

I. Executive Summary  
Background

The Woodland Joint Unified School District (WJUSD) proudly offers Career and Technical Education instruction. Career Technical Education, CTE, formerly known as Vocational Education, has been a vital component of Woodland's educational mission since 1865. The intent of the district-wide CTE plan is to improve, enhance and expand CTE programs and their related industries by providing a developing workforce capable of building our community. CTE programs build upon an existing foundation of success, and develop a process to continue to enhance CTE programs within all secondary schools: Woodland High School, Pioneer High School, Lee Middle School, Douglass Middle School, and Cache Creek High School (our continuation high school).

CTE programs exist in Agriculture and Environmental Sciences, Business and Computer Science, Engineering and Industrial Technology, and Home Economics Careers and Technology. This plan supports students, teachers, administrators and community members and agencies to better serve all students and their related programs.

Our existing programs cooperate, collaborate, and partner with one another and with various community organizations and businesses. Associations within the educational community include Yolo County Office of Education, the Cesar Chavez Educational Center, Woodland Adult Education, and the WJUSD Independent Learning Center (ILC). Local public post-secondary partnerships include the University of California, Davis (UC Davis), California State University-Sacramento (CSUS), Woodland Community College (WCC), Cosumnes River College (CRC), Los Rios Community College District (LRCCD), Sacramento City College (SCC), and American River Colleges (ARC). Additionally, within a 50-mile radius, there are numerous additional public and private institutions of higher learning with advanced training opportunities ranging from apprentice programs to specialized institutions of higher learning. The United States Military supports WJUSD students through an active recruitment and job-training program.

The CTE plan is annually reviewed and monitored, a requirement of the Carl D. Perkins Grant for Career and Technical Education for accessing funds available to the Local Education Agency (LEA). CTE program requirements and funding guidelines of implementation, program development, and enhancements, Career Technical Student Organizations and the LEA and related program advisory committees are referenced in the California State Plan for Career Technical Education 2008-2012. Additional support for CTE can be found in California Education Code and programmatic support regularly distributed through the California Department of Education. Critical to CTE success, this plan calls for the following action items to be implemented by the LEA.

Action Items

- A. This plan calls for the continuance of a District-wide CTE Advisory Committee. The local CTE district Advisory Committee ensures that employers, community members, and other stakeholders are able to provide input and direct programs to best serve all students within the

WJUSD. The District-wide CTE Advisory Committee is accountable to the Local Educational Agency (LEA) and its board, while acting as a liaison in the community for the CTE program. An effective CTE model requires that each program have its own advisory committee that serves the needs of its own site, as well as its own program specific needs.

- B. The WJUSD strives to expand the 7-12 CTE programs in Agriculture and Environmental Sciences, Business and Computer Science, Engineering and Industrial Technology, Home Economics Careers, and Technology through curricular enhancements, professional development and sections placed on the school's master schedule.
- C. The WJUSD will utilize appropriate CTE classes included in graduation standards. The goal of CTE is that all students complete a CTE pathway sequence, which will be noted on transcripts, prior to graduation.
- D. The WJUSD and the CTE community will establish a marketing campaign to publish and create materials useful to assist with personal planning, career development and academic success.

Additionally, CTE activities will be established and encouraged at elementary schools. Existing programs include state School Gardens Grant programs at Plainfield, Freeman, Whitehead, Maxwell, SciTech Charter, and Beamer Elementary schools. In addition, Plainfield has partnered with Pacific Gas & Electric (PG&E) to expose students to career opportunities in alternative power. The use of CTE curricula will be expanded to other elementary schools as part of this plan. Existing feeder programs at the Middle School level will be enhanced, expanded and, in some cases, reconstituted, to ensure an adequate feeder program for High School CTE pathway sequences.

The WJUSD will continue to encourage and expand existing collaborations with Woodland Community College (WCC)/Yuba Community College District (YCCD). The WCC and the YCCD will be encouraged to extend their existing collaborations to additional CTE programs in the WJUSD. The WCC has a close relationship with the WJUSD. Other post-secondary institutions, such as UC Davis, CSU-Sacramento, Sacramento City College, American River College, Cosumnes River College, Sierra College, Modesto Junior College, etc., will be encouraged to participate as well. To support these efforts numerous CTE staff members teach articulated courses at Woodland Community College.

## II. Program Objectives

CTE students are provided a robust and rigorous education, allowing them to experience real-world scenarios and enabling them to explore vocations and avocations, which will make them better rounded citizens. We wish to enhance the education of all WJUSD students.

- A. One hundred percent of program completers (300 hours of sequential instruction in a CTE pathway) will strive for a designated industry certification, post-secondary instruction, or the military.
- B. One hundred percent of middle school students will receive CTE instruction.
- C. One hundred percent of comprehensive High School students will receive a minimum of 300 hours of CTE instruction in two years.
- D. All CTE students will define a career pathway and have a 6-year Personal Learning Plan that includes a CTE component.

- E. One hundred percent of program completers will have a Supervised Occupational Experience or culminating project (i.e., work experience, internship, job shadow, residency, etc.) which will be presented to a community panel in the spring time.
- F. One hundred percent of program completers will apply to a post-secondary institution, the military or advanced training in their chosen career path.
- G. One hundred percent of CTE faculty will be properly credentialed in their curricular/career area.
- H. One hundred percent of capstone courses will be submitted to UC for A-G approval or will be articulated with a post-secondary institution or will provide an industry recognized certification.

