

Attachment I: High-Quality Career Technical Education Program Evaluation & Plan

Name of Local Educational Agency (LEA):
Sonora Union High School District

Directions: The metrics in this rubric apply to students that are enrolled in career technical education (CTE) programs, programs of study, and pathways. Read each of the 10 Minimum Eligibility Standards (criteria). Reviewing all of your CTE programs, check the box that best corresponds to the current practice of your programs and for which you can provide evidence. List evidence of your practice that is currently on file at your LEA and make comments that the grant reader may take into consideration in the corresponding boxes.

***All responses must specifically address CTE programs and services rather than general services offered to all students.**

<p>Total Score: _____ (TO BE COMPLETED BY THE LEA)</p> <p>Total Score: _____ (TO BE COMPLETED BY THE CDE)</p>

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

Essential Element: High-Quality, Integrated Curriculum and Instruction.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • CTE curricula and instruction is not aligned to the CTE Model Curriculum Standards for each pathway offered. • Integration of CTE and academic standards is not demonstrated. • Books, supplies, materials, and equipment do not align to industry standards.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • CTE curricula and instruction is aligned to the CTE Model Curriculum Standards for some pathways offered. • Integration of CTE and academic standards is demonstrated in some pathways. • Books, supplies, materials, and equipment somewhat align to curriculum and industry standards. Significant updates needed.
<p>Quality Practice (2 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • CTE curricula and instruction is aligned to the CTE Model Curriculum Standards for most pathways offered. • Integration of CTE and academic standards is demonstrated in most pathways. • Books, supplies, materials, and equipment mostly align to curriculum and industry standards. Some updates needed.
<p>Exemplary Practice (3 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • CTE curricula and instruction is fully is 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.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • Alignment matrix of CTE curriculum syllabi and CTE Model Curriculum Standards. • Alignment matrix of CTE curriculum syllabi and academic standards. Course outlines. Lesson plans.
<p>Evidence on File at LEA (max. 1100 characters)</p>	<ul style="list-style-type: none"> • Specify Industry Sectors and Pathways: All Industry Sectors and Pathways offered at SHS. Course Catalogs and Teacher Curriculum. CTE Model Curriculum Standards were used in the development and writing of all course syllabi. Annual reviews of curriculum are done with input from industry representatives to ensure that all courses and pathways continue to meet curricular and industry standards.
<p>LEA Comments (max. 1100 characters)</p>	<ul style="list-style-type: none"> • Specify upgrade requests: Upgrades are needed to Cosmetology and Agri-Science Labs as well as the School Farm to maintain industry standards.

Minimum Eligibility Standard 1.A. Offers High-Quality CTE curriculum and instruction aligned to CTE Model Curriculum Standards.

Essential Element: High-Quality, Integrated Curriculum and Instruction

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

All CTE programs offered at SHS are aligned with the California CTE Model Curriculum Standards and the YROP Course Curriculum developed for ROP/CTE programs, along with Career Readiness Standards. All courses meet graduation requirements and many are University of California A-G approved.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

Further improvements in integrating CTE courses and pathways with core curriculum. (AgriScience)

Minimum Eligibility Standard 1.B. Offers CTE pathway(s) that provides a coherent sequence of courses, are reported in the California Longitudinal Pupil Achievement Data System (CALPADS) as CTE.

Essential Element: High-Quality, Integrated Curriculum and Instruction.

Not Yet in Practice (0 points) <input type="checkbox"/>	<ul style="list-style-type: none"> No clear sequential progression of pathway courses. No clear CTE pathway that leads to a postsecondary career pathway or training and/or employment. No courses are reported in CALPADS as CTE.
Emerging Practice (1 Point) <input type="checkbox"/>	<ul style="list-style-type: none"> Offers CTE programs where some pathways show a clear sequential progression of courses. Some courses are reported in CALPADS as CTE.
Quality Practice (2 points) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Offers CTE programs where most pathways are 300 hours and show a clear sequential progression of courses. Most courses are reported in CALPADS as CTE.
Exemplary Practice (3 points) <input type="checkbox"/>	<ul style="list-style-type: none"> 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.
Potential Tools/ Examples of Evidence	<ul style="list-style-type: none"> Provides list and description of pathway courses, identifying the planned sequence of courses. Provides document listing CTE pathway courses reported as CTE in CALPADS.
Evidence on File at LEA <i>(max. 1100 characters)</i>	<p>Sonora High School CTE Course Matrix.</p> <p>CALPADS Data</p>
LEA Comments <i>(max. 1100 characters)</i>	<p>All CTE Courses are tracked in CALPADS and we have articulation and dual enrollment agreements with Columbia College for many of our courses.</p>

