COMPREHENSIVE LOCAL NEEDS ASSESSMENT REPORTING TEMPLATE

For California Local Educational Agencies Applying to the 2020–21 Perkins V Grant Under Section 131 (Secondary Schools) and Section 132 (ROPs and Adult Education Schools)

Introduction

The *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V) require all eligible recipients of Perkins V funds to complete a Comprehensive Local Needs Assessment (CLNA) and use that information to develop the eligible recipient's local application plan. One of the most significant changes within the Perkins V federal legislation is the introduction of the CLNA. Conducting the CLNA is described under Perkins V subsection 134(c), and developing the local application described in Perkins V subsection 134(b). The CLNA must be completed by eligible grant recipients of Perkins V funds at the beginning of the grant period and updated at least once every two years

Perkins V requires eligible grant recipients to use a data-driven decision-making process on local planning and spending on career and technical education (CTE). The CLNA is a review of a number of elements, including student performance data, especially gaps among sub-groups of special population; labor market needs; educator development; equity and access, for special populations, and program size, scope and

quality. To validate the information obtained through the CLNA, an eligible Perkins V grant recipient shall involve a diverse body of stakeholders, including, at a minimum— secondary and postsecondary educators, business and industry partners, parents and students among others. More importantly, local planning, program, and funding decisions must be based on the CLNA with the primary purpose of improving overall performance and reduce performance gaps between different special population subgroups.

The goal of the CLNA is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve performance and decrease performance gaps. Identifying priority needs is the first in a series of closely tied steps that also include understanding root causes that contribute to the areas of need, selecting evidence based strategies that address those areas, preparing for and implementing selected strategies, and evaluating whether those strategies are addressing improvement needs and achieving desired results.

The following pages contain information that will help eligible grant recipients understand and develop their CLNA.

Table of Contents

Executive Summary to be Included in the Perkins Application

Directions: Complete this Executive Summary after all other sections.

Each question below is meant to be a concise and complete[1] summary of the more in-depth exploration of each section of this CLNA Reporting Template. Each section are based on a separate requirement from the Perkins V law, Section 134, of what must be contained in the CLNA and application.

The responses from the Executive Summary are required to be included in the annual Perkins renewal application via the California Department of Education's (CDE) online Programs Grant Management System (PGMS), Section 4. All other evidence of the complete CLNA process should be kept on file and ready to be reviewed in a Federal Program Monitoring (FPM) visit or upon request.[2]

Summarize the identified needs and strategies generated in the eligible grant recipient's stakeholder consultation committee as they relate to each required element of the eligible grant recipient's CLNA:

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1. Each line item in the eligible grant recipient's budget must serve one of the needs or strategies the eligible grant recipient lists below.

2. Evidence of stakeholder engagement would include such documentation as meeting agendas, notes, copies of handouts shared, a list of participants (names, Institution, title, phone and email) and sign-in sheets.

1. **Section 134(c)(d)(e): Stakeholder Consultation on CLNA, Dates, Content, Membership:**

   a) **What was the date of the eligible grant recipient's most recent district-wide CTE Advisory meeting that served as the source for filling out this document?**

   > The most recent district-wide CTE Advisory was held virtually on May 27, 2020 due to the Covid-19 global Pandemic which caused all of our local schools to close their physical campuses and also affected multiple local industry partners ability to meet in person. In order to be proactive in following the county social distancing guidelines, our CLNA data and CTE 11 Elements were sent out to our stakeholders via email for their review April 11, 2020. Stakeholders provided feedback to the CTE district team to identify strengths and gaps in the CTE programs in order to set goals and improve the outcome of student performance and scope and quality of CTE programs.
   >
   > Our stakeholder representatives for our CTE Advisory and CLNA feedback included: CTE teachers, school site administration, school counselor, staff that work with special populations, students, community college partners, and local industry partners for each of the Industry Sectors offered at Lucerne Valley Unified School District.

   b) **The source of that meeting should have been the eligible grant recipient's Perkins indicators plus a self-evaluation, and/or this document. Was the eligible grant recipient's self-evaluation based on the "11 Elements of a High Quality CTE Program" aka the "CTE Self-Review," the CTEIG Self Review Rubric, an equivalent, or this document? Explain/describe.**

   > Our stakeholders were able to review Lucerne Valley's self-evaluation based on the 11 Elements of a High-Quality CTE Program as well as our Perkins indicators and this CLNA document. Stakeholders were able to view this information through the email that was sent out along with our online advisory. They were able to provide us feedback through our google survey that was went out via email to our stakeholders.
   >
   > It is imperative to the Lucerne Valley Unified School District that we continue to work together and include our community stake holders, K-12 Stake Holders, local business partners and our representatives from our special populations in ensuring that we continue to align and improve our programs to close the gaps that have been identified.

   c) **What is the date of the eligible grant recipient's next district-wide CTE Advisory meeting that will review, evaluate, & identify needs per Section 134(c), Comprehensive Needs Assessment, and Section 134(e), Continued Consultation.**

The next district-wide CTE Advisory meeting is scheduled for September 2, 2020. This is in partnership with MDCP (Mountain Desert Career Pathways) who will host the meeting. Lucerne Valley Unified School District works alongside with MDCP on an annual basis in order to reflect and evaluate the CTE programs that the district is offering. During this time, further development and adjustment of plans to support the growth and implementation of new and/or revised programs of students will take place. We will continue to share data to be reviewed with stakeholders along with priorities, activities and expenditures that came about from the CLNA.

d) What has the eligible grant recipient done or what will the eligible grant recipient do to make sure all required categories of members will attend the eligible grant recipient's next scheduled Stakeholder Consultation per section 134(d)?

Lucerne Valley Unified School District partners with additional districts in the local region to ensure that all required categories of members will attend the next scheduled Stakeholder Consultation. Each district in the Mountain Desert Career Pathways (MDCP) JPA consortium collaborated to provide the invite list of key stakeholders, both from a regional standpoint of shared industry partners, and individualized stakeholders within district. MDCP then used this list sent out invitations via email and calendar invites and tracked RSVPs. Both MDCP staff and district staff monitored RSVPs as a resource to remind or replace key individuals who were not available/unresponsive.

2. Section 134(c)(2)(A): Student Performance on Required Performance Indicators (Disaggregated)

Lucerne Valley Unified has seen an increase in CTE enrollment across the CTE pathways at Lucerne Valley for the 2019/2020 school year. Another strength that was seen in student performance was that the graduation rate of CTE completers was 100%. There was a high completion of students with disabilities and economic disadvantages in CTE graduation rates. It was also noted that students were receiving post-secondary credits in their CTE pathways. Academic proficiency district target was met for both language arts and for science.

Academic Proficiency in mathematics for Lucerne Valley Unified School District is low, not only in CTE completers but across all students in the school district and needs to be addressed. It is imperative that collaboration between CTE and non CTE teachers take place in developing strategic methods to address the mathematic gap that we are seeing in our students. Another gap that needs to be addressed is the gap between K-12 and post program placement. We see low numbers in student post program placement in the 2018/2019 school year. It is important that additional CTE-specific counseling is taking place along with student-individualized school to career roadmaps and that students are understanding the connections between K12 and postsecondary to local careers.

LVUSD Strengths that were identified in the CLNA regarding student performance:
- The graduation rate of CTE completers was 100%.
- CTE Enrollment has gone up 66% this past year from the previous year.
- Students are obtaining post-secondary credits
- High completions of students with disabilities and economic disadvantages in CTE graduation rates.

LVUSD Gaps that were identified in the CLNA regarding student performance:
- Academic Proficiency in mathematics for Lucerne Valley Unified School District is low, district agreed target not met.
- Gap between K-12 and post program placement. We see low numbers in student post program placement. District agreed target not met.

LVUSD Strategies:
Strategies that are in place to support student performance on required performance indicators:
- School counselor support in career exploration and post-secondary roadmap planning to support closing the gap in post program placement.
- School counselor continue to inform and recruit students to CTE pathways from all subpopulations including special populations.
- Special Academic Instruction teachers to collaborate with and support CTE teachers in successful strategies in working with students with disabilities.
- Addition of site English Learner lead teacher to help develop and implement supports for English learning students
- Collaborations with mathematical department and CTE department in materials and lesson planning to support closing the mathematical achievement gap.
- School-wide staff developments and data review on required performance indicators.
- Pathway individualized K-12 to postsecondary to local career brochures, guides and posters to increase student knowledge.
- Increase of industry guest speakers
- Continued career exploration in lower grade levels such as 8th/9th grade.

LVUSD Commitment:
Lucerne Valley Unified School District is committed to improving the student performance on the required performance indicators. Perkins funding will be used to target the improvement of student performance in the two areas where the district target was not met. Perkins funding will be used to develop and promote Pathway individualized K-12 to postsecondary to local career brochures, guides, and posters to increase student and parent knowledge. Perkins funding will be used to provide support materials and develop lessons to support closing the mathematical achievement gap.

3. **Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students**

Lucerne Valley Unified has seen an increase in CTE enrollment across the CTE pathways at Lucerne Valley for the 2019/2020 school year – up 66.6 % from the previous school year. Out of the 218 students on our high school campus, 175 of them are involved in a CTE pathway. This is due to the onboarding of a school counselor who is highly involved in working with CTE teachers in correct pathway student placement and who also works with students in academic planning and promoting the various opportunities in CTE on the school campus based off of the student career exploration survey results and student scheduling in their academic plan for high school. The school counselor continues to provide supporting to students in sharing and applying for post-secondary placement opportunities. Adding and maintaining a high-quality school counselor who understands student placement and enrollment in CTE pathways was important in improving the size, scope and quality of our CTE programs

LVUSD Strengths that were identified in the CLNA regarding student performance:
- Number of CTE students enrolled has gone up
- Student participation increase in enrollment in more than one pathway.
- Addition of new Medical/Health pathway which aligns with current regional job needs/outlook
- College articulation opportunities across pathways for students.
- High percentage of females/non-traditional in CTE pathways

LVUSD Gaps that were identified in the CLNA regarding student performance:
- Low class sizes in capstone courses. Students were completing concentrator courses during senior year rather than 9th, 10th or 11th grade resulting in low enrollment numbers.
- No articulation opportunities in Information Technology Communications pathway.
- Low certification/credential completions

LVUSD Strategies:
Strategies that are in place to ensure that CTE program size, scope and quality meet the needs of all students:
- Increase of regional industry specific competitions for students
- Increase of offerings for industry specific certifications in CTE pathways
- Increased support from school administration to increase/celebrate the CTE accomplishments amongst students such as certifications, signing to trade schools, job hiring in relation to pathways and pathway completion to promote a school wide positive outlook towards CTE.
- Expansion of work-based learning in all pathways.
- Collaboration with school counselor to ensure correct student class placement.
- Collaboration with local community college to explore additional opportunities for college articulation.
- Develop 4-year high school plans include CTE-Specific counseling and CTE course placements for all students including A-G opportunities, 4 year bound opportunities,2 year college opportunities, certification opportunities and trade schools.
- Increase pathway promotional materials that include K-12 to postsecondary to local career brochures, guides and posters to increase student knowledge.
- Increase of industry guest speakers
- Continued career exploration in lower grade levels such as 8th/9th grade.
- Purchasing industry equipment, text books and course materials to provide quality programs for students.
- Continue to revise and develop new CTE pathways based off of student interest and enrollment.

LVUSD Commitment:
Lucerne Valley Unified School District is committed to growing and maintaining our CTE course offerings. We will continue to use Perkins funding to improve our CTE program size, scope and quality in all pathways. We continue to strive to offer quality instruction to our students that is engaging and aligns with industry job outlook. Our student career interest and engagement is valued and we are committed to increasing the positive school culture surround out CTE pathways and continue to strive to expand our course offerings and opportunities for college articulation and industry certifications.

4. **Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study**

In previous years, Lucerne Valley has struggled in offering industry recognized certifications for students on a consistent basis across pathways. The 2019/2020 was the first school year that we implemented students to take one industry recognized certification through Precision Exams in each CTE Pathway. We were successful in having all of our pathways offer one pre-assessment with Precision Exams in Fall 2019, however due to the Covid-19 school closure were have been unable to offer the post-exam to students as Precision Exams this year does not have a virtual option that allows student to take the exam from their home. However, we were successful in offering 186 pre-assessments across our CTE pathways.

LVUSD Strengths that were identified in the CLNA regarding student performance:
- Addition of industry recognized credential offerings through Precision Exams to all CTE courses and pathways
- College articulation agreements for 7 CTE courses in 4 pathways.

LVUSD Gaps that were identified in the CLNA regarding student performance:
- Need to increase college articulation across pathways – only 4 out of 9 have college articulation agreements.
- Need to increase industry recognized credential offerings for students outside of Precision Exams

LVUSD Strategies:
Strategies that are in place to ensure that CTE programs are accessible to all students include:
- We will used Perkins funding and other CTE grant funding to assure that our pathway equipment continues to meet industry standards and prepares student for these industry certifications.
- We will continue to collaborate with other districts and industry partners for best practices in offering industry recognized credentials.
- We will continue to work with community college to increase college articulation opportunities in new and revised CTE pathways.
- Continue teacher collaborations with industry partners through externships and job shadowing to ensure that their knowledge and equipment meets industry standards and is an accurate representation of what students would have access to at the post- secondary level to prepare them for the industry certifications.

LVUSD Commitment:
Lucerne Valley Unified School District along with the support of Perkins funding is committed to providing industry standard equipment that prepares student for the industry certifications. LVUSD will continue to collaborate with other districts and industry partners for best practices in offering industry recognized credentials. It is important to LVUSD that our equipment and course materials and course outlines align with what the college is teaching in order to ensure that our courses can be college articulated to increase our opportunities for students. If we can plug them into a pathway and show them how they have already earned college credit, we have increased their chances of participating in post-secondary education in that field. This is important for our special populations who may not be as likely to pursue post-secondary education without guidance and connection. This will help them transition from high school to post-secondary placement.

5. **Section 134(c)(2)(D): Improving recruitment, retention, and training of CTE professionals, including underrepresented groups**

All CTE teachers are encouraged to attend industry-specific trainings every year so that they are current with what equipment, certifications and licenses are used in their industry. Lucerne Valley High School offers monthly staff professional development opportunities to help all teachers develop educational and pedagogical skills and CTE teachers are included in these trainings. Topics include technology use in the classroom, social emotional, classroom management and classroom culture. Monthly CTE teacher collaborations provide the opportunity to teachers to collaborate with each other to develop strategies to support students and create unity in our CTE department in lesson planning, grading policies, class syllabus and course outlines. The district English Learning Coordinator and our Special Academic Instruction Team provide supports to teachers for students in underrepresented groups.

LVUSD need to continue to develop our partner outreach to develop a more diverse field of CTE professionals. It is agreed that CTE professionals that hold certifications in their industry field should be pursued and that it is important to recruit high-quality industry experienced teachers. It was also agreed that it is important that the courses offered at the school have student interest so that the programs can build student numbers and grow to more course offerings. Stability to potential teachers and programs is of high importance.

LVUSD Strengths that were identified in the CLNA regarding student performance:
- High student interest and participation in programs in CTE course offerings.
- District support in funding high quality CTE programs and in growing CTE pathways.
- Multiple job shadowing opportunities, teacher externships, and teacher collaboration opportunities are offered.
- Low turn-over rate for full time CTE teachers

LVUSD Gaps that were identified in the CLNA regarding student performance:
- Additional stability to potential teachers and programs needs to be provided for new and revised pathways.
- School is rural and it is difficult to recruit and retain part-time CTE teachers.
- High turn-over rate for part time CTE teachers.