### III. Program Goals

Students should use their time in school as an opportunity to explore their futures, in order to be "College and Career Ready." By enhancing the CTE offerings at all levels, the WJUSD CTE offers the opportunity for students and their families to explore their futures and to direct them to where they can be productive and contributing members of society.

- A. CTE Career Pathways will continue to be developed and expanded at all Comprehensive High Schools.
- B. CTE feeder programs will be reinforced and/or reestablished at the middle schools.
- C. All 4 CTE areas (Agriculture and Environmental Science, Business and Computer Science, Engineering and Industrial Technology, Home Economics Careers and Technology) will be represented at each middle school level.
- D. All students will have a 10-year Personal Learning Plan including a CTE component.
- E. All CTE program completers will have a senior project or vital supervised occupational experience.
- F. All CTE students will have an opportunity to participate in a Student Leadership Program.
- G. Student-teacher ratio in CTE Shop/Lab Classes will strive not to exceed 20:1. The student teacher ratio in CTE non-Shop/Lab classes will strive not to exceed 25:1 pursuant to Ed Code Section 49320.
- H. All CTE disciplines will have adequate storage space for materials, records, equipment, and supplies.
- I. CTE facilities and equipment will meet industry-related and Occupational Safety and Health Administrations (OSHA) standards.
- J. CTE teachers will be reimbursed for personal expenses incurred while participating in Career and Technical Education Student Organizations (CTSO), Special Operations Equipment (SOE), and professional in-service activities.
- K. The WJUSD will maintain a District-wide CTE Advisory Committee.
- L. The WJUSD will maintain CTE site liaisons.
- M. The WJUSD will continue to have a district level, single point-of-contact for CTE concerns.
- N. CTE teachers will be evaluated by a common site administrator.
- O. CTE staff will meet by career path areas at least once every two months; as a site at least two times per year; and as a district, at least once per year. Necessary release time shall be provided for by district level funds in order to not supplant supplemental programmatic funding.
- P. The WJUSD will provide compensation for out-of-class responsibilities for all CTE staff on a pre-approved basis.
- Q. All program areas will be represented by an active Career Technical Student Organization.
- R. A school district vehicle will be made available or compensation for personal vehicle use will be made for CTE activities.

- S. All CTE program completers will prepare a personal portfolio.
- T. All WJUSD comprehensive high schools will provide CTE outreach activities for feeder programs.
- U. The Woodland Community College CTE programs will be encouraged to provide outreach to the WJUSD students.

- IV. The WJUSD CTE departments provide educational opportunities in many different industry sectors. Per the California Career Technical Education Model Curriculum Standards 2006, these include the following sectors and pathways.
- The purpose of these pathways is to provide students an opportunity to explore careers in varied disciplines, thus enhancing their potential opportunities for post-secondary education and career growth.

A Career Pathway is a coherent sequence of rigorous academic and technical courses that allows students to apply academics and develop technical skills in a curricular area. Career pathways prepare students for successful completion of state academic and technical standards and more advanced postsecondary course work related to the career in which they are interested.

WJUSD offers the following pathways:

- A. Agriculture and Natural Resources
  - i. Agricultural Business
  - ii. Agricultural Mechanics
  - iii. Agriscience
  - iv. Animal Science
  - v. Forestry and Natural Resources
  - vi. Ornamental Horticulture (Floriculture)
  - vii. Plant and Soil Science
- B. Building Trades and Construction
  - i. Residential and Commercial Construction
- C. Education, Child Development, and Family Services
  - i. Child Development
  - ii. Education
- D. Engineering and Design
  - i. Architectural and Structural Engineering
  - ii. Computer Hardware, Electrical, and Networking Engineering
  - iii. Engineering Design
- E. Fashion and Interior Design
  - i. Fashion Design, Manufacturing, and Merchandising
  - ii. Interior Design, Furnishings, and Maintenance
- F. Hospitality, Tourism, and Recreation
  - i. Food Science, Dietetics, and Nutrition
  - ii. Food Service and Hospitality
- G. Information Communications Technology
  - i. Information Support and Services
  - ii. Network Communication
  - iii. Programming and Systems Development



- H. Manufacturing and Product Development
  - i. Welding Technology
- I. Public Services
  - i. Protective Service
- J. Transportation
  - i. Vehicle Maintenance, Service, and Repair

V. Department Descriptions

A. Agriculture and Environmental Sciences

The Agriculture Education Program is offered for students who are interested in agricultural careers. Classroom instruction focuses on scientific and economic principles relative to the agricultural industry. Students apply these principles through involvement in Supervised Agricultural Experience programs (SAE or projects) and participation in leadership development activities (the Future Farmers of America – FFA). Most courses meet graduation requirements and several fulfill college admissions requirements.

Classroom instruction is the cornerstone of our Agricultural Education Program. While content focuses on scientific and economic principles, directed laboratories emphasize hands-on learning. Students leave the program ready for entry-level employment and/or postsecondary education in agriculture or related fields

Students taking agricultural courses will be expected to have a supervised agricultural experience program (project) by the end of their first year in agriculture. Continuing students will be required to have an ongoing project. Projects may include plants, animals, mechanics, work experience and a variety of other activities that develop responsibility. SAE (supervised agricultural experience) involvement constitutes 10% of a student's semester grade EC 52450-52454. Leadership development is provided through membership in the Future Farmers of America. Leadership involvement includes regular meetings, public speaking, judging teams and other activities that develop cooperation. FFA participation constitutes 10% of a student's semester grade, EC 52450-52454.