Minimum Eligibility Standard 1.B. Offers CTE pathways that provides a coherent sequence of courses, are reported in CALPADS as CTE.

Essential Element: High-Quality, Integrated Curriculum and Instruction.

Areas of Strength (*max. 1500 characters*). Specify CTE Courses as reported in CALPADS for all Sectors and Pathways.

Seven well defined pathways in Agri-Science, Design Visual and Media Arts, Food Service and Hospitality, Information Technology, Residential and Commercial Construction, Public Safety, and Personal Service

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

In partnership with Columbia College we will be starting a Certified Nursing Assistant Program and an Auto Technology Program.

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

Essential Element: Career Exploration and Student supports.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • There is no formalized career exploration and guidance program offered by LEA.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • Some CTE pathway students participate in a formalized career exploration program. • CTE students receive guidance through general counseling services.
<p>Quality Practice (2 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • Most CTE pathway students participate in a formalized career exploration program. • Some CTE students have an individualized four-year plan on file. • CTE-specific students receive career guidance through programs of study and CTE-specific counseling services.
<p>Exemplary Practice (3 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • 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 study, CTE-specific counseling services, and formalized industry mentoring.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • California Career Resource Network (CalCRN), Kuder, Career Cruising, Naviance, etc. • Example of plan. • Description of career guidance provided.
<p>Evidence on File at LEA <i>(max. 1100 characters)</i></p>	<ul style="list-style-type: none"> • Clearly identify formalized program and how students participate. <p>All students complete a 10 year plan in their 9th grade years and update the plan at least once a year throughout High School.</p> <p>Each pathway provides specific career information regarding their industry sector.</p> <p>Agriculture provides additional information the training in the Ag Leadership course.</p>
<p>LEA Comments <i>(max. 1100 characters)</i></p>	<p>SHS host a Career Fair annually on campus. There are presenters from Colleges, Universities, and Vocational schools and well as Indeustry representatives.</p>

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

Essential Element: Career Exploration and Student supports.

Areas of Strength (max. 1500 characters). Specify Sectors and Pathways.

Each CTE course contains a career unit that includes, using guest speakers from industry, textbook and online research and explorations. All courses explore career readiness, technical skills required for employment, resumes, mock interviews.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (max. 1500 characters). *Specify Sectors and Pathways.

We plan to have the CTE department take the lead in developing District wide protocols and processes for teaching resume and interview skills.

Minimum Eligibility Standard 3.A. Provides support services for students, including counseling.
Essential Element: Career Exploration and Student supports.

Not Yet in Practice (0 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • There is no evidence that CTE pathway students have career and/or academic needs assessed or addressed. • Career counseling services are general, but not specifically related to CTE.
Emerging Practice (1 Point) <input type="checkbox"/>	<ul style="list-style-type: none"> • Some CTE pathway students receive CTE-specific counseling services. • Student needs are assessed, and CTE students receive the same supports offered to all students. • No data of CTE student services effectiveness is collected.
Quality Practice (2 points) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Most CTE pathway students receive CTE-specific counseling services. • Student needs are assessed, and CTE students receive supports specific to CTE pathways and individual student needs. • Some data of CTE student services effectiveness is collected.
Exemplary Practice (3 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • All CTE pathway students receive CTE- specific counseling services. • Student supports are 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. Individualized Education Program, At- risk, etc.) and CTE pathway(s). • Data on program effectiveness for special populations is collected, and <u>continuous improvement principles are applied to all CTE pathways.</u>
Potential Tools/ Examples of Evidence	<ul style="list-style-type: none"> • List of identified student career and academic needs/gaps and the supports that have been provided to address those needs. • Tools used to determine student career and learning needs. • Data on effectiveness of supports provided. • <u>Description of counseling services provided.</u>
Evidence on File at LEA <i>(max. 1100 characters)</i>	<p>SHS does a variety of academic testing that allows placement in classes and any gaps in learning to be redediated.</p> <p>English Learner and Special Education paraprofessionals are used to support students with Special Needs in CTE courses.</p> <p>All SHS students take advantage of academic and career guidance opportunities provided by Guidance Counselors at the school.</p>
LEA Comments <i>(max. 1100 characters)</i>	

