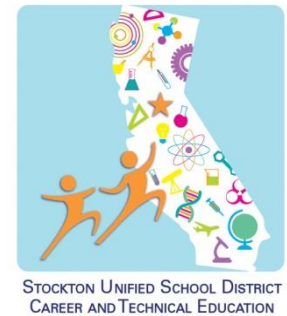


Stockton Unified School District: Annual Career Technical Education Advisory Committee 2015-2016



MEETING MINUTES

May 23, 2016; 10:00AM

Location: Greater Stockton Chamber of Commerce, hosted by CEO Doug Wilhoit

Committee Chair: Frank Ferral

Committee Secretary: Ward Andrus Ed. D.

Minutes from Agenda:

- Introductions and Purpose
 - *In attendance: Sophie Soth, BEA; Frank Ferral, GSCC; Gillian Murphy, Delta College; Maxine Areida, Health Careers Academy; Robert Sahli, SUSD; Ward Andrus, SUSD*
 - *Purpose is provide general guidance to the district on the Perkins Funds, CTE programing and connections to the region's workforce development.*
- A review of the Carl Perkins Grant "Core Indicators" (established measurements required by the California Department of Education for the Federal Perkins Grant)
 - *A overview of the Core Indicators was provided by Dr. Andrus. A discussion ensued about the nature of the CA Exit Exam as the measurement for academic performance. Also noted was the number of completers seemed low. This is attributed to the data collected based on the district's student information system.*
- An overview of the Business Education Alliance activities for 15-16 and goals for 16-17
 - *Sophie and Frank reported on BEA activities and scholarships*
 - *Gillian commented on ways to improve the symposium to increase the education and business interactions*
- Review of SUSD Career Pathway Activities from 15-16:
 - Engineering
 - *PLTW Engineering curriculum is now at 4 schools: Chavez, Edison, Merlo and Weber*
 - Health Care
 - *HCA and Weber continue to do well in their respective areas; Chavez is redeveloping their curriculum and program adopting the National Academy Foundation coursework.*
 - Arts, Media and Entertainment
 - *The Adobe Creative Cloud suite and training has been implemented at Chavez and Stagg, but will be added to Franklin, Edison, Weber, and Merlo. This is a large upgrade for all schools by way of new district licensing model and funded through Perkins.*
 - Construction Trades

- *Cabinet making continues at Edison. Frederick has new storage and facility improvements.*
- Information Technology
- *This is only being taught at Weber and is adopting the PLTW Computer Science curriculum.*
- Business
- *Edison High School is developing an International Business and Logistics program and together with Delta College and Manteca Unified School District, we are developing a joint advisory committee to support all these schools.*
- Legal Careers
- *A new Pathways to Law advisory committee was formed chaired by a local judge and the Exec Director from the county Bar Association. This group supports Delta College, Pacific Law Academy and Chavez High School.*
- New for 16-17: A general discussion of program direction, quality and industries represented by the career pathways
 - Public Safety: Stockton Public Safety Academy (Opening in the Fall of 2016)
 - STEM related programs (Project Lead the Way; Career Pathways in Engineering, Biomedical and Computer Science)
 - *The Following updates provided on all the following programs for the 16-17 school year.*
 - Engineering: Chavez, Edison, Merlo, and Weber (Weber is switching to Computer Science)
 - Biomedical: Health Career Academy (5th year)
 - STEM: Launch and Gateway: Harrison, Marshall, Fillmore, and Primary Years Academy
 - New Schools in 16-17: Commodore Stockton, Kennedy, Henry, Van Buren
 - Career Technical Education Incentive Grant (\$1.75M for 16-17)
 - 4 new teaching positions
 - Franklin, