications available for all pathways and include these as pathway activity/benefit • Some certifications require candidate to be 18+ • Not all pathways include articulated credit (articulation helps students see the connection of high school CTE to post-secondary CTE)

Possible Actions
<ul style="list-style-type: none"> • Determine what industries offer micro certifications and include funding for these exams • Identify at least one certification per pathway, professional development lessons/equipment to help students in their preparation for certification, and pay for certification exams. • Pursue articulated course work for all pathways. • Use CTE Course Guide to highlight certifications and articulated credit.

Minimum Eligibility Standard 9.A. CTE courses are staffed by skilled teachers or faculty.

Exemplary Practice:

- All CTE pathway teachers have the correct clear CTE Designated Subjects credential or one of the five appropriate Single Subject credentials including Agriculture, Business, Home Economics, Industrial Arts, Industrial Technology Education; and/or an authorization with significant industry experience.
- All CTE teachers have completed specific CTE professional development relevant to their pathway during each of the past three years

Strengths	Challenges
<ul style="list-style-type: none"> • All CTE teachers have the appropriate industry certification and industry experience. • All CTE teachers participate in CTE specific professional development every year. • Some CTE teachers participate in industry specific CTE. 	<ul style="list-style-type: none"> • Finding appropriate, industry specific CTE professional development • Teacher contract prohibits requiring teachers to attend professional development outside of their workday.

Possible Actions
<ul style="list-style-type: none"> • Work with IEDRC and industry partners to identify industry specific professional development • Encourage the use of teacher externships in their industry field for professional development • Explore optional professional development opportunities beyond the work day and compensate teachers to attend

Minimum Eligibility Standard 9.B. Dedicates resources for professional development for CTE teachers including educator externships with industry.

Exemplary Practice:

- All necessary resources are provided for professional development of CTE teachers.
- All CTE teachers attend sector-specific CTE conferences and workshops annually.
- Externships are offered to CTE teachers annually, individualized to meet specific needs; externships pursued and supported.
- All CTE teachers participate in teacher externships.
- All CTE teachers maintain and professional development their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.

Strengths	Challenges
<ul style="list-style-type: none"> ● All CTE teachers participate in CTE specific professional development each year. Teachers report being encouraged and supported in their professional development opportunities ● District uses a CTE consultant to mentor beginning CTE teachers and to help in design and delivery of CTE professional development ● District offers support for teacher externship opportunities ● Teachers look to industry and college partners to help stay current on industry practices 	<ul style="list-style-type: none"> ● Establishing more industry partnerships to support teacher development and alignment to industry needs. ● Teacher contract prohibits requiring teachers to attend professional development outside of their workday. ● Staying current with industry trends and educational priorities. ● Demands placed on teachers and students since the pandemic have increased, especially in regards to social emotional needs. We must be mindful of this when offering extended day or extended year opportunities.

Possible Actions
<ul style="list-style-type: none"> ● Actively recruit/identify externship placements for CTE teachers. ● Work with IEDRC, K12 SWP Coordinator, and industry partners to identify industry specific professional development. ● Continue to provide mentorship for new CTE teachers. ● Continue to provide district-led CTE specific professional development ● Encourage teacher participation in IEDRC quarterly meetings.

Minimum Eligibility Standard 10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.

Exemplary Practice:

- The LEA has policies in place to ensure the learning environment is accessible to all students, and all CTE pathways ensure accessibility through individualized accommodations, modifications, and differentiation.
- Special populations have access to all CTE pathways, and LEA works with families and staff to recruit, retain, and support special populations in CTE programs.
- LEA resources are designed to recruit, retain, and support special populations in all CTE programs.
- Promotional materials for all pathways are available, present a broad range of career options, are multilingual and highlight supports for special populations across pathways

Strengths	Challenges
<ul style="list-style-type: none"> • All CTE courses are open to all high school students, regardless of their program placement. • CTE teachers have access to special program placement for all students in their classes. • CTE teachers are informed of specific accommodations on their students' IEPs and case carriers can provide additional guidance to help support differentiation. • CTE teachers have access to district professional development on inclusive practices and QTEL strategies for ELL students. 	<ul style="list-style-type: none"> • Case carriers have limited knowledge about CTE specific pathways, limiting their ability to inform and recruit their students. • Students in special populations may have limited space in their schedule due to specialized academic support classes. • Overcoming the thinking that some students in special populations would be unsafe in a CTE classroom • Determining individual barriers to accessibility and needed supports