Minimum Eligibility Standard 3.A. Provides support services for students, including counseling.
Essential Element: Career Exploration and Student supports.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

SHS Counselors meet with students and help with enrollment for the next year emphasizing CTE career pathway options. All students complete a 10 year plan that is updated annually.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

CTE students and parents are not well represented at college nights and financial aide workshops hosted by the school we will be marketing these service more to CTE students.

Minimum Eligibility Standard 3.B. Student leadership development is embedded into career pathway teaching and learning.

Essential Element: Career Exploration and Student supports.

<p>Not Yet in Practice (0 points) <input type="checkbox"/></p>	<ul style="list-style-type: none"> • There is no evidence that CTE pathway student leadership development is addressed.
<p>Emerging Practice (1 Point) <input checked="" type="checkbox"/></p>	<ul style="list-style-type: none"> • Student leadership development is embedded into some CTE program(s) through one of the six recognized Career Technical Student Organizations (CTSOs) or through an alternative leadership strategy. • CTE pathway students have the opportunity to participate in a CTSO.
<p>Quality Practice (2 points) <input type="checkbox"/></p>	<ul style="list-style-type: none"> • Student leadership development is embedded into some career pathway(s) through one of the six recognized CTSOs. • Some CTE pathway students actively participate in a CTSO.
<p>Exemplary Practice (3 points) <input type="checkbox"/></p>	<ul style="list-style-type: none"> • Student leadership development is embedded into all career pathway(s) through one of the six recognized CTSOs. • All CTE pathway students actively participate in a CTSO.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • Description of student leadership development strategies, percent of student participation, and outcomes of program(s) implemented.
<p>Evidence on File at LEA <i>(max. 1100 characters)</i></p>	<p>Leadership and organizational roles are discussed and studied in many of our CTE courses.</p> <p>Agriculture students have the ability to participate in leadership roles through FFA</p>
<p>LEA Comments <i>(max. 1100 characters)</i></p>	<p>The FFA program is very strong.</p>

Minimum Eligibility Standard 3.B. Student leadership development is embedded into career pathway teaching and learning.

Essential Element: Career Exploration and Student supports.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

The SHS Chapter of the Future Farmers of America is an exemplary student organization. Ag Leadership class explores leadership options, and students participate in Supervised Agricultural Experiences. The Sonora High FFA chapter has sent students to state and national leadership conferences

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

Effort needs to be made the provide students outside of the Ag pathway with CTSO opportunities.

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.