B. Business and Computer Science

The Business and Computer Science program at Woodland and Pioneer High Schools provides opportunities for students to prepare themselves for careers in three general areas: Personal and Business Finance, Computer Information Systems, and Retail Sales. Virtual Enterprise meets alternative credits for graduation in economics. Students planning to major in business should focus on keyboarding, accounting, and/or finance, while students exploring careers in business technologies should take computer applications. Technology 9, CyberSecurity, Keyboarding and Word Processing courses meet the graduation requirement for technology. Students interested in computer science careers should focus on CyberSecurity: Information Communications Technology (ICT) Essentials, and Internet Engineering courses within the Cisco Networking Academy and ACES: Academy of Computer Engineering Sciences California



Partnership Academy. Note that the Cisco Networking Academy courses are joint with the Industrial Education and Technology Department.

C. Home Economics Careers and Technology

The Home Economics Careers and Technology/Health fields have always been broader than the public perceives them to be. Today's Home Economics/Health Technology education has broadened its scope to provide essential instruction that prepares students with critical skills that have application for both living and earning a living. Home Economics/Health courses offer "real life" lessons to help students in meeting the challenges they will face in the future. In addition, the curriculum contributes to the academic success of students by reinforcing the academic core and emphasizing the development of critical thinking skills. Students can expect to produce and participate in hands-on projects that would lead them toward careers such as pre-school director, fashion designer, cake decorator, food scientist, dietician, chef, wedding planner, interior designer, and paraprofessional health technician.

D. Engineering and Industrial Technology

The Engineering and Industrial Technology Department offers students a quality education in many areas of industrial technology. The programs offered include Automotive, Engineering, Drafting, Woodworking, and Welding. The Industrial Technology programs offer students the ability to explore career paths that prepare them to enter the world of work or continue their education in industrial technology. All Engineering and Industrial Technology programs are based on industry standards and emphasis hands on learning. Courses in the Industrial Technology Department will give students a head start on pursuing a career. Note that the Cisco Networking Academy courses (at PHS) are joint with the Business and Computer Science Department.

VI. Job Market Description/Targeted Occupations

Students are not served well by training them for jobs and careers which are not available in the area. We have taken great pains to provide programs which meet the needs of industry while also providing the best opportunity for our students. This includes careers which may require post-secondary education as well as those which they can enter immediately after completion of high school.

A. From "The California Labor Market and Economic Analysis 2015" (January 2016)

- i. CA has the largest labor market, with 16 million non-farm jobs
- ii. Largest Industries in California per thousands of job industry:
  1. Mining and Logging = 16, 272
  2. Construction = 26
  3. Manufacturing = 749
  4. Trade, Transp. & Utilities = 2,970
  5. Information = 491
  6. Financial & Activities = 800
  7. Profess. & Business Serv. = 2,536
  8. Educational and Health Serv. = 2,509
  9. Leisure & Hospitality = 1,870

10. Other Services = 546
11. Government = 13,792
- iii. The state's educational and health; leisure and hospitality; information; government; trade, transportation, and utilities; construction; and manufacturing sectors added jobs in January.
- iv. California's professional and business services, financial activities, other services, and mining and logging sectors lost jobs.
- v. The fastest growing occupations are brick masons and block masons; glaziers; personal care aide; roofers; cement masons and concrete finishers; structural iron and steel workers; web developers; market research analysts and marketing specialist; carpenters; and software developers and applications.
- vi. Top growing skilled occupations
  1. Registered Nurses (RN)
  2. General and Operations Managers
  3. Elementary School Teachers
  4. Carpenters
  5. Computer Software Engineers
  6. Accountants and Auditors
  7. Secondary School Teachers
  8. Computer Systems Analysts
- vii. High-growth Industries
  1. Advanced Manufacturing
  2. Automotive
  3. Biotechnology
  4. Construction
  5. Geo-spatial
  6. Health Care
  7. Hospitality
  8. Information Technology
  9. Retail
  10. Energy
  11. Financial Services
  12. Transportation
- viii. Labor force is highly skilled
  1. Over 40 percent of workers have a postsecondary degree
  2. Three fourths are Bachelor of Arts (BA) or higher
  3. 45-to-54 years old in 2001
  4. Proportion is likely to increase over time as population ages
- ix. Sixteen percent of workers 25-50 years old have not received a high school diploma or General Education Development (GED)
- x. Fifteen occupations are anticipated to have long-run shortages
  1. Eleven are skilled occupations
  2. Other four require some skills
- xi. Jobs/Occupations Critical to State's economy
  1. Automotive
  2. Biotechnology
  3. Construction
  4. Energy

5. Financial Services
6. Geospatial (includes Drafting)
7. Health Care
8. Hospitality
9. Information Technology
10. Manufacturing
11. Retail
12. Transportation
- xii. Industries likely to have labor shortages (abbreviated list)
  1. Accountants and auditors
  2. Automotive mechanics
  3. Carpenters
  4. Computer Software Engineers, Applications & Systems Software
  5. Dental Hygienists
  6. Elementary School Teachers
  7. Heating, Air Conditioning, and Refrigeration Mechanics and Installers
  8. Home Health Aides
  9. General and Operations Managers
  10. Medical Assistants
  11. Office Clerks, General
  12. Registered Nurses
  13. Secondary School Teachers
  14. Truck Drivers, Heavy and Tractor-Trailer
- B. El Dorado, Placer, Sacramento, and Yolo Counties Projection Highlights (Employment Development Department):
  - i. Nearly 19,000 new jobs
  - ii. About 221,000 openings from Net Replacements
  - iii. Approximately 417,000 job openings
  - xiii. Top 50 occupations = 216,000 jobs
    1. Retail salespersons
    2. Cashiers
    3. Office Clerks
    4. Combined Food Preparation and Serving
    5. Nurses
    6. Elementary School Teachers
    7. General Managers
    8. Accountants and Auditors
    9. Respiratory Therapists
    10. Radio logic Technologists and Technicians
    11. Medical and Clinical Lab Technicians
- C. The Sacramento Area Council of Governments (SACOG)



D. The Woodland Joint Unified School District sits in the heart of California's Sacramento Valley. Data indicates strong job growth in career technical education areas currently offered in our two high schools. Skilled technical areas such as automotive technology, construction and information technology are expected to experience rapid growth.