LVUSD Strategies:
Strategies that are in place to improve recruitment, retention, and training of CTE professionals:
- Expand teacher job shadowing opportunities offered through the school year and teacher externship opportunities that align with school breaks.
- Expand partnership with industry in recruiting high quality CTE teachers
- Additional support for CTE teachers at the school site level to make sure that part time teachers are included in all school site staff development opportunities.
- Provide more teacher tours of industry training sites throughout the school year to develop professional knowledge of current industry trends and needs.
- Develop lesson plans/lab experiences in class/at school that highlight industry partnerships for students in the classroom that support CTE teacher in developing industry connections for student.
- Increased support from school administration to increase recognition of CTE staff involvement and program accomplishments to promote a school wide positive outlook towards CTE.

LVUSD Commitment:
Lucerne Valley Unified School District is committed to the recruitment and retention of high quality CTE teachers. LVUSD is committed to using Perkins funding to provide quality CTE programs that will attract potential CTE professionals. LVUSD will used Perkins funding to ensure that CTE programs continue to align with industry needs and have high quality industry standard equipment that properly prepares our students for the current industry expectations.

6. Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students

While CTE enrollment for Lucerne Valley High School had increased and there is a higher interested in programs across pathways it important that the collaboration between school counselor and CTE teachers continue in order to improve access for all to CTE pathways. It is also important to include non CTE staff that work with underrepresented populations in the recruitment and shared knowledge of CTE. There is potential to continue to target the various special populations groups and their families to help them understand the benefits of CTE programs and how to participate in them. It is important to integrate collaboration efforts with CTE teachers and representatives that work with special populations in providing quality pathways that meet the needs of all students. We would like to see an increase in regional professional learning communities around special populations and an increase in data analysis and self-evaluation surrounding special populations student data. It is important that mentors for special population groups be considered as a resource and to increase quantity of staff who are themselves from special populations categories to help promote.

LVUSD Strengths that were identified in the CLNA regarding student performance:
- There is a strong collaboration between the school counselor and CTE teachers regarding student placement and student recruitment.
- There is a strong understanding of the school counselor regarding CTE and student placement at K-12 and post program placement.
- There is career planning and exploration taking place across all grade levels that support the revision and the building of new CTE offerings to support student interest.

LVUSD Gaps that were identified in the CLNA regarding student performance:
- Overall there is a lack of knowledge in regards to CTE access and opportunities from non-CTE representatives that work with underrepresented populations. Representatives that work with special populations need to be included in recruitment plans and strategies as well be given the opportunity to gain shared knowledge of CTE.

LVUSD Strategies:
Strategies that are in place to ensure that CTE programs are accessible to all students include:
- Continuous communication between school counselor, representatives of special populations, CTE teachers, students and parents takes place in regards to CTE pathway opportunities.
- Students are placed in appropriate CTE pathways based of interests submitted to school counselor during class registration for the following school year.
- Continuous analyzation of maintenance and improvement of access, progress, and success of students in CTE pathways.

LVUSD Commitment:
Lucerne Valley Unified School District is committed to the promotion and outreach targeted towards special population student groups. Prior to the start of the school year: staff, parents and students are notified that all LVSUD opportunities will be offered without regard to race, color, national origin, sex or disability. LVSU remains strong in their believe that all students have access to CTE information and enrollment in pathways and that brochures, flyers and other recruitment material reflect that belief. LVUSD is committed to using Perkins funding to assist in the promotion and outreach targeted to special populations/ LVUSD is also committed to using Perkins funding to ensure that students with disability are not excluded from CTE programs, academics or activities due to equipment access barriers.

7. Section 134(c)(2)(B)(ii): Alignment to Labor Market Information (LMI)

Lucerne Valley Unified has worked closely with the MDCP and with local industry partners in aligning CTE pathways with the local Labor Market Information. CTE teachers are given multiple opportunities to attend industry specific conferences, workshops and training. LVUSD continues to monitor LMI information in order to diligently be active in planning and determining additional programs of study needed. It is imperative in making sure that the integration of soft skill development is increased in pathway programs and that all skill trades are seen as viable career opportunities as opposed to fall backs for non-college bound students.

LVUSD Strengths that were identified in the CLNA regarding student performance:
- Students are exposed to the Labor Market Information in the CTE pathways and in academic planning/career exploration lessons school wide with the school counselor.
- There is strong communication that LVUSD shares with it's industry partners in LMI and local industry needs.
- There was the addition of a new Medical pathway 2019/2020 school year to address LMI local needs.

LVUSD Gaps that were identified in the CLNA regarding student performance:
- While there is strong communication with the district, CTE teachers and industry partners, LVUSD needs to increase the information that is shared with students, parents and non-CTE staff regarding LMI.
- LVUSD battles a common stigma that skill trades are fall backs for non-college bound students – there is a ill-informed school culture and ideology that needs to be addressed.

LVUSD Strategies:
Strategies that are in place to ensure that CTE programs are aligned with Labor Market Information include:
- More non CTE staff, student and parent exposure to LMI and roadmaps to post program placement and local career opportunities.
- Continued support from school counselor for information regarding post program placement and how A-G/4 year bound students can benefit from CTE too. Students will be given accurate information at the school counseling level regarding post program placement.
- Increased support from school administration to increase/celebrate the CTE accomplishments amongst students such as certifications, signing to trade schools, job hiring in relation to pathways and pathway completion to promote a school wide positive outlook towards CTE.
- Increase integration of soft skill development in programs.
- New pathways will be developed with LMI in perspective.
- Continued work with stakeholders to align CTE pathways with LMI
- Increase in industry certifications offerings that support the LMI.

LVUSD Commitment:
Lucerne Valley Unified School District is committed to using Perkins funding to revise, develop and implement new CTE pathways base of LMI local needs that align with industry certification and local post-secondary placement opportunities. LVUSD will continue to support teachers in attending industry specific trainings and workshops to ensure that their knowledge in current in their industry. LVUSD is also committed to using Perkins funding to increase the LMI information that is shared with students, parents and non-CTE staff regarding LMI through career exploration lessons, on site staff professional development, and additional posters, flyers and infographics.

Question 1 In-Depth: Stakeholder Consultation on the CLNA, Dates, Content, and Membership

Question 1 In-Depth

Section 134(c)(d)(e): Stakeholder Consultation on CLNA, Dates, Content, Membership

What the Perkins V Law Says About Stakeholders in the Needs Assessment Process

In conducting the CLNA under subsection 134(c), and developing the local application described in subsection 134(b), an eligible grant recipient shall involve a diverse body of stakeholders, including, at a minimum—

- representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;

- representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;

- representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;

- parents and students;

- representatives of special populations;

- representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);

- representatives of Indian Tribes and Tribal organizations in the State, where applicable; and

- any other stakeholders that the eligible agency may require the eligible grant recipient to consult.

1. **Please indicate the key stakeholders (individuals and groups) involved in the completion of this CLNA:**

> Key Stakeholders that were surveyed in the completion of this CLNA included:
> - K-12 stakeholders including – students, CTE staff, staff that work specifically with special populations, school administration and school counselor.
> - Industry Stakeholders that are in relation to the pathways that Lucerne Valley Unified School District Offers.
> - Community College Stakeholders from Victor Valley College & Barstow Community College

2. **List, by name (and optional links to), any other stakeholder groups consulted with (but not directly involved) in the completion of the CLNA:**

> The CTE Coordinating Council of Mountain Desert Career Pathways consulted together in the completion of each districts individual CLNA.