Essential Element: Cross-System Alignment.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • Kindergarten through grade twelve (K–12) and postsecondary core CTE pathway faculty do not coordinate or collaborate. • There is no established program of study for CTE pathways.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • K–12 and postsecondary core CTE pathway faculty are members of an advisory committee that represents some CTE pathways. • Curriculum, instruction, transitions, and outcomes are reviewed at Advisory Committee meetings. • There are no formal agreements other than advisory committee responsibilities. • Programs of study need revision or improvement.
<p>Quality Practice (2 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • K–12 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 update and improve articulation/dual credit agreements for most CTE pathways. • Formal agreements are developed that define participants, roles, activities, products, and timeline. • Programs of study are complete for most pathways.
<p>Exemplary Practice (3 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • K–12 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 update and improve articulation/dual credit agreements for all CTE pathways. • K–12 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.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • Transition guide showing secondary and postsecondary pathway courses for each pathway, industry-recognized certifications at each level, and degree and employment options. • Memoranda of Understanding (MOUs) and other agreements between K–12 and postsecondary education that are updated annually. • Secondary and postsecondary curriculum outlines showing coordinated curriculum/ transitions. • Other products from collaboration.
<p>Evidence on File at LEA <i>(max. 1100 characters)</i></p>	<p>The Administration of Sonora High School meet frequently with administration at Columbia College. Topics include new class offerings, employment trends and employment opportunities.</p> <p>SHS had several courses with articulation and dual enrollment agreements with Columbia College.</p> <p>Several courses are in the process of getting formal written partnerships with local industry.</p>
<p>LEA Comments <i>(max. 1100 characters)</i></p>	<p>SHS and Columbia College participate in the College and Career Access Pathway program.</p>

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.

Essential Element: Cross-System Alignment.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

Sonora Union High School District administration and counselors meet quarterly with Columbia College administration to further articulation, concurrent enrollment, dual enrollment, and matriculation. SHS has host Career and College Access Pathway courses from Columbia College in Fire Science and Emergency Medical Technician.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

Sonora Union High School District will host CCAP courses in Certified Nursing and Automotive Technology courses next year.

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.
Essential Element: Appropriate Use of Data and Continuous Improvement.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • There are no industry/labor partnership agreements. • An advisory committee representing every sector offered by the LEA has not been formed.
<p>Emerging Practice (1 Point)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Agreements with labor/industry partners are informal and verbal. • An advisory committee representing every sector offered by the LEA is established, but only represents a limited number of stakeholders and employers.
<p>Quality Practice (2 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • Most partnerships are solidified through written agreements, and some are made as verbal agreements. • An advisory committee representing every sector offered by the LEA, is composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents, and students) meets at least once a year to evaluate program progress and to engage in continuous improvement activities.
<p>Exemplary Practice (3 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • 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 or more times to address program progress and program/industry needs and opportunities for pupils. • The advisory committee is integral to the operation of the CTE pathway(s).
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • MOUs, written agreements, contracts, description of verbal agreements. • Copy of Advisory Committee meeting minutes with a list of advisory committee members, the organization they represent, and their position in that organization. • A narrative of the impact these partnerships and the advisory committee have had on the CTE program, faculty, and students. • A list of advisory members identified by name, business, etc.
<p>Evidence on File at LEA <i>(max. 1100 characters)</i></p>	<p>Advisory Committee Minutes</p> <p>Work Experience Program</p> <p>Agreements with local industry for work based learning and job shadowing.</p> <p>Classroom presentations by Industry, College, and Career representatives.</p>
<p>LEA Comments <i>(max. 1100 characters)</i></p>	

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.

Essential Element: Appropriate Use of Data and Continuous Improvement.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways

All teachers of CTE courses participate in the Advisory Committee with local professionals in the field, and several attend Advisory Committee meetings for Columbia College.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

Our Cosmetology, Design Visual and Media Arts, and Agriculture pathways have very strong industry collaboration we hope to expand that level of involvement to all CTE pathways

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.

Essential Element: High-Quality, Integrated Curriculum and Instruction.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Does not provide opportunities for pupils to gain access, pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.
<p>Emerging Practice (1 Point)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Provides opportunities for some pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in some pathways. There is little evidence of a link between CTE course assignments opportunities and experiences provided.
<p>Quality Practice (2 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Provides opportunities for most pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in most pathways. There is ongoing communication between the K–12 institution and the business providing the WBL activities to ensure quality experiences for CTE pathway students and employers in most pathways.
<p>Exemplary Practice (3 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> 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 K–12 CTE pathway faculty collaborate on activities for students on all levels of the CTE pathway; 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.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> List of businesses providing WBL opportunities, the type of WBL provided, and the number of students participating in each opportunity. Student logs of WBL activities. Schedule of WBL for each grade level. Training plan for WBL at each grade level. Student WBL portfolios. Program and student assessments from WBL supervisors. Specify WBL Offered.
<p>Evidence on File at LEA (max. 1100 characters)</p>	<p>Advisory Committee Minutes</p> <p>Work Experience Program</p> <p>Agreements with local industry for work based learning and job shadowing</p>
<p>LEA Comments (max. 1100 characters)</p>	<p>Our students have many opportunities available to them within industry in order to have work based learning environment.</p>