VII. Teacher certifications and qualifications

Students are best served by teachers who are teaching within their field of expertise. The teacher needs to be teaching subjects that are based on their credential authorization.

- A. All current and future CTE teachers are No Child Left Behind (NCLB) compliant (or equivalent) in their CTE disciplines.
- B. All CTE teachers are Specially Designed Academic Instruction in English (SDAIE)/Cross-Cultural Language Academic Development (CLAD) compliant.
- C. Recruitment of highly-qualified CTE teachers is ongoing to replace retiring staff and accommodate program expansion.

VIII. Facilities

Each high school has its own unique facilities which provide both opportunities and limitations.

A. Description of existing facilities—by discipline, then by school

i. Agriculture and Environmental Sciences

1. Woodland High School

- a. Consists of 4 classrooms
  - i. One science class teaching Ag Biology, Ag Leadership and Environmental Science
  - ii. One for Ag Econ/Gov't, Power Mechanics, Vet Science, and Animal Science
  - iii. One for Ag Mechanics and Floral Design
  - iv. Ag Chemistry
- b. Several storage rooms and buildings.
- c. Horticulture facility with starter house, greenhouse and garden to compliment Agriculture influence in the sciences.
- d. Ag Mechanics Shop offering ARC and Gas welding, electrical wiring, plumbing, woodworking, sheet metal, small gas engines, compact diesel engines, and tractor operation and safety.
- e. 3,000 sq. ft. Metal Storage building housing fair equipment vehicles and bulky resources.
- f. Shared off campus facility: Laugenour Land Lab featuring facilities for plant and animal sciences and equipment operation and environmental sciences.

2. Pioneer High School

- a. Pioneer has added two shops and two classroom as well as teaching in five science classrooms. Shops are used for Power Mechanics.
- b. The Ag science has expanded to include five regular science classrooms with lab stations.
- c. The new building has allowed for course and program expansion in

- Power Mechanics, animal science, and Ag science.
  - i. All project expansion with facilities was completed in 2009. Courses in Ag sciences and Power Mechanics were expanded.
  - ii. Barn, raise bed areas, and small fruit orchard were planted. We are still working on acquiring a greenhouse.
  - iii. Poultry aviaries (5), lamb and goat barn, and new fruit tree orchard has been added.
  - iv. With these facilities, Power Mechanic has grown to larger numbers allowing us to focus on this rather than crop science and calibration for covered areas.
  - v. The shop areas and classrooms were added in 2009.
- 3. WJUSD School Farm/Laugenour Lab
  - a. Under construction
  - b. Perkins funds mini-grant supported facility
- 4. Pioneer High School Farm Facility
  - a. Incorporation of row crops
  - b. Expansion of planter beds
  - c. Addition of crushed asphalt
- ii. Business and Computer Science
  - 1. Woodland High School
    - a. Three dedicated computer labs with 28 student workstations each. All business and technology classes are taught in these rooms.
  - 2. Pioneer High School
    - a. Two dedicated computer labs exist, with 35 student workstations each and are used for the following courses:
      - i. Technology 9 (required course for high school graduation, suggested to be taken freshman year)
    - b. One standard classroom has been modified for use as a computer/training lab for Cisco Networking Academy courses, including CyberSecurity: ICT Essentials (Computer Repair, A+ certification) and Internet Engineering 1 and 2, Cisco Certified Entry-level Networking Technician (CCENT) certification. Existing facility does not allow adequate room for student workstations, projects, and lab stations.
    - c. Shared workroom/storage needs far exceed available space.
- iii. Home Economics Careers and Technology
  - 1. Woodland High School
    - a. One Sewing/Textiles classroom, also used for Interior Design courses.
    - b. One Culinary Arts Center equipped with 7 food prep. Teaching kitchens and remodeled demonstration counter. In 2007 two projectors, display screens and video camera were installed in order to enhance demonstration viewing and provide multimedia presentations.
    - c. One Child Development, Careers in Education classroom.

- d. Three classrooms for Global Citizenship and Health have been provided in the 1000 wing, 900 wing.
- 2. Pioneer High School
  - a. One Sewing/Textiles classroom, also used for Interior Design courses.
  - b. One Cooking classroom with 7 teaching kitchens.
  - c. One standard classroom for Health courses.
  - d. Two classrooms, shared with Health and Child Development.
- iv. Engineering and Industrial Technology
  - 1. Woodland High School
    - a. Consists of 5 classrooms, shops, and labs
      - i. One for Basic Car Care and Automotive Technology
      - ii. One for Mechanical Drawing
      - iii. One for Computer Aided Drafting
      - iv. One for Welding Technology
      - v. One for Wood Technology and Construction Technology
    - b. Several storage rooms and buildings
    - c. Auto Technology shop offering automotive electrical, brakes, engine rebuilding, and tune-ups.
    - d. Computer aided Drafting lab with all supportive computer hardware and software.
    - e. Welding Technology shop offering gas welding, MIG welding, ARC welding, TIC welding, CNC plasma cutting, and Oxy cutting.
    - f. Wood Technology shop offering basic woodworking, furniture construction, cabinetmaking, construction instruction, and safety.
    - g. 1000 sq. ft. wooden storage building housing woodworking materials and parts.
  - 2. Pioneer High School
    - a. No dedicated Industrial Technology classrooms exist.
    - b. Cisco Networking Academy classes (joint with Business and Computer Science Department) in modified regular classroom space (see IX. a. ii. b.)
- v. Woodland High School Ag Program-Five Year plan
 