3. **Summarize the key stakeholder feedback:**

Overall, stakeholders were delighted to see the increase in CTE enrollment across the CTE pathways at Lucerne Valley for the 2019/2020 school year – up 66.6 % from the previous school year. There was concerned that some of the courses, specifically capstone courses, still have lower numbers in some courses than others and a desire to see more evenly balanced courses was noted. Across board, the stakeholders agreed that the importance of adding and maintaining a high-quality school counselor who understands student placement and enrollment in CTE pathways was important in improving the program, scope and quality. While we see an increase in enrollment, it is important that CTE-specific counseling is taking place along with student-individualized school to career roadmaps and that students are understanding the connections between K12 and postsecondary to local careers. There is a desire to see an increase in work-based learning opportunities, field trips, guest speakers and more regional competitions for students. There is also a desire for more teacher externship and more regional teacher collaboration by industry sector. Industry stakeholders believe that soft skills are important for students to be exposed to and would like to see more industry/K12 collaboration in developing those soft skills with students. There is a desire to bring apprenticeship/externship opportunities for students.

Stakeholders agreed that while Lucerne Valley was very inclusive in their offerings to students in CTE pathways, there was potential to continue to target those special populations groups and their families to help them understand the benefits of CTE programs and how to participate in them. It was important to the stakeholders that we see an increase in regional professional learning communities around special populations and an increase in data analysis and self-evaluation surrounding special populations student data. It was important that mentors for special population groups be considered as a resource and to increase quantity of staff who are themselves from special populations categories.

NOTE: Evidence of stakeholder engagement would include such documentation as meeting agendas, notes, copies of handouts shared, a list of participants (names, institution, title, phone and email) and sign-in sheets.

Question 2 In-Depth: Student Performance on Required Performance Indicators

Question 2 In-Depth: Data

Section 134(c)(2)(A): Student Performance On Required Performance Indicators

The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English language learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.

1S1: 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
2018−19	88.1%	88.10%	79.29%	100%	100.00%	100.00%	100.00%	NA	NA	NA	NA	100.00%	NA	☒ YES ☐ NO
2019−20	89.1%													☐ YES ☐ NO
2020−21	89.1%													☐ YES ☐ NO
2021−22	91.1%													☐ YES ☐ NO
2022−23	91.1%													☐ YES ☐ NO
Ave.														☐ YES ☐ NO

1S2: Extended Graduation Rate – Lucerne does not track extended graduation rates

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
2018−19														☐ YES ☐ NO
2019−20														☐ YES ☐ NO
2020−21														☐ YES ☐ NO
2021−22														☐ YES ☐ NO
2022−23														☐ YES ☐ NO
Ave.														☐ YES ☐ NO

2S1: Academic Proficiency in Reading 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
2018−19	60.6%	60.60%	54.54%	66.60%	50.00%	100.00%	50.00%	NA	NA	NA	NA	100.00%	NA	☒ YES ☐ NO
2019−20	62.0%													☐ YES ☐ NO
2020−21	62.0%													☐ YES ☐ NO
2021−22	63.4%													☐ YES ☐ NO
2022−23	63.4%													☐ YES ☐ NO
Ave.														☐ YES ☐ NO

2S2: Academic Proficiency in Mathematics

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
2018−19	33.0%	33%	29.7%	16.60%	0	100%	25%	NA	NA	NA	NA	100.00%	NA	☐ YES ☒ NO
2019−20	34.5%													☐ YES ☐ NO
2020−21	34.5%													☐ YES ☐ NO
2021−22	36.5%													☐ YES ☐ NO
2022−23	36.5%													☐ YES ☐ NO
Ave.														☐ YES ☐ NO

2S3: Academic Proficiency in 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
2018−19	27.7%	27.70%	24.93%	50%	50%	100%	50%	NA	NA	NA	NA	100.00%	NA	☒ YES ☐ NO
2019−20	28.2%													☐ YES ☐ NO
2020−21	28.2%													☐ YES ☐ NO
2021−22	31.2%													☐ YES ☐ NO
2022−23	31.2%													☐ YES ☐ NO
Ave.														☐ YES ☐ NO

3S1: 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
2018−19	67.2%	67.20%	60.48%	58.30%	NA	100%	8.30%	NA	NA	NA	NA	100.00%	NA	☐ YES ☒ NO
2019−20	68.0%													☐ YES ☐ NO
2020−21	68.0%													☐ YES ☐ NO
2021−22	69.4%													☐ YES ☐ NO
2022−23	69.4%													☐ YES ☐ NO
Ave.														☐ YES ☐ NO

4S1: Non-Traditional Program Concentration

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
2018−19	20.8%	20.8%	18.72%	28.14%	NA	100%	25%	NA	NA	NA	NA	NA	NA	☒ YES ☐ NO
2019−20	20.8%													☐ YES ☐ NO
2020−21	20.8%													☐ YES ☐ NO
2021−22	21.0%													☐ YES ☐ NO
2022−23	21.0%													☐ YES ☐ NO
Ave.														☐ YES ☐ NO

5S1: Program Quality—Attained Recognized Postsecondary Credential

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
2018–19														☐ YES ☐ NO
2019–20														☐ YES ☐ NO
2020–21														☐ YES ☐ NO
2021–22														☐ YES ☐ NO
2022–23														☐ YES ☐ NO
Ave.														☐ YES ☐ NO

5S2: Program Quality—Attained Recognized Postsecondary Credits

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
2018–19	21.6%	21.6%	19.44%	25%	NA	100%	66.6%	NA	NA	NA	NA	NA	NA	☒ YES ☐ NO
2019–20	23.9%													☐ YES ☐ NO
2020–21	23.9%													☐ YES ☐ NO
2021–22	26.2%													☐ YES ☐ NO
2022–23	26.2%													☐ YES ☐ NO
Ave.														☐ YES ☐ NO

5S3: Program Quality—Participated in Work-Based Learning

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
2018–19		30%	27%	66.6%	100%	100%	100%	NA	NA	NA	NA	100%	NA	☒ YES ☐ NO
2019–20														☐ YES ☐ NO
2020–21														☐ YES ☐ NO
2021–22														☐ YES ☐ NO
2022–23														☐ YES ☐ NO
Ave.														☐ YES ☐ NO

5S4: Program Quality—Other[3]

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
2018–19														☐ YES ☐ NO
2019–20														☐ YES ☐ NO
2020–21														☐ YES ☐ NO
2021–22														☐ YES ☐ NO
2022–23														☐ YES ☐ NO
Ave.														☐ YES ☐ NO

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3. The Federal Perkins V State Plan Portal will allow an eligible grant recipient to include as many "other program" quality indicators as they choose.

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)
2016–17	191													
2017–18	185	122	7	4	3	NA	7	4	NA	NA	2	NA	NA	NA
2018–19	186	105	12	7	5	2	12	4	NA	NA	NA	NA	1	NA
2019–20	218	175												
2020–21														
2021–22														

For this table and for reporting purposes in Perkins V, a "completer" is defined as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class, and exited secondary education.

Under Perkins V, California defines a "concentrator" as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class, and exited secondary education.

California's College/Career Readiness Indicator (CCI) tracks graduation cohorts who also meet one or more defined categories. For categories involving CTE completion, the student must have completed a high-quality CTE pathway of not less than 300 hours with a C- or better in the capstone class.

Question 2 In-Depth: Identified Needs

Section 134(c)(2)(A): Student Performance On Required Performance Indicators

1. **What strengths and gaps were identified by the eligible grant recipient's CLNA regarding student performance?**

Strengths that were identified in the CLNA regarding student performance:
- The graduation rate of CTE completers was 100%.
- CTE Enrollment has gone up 66% this past year from the previous year.
- Students are obtaining post-secondary credits
- High completions of students with disabilities and economic disadvantages in CTE graduation rates.