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

Essential Element: High-Quality, Integrated Curriculum and Instruction.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways

Cosmetology has written training agreements with many local salons for job shadowing. In non-Covid students participate in the Stanislaus County Area Manufacturing and Maintenance Joint Apprenticeship Committee Career Day.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

Some of our pathways are very strong in this area we need to increase that level of opportunity to all pathways.

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

Essential Element: Career Exploration and Student Supports.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • After school, extended day, and out-of-school activities and competitions are not provided.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • After school, extended day, and out-of-school activities and competitions are provided to some CTE students and/or in some pathways. • These activities may be developed or supervised by the CTE pathway faculty.
<p>Quality Practice (2 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • After school, extended day, and out-of-school activities and competitions are provided to most CTE students in most pathways. • These activities are developed and supervised by the CTE pathway faculty.
<p>Exemplary Practice (3 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • 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.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • List of after school, extended day, out-of-school competitions and activities offered to and participated in by the students.
<p>Evidence on File at LEA (max. 1100 characters)</p>	<p>FFA activities and involvement</p> <p>Robotics Club</p> <p>Local, Regional, and National photography contests. In Focus Photo Show and online contests</p> <p>County Fair participation</p> <p>Cosmetology participates in annual Hair Show Competition, Children's Fair, Tuolumne County Behaviorla Health Fair, and job shadow at many local salons.</p> <p>Occupational Olympics</p>
<p>LEA Comments (max. 1100 characters)</p>	<p>SHS CTE pathways are very active within the community and leadership activities.</p>

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

Essential Element: Career Exploration and Student Supports.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

SHS students participate in Occupational Olympics hosted by Columbia College, FFA competitions, and the Tuolumne County Fair.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

Several of our pathways are very strong in this area we need to increase that level of opportunity. We hope to start a Robotics club.

Minimum Eligibility Standard 7.A. 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.

Essential Element: Appropriate Use of Data and Continuous Improvement.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • There is no evidence that the CTE pathway is aligned with economic needs and labor market information. • CTE pathway does not appear to lead to high-skill, high-wage, or high-demand occupations.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • There is minimal alignment of CTE pathway design, delivery, and outcomes with current and projected labor market needs • Evidence minimally identifies a need in the industry sector or general category of employment, but not for any specific CTE pathway.
<p>Quality Practice (2 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • There is general alignment of CTE pathway design, delivery, and outcomes with current and projected labor market needs. • There is correlation between the specific high-skill, high-wage, or high-demand occupations which are the focus of the CTE pathway and the labor market information provided for some sectors and pathways.
<p>Exemplary Practice (3 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • 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.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • K–12 Strong Workforce Program (SWP) Deputy Sector Navigator reports. • Labor market reports from valid sources, correlated with CTE sequence of courses. • Letters from industry and labor partners indicate how their participation in the CTE pathway will prepare and encourage future workers in this field.
<p>Evidence on File at LEA <i>(max. 1100 characters)</i></p>	<p>Based on data given to the LEA from the Central/Mother Lode Consortium Strong Workforce Program Regional Plan-Update 2019 all CTE pathways at SHS fall under priority or emerging industry sectors.</p>
<p>LEA Comments <i>(max. 1100 characters)</i></p>	<p>Sonora Union High School District is partnering with Columbia College to develop a CNA pathway to address this emerging pathway.</p>

Minimum Eligibility Standard 7.A. 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.

Essential Element: Appropriate Use of Data and Continuous Improvement.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

Regional economic job forecast showed strong job growth in hospitality, medical services, financial services, and retail, and in public service via fire agencies.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

We have programs that align with 3 of those 5 industry sectors. We are starting the other two next year.