**Year 1** addresses on-site laboratories. Refurnish the campus greenhouses by adding heated benches and reconfigure and/or rebuild our existing shade house. Improve our aquaculture facility by adding shade structures, adding more air stone to the tanks and by efficiently and effectively using wastewater in hydroponics growing units.

**Year 2** will be construction of laboratories. For instance, establish two pastures at Laugenour Land Lab; one would be used as an irrigated pasture while the other would be a native grass pasture that would be mostly used for dry land grazing. AP Environmental Science class would design and install hedgerows throughout the lab. The Agricultural Mechanics and Vet Science classes would design, construct and install livestock pens and handling equipment.

**Year 3** continues our course of study by revising current curriculum to integrate all academy course work in our academy. Develop themes that are taught throughout the academy curriculum. Continue to create innovative ways to use technology in all of our course work (i.e. use of cell phones and iPods for educational use). Improve recruiting at the high school to draw quality college bound students that show interest in agriculture and environmental science.

**Year 4** emphasis will be making the Junior and Senior experience unique by adding community projects as a part of the curriculum and incorporating Work Ready Certificates into the curriculum. More barns and locked storage facilities need to be added. Irrigation systems that would require little maintenance for row crops need to be installed and designed.

**Year 5** focus will be on facility use and its impact on our Ag academy. Technology will have to be reevaluated to determine its relevance to instruction. Significant upgrades will most likely be necessary

vi. Pioneer High School Ag Program- Five Year Plan

**Year 1** will include a power mechanics shop, crop science shop, two classrooms and an office area. This is in place for Pioneer High School.

**Year 2** will include the expansion of the outdoor facilities including row crops. This will include a greenhouse and shade house.

**Year 3** will include the outside covered area for large equipment set up and calibration for row crop classes.

**Year 4** will include a possible classroom and shop area addition to accommodate the population growth projected by the WJUSD.

**Year 5** will include the expansion of laboratory classrooms to allow for further growth in the agricultural science areas.

vii. Other disciplines will have their draft facilities plans, for review by the appropriate WJUSD committee.

- a. As part of ongoing Program Review, each discipline will update its 5-year equipment acquisition schedule. These will be reviewed annually by the CTE curricular area Advisory Committee.

viii. District-wide CTE Advisory Committee will review all plans for facilities needs and equipment acquisition on at least a biennial basis. Business and Computer Science at Pioneer High School:

1. To successfully expand the Cisco Networking Academy program (in conjunction with the California Partnership Academy Grant), space is an issue. There is not space available for any expansion, and students are squeezed into an extremely small space. Solutions include a portable building or demolition of the wall into an adjoining classroom. Either would give more space to the program.

2. Storage space is at a premium, especially with program expansion. It would be useful to have on-site storage, perhaps in the form of a container. Space exists adjacent to existing storage containers on campus.
3. Refresh of computer equipment by the District is ongoing, and is expected to continue. District currently provides all equipment and support for H110 and H111 labs, and for the Wyse Thin Client units in classroom D402.
4. Industry partners provide work stations for students to dismantle and install as part of their coursework.

**IX. Program Review**

It is critical to review programs to ensure that we are providing students with the best possible programs.

- A. All programs will use a Program Review Worksheet to evaluate the program annually, to be reviewed by district CTE Advisory committee.
- B. CTE committee members will be appointed by the WJUSD, with approval by WJUSD Board of Trustees.

**X. Advisory Committees**

Industry Advisory Committees are critical to ensuring the best possible CTE programs. These partners help provide accountability to the CTE program, as well as real-world examples for students.

**A. Established Advisory Committees**

- i. WJUSD Agriculture Advisory Committee.
- ii. WJUSD/Yolo Regional Occupation Program(ROP) Joint Business/Information Technology Advisory Committee
- iii. WJUSD Business & Computer Science Advisory Committee
- iv. WJUSD Engineering and Industrial Technology
  1. Auto Technology Advisory Committee
  2. Construction Technology Advisory Committee
  3. Drafting/Computer-Aided Design and Drafting (CADD) Technology Advisory Committee
  4. Welding and Manufacturing Technology Advisory Committee
- v. WJUSD Home Economics, Careers, and Technology Advisory Committee

**B. Committee Membership**

- i. State Guidelines for Committee Membership

**XI. Industry Certifications Currently Offered**

Industry looks to schools to provide instruction in occupational disciplines. Many industries also encourage separate Certifications. Industry certifications open doors for students who are interested in pursuing particular career pathways. Certifications also provide encouragement for students to pursue particular careers.