Gaps that were identified in the CLNA regarding student performance:
- Academic Proficiency in mathematics for Lucerne Valley Unified School District is low, not only in CTE completers but across all students.
- Gap between K-12 and post program placement. We see low numbers in student post program placement.

2. **What subpopulation of students could benefit from additional evidence-based services/supports?**

- English learners
- Economically disadvantages
- Students with disabilities

3. **What priorities is the eligible grant recipient setting to address the gaps or challenges identified for this element that will be presented in the eligible grant recipient's CLNA?**

- While we have high completion graduation rates for student in CTE, it seems that the two key areas that we lack are academic proficiency in mathematics and post program placement. The priorities that we need to set are:
  - Closing the cap between K-12 and post program placement.
  - Addressing low performance in mathematics
  - Continuing to push for inclusion and recruitment of special populations

4. **What new or current partners will support student performance priorities identified?**

- School counselor to support career exploration and post-secondary roadmap planning to support closing the gap in post program placement.
- School counselor continue to inform and recruit students to CTE pathways from all subpopulations including special populations.
- Special Education teachers to collaborate with and support CTE teachers in successful strategies in working with students with disabilities.
- Addition of site English Leaner lead to help develop and implement supports for English learning students
- Collaborations with mathematical department and CTE department in materials and lesson planning to support closing he mathematical achievement gap.
- School administration with continue to support and work towards inclusion and recruitment of special populations.

5. What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?

- Increase of CTE-specific counseling/expansion of Career Day at high school and inclusion of middle school.
- School to career roadmap planning. Start earlier – targeting the 8th/9th grade students.
- Increase industry guest speakers
- Increase field trips
- Increase mentoring programs (peer to peer or industry to student)
- Increase Work Based Learning

6. What professional development, resources, or support is needed to recruit and retain special population students in the eligible grant recipient's CTE program?

- Increased/annual attendance at Joint Special Populations Action Committee (JSPAC) conference
- Recruitment materials highlighting special populations representatives
- Advertisement of support services available at the post-secondary level after transition form K12
- Annual data analysis and self-evaluation around special populations student data
- Trained special populations teachers support CTE staff in mentoring and best practices
- Guest speakers and mentors from special population groups for students

Data sources used to examine element: (Check all that apply)

☐ Eligible grant recipient's secondary student data on…enrollment, concentration, completion and ESSA Mathematics and English Language Arts (ELA) achievement

☐ Eligible grant recipient's postsecondary institution data on enrollment, concentration, completion, or placement.

☐ Disaggregate data on special populations examined in comparison to total CTE population

☐ Other (list/describe):

Question 2 In-Depth: Strategies

Section 134(c)(2)(A): Student Performance On Required Performance Indicators

Directions: Determine the strategies/action steps to reach the aims of Section 134(c)(2)(A) Question 2: Improving Student Performance on Required Performance Indicators.

Use Appendix B: Action Plan for Strategy to provide answers to this section. The CDE recommends no more than three strategies under this question. (One sheet per strategy)

Question 3 In-Depth: Program Size, Scope, and Quality to Meet the Needs of All Students

Question 3 In-Depth: Data

Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students

Directions: In addition to the description below, refer to Appendix C: Key questions to ask during the CLNA development process.

California defines size, scope and quality as follows:

- Size:

    - Parameters/resources that affect whether the program can adequately address student-learning outcomes.

    - Are there enough students entering each pathway and continuing in each pathway to run at least one section of the capstone without double-rostering (having both the concentrator course and the capstone course in the same class during the same period taught by the same teacher)?

        - For an averaged sized school, double-rostering can only be used as a temporary tool, for example, for one year as a new program is growing or an old program is closing.

        - For a very small school, it can be appropriate to use double-rostering as a permanent solution.

- Scope:

    - Programs of Study are part of working toward inclusion within a clearly defined career pathway that includes multiple entry and exit points.

    - Each pathway covers all of the CTE Model Curriculum Standards of its pathway.

    - Each pathway explores all aspects of its industry sector.

    - Each pathway prepares students with industry-specific knowledge and skills for entry-level employment in its industry sector or for continued study towards the same purpose.

- Quality:

- A program must meet two of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.

  - High-skilled: Programs that result in industry-recognized certificates, credentials, or degrees.

  - High-wage: High-wage is anything that is above the median wage for all occupations

  - In-demand: Occupations that are identified in the Occupation in Demand index and/or through the CLNA

- Each pathway must be a coherent, non-duplicative series of courses of not less than 300 hours.

  - Do counselors defend the coherence of a CTE pathway the same as a foreign language or math series?

  - Is the completion of one course in a series a prerequisite for success in the next course?

A suggested activity to test both "size" in "size, scope, & quality" and the "coherence" in "a coherent, non-duplicative series of courses of not less than 300 hours," is to print out the attendance rosters (redact names but include the grade level of each student) for every section of every course in a pathway and line them up by introductory course, concentrator course, and capstone course.

Based on the data (table 1 and Appendix D, E, or F) provide a local CTE program summary analysis for each CTE program offering that includes analyses of: strength(s), weakness(es), challenges, and opportunities.

Local CTE Program Summary Analysis

Description	2019–20	2018–19	2017–18	2016–17
# of Students Enrolled	175	105	122	?
Minimum Class Size	2	2		?
# of Dual Enrollment	0	0	0	0
# of CTE Teachers	7	5	5	?
# of CTE Pathways	11	10	10	9
# of Articulations	7	7	7	?
# of Students In Off-Site Paid WBL	NA	NA	NA	NA
# of Students in Off-Site Unpaid WBL	NA	NA	NA	NA
# of Industry Recognized Credentials Awarded	TBD		0	0
# of Classes Aligned w/ Industry	20	19	19	23
# of Apprenticeships	0	0	0	0
# of Completers Employed in Sector of Study				

Question 3 In-Depth: Identified Needs

Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students

Directions: Use Appendix D, E, and /or F to gather data.

1. **What strengths and gaps were identified by the eligible grant recipient's CLNA regarding size, scope, and quality?**

Strengths Identified:
- Number of CTE students enrolled has gone up
- Student participation increase in enrollment in more than one pathway.
- Addition of new Medical/Health pathway which aligns with current regional job needs/outlook
- College articulation opportunities across pathways for students.
- High percentage of females/non traditional in CTE pathways

Gaps:
- Low class sizes in capstone courses. Students were completing concentrator courses during senior year rather than 9th, 10th or 11th grade resulting in low enrollment numbers.
- No articulation opportunities in Information Technology Communications pathway.
- Low certification/credential completions

2. **What priorities were identified to enhance program size, scope, and quality during the CLNA process that will be included in the eligible grant recipient's local application?**

- Increase capstone course sizes
- Increase articulation opportunities for students
- Increase work based learning opportunities for students
- Increase virtual or web cased lab experience and tutorials for students
- Increase certification completions and certifications offerings for students.
- Continue to recruit and retain non-traditional students in CTE pathway.

3. **What new and/or modified policies, activities, or structures must be developed and implemented?**

- Increase of regional industry specific competitions
- Increase of offerings for industry specific certifications
- Expansion of work based learning at teach grade level
- and pathways.
- Collaboration with school counselor to ensure correct student class placement.
- Collaboration with local community college to explore additional opportunities for college articulation.

4. **What professional development, resources, or support is required to enhance program size, scope, and quality?**

- Regional teacher collaboration by industry sector.
- Regional professional development for non-teaching staff such as counselors/administrators on regional career opportunities
- Industry specific professional development to determine best practice for industry certification offerings.

5. **What changes might be made to career exploration/guidance to improve program size, scope, and quality?**

- CTE specific counseling – Student individualized school to career roadmaps
- Develop 4 year high school plans include CTE course placements
- Pathway individualized K-12 to postsecondary to local career brochures, guides and posters to increase student knowledge.
- Increase of industry guest speakers
- Start career exploration in lower grade levels such as 8th/9th grade.