Minimum Eligibility Standard 7.B. Is informed by the regional plan of the local SWP consortium.
Essential Element: Cross-System Alignment.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> The CTE pathways are not part of the local SWP consortium and LEA does not collaborate or seek to align with the regional plan of the local SWP.
<p>Emerging Practice (1 Point)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> The CTE pathways are aware of the regional plan of the local SWP consortium, but LEA is beginning to collaborate or seek to align with the regional plan of the local SWP.
<p>Quality Practice (2 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> The CTE pathways are involved in the regional SWP consortium, and LEA is aware of the regional plan. The CTE pathways are aligned with the SWP plan where it complements the CTEIG requirements.
<p>Exemplary Practice (3 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> 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 CTE pathway.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> Document identifying members of local SWP consortium members. Local SWP plan. CTE pathway plan is aligned with CTEIG and SWP goals and desired outcomes. The successful integration and braiding of CTEIG, SWP, and other CTE initiatives' goals, activities, and funding sources can serve as a model for others.
<p>Evidence on File at LEA (max. 1100 characters)</p>	<p>Based on data given to the LEA from the Central/Mother Lode Consortium Strong Workforce Program Regional Plan-Update 2019 all CTE pathways at SHS fall under priority or emerging industry sectors.</p>
<p>LEA Comments (max. 1100 characters)</p>	

Minimum Eligibility Standard 7.B. Is informed by the regional plan of the local SWP consortium.
Essential Element: Cross-System Alignment.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

All CTE courses fall under the priority or emerging industry sectors according to the Central/Mother Load Consortium.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

Continue development of additional pathways to address other local industry needs as identified by the consortium.

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

Essential Element: High-Quality, Integrated Curriculum and Instruction.

<p>Not Yet in Practice (0 points)</p> <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> • The CTE pathways are not aligned to any industry certifications. • There is no CTE-specific support or guidance to assist students in pursuing postsecondary education, training, or employment. • No CTE data is collected to determine postsecondary choices or success.
<p>Emerging Practice (1 Point)</p> <p><input checked="" type="checkbox"/></p>	<ul style="list-style-type: none"> • Some CTE pathway students have the opportunity to receive an industry certification that may or may not qualify them for entry-level employment. • Some programs lead to postsecondary education or training, employment, or postsecondary degree. • Collects some CTE student survey data on postsecondary choices and success without any follow-up.
<p>Quality Practice (2 points)</p> <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Most CTE pathway students have the opportunity to achieve at least one capstone certification that qualify them for entry-level employment. • The majority of CTE programs lead to postsecondary education or training, employment, or postsecondary degree. • Collects all grade twelve CTE student survey data on postsecondary choices and success. Follows up with students one year after high school to determine outcomes of program.
<p>Exemplary Practice (3 points)</p> <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> • 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. Follows up with students one year after high school to determine outcomes of program. • Data informs program improvement.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • List of industry-recognized certifications available for students within the CTE pathway, number of students in capstone course(s), number of students taking exam/assessment, and number of students achieving certification. • Description of organization providing exam(s), general content of exam(s), portability of certification. • Type of employment opportunities for which each exam qualifies students. • List of postsecondary education, training, employment, or postsecondary degree options for each CTE program. • Student surveys for postsecondary education, training, or employment plans.
<p>Evidence on File at LEA <i>(max. 1100 characters)</i></p>	<p>Data about post secondary choices is compiled by the District one year after graduation.</p> <p>The R2 survey is completed by the Agricultural Department one year after graduation.</p> <p>Cosmetology students participate in the State Board Certification process.</p>
<p>LEA Comments <i>(max. 1100 characters)</i></p>	<p>We hope to offer a Serv-Safe certificate in the near future.</p>

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

Essential Element: High-Quality, Integrated Curriculum and Instruction.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

Articulation agreements and dual enrollment with Columbia College. Industry certificates in Culinary, Cosmetology, and Construction pathways.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

We plan to expand the industry recognized certificates to all CTE pathways.