Possible Actions
<ul style="list-style-type: none"> • Use CTE Course Guide to help inform case carriers and counselors of pathway elements and benefits for all students. • Work with the Special Education Department to provide training/information to case carriers regarding the CTE pathways offered at their school (and feeder school for middle school case carriers). • Work with Multilingual Education Department to identify resources and supports that are CTE specific

CTE Action Plan 2024- 2026

State and/or Federal Requirement	Action	Personnel Involved	Metrics/ How Monitored
<p>Federal: Academic Outcomes</p> <p>State: High Quality CTE Curriculum & Instruction</p>	<ul style="list-style-type: none"> • Provide professional development on CTE Standards and alignment with English, Math and Science Standards • Review course plans at least once during plan term to ensure alignment to standards and industry needs • Professional development for CTE teachers on research-based instructional strategies (i.g QTEL, AVID, Carnegie Math) and supports for students in special populations • Provide materials and equipment needed to support hands-on learning aligned to industry standards 	<ul style="list-style-type: none"> • CTE Administration and TSAs • CTE Teachers • Site Administrators 	<ul style="list-style-type: none"> • Professional Development provided (agendas and sign in sheets) • CTE completer outcomes on state academic testing • Review and revision of existing CTE courses for alignment to standards and industry needs • Materials and equipment purchased
<p>Federal: CTE Access and Outcomes</p> <p>State: Opportunities for pupils in special populations to participate in CTE</p>	<ul style="list-style-type: none"> • Continue to promote CTE programs and pathways to students and parents • Continue professional development for counselors, case carriers and site administrators on CTE programs and quality • Continue to increase enrollment and completion rates overall and for all significant sub-groups • Continue to explore and expand work-based learning opportunities, especially off the school site • Increase the opportunity for early college CTE credit through articulation • Provide release time for teachers to meet with college faculty and work • Monitor student progress in articulated (college credit) classes • Provide materials and equipment needed to support hands-on learning aligned to industry standards • Annual survey of students in capstone (final pathway year) classes 	<ul style="list-style-type: none"> • CTE and site administrators • CTE TSAs • CTE Teachers • Counselors • Industry partners • College CTE faculty 	<ul style="list-style-type: none"> • Increase in participation and completion rates overall and for all sub-groups • CTE programming included in professional development for counselors, case carriers • CTE awareness and outreach to parents occurs • Increase # and quality of industry partnerships • Increase the percentage of students who participate in off site work-based learning • Increase the # of partnerships with a formal agreement with district • Increase the number of articulated CTE classes • Increase the percentage of students who earn articulated college credit • Results of capstone student surveys