Data sources used to examine element: (Check all that apply)

☐ COE Data

☐ EED/Workforce data

☐ Disaggregate data on special populations examined in comparison to total CTE population

☐ Program review/accreditation

☐ Other (list/describe):

Question 3 In-Depth: Strategies

Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students

Directions: Determine the strategies/action steps to reach the aims of Section 134(c)(2)(B)(i) as represented by Question 3: Program Size, Scope, and Quality to Meet the Needs of All Students.

Use Appendix B: Action plan for strategy to provide answers to this section. The CDE recommends no more than three strategies under this element. (One sheet per strategy).

Question 4 In-Depth: Progress Towards Implementation of CTE Programs of Study

Question 4 In-Depth: Data

Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study

What is a "Program of Study?"

Perkins V Section 3 Paragraph 41:

> PROGRAM OF STUDY.—The term 'program of study' means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that—
>
> > (A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
> >
> > (B) addresses both academic and technical knowledge and skills, including employability skills;
> >
> > (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
> >
> > (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
> >
> > (E) has multiple entry and exit points that incorporate credentialing; and
> >
> > (F) culminates in the attainment of a recognized postsecondary credential.

Broadly, a program of study answers the question, "When a student completes an eligible grant recipient's high quality CTE pathway, what does he/she do over the next two years to be qualified for entry-level employment in their industry sector?"

For the purposes of meeting minimum requirements under the Perkins V law, California defines this more specifically:

A pathway that meets all of the requirements of a high-quality CTE program as defined by California's Federal Perkins V State Plan (formerly the "2008-2012 California State

Plan for Career Technical Education"), and has a credit transfer agreement[4] with a local community college, is a complete "program of study."

Ultimately, the test is that if a student who completes the high school pathway starts further along in the local community college's sequence than a student who hasn't, and if that is formalized in a written agreement, then the eligible grant recipient is meeting the requirement of a program of study.

Keep in mind that a program of study, that is further (postsecondary) study in the same sector, serves the same purpose as the secondary pathway itself: that is, that students in the pathway may continue to study in the same sector in order to gain the knowledge, skills or industry-recognized credentials for entry-level employment in their sector, especially those knowledge, skills, or industry-recognized credentials not available to minors/high school-age students.

NOTE: Refer back to the data collected for Question 3 In-Depth: Size, Scope, and Quality to answer the following questions.

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4. It can be any form of a credit transfer agreement, including but not limited to an articulation agreement, or dual enrollment agreement, concurrent enrollment agreement, or equivalent.

Programs of Study & Credit Transfer Agreements

1. **How many pathways and which pathways are a complete program of study as defined above?**

   We have 11 pathways and 4 of them are a complete program of study as defined above

2. **How has this number changed over time?**

   No

3. **How can it be increased in the future?**

   We need to increase the number of college articulated courses across pathways.

4. **For each pathway that is a complete program of study, what percentage of students are taking advantage of the credit transfer agreements with the local community college?**

   Ag Horticulture – 70%
   Manufacturing – 85%
   Restaurant – 15%
   Transportation – 0%

   The 2018/2019 school year was the first time that we had students take advantage of the credit transfer agreements with the local community college due wot lack of implementation in previous years.

What is an "Industry-Recognized Credential?"

To answer the broader question presented by the idea of a program of study, it is still important to think about industry-recognized credentials.

An industry-recognized credential passes this test:

- If someone were to quit their job, what certification would they earn to prove they have the skill to get a job in the industry sector of their choice?

- The industry-recognized credential is valued by the employers of an industry sector, and its value is independent of educators' opinion of them.

- Some industry-recognized credentials are valued locally, regionally, but ideally, nationally.

- There is a continuum, from "third-party assessment" which holds educational value but are not valued by an industry sector, to truly industry-recognized as described above.

Programs of Study and Industry-Recognized Credentials

NOTE: Refer back to the data collected for Question 3 In-Depth: Size, Scope, and Quality to answer the following questions.

1. **How many pathways and which pathways offer an opportunity for its students to earn an industry-recognized credential? Is each recognized locally, regionally, or nationally?**

   In previous years, Lucerne Valley was not offering industry recognized certifications for students on a consistent basis across pathways. The 2019/2020 was the first school year that we implemented students to take one industry recognized certification through Precision Exams in each course. We were successful in having all of our pathways offer on res-assessment with Precision Exams in Fall 2019, however due to the Covid-19 school closure were have been unable to offer the post-exam to students as Precision Exams does not have a virtual option that allows student to take the exam from their home.

2. **How has this number changed over time?**

   Yes. Last year we had 24 pre-assessments taken. This year we have 186 pre-assessments given.

3. **How can it be increased in the future?**

   Next year we hope to successfully give both the pre-assessment test and the pos-assessment test to students so they can earn their industry certifications.

4. **For each pathway that offers an industry-recognized credential, what percentage of the students taking the test obtain the credential?**

   Unknown (data was not previously tracked – new CTE coordinator this year and we cannot complete certification process due to Covid-19)

5. **How many pathways and which pathways offer an opportunity for its students to take a third-party assessment?**

   All 9 pathways offer students the opportunity to take Precision Exams

6. **Are scores rising, falling, or holding steady year-over-year?**

   Unknown (data was not previously tracked – new CTE coordinator this year)

Question 4 In-Depth: Identified Needs

Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study

1. **What strengths and gaps were identified by the eligible grant recipient's CLNA regarding CTE programs of study?**

> Strengths:
> - Addition of industry recognized credential offerings through Precision Exams to all CTE courses and pathways
>
> Gaps:
> - Increase college articulation across pathways
> - Increase industry recognized credential offerings for students

2. **What priorities have been identified in the CLNA process to address gaps or deficits in CTE programs of study?**

> - Increase college articulation across pathways
> - Increase industry recognized credential offerings for students

3. **What new and/or modified policies, activities, or structures must be developed and implemented, especially to ensure participation and success of special population groups with regard to CTE programs of study?**

> - We need to be proactive in ensure that our pathway equipment continues to meet industry standards and prepares student for these industry certifications.
> - We need to make sure that our equipment and course materials align with what the college is teaching in order to ensure that our courses can be college articulated to increase our opportunities for students. If we can plug them into a pathway and show them how they have already earned college credit, we have increased their chances of participating in post-secondary education in that field. This is important for our special populations who may not be as likely to pursue post-secondary education without guidance and connection. This will help them transition from high school to post-secondary placement.
> - Continue to collaborate with other districts and industry partners for best practices in offering industry recognized credentials.
> - Continue to work with community college to increase college articulation opportunities

4. **What professional development, resources, or support is needed to enhance the structure of and enhance student opportunity to progress within a CTE program of study?**

We need to have more teacher collaborations with industry partners through externships and job shadowing to ensure that their knowledge and equipment meets industry standards and is an accurate representation of what students would have access to at the post- secondary level to prepare them for the industry certifications.

Data sources used to examine element: (Check all that apply)

☐ Consortium member data

☐ Projected employment needs by cluster

☐ DEED/Workforce data

☐ Other (list/describe):

Question 4 In-Depth: Strategies

Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study

Directions: Determine the strategies/action steps to reach the aims of Section 134(c)(2)(C) as represented by Question 4: Progress Towards Implementation of CTE Programs of Study.

Use Appendix B: Action plan for strategy to provide answers to this section. The CDE recommends no more than three strategies under this element. (One sheet per strategy).

Question 5 In-Depth: Improving Recruitment, Retention, Training, Including Underrepresented Groups

Question 5 In-Depth: Data

Section 134(c)(2)(D): Improving Recruitment, Retention, Training of CTE Professionals, Including from Underrepresented[5] Groups

For the purposes of the Perkins V grant and California's Federal Perkins V State Plan (formerly the "2008-2012 California State Plan for Career Technical Education"), not all professional development activities are created equal. The kind of professional development that is fundable with Perkins V dollars are industry specific, i.e., primarily designed for and attended by members of the industry sector, and not educators.