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

Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> One or more CTE program(s) do not have CTE credentialed teachers.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Most CTE pathway teachers have the correct preliminary or 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 some industry experience. Some CTE pathway teachers are in the beginning phases of credentialing and/or hold a temporary permit or preliminary. Some CTE teachers participate in CTE professional development relevant to their pathway.
<p>Quality Practice (2 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> All CTE pathway teachers have the correct preliminary or 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 some industry experience. Most CTE teachers have completed some CTE professional development relevant to their pathway during the past three years.
<p>Exemplary Practice (3 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> 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.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> List of CTE teachers and faculty including the credentials/ minimum qualifications and the type and date(s) of industry experience for each, and any professional development that was completed during the past three years.
<p>Evidence on File at LEA <i>(max. 1100 characters)</i></p>	<p>All credentials are on file in the District Office.</p>
<p>LEA Comments <i>(max. 1100 characters)</i></p>	<p>All CTE teachers are fully credentialed in the CTE subject in which they teach. All CTE teachers attend a variety of professional development training both in and out of their industry sector.</p>

Minimum Eligibility Standard 9.A. CTE courses are staffed by skilled teachers or faculty.
Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

All teachers hold the appropriate credential.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

Several teachers are in the process of obtaining additional certifications so that we can increase our course and pathway offering. (Industrial Technology)

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

Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Resources are rarely provided for professional development of CTE pathway teachers. Few CTE teachers attend specific CTE conferences and workshops annually. Externships are rarely pursued or supported. Few CTE teachers participate in teacher externships. Few CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Some resources are provided for professional development of CTE teachers. Some CTE teachers attend specific CTE conferences and workshops annually. Externships are pursued and supported upon request. Some CTE teachers participate in teacher externships. Some CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
<p>Quality Practice (2 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Many resources are provided for professional development of CTE teachers. Most CTE teachers attend specific CTE conferences and workshops annually. Externships are offered to CTE teachers annually; externships are pursued and supported. Most CTE teachers participate in teacher externships. Most CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
<p>Exemplary Practice (3 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> 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 update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> Professional development needs assessment for CTE teachers. List of events, classes, and workshops that CTE teachers accessed, and the number of CTE teachers that attended. List of curricular or instructional products or changes. that resulted from CTE professional development. List of teacher externships and outcomes.
<p>Evidence on File at LEA (max. 1100 characters)</p>	<p>CTE teachers are given access to District resources to attend professional development trainings both in their industry sector and more generalized teaching pedagogy.</p>
<p>LEA Comments (max. 1100 characters)</p>	<p>Agriculture and Cosmetology instructors attend annual conferences.</p>

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

Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

CTE teachers participate in all professional development opportunities with their general education peers. There are funds set aside for professional development.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

A comprehensive professional development plan for CTE teachers needs to be developed to give us a direction for our improvement.

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

Essential Element: Equity and Access.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • The LEA has policies in place to ensure the learning environment is accessible to all students, but nothing specific to special populations in CTE programs. • Special populations have access to few CTE pathways. • The LEA does not provide resources designed to recruit, retain and support special populations in CTE programs. • Promotional materials are unavailable, and need to be developed to highlight supports for special populations.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • The LEA has policies in place to ensure the learning environment is accessible to all students, and some CTE pathways ensure accessibility through reasonable accommodations and modifications. • Special populations have access to some CTE pathways. • The LEA provides resources designed to recruit, retain and support special populations for some CTE programs. • Promotional materials for some pathways are available, but need to be developed to highlight supports for special populations.
<p>Quality Practice (2 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • The LEA has policies in place to ensure the learning environment is accessible to all students, and most CTE pathways ensure accessibility through reasonable accommodations and modifications and differentiation. • Special populations have access to most CTE pathways. • The LEA provides resources designed to recruit, retain, and support special populations for most CTE programs. • Promotional materials for most pathways are available, present a broad range of career options, and highlight supports for special populations across pathways.
<p>Exemplary Practice (3 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • 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
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • School and program equity and access policies. • Promotional materials. • Accommodations and modifications in place for special populations students. • Strategies and supports provided that promote recruitment, retention, and success of special population students.
<p>Evidence on File at LEA <i>(max. 1100 characters)</i></p>	<p>Student data system information supports that categories of exceptional needs individuals are enrolled in our CTE programs.</p> <p>Paraprofessional support is utilized to ensure student success.</p>
<p>LEA Comments <i>(max. 1100 characters)</i></p>	<p>Alternative education students can participate in CTE classes if they so desire and are encouraged to do so.</p> <p>All CTE teachers provide for appropriate accomodations and modifications to ensure that all their students are successful.</p>