- A. Agriculture and Environmental Sciences
  - Environmental Science Restoration Technician
    - i. Outdoor Power Equipment (OPE) /Equipment & Engine Training Council (EETC) Kubota
    - ii. Outdoor Power Equipment (OPE)/Equipment & Engine Training Council (EETC) Briggs & Stratton
    - iii. California Association of Nurseries and Garden Centers (CANGC) Horticulture Technician
    - iv. ROP Crop Science Certification
    - v. ROP Veterinary Science
- B. Business and Computer Science
  - i. Cisco Certified Entry-level Network Technician (CCENT)
  - ii. Computing Technology Industry Association (Comp TIA A+) Computer Repair Technician
  - iii. Yolo County Office of Education Work Ready Certificate
- C. Engineering and Industrial Technology
  - i. National Automotive Technicians Education Foundation (NATEF)
  - ii. ROP Automotive Certification
  - iii. Construction Safety Personal Protective Equipment (PPE)
  - iv. CADD
  - v. American Welding Society Certified Welder
- D. Home Economics Careers and Technology
  - i. ServSafe
  - ii. Red Cross First Aid/Cardiopulmonary Resuscitation (CPR)
  - iii. Food Handlers Care
  - vi. Certified Child Care Assistant

XII. Articulations currently in place or under review  
The WJUSD CTE programs do not operate in a vacuum. Instead, we have partnered with many post-secondary institutions to provide our students with credit for courses taken while still in high school and encourage students to pursue post-secondary options.

- A. Agriculture and Environmental Sciences
  - i. Environmental Science (YCCD)
  - ii. Animal Science (UC/CSU)
  - iii. Floriculture A/C (UC/CSU)
  - iv. Crop Science (YCCD)
  - v. Vet Science (YCCD)
  - vi. Floral Design (YCCD)
  - vii. Ag Power Mechanics (under review) [Dual Enrollment with Woodland Community College]
- B. Business and Computer Technology
  - i. CyberSecurity: ICT Essentials (Sacramento City College)
  - ii. Internet Engineering (Sacramento City College [Dual Enrollment Discussions are pending with Sacramento City College])



- C. Engineering and Industrial Technology
  - i. Auto Technology (Sierra, LRCCD)
  - ii. Construction Technology (Sierra, LRCCD)
  - iii. AutoCADD (Sierra, LRCCD)
  - iv. Welding (under review)
- D. Home Economics Careers and Technology
  - i. Careers with Children (YCCD)
  - ii. Culinary Arts (under review)

**XIII. A-G Approved Courses**

The WJUSD CTE instructors recognize the importance of the University of California and the California State University systems. Many of our students will pursue post-secondary education in these systems. A lot of our CTE classes already meet the UC/CSU requirements for admission. In order to provide more options for students who wish to go directly into these systems, we will be submitting more courses for approval by the UC and CSU systems.

- A. Agriculture and Environmental Sciences
  - i. Ag Earth Science
  - ii. Earth Environmental Science
  - iii. Ag Biology
  - iv. Environmental Science
  - v. Ag Chemistry
  - vi. Environmental Science AP
  - vii. Veterinary Science
  - viii. Ag Economics and Governmental Policies
  - ix. Floral Design
  - x. Ag Leadership
  - xi. Plant and Soil Science
  - xii. Animal Science
- B. Business and Computer Technology
  - xiii. Virtual Enterprise
  - xiv. Internet Engineering 1
  - xv. Internet Engineering 2
  - xvi. CyberSecurity: ICT Essentials
- C. Engineering and Industrial Technology
  - xvii. CAD (pending)
  - xviii. Intro to Engineering (PLTW)
- D. Home Economics Careers and Technology
  - xix. Biochemistry of Food

**XIV. Placements and Follow-ups**

Programs cannot be evaluated purely on what the industry partners approve and what their teachers say exists. Instead, it is critical to identify where the students are going once they leave our programs and how well prepared they are for what they have been experiencing outside of the WJUSD.

- A. Data source:
  - i. Perkins
  - ii. Graduate Follow up for Ag
  - iii. Ag Academy follow-up
  - iv. Department follow-up
  - v. Exit Survey for graduating seniors

**XV. Middle School/ Feeder Programs**

Feeder programs are critical to the success and expansion of CTE programs. The feeder programs at the middle school level have suffered in past years, and under this plan we will see a reinstitution and revitalization of CTE programs at both middle schools, in order to provide more effective feeder programs for the CTE programs at the high school level. Existing Agriculture, Industrial Arts, Business Educational and Home Economics facilities at both middle schools are unused.

- A. Feeder programs at LMS and Douglass Middle School (DMS) need expansion/revision
- B. The Real Game, California, is in use at Lee Middle School (LMS) currently. Consideration and planning needs to be dedicated in order to expand its use at other sites.
- C. Existing Expo (Electives) Wheel
  - i. Lee Middle School
    - 1. Art 7<sup>th</sup> & 8<sup>th</sup> grade
    - 2. AVID 7<sup>th</sup> & 8<sup>th</sup> grade
    - 3. Band & Advanced Band 7<sup>th</sup> & 8<sup>th</sup> grade
    - 4. Career Exploration "The Real Game" 7<sup>th</sup> & 8<sup>th</sup> grades
    - 5. Choir
    - 6. Computing, Science, Technology, Engineering, and Mathematic (C-STEM) 7<sup>th</sup> & 8<sup>th</sup> grade
    - 7. Dual Immersion: History and Math
    - 8. Home Economics (Desire) 7<sup>th</sup> & 8<sup>th</sup> grade
    - 9. Industrial Technology (woodshop) 7<sup>th</sup> & 8<sup>th</sup> grade
    - 10. Student Leadership 8<sup>th</sup> grade
    - 11. Yearbook
    - 12. Computer Technology
  - ii. Douglass Middle School
    - 1. Art 7<sup>th</sup> & 8<sup>th</sup> grade
    - 2. AVID 7<sup>th</sup> & 8<sup>th</sup> grade
    - 3. Band & Advanced Band 7<sup>th</sup> & 8<sup>th</sup> grade
    - 4. Career Exploration "The Real Game" 7<sup>th</sup> grade (embedded in World History courses)
    - 5. Choir
    - 6. Industrial Technology (woodshop) 7<sup>th</sup> & 8<sup>th</sup> grade
    - 7. Student Leadership 8<sup>th</sup> grade
    - 8. Yearbook
- D. Ideally, a seven period day for grades 7-12, with a period of CTE required for graduation.
- E. Principals and Counselors of Comprehensive High Schools and Middle Schools will meet to discuss how to increase CTE; issues include:

- i. Academic Support of 7<sup>th</sup> -8<sup>th</sup> grade at Lee and Douglass: over 200 students take 2-periods of Strategic support classes; therefore, they don't take any CTE courses
  - ii. Many of the non-CTE students continue this track into High School;
  - iii. EL students are reclassified/mainstreamed, but are often not enrolled in CTE classes (see i, above)
- F. 10-year student learning plan will include a CTE component (see III., d.)

**XVI. Professional Learning**

Continuing education is critical for CTE instructors, as their technical fields are constantly changing. Many professional organizations exist to assist with the constant retraining needs of instructors. By utilizing these training resources, instructors are better able to provide up-to-date information and skills to their students.

**A. Professional Organizations**

- i. California Agricultural Teacher Association (CATA)
- ii. California Industrial Technology Educators Association (CITEA)
- iii. SkillsUSA
- iv. FHA-HERO: Future Homemakers of America
- v. Automotive Educators, National Automotive Technicians Education Foundation (NATEF)
- vi. International Society for Technology in Education (ISTE)
- vii. California Horticultural Teachers Association
- viii. California Association of Leaders for Career Preparation (CALCP)
- ix. California Association of Regional Occupational Centers and Programs(CAROCP)
- x. WEA/CTE/NEA
- xi. National Association of Agricultural Educators (NAAE)
- xii. National Businesses Educators Association (NBEA)
- xiii. Western Business Administration (WBA)
- xiv. California Work Experience Education (CAWEE)
- xv. Home Economics Careers and Technology Teacher Organizations (HECT)
- xvi. Family Career and Community Leaders of America (FCCLA)

**B. Industry-Specific Trainings and Seminars**

- i. Cisco Networking Academy training and conferences
- ii. WASTC: Western Area Support and Training Center, Cisco Networking Academy program
- iii. Silicon Valley Students Recycling Used Technology (StRUT)
- iv. Computer Using Educators (CUE)
- v. Briggs & Stratton School
- vi. Kubota School
- vii. Floral Industry schools
- viii. CTSO conferences
- ix. Agriscience Ambassadors
- x. Summer Science Institute
- xi. Inland
- xii. CEPRAP (Biotechnology)
- xiii. Nursing

- xiv. First Aid/CPR
- xv. Perkins Training
- xvi. ServSafe
- xvii. California Association of Work Experience Educators State Conference (CAWEE)
- xviii. National Business Education Association National Conference (NBEA)
- xix. Capital Region Academies for the New Economy (CRANE)

XVII. Curriculum standards have been developed for all educational disciplines, and CTE is no different. All courses are to follow the curriculum standards from one or more of the standards bodies. All CTE programs will follow one or more of the following Proficiency Standards.

- A. State CTE Standards, 2013
- B. State CTE Framework, 2012
- C. Common Core State Standards, 2010
- D. Next Generation Science Standards, 2011
- E. State Core Academic Standards Curriculum Alignment (existing and future)
- F. Expected Student Learner Results (ESLR) existing at all high school sites
- G. National Standards (existing)
- H. Industry Proficiency Standards for Industry Certification (existing)
- I. Secretary's Commission on Achieving Necessary Skills (SCANS) competencies

XVIII. Career Technical Student Organizations Evaluation Indicators  
Career Technical Student Organizations provide students with opportunities to expand their world view. They also can learn to become leaders of other students through their CTSO activities. Their work with a CTSO also ties them in to their individual campus and program. These involve local, regional, state, and national leadership and competitive opportunities.

- A. FFA
  - i. Program of Activities
  - ii. Roster
  - iii. Advisor and Officer Team
  - iv. Calendar of Events
  - v. Budget
- B. SkillsUSA
  - i. Program of Activities
  - ii. Roster
  - iii. Advisor and Officer Team
  - iv. Calendar of Events
  - v. Budget
- C. FHA-HERO
  - i. Program of Activities
  - ii. Roster
  - iii. Advisor and Officer Team
  - iv. Calendar of Events
  - v. Budget
- D. Future Business Leaders of America (FBLA)
  - i. Program of Activities

- ii. Roster
- iii. Advisor and Officer Team
- iv. Calendar of Events
- v. Budget

**XIX. Recruitment Activities (see section III. t.)**

New students are essential to any program. Recruitment activities ensure a fresh, new group of students each year, and help ensure continued success of the program. They also provide preliminary exposure to help develop career interest.