However, professional development that is CTE specific, but not industry specific, and designed to be primarily attended by educators, is also fundable; for example, the annual Educating for Careers Conference.

With the exception of project based learning, a professional development training or conference that makes someone a better teacher independent of the subject they are teaching is important but not fundable with Perkins V funds.

NOTE: Use the CTE Teacher Matrix linked in Section 4 of the eligible grant recipient's online Perkins V Application in PGMS, the eligible grant recipient's human resource's office, and the eligible grant recipient's records of professional development to answer the following questions.

Recruitment:

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5. Underrepresented refers to individuals belonging to groups that are underrepresented in these professions. Refer to Perkins V, Sec 134(c)(2)(D).

1. **What structures does the eligible grant recipient have in place to create a recruitment pipeline so that high quality CTE teachers with both a CTE eligible credential and industry experience are available as needed?**

   CTE teacher job postings are posted on EdJoin which is our job hiring platform. Job description and credential requirements are included in the job posting. We also share out job postings through the MDCP mailing list of industry partners so local community partners are aware of hiring opportunities. We also post job postings on our Facebook and Instagram when opportunities arise so that we can reach more potential applicants in commonly used social platforms.

2. **What elements of those structures will help to recruit new teachers from underrepresented groups?**

   Posting job opportunities outside of EdJoin helps enlarge our pool of applicants and many times reaches potential high quality CTE teacher candidates that would not know about the Edjoin platform. It is important to have inclusive practices in sharing job postings.

Retention:

3. **What is the average tenure of CTE teachers compared to non-CTE teachers in the eligible grant recipient's institution? For those from underrepresented groups?**

> Because we are a smaller rural school, most of our CTE teachers are part-time as we are unable to offer full-time pathways and it can be difficult to retain CTE teachers as they often move to better opportunities. Our full time CTE teachers (3) have been in their position since they were hired and have not left. Our part-time CTE teacher turnover rate is high. Our non-CTE teacher retention is high as we have full-time non CTE positions.

4. **How might the eligible grant recipient improve the length of tenure of CTE teachers in their program? For teachers from underrepresented groups?**

> It is important that we continue to improve our strategies to improve the length of tenure of CTE teachers in our programs across all groups. Some of the ways that we can improve are: providing quality programs with students that are excited and eager to be in the pathways, providing additional school site support and training in teacher education and pedagogical skills, and to improve our school culture and outlook in regards to CTE and how valuable they are as teachers to our campus.

Training:

5. **What percentage of the eligible grant recipient's CTE teachers are attending industry-specific trainings on an annual basis, for example a paid or unpaid externship? For teachers from underrepresented groups?**

> All of our CTE teachers were scheduled to attend job shadowing opportunities with local industry partners however due to Covid-19 closures we were unable to complete the scheduled job shadowing opportunities.
>
> All CTE teachers are encouraged to attend industry-specific trainings every year so that they are current with what equipment, certifications and licenses are used in their industry.

6. **What percentage of the eligible grant recipient's CTE teachers are attending CTE-specific professional development on an annual basis? For teachers from underrepresented groups?**

> 80% of our CTE teachers are attending CTE-specific professional development each year.
>
> We need to improve on including teachers from underrepresented groups in CTE – specific professional development. This is not something that we have pushed previously.

7. **What site-based teacher-support structures does the eligible grant recipient have in place to increase CTE teachers' traditional educational and pedagogical skills? For teachers from underrepresented groups?**

> Lucerne Valley High School offers monthly staff professional development opportunities to help all teachers develop educational and pedagogical skills and CTE teachers are included in these trainings. Topics include technology use in the classroom, social emotional, classroom management and classroom culture. Monthly CTE teacher collaborations provide the opportunity to teachers to collaborate with each other to develop strategies to support students and create unity in our CTE department in lesson planning, grading policies, class syllabus and course outlines. The district English Learning Coordinator and our Special Academic Instruction Team provide supports to teachers for students in underrepresented groups.

Question 5 In-Depth: Identified Needs

Section 134(c)(2)(D): Improving Recruitment, Retention, Training of CTE Professionals, Including from Underrepresented Groups

1. **What strengths and gaps were identified by the eligible grant recipient's CLNA regarding recruitment, retention, and training of CTE professionals, including underrepresented groups?**

Strengths –
- The student interest and participation in CTE programs is high and there is room for growth
- The job shadowing offerings for teachers has improved
- There is understanding at the administration school site level of the importance of professional development for CTE professionals.
- Low turn over for full time CTE teachers. All of our full time CTE have remained in their positions since their hiring as of this school year.

Gaps –
- Stability to potential teachers and programs needs to be provided.
- School is rural and it is difficult to recruit and retain part-time CTE teachers.
- High turn over rate for part time CTE teachers
- Pathway equipment needs to be brought to industry standard to better support teachers in their classroom and to further industry alignment.

2. **What priorities regarding recruitment, retention and training of a diverse field of CTE professionals were uncovered in the needs assessment process?**

Stakeholders agree that we need to continue to develop our partner outreach to develop a more diverse field of CTE professionals. It was agreed that CTE professionals that hold certifications in their industry field should be pursued and that it is important to recruit high-quality industry experienced teachers. It was also agreed that it is important that the courses offered at the school have student interest so that the programs can build student numbers and grow to more course offerings to provide stability to CTE professionals. High quality/industry aligned equipment in all pathways is recommended by our stakeholders to help recruit and retain teachers. It was important to stake holders that we continue to bring industry into the classroom and develop more co-teaching lessons and provide teachers opportunities to develop their own knowledge in their industry in teacher job shadowing opportunities.

3. **What new and/or modified policies, activities or structures must be developed and implemented?**

- Expand teacher job shadowing opportunities
- Expand partnership with industry in recruiting high quality CTE teachers
- Provide more CTE teacher specific industry professional development
- Implement opportunities for non CTE teachers that work with under-represented student populations to attend CTE professional development.
- Purchase high quality equipment that is needed to support the CTE teachers in their classrooms so that they can provide quality CTE programs.

4. **What professional development, resources, or supports are needed to improve consortium performance on recruitment, retention and training of CTE professionals?**

- Additional support for CTE teachers at the school site level to make sure that part time teachers are included in all school site staff development opportunities.
- Algin teacher externship opportunities with industry during school breaks.
- Provide more teacher tours of industry training sites throughout the school year to develop professional knowledge of current industry trends and needs.
- Develop lesson plans/lab experiences in class/at school that highlight industry partnerships for students in the classroom.

Data sources used to examine element: (Check all that apply)

☐ Consortium member data

☐ Association reports

☐ Disaggregate data on special populations examined in comparison to total CTE population

☐ Program review/accreditation

☐ Other (list/describe):

Question 5 In-Depth: Strategies

Section 134(c)(2)(D): Improving Recruitment, Retention, Training of CTE Professionals, Including from Underrepresented Groups

Directions: Determine the strategies/action steps to reach the aims of Section 134(c)(2)(D) as represented by Question 5: Improving Recruitment, Retention, and Training of CTE Professionals, Including from Underrepresented Groups.

Use Appendix B: Action plan for strategy to provide answers to this section. The CDE recommends no more than three strategies under this element. (One sheet per strategy)

Question 6 In-Depth: Progress Towards Equal Access to CTE Programs for All Students

Question 6 In-Depth: Identified Needs

Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students

NOTE: To answer the questions from this section, review the eligible grant recipient's data documented in Question 2 In-Depth: Student Performance on Required Performance Indicators.