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

Essential Element: Equity and Access.

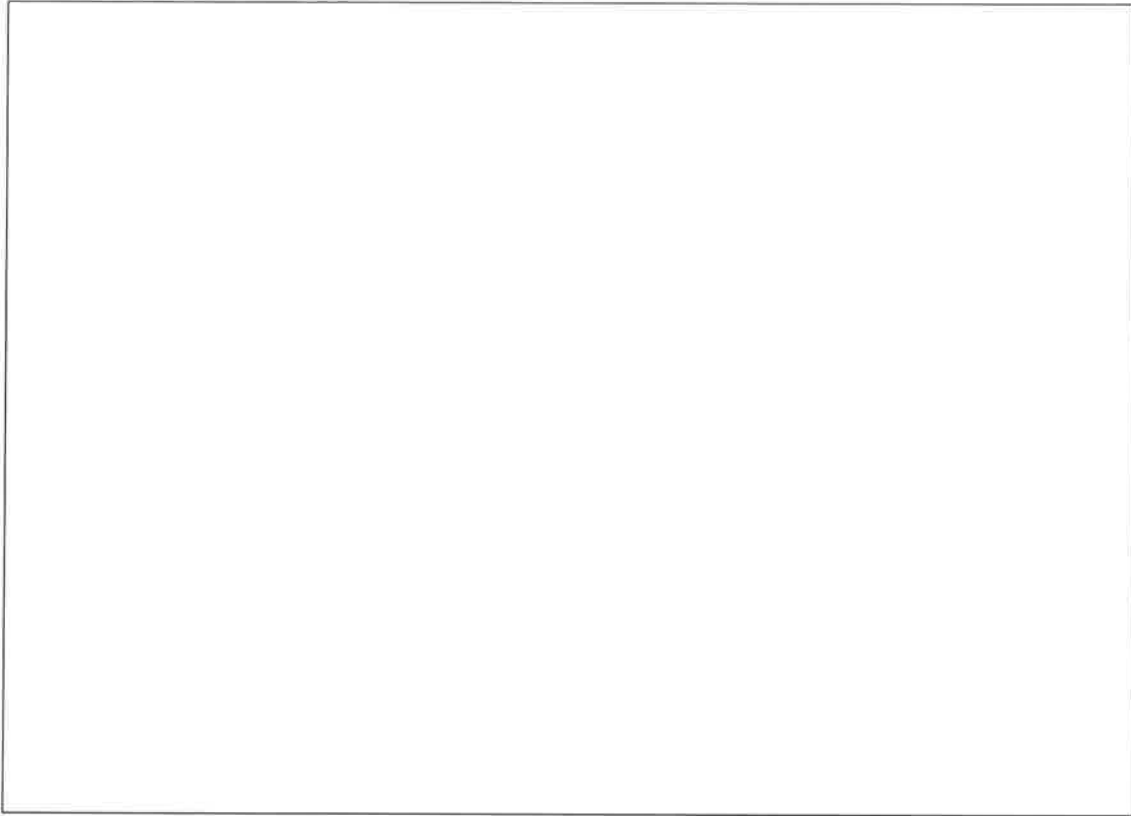
Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

All Sonora High School students have the opportunity and are enrolled in our CTE programs.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

We need to continue to ensure that Special Needs students are supported sufficiently so that they can be successful in the CTE program.

11. Unique Conditions: Describe any unique conditions that may apply to your CTE program. (max. 1500 characters)

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