- A. K-6 grade
- B. 7<sup>th</sup> and 8<sup>th</sup> grade outreach
- C. 9-12 grade outreach
- D. Community Outreach
  - i. Yolo County Fair
  - ii. Woodland County Fair Mall Exhibits
  - iii. Program Brochures
  - iv. WAVE Community Television
  - v. Newspaper Articles
    - 1. Woodland Daily Democrat
    - 2. Davis Enterprise
    - 3. Sacramento Bee
  - vi. Program/Event Flyers
  - vii. Public Speeches
    - 1. Rotary Clubs
    - 2. Lions Clubs
    - 3. Kiwanis Club
    - 4. Elks Club
- E. Service Learning Projects
- F. Volunteerism
- G. Community Service

**XX. CTE District-Level Management**

It is important to have a dedicated staff member to oversee the many CTE programs, each with its own separate rules, regulations, and requirements. Due to the expansion of the school district, it is necessary to have someone from the District Office to help assist in the management of programs district-wide. It is also important to include a broader Advisory Committee to help guide the district CTE programs.

- A. The WJUSD Director/Coordinator of CTE (Director, Secondary Education)
- B. Site CTE Liaison Leadership Committee (additional duty in addition to teaching)
- C. District CTE Advisory Committee

**XXI. Departmental Inventories**

- A. All equipment will be listed in Program Plan documents
- B. All acquisitions will be listed in Program Plan documents



XXII. Current Year Budget

- A. Budget information will be provided in a separate document at a later date

XXIII. School and Department Policies

The CTE departments are expected to follow all District and Board rules and policies.

- A. Safety
- B. Behavior
- C. Fieldtrips
- D. Vehicles use
- E. Acquisition of Vehicles
- F. Disposal of Equipment
- G. Textbook
- H. Donations
- I. Supervised Occupational Experience participation policy
- J. Work Experience participation policy
- K. WJUSD Extracurricular, Co-Curricular, and Intra-curricular Participation Policy

XXIV. Staff Assignments will consist of each staff member documenting their participation in the following:

- A. Clubs/CTSO
- B. Required Administrative documentation and reports
- C. Committee Assignments and obligations
- D. Professional Organization/Development Activities

XXV. Accountability

- A. Program Plans will include recruitment, retention, and follow-up components
- B. Each CTE curricular area will evaluate the retention and completion of their program area on an annual basis
- C. Student data will be used to develop ongoing plans for program and facilities
- D. District CTE Advisory Committee will review the plans on at least a biennial basis

XXVI. Five Year Facility and Equipment Acquisition Schedule

- A. To be completed by each CTE discipline; see IX. b.
- B. Welding Technology- 9 new XMT power supplies
- C. Engineering- CADD lab, 35 new computers, software updates.
- D. Auto Technology- New brake drum lathe, Repair information "ALL DATA" update, new alignment rack.
- E. Wood Technology- Spiral head planer, HPLV spray system.

XXVII. Description of Facilities and Equipment

- A. To be updated by each CTE discipline in the 2015-2016 school year; see IX. c.



**XXVIII. General Program Plan-by CTE discipline**

- A. Each CTE discipline will prepare, as part of their Program Plan, a detailed Program Description.
- B. Each plan will follow the Comprehensive Program Plan outline, including the following components:
  - i. Job Market Description
  - ii. Targeted Occupations
  - iii. Overall Program Goals and Objectives
  - iv. Program Description of included Courses, SOE, and Leadership
  - v. Course Subject Matter content Outline
  - vi. Program Completion Standards
  - vii. Description of Facilities and Equipment
  - viii. Five year Facility and Equipment Acquisition Schedule
  - ix. Staff Assignments
  - x. CTSO Program of Activities
  - xi. School/Department Policies
  - xii. Proficiency Standards for Program Completers
  - xiii. Teacher Data Sheet for each teacher
  - xiv. Roster of Advisory Committee
  - xv. Advisory Committee meeting Minutes/Agendas (2 per year)
  - xvi. Current year budget
  - xvii. Signed Articulation Agreements (2+2) and/or Evidence of Articulation
  - xviii. Graduate follow-up system
  - xix. List of active placements and Copies of signed documents
  - xx. Recruitment Activities and Materials
  - xxi. Staff In-service Record
  - xxii. Staff/Department Meeting Minutes
  - xxiii. Departmental Inventory
  - xxiv. List of Courses which Qualify for Alternative Credit
- C. Each CTE plan will be update by October 15<sup>th</sup> annually

**XXIX. Supervised Occupational Experience/Work Experience**

- A. All program completers will have a SOE or final project, as determined by their CTE curricular area.

**XXX. Community/Industry Partnerships**

Community and Industry partnerships are critical to the success of a CTE program. These partners provide guidance and assistance with curriculum and certification needs, as well as providing guidance for future program direction. (Not a comprehensive list)

- A. Cisco Systems
- B. Panduit
- C. Gayle Manufacturing
- D. Kimzey Welding

- E. Woodland Chamber of Commerce
- F. Chamber of Commerce Directory (attachment)
- G. Signs by Heck
- H. Morrison's Restaurant
- I. Woodland Daily Democrat newspaper
- J. Davis Enterprise newspaper
- K. Yolo County Fair
- L. University of California-Davis Veterinary Medical Teaching Hospital
- M. Woodland Veterinary Hospital
- N. Yolo County Animal Shelter
- O. Woodland Tractor (New Holland Dealership)
- P. Wilkinson International (CASE International)
- Q. Holt of California (Caterpillar Dealership)
- R. Valley Truck and Tractor (John Deere Dealership)
- S. Amos Metz
- T. Woodland Community College
- U. Sacramento City College
- V. Diablo Valley College
- W. WASTC
- X. CRANE
- Y. Diablo Valley College
- Z. County of Yolo
- AA. City of Woodland
- BB. Raley's and Bel Air Markets
- CC. Target Stores
- DD. Tri Counties Bank
- EE. Yolo Federal Credit Union
- FF. The SEMI Foundation