1. **What strengths and gaps were identified by the eligible grant recipient's CLNA regarding equal access to CTE programs for all students?**

   Strength –
   - Collaboration between school counselor and CTE teachers
   - School counselors understanding of CTE and student placement at K-12 and post program placement.

   Gaps -
   - Lack of knowledge from non-CTE staff that work with underrepresented populations. They need to be included in recruitment and shared knowledge of CTE.

2. **What priorities regarding equal access for all students were uncovered in the CLNA?**

   It was agreed that counselor knowledge of students placement in courses and the process of CTE pathway completion was key in providing equal access for all students to CTE programs. Stakeholders were please to see that CTE enrollment for Lucerne Valley High School had increased and that there was a higher interested in programs across pathways. However, it was agreed that this momentum must be kept going into the school and that it was important that the collaboration between school counselor and CTE teachers continue in order to improve access to CTE pathways. Stakeholder agreed that it is important to include non CTE staff that work with underrepresented populations in the recruitment and shared knowledge of CTE.

3. **What new and/or modified policies, activities, or structures must be developed and implemented?**

   - Training for non CTE staff that work with underrepresented populations to provide shared knowledge of CTE access to students.

4. **What professional development, resources, or supports are needed to improve equal access to CTE programs for all students?**

   - Implement yearly collaboration with non CTE staff to promote and share the opportunities that CTE can give to all students.

Data sources used to examine element: (Check all that apply)

☐ Consortium member data

☐ Regional/State demographics

☐ Disaggregate data on special populations examined in comparison to total CTE population

☐ Results from NAPE Equity self-assessment

☐ Local Equity & Inclusion Plan

☐ Other (list/describe):

Question 6 In-Depth: Strategies

Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students

Directions: Determine the strategies/action steps to reach the aims of Section 134(c)(2)(E) as represented by Question 6: Progress Towards Equal Access to CTE Programs for All.

Use Appendix B: Action plan for strategy to provide answers to this section. The CDE recommends no more than three strategies under this element. (One sheet per strategy).

Question 7 In-Depth: Alignment to Labor Market Information

Question 7 In-Depth: Identified Needs

Section 134(c)(2)(B)(ii): Alignment to Labor Market Information (LMI)

NOTE: To answer the questions from this section, review the eligible grant recipient's data from Question 1 In-Depth: Stakeholder Consultation on CLNA, Dates, Content, Membership, as well as the eligible grant recipient's own records, handouts, minutes, etc. from their most recent district-wide CTE advisory committee meeting or Stakeholder Consultation meeting.

1. **What strengths and gaps were identified by the eligible grant recipient's CLNA regarding LMI?**

> Strengths –
> - Knowledge of the LMI in the CLNA
> - Students are exposed to the LMI in the CTE pathways
>
> Gaps –
> - Inclusion of stakeholders of the CTE pathway understanding local LMI
> - Need to increase the information that is shared with students, parents and non-CTE staff regarding LMI.
> - The idea that skill trades are fall backs for non-college bound students – school culture and ideology.

2. **What priorities regarding were uncovered in the LMI?**

> While all of our pathways take the LMI into consideration, it is important that the LMI is recognized not just by industry and CTE teachers but that the students and parents and other no CTE school staff are included in this knowledge. It is important that students are exposed to the local LMI as they prepare to exit high school and enter post program placement and the workforce. Stakeholders are interested in making sure that integration of soft skill development is increased in pathway programs and that all skill trades are seen as viable career opportunities as opposed to fall backs for non-college bound students. It is important to stakeholders that the LMI is used to help support students in exploring career opportunities and participating in CTE pathways.

3. **What new and/or modified policies, activities, or structures must be developed and implemented in response to the LMI?**

> - Continue to look at all skill trades as viable career opportunities as opposed to fall backs for non-college bound students
> - Students need to be given accurate information at the school counseling level regarding post program placement
> - Increase integration of soft skill development in programs.
> - New pathways should be developed with LMI in perspective.
> - Working with stakeholders to align CTE pathways with LMI
> - Increase in industry certifications offerings that support the LMI.
> - Increase/celebrate CTE accomplishments amongst students.

4. **What professional development, resources, or support is needed to improve data driven decision-making using LMI?**

- More student and parent exposure to LMI and roadmaps to post program placement and local career opportunities.
- More non-CTE staff exposure to LMI and roadmaps to post program placement and local career opportunities.
- Support from school counselor for information regarding post program placement and how A-G/4 year bound students can benefit from CTE too
- Support from school administration to increase/celebrate the CTE accomplishments amongst students such as certifications, signing to trade schools, job hiring in relation to pathways and pathway completion to promote a school wide positive outlook towards CTE.

Data sources used to examine element: (Check all that apply)

☐ Consortium member data

☐ Regional/State demographics

☐ Disaggregate data on special populations examined in comparison to total CTE population

☐ Results from NAPE Equity self-assessment

☐ Local Equity & Inclusion Plan

☐ Other (list/describe):

Question 7 In-Depth: Strategies

Section 134(c)(2)(B)(ii): Alignment to Labor Market Information (LMI)

Directions: Determine the strategies/action steps to reach the aims of Section 134(c)(2)(B)(ii) as represented in Question 7: Alignment to Labor Market Information (LMI).

Use Appendix B: Action plan for strategy to provide answers to this section. The CDE recommends no more than three strategies under this element. (One sheet per strategy).

Coordination Strategy

Use the following questions to develop an ongoing strategy, process, or mechanism to ensure the CLNA is used, with fidelity, to inform local and regional planning and decision-making.

1. **What went well in the eligible grant recipient's CLNA process?**

> The feedback that we received from stakeholders was valuable and informative. Answers were thorough and thoughtful and there was a lot of consistency in stakeholder feedback in regards to strengths and gaps of the district. It was great to see that during this time of Covid-19 that we were able to connect virtually with our various stakeholders to improve our CTE pathways.

2. **What could have been done differently to achieve better results?**

> It was difficult to complete the CLNA and hear all stakeholder voices virtually and equally, but unfortunately due to Covid-19 it could not be completed in person. I believe we would have had higher involvement from parents and students with a in person options. I do feel that it was school and industry heavy and not as much parent/student voice as we would like.

3. **What individual or groups were invited but did not participate? Why did they not participate? What future steps will the eligible grant recipient take to engage them?**

> While we had invited students and parents to participate. We did not see a high level of parent participation. We do believe that part of this was due to the Covid-19 school shutdown and it was difficult to get ahold of parents virtually. In the future we would like to have a more engaging process that will ensure parent involvement. A more engaging process would have more opportunity for parent/student voice – perhaps additional opportunities for parent's participation vs a one-time set advisory.

4. **What other initiatives can be leveraged and aligned across sectors to make this work successful?**

> - SWF grant
> - Ag Incentive Grant
> - CTEIG Grant

5. **How will the eligible grant recipient build connections to and through those other initiatives?**

> We will continue to work with our stakeholders and use the AG Incentive grant, CTIEG grant and the SWF grant to work on the strategies and goals outlined in our CNLA

6. **On what established schedule will the eligible grant recipient continue to meet and work together?**

We will meet again with our stake holders during the 2020-2021 school year to continue the collaboration and work discussed in our CLNA

7. How will the eligible grant recipient demonstrate collective commitment to on-going engagement in this work?

We will continue to highlight and communicate with our stakeholders and community to show the growth and progress of our CTE programs.

CLNA Review and Affirmation

I have reviewed this CLNA document and confirm, to the best of my knowledge, that it is complete and meets the requirements set forth in Perkins V.

_____

_____
Eligible Grant Recipient's Advisory/Stakeholder Chair—Printed Name

_____
Eligible Grant Recipient's Advisory/Stakeholder Chair —Signature

_____
Date

_____

_____
Eligible Grant Recipient's Perkins Coordinator—Printed Name

_____
Eligible Grant Recipient's Perkins Coordinator—Signature

_____
Date