

CAREER TECHNICAL EDUCATION CORE INDICATORS

Section 123(b) of Perkins IV requires states to conduct annual evaluations of the progress and efforts grant recipients are making toward achieving the core indicator performance levels established for the state's CTE programs. California LEAs provide data to the CDE through the 101-E1 report in the fall and 101-E2 report in the spring, and these data are used to determine the core indicators.

This section identifies the LEA's actual performance on each of the Core Indicators of performance and indicates if the LEA has met the state-established performance targets.

Calexico Unified (131 - Secondary) has failed to meet one or two of the required targets of performance and is identified as a Needs Improvement Agency. For each performance target not met, explain the expected reasons for low performance, any strategies the LEA plans to implement in order to achieve the state-established performance level, and describe any planned actions to be taken to improve the performance on that particular core indicator.

N/A may indicate that the LEA:

Failed to report the required data for that indicator

Is one of the State Special Schools or California Education Authority

Did not receive Perkins funds in the prior year and was not required to report data

If 5S1 is the only indicator showing an N/A, the LEA failed to submit the required CDE-101 E2 report

1S1 Academic Attainment-Reading/Language Arts

Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the English-language arts portion of the California High School Exit Examination (CAHSEE).

Denominator: Number of 12th grade CTE concentrators.

LEA Level 2011-12: 43.90 % **LEA Level 2012-13:** 56.55 % **LEA Level 2013-14:** 37.92 %

State Level 2013-14: 58.00 % **Required Target:** 52.20 % **Met Target:** No

Explanation: There is a high percentage of English Language Learners and Special Education students that are placed in the CTE program; however, these populations continue to be successful in the CTE courses. Most CTE courses are offered at the 11th and 12th grade level.

Strategy to improve performance level: 1. Improve best literacy instructional practices that address the ELL and Special Education student populations in the classroom. All CTE teachers will add literacy instruction using relevant materials to their courses to include reading and writing across the curriculum. 2. Incorporate curriculum that supports the success of all students, including English Language Learners, and Special Education students in the CAHSEE exam.

Planned activities: 1. The CTE program teacher will incorporate best literacy and SDAIE instructional practices for ELL and SPED populations into their lesson plans to be supported by training on ELL best practices and coaching from their Academic Support Teacher to include modeling and lesson study. 2. The CTE teachers will implement the Keytrain curriculum or similar program that will focus on the necessary CAHSEE skills needed to pass the CAHSEE exam.

1S2 Academic Attainment-Mathematics

Numerator: Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the mathematics portion of the CAHSEE.

Denominator: Number of 12th grade CTE concentrators.

LEA Level 2011-12: 54.39 % **LEA Level 2012-13:** 60.92 % **LEA Level 2013-14:** 52.72 %

State Level 2013-14: 52.00 % **Required Target:** 46.80 % **Met Target:** Yes

2S1 Technical Skill Attainment

Numerator: Number of CTE concentrators enrolled in a capstone CTE course who received an 'A', 'B', or 'C' grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.

Denominator: Number of CTE concentrators enrolled in capstone CTE courses during the reporting year.

LEA Level 2011-12: 90.43 % **LEA Level 2012-13:** 97.33 % **LEA Level 2013-14:** 91.26 %

State Level 2013-14: 90.00 % **Required Target:** 81.00 % **Met Target:** Yes

3S1 Secondary School Completion

Numerator: Number of 12th grade CTE concentrators who earned a high school diploma, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities).

Denominator: Number of 12th grade CTE concentrators who left secondary education during the reporting year.

LEA Level 2011-12: 89.27 % **LEA Level 2012-13:** 100.00 % **LEA Level 2013-14:** 100.00 %

State Level 2013-14: 92.50 % **Required Target:** 83.25 % **Met Target:** Yes

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4S1 Student Graduation Rate

Numerator: Number of 12th grade CTE concentrators who, in the reporting year, were included as graduated in the states computation of its graduation rate.

Denominator: Number of 12th grade CTE concentrators.

LEA Level 2011-12: 89.27 % **LEA Level 2012-13:** 100.00 % **LEA Level 2013-14:** 100.00 %

State Level 2013-14: 85.00 % **Required Target:** 76.50 % **Met Target:** Yes

5S1 Secondary Placement

Numerator: Number of 12th grade CTE concentrators who left secondary education during the reporting year and entered postsecondary education or advanced training, military service, or employment, as reported on a survey six months following graduation.

Denominator: Number of 12th grade CTE concentrators who left secondary education during the reporting year and responded to a follow-up survey.

LEA Level 2011-12: 86.48 % **LEA Level 2012-13:** 99.77 % **LEA Level 2013-14:** 94.31 %

State Level 2013-14: 94.00 % **Required Target:** 84.60 % **Met Target:** Yes

6S1 Non-traditional Participation

Numerator: Number of CTE participants from underrepresented gender groups who were enrolled in a program sequence that leads to employment in nontraditional fields.

Denominator: Number of all CTE participants enrolled in a program sequence that leads to employment in nontraditional fields.

LEA Level 2011-12: 34.64 % **LEA Level 2012-13:** 37.67 % **LEA Level 2013-14:** 27.77 %

State Level 2013-14: 37.50 % **Required Target:** 33.75 % **Met Target:** No

Explanation: Students seem to choose "traditional" gender-affiliated CTE pathways, thereby creating a lack of participants from underrepresented groups.

Strategy to improve performance level: 1. A key strategy to remedy will be to enhance our recruiting efforts with a focus on underrepresented gender groups. 2. Providing the nontraditional student the opportunity to pre-enroll for a CTE program and provide priority as they enroll. 3. A female teacher will be teaching a course for the Transportation Services sector.

Planned activities: 1. We will improve recruiting by increasing awareness of the CTE programs for both parents and students through assemblies and electives fair for our incoming 7th grade students and incoming 9th grade students. This would include inviting the parents to attend with their children. It would also include a student representative from each gender be present during our assemblies and fairs to encourage both genders to join the CTE program. 2. Pre-enrollment will occur during the CTE Electives Fair. Student who pre-enroll and/or express interest will be allotted priority for registration into these courses.

6S2 Non-traditional Completion

Numerator: Number of CTE concentrators from underrepresented gender groups enrolled in a capstone CTE course that leads to employment in a nontraditional field who received an 'A', 'B', or 'C' grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.

Denominator: Number of all CTE concentrators enrolled in a capstone CTE course that leads to employment in nontraditional fields.

LEA Level 2011-12: 34.85 % **LEA Level 2012-13:** 26.62 % **LEA Level 2013-14:** 26.55 %

State Level 2013-14: 1.00 % **Required Target:** 0.90 % **Met Target:** Yes