<p>Federal: Program Quality</p> <p>State: CALPADS reporting</p> <p>State: Industry Partnerships</p>	<ul style="list-style-type: none"> • Continue and expand partnerships with industry and IEDRC for alignment to labor market needs • Continue and expand partnerships with industry and IEDRC colleges • Continue collaboration between district CTE leaders and district CALPADS team 	<ul style="list-style-type: none"> • CTE and site administrators • CTE TSAs • CTE Teachers • Counselors • Industry partners • College CTE faculty • JUSD CALPADS technology team 	<ul style="list-style-type: none"> • Review labor market data with CTE stakeholders at least once during plan cycle • Increase both formal and informal partnerships with industry and IEDRC colleges • Accurate CTE data reported in CALPADS
<p>Federal: Career Exploration</p> <p>State: Career Exploration & Guidance</p> <p>State: Support services for students, including advisement</p>	<ul style="list-style-type: none"> • Continue use of 6-year plans with all secondary students, counselors use this information to inform student scheduling • Work with district technology to provide CTE teachers access to 6-year plans • Provide guidance for counselors and case carriers to use CTE Course Plans to guide advisement for students • Career and training exploration occurs in all CTE classes; provide materials and resources as needed • CTE TSAs provide CTE-specific advisement for students • Provide work-based learning interaction with industry in all pathways • Continue to work with IEDRC colleges to provide outreach, awareness and transition support for students • Continue to use social media to promote CTE programs • Field trips to bring seniors to partner colleges to explore CTE programs 	<ul style="list-style-type: none"> • Secondary counselors • CTE administration and TSAs • CTE teachers • CTE outreach staff at IEDRC colleges • District technology team 	<ul style="list-style-type: none"> • 95% of students at all grade levels, 7-12, have an updated 6-year plan • Monitor percentage of students scheduled into a CTE pathway that aligns with 6-year plan interest sometime in high school • Survey of CTE teachers regarding use of 6-year plans, lesson design for career and training exploration • Increase in number of pathways with expanded work-based learning experiences • Increase in number of students visiting IEDRC CTE programs • Increase in frequency of college outreach support meetings with JUSD CTE students • Increase number of posts and followers for JUSD CTE social media
<p>Federal: CTE Teacher Recruitment & Retention</p>	<ul style="list-style-type: none"> • Continue to work with JUSD and RCOE Human Resources Department to recruit for any CTE vacancies • Continue to provide consultant and/or TSA support 	<ul style="list-style-type: none"> • JUSD and RCOE Human Resources Departments • CTE and site administrators • CTE TSAs/Consultant 	<ul style="list-style-type: none"> • Higher retention rate for CTE teachers compared to overall high school teaching population

<p>State: CTE taught by skilled teachers</p>	<p>for new CTE teachers</p> <ul style="list-style-type: none"> Continue to work with site administrators to find time for CTE teacher collaboration 	<ul style="list-style-type: none"> CTE teachers 	<ul style="list-style-type: none"> Mentors have met multiple times with new CTE teachers Minutes from CTE teacher collaboration time
<p>State: Student Leadership Development</p> <p>State: Extended Day Learning Opportunities</p>	<ul style="list-style-type: none"> District CTE leaders provide support for teachers/pathways to use CTSO to meet leadership development requirement -including funding District CTE leaders provide guidance for CTE teachers/pathways who choose to meet the leadership development requirement outside of a CTSO- including funding (Lead 4 Change, etc.) 	<ul style="list-style-type: none"> District CTE leadership CTE teachers/ TSAs 	<ul style="list-style-type: none"> Course syllabi describe how students will meet leadership development requirement Evidence of student leadership development in lesson plans/student products Evidence of opportunity for extended day/week leadership experiences to include service project
<p>State: Industry and Post-secondary Alignment & Partnerships;</p> <p>State: CTE teacher professional development by industry</p>	<ul style="list-style-type: none"> Continue outreach to industry to expand both formal and informal partnerships Provide opportunities for K12 and college CTE faculty to interact and plan Update CTE courses and CTE Course Guide to continue to support alignment with IEDRC programs as needed All CTE teachers complete 4 days of CTE specific professional development each year District works with industry partners and IEDRC to identify industry-specific professional development Continue to promote and expand opportunities for teacher externships with industry 	<ul style="list-style-type: none"> CTE teachers CTE and site administrators, TSAs Industry partners IEDRC partners 	<ul style="list-style-type: none"> Increase in number of formal and informal industry partnerships Increase in collaboration time between K12 and college faculty District CTE professional development agendas/sign in sheets District CTE Course Guide reviewed annually and updated as needed Increase in the number of CTE teachers who attend industry specific professional development Increase in the number of CTE teachers who do at least one day of externship each year
<p>Federal: CTE Access and Outcomes</p> <p>State:</p>	<ul style="list-style-type: none"> Continue to explore and expand work-based learning opportunities, especially off the school site Leverage JUSD departments to support work-based learning (District is largest employer in city) 	<ul style="list-style-type: none"> CTE Leadership District Leadership Industry Partners 	<ul style="list-style-type: none"> Overall increase in Work-based learning opportunities in all pathways Increase in the percentage of CTE completers who complete off site <small>work-based learning</small>

<p>Work-Based Learning</p>			<ul style="list-style-type: none"> JUSD Departments have operating job shadowing experiences in place for CTE students
<p>State: Labor Market Alignment</p> <p>State: Alignment with Regional Strong Workforce Plan</p>	<ul style="list-style-type: none"> District and CTE stakeholders review Centers of Excellence (Community college research/data provider) labor market information and use this data when closing or opening new CTE pathways CTE leadership and interested teachers attend IEDRC regional meetings Explore ways to bring K12 and college CTE faculty together more regularly for collaboration and alignment 	<ul style="list-style-type: none"> CTE leadership CTE teachers IEDRC partners and faculty 	<ul style="list-style-type: none"> Labor market data is reviewed and informs changes to pathway offerings when needed CTE leadership and teachers attend IEDRC regional meetings K12 and IEDRC faculty have a chance by industry sector to collaborate
<p>Federal: CTE Access and Outcomes</p> <p>State: Industry Certification</p>	<ul style="list-style-type: none"> Continue to pay for industry certification exams for all pathways Explore mini certification and other in demand certification opportunities Counselors use CTE Course Guide to highlight certification opportunities 	<ul style="list-style-type: none"> CTE administrators CTE teachers Secondary counselors 	<ul style="list-style-type: none"> Increase in the percentage of students who earn industry recognized certification Increase in the variety of industry recognized certification available Students are aware of the certification available in their CTE pathway

Budgets

Perkins V: Strengthening Career and Technical Education for the 21st Century Act (Federal Funding)

Funding Amount die 2024-2025 = \$178,401.00

Funds are allocated to sites based on the level of CTE teacher staffing and operation of full programs of study (capstone class operates as stand alone class– not combined with a concentrator class)

- 10% of Perkins Funding supports a portion of the cost for Career Center Clerks (\$17,840.00)
- District retains indirect charges of \$4,140.00 * Estimated amount - indirect rate for 2024-2025 had not been released by date of Advisory Committee Approval

Jurupa Valley HS	Nueva Vista HS	Patriot HS	Rubidoux HS	District Support	Total
6.8 CTE teacher allocation	1.6 CTE teacher allocation	7.0 CTE teacher allocation	8.2 CTE teacher allocation	\$17,840.00 Career Center Clerk Salary/benefits \$4,137.15 Indirect Costs	
\$45,071.28	\$10,605.00	\$46,396.91	\$54,350.66	\$21,977.15	\$178,401.00

Career Technical Education Incentive Grant (State Funding)- current CTEIG runs through December, 31, 2025

Funding Amount = \$675,549.00

- Funds are allocated to sites based on the level of CTE teacher staffing
- District expense for CTE secretary and CTE Administrator paid by grant
- District retains indirect charges of \$13,716.00

Jurupa Valley HS	Nueva Vista HS	Patriot HS	Rubidoux HS	District Support	Total
6.8 CTE teacher allocation	1.6 CTE teacher allocation	7.0 CTE teacher allocation	8.2 CTE teacher allocation	CTE 1.2 Coordinators \$275,127.65 CCR Secretary \$110,873.00 Indirect ~ \$13,713.00	
\$479,478.14	\$18,700.68	\$81,815.51	\$95,841.02	\$399,713.65	\$675,549.00

K12 Strong Workforce Program Grant (Competitive State Funding)

Funding Amount = \$1,000,000.00 through 6/30/2025

Funds are allocated to the District Office and include costs for:

- Personnel costs for two CTE TSAs \$693,251.00
- District retains indirect charges of \$13,746.00
- CTE career and post-secondary education exploration \$25,000.00
- CTE Dual Enrollment costs- including transportation to RCC of \$45,000.00
- Materials and equipment to support work-based learning and articulation alignment \$223,003.00

Agriculture Incentive Grants

- Most recent approved grant funding is from the 2023-2024 school year.
- This is an annual award to support agriculture specific CTE needs.
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Jurupa Valley HS	Nueva Vista HS	Patriot HS	Rubidoux HS	District Support	Total
1 Agriculture Teacher 106 students	No Agriculture Pathway	No Agriculture Pathway	2.0 Agriculture Teachers 192 students	No indirect cost	
\$16,060.00			\$22,420.00		\$38,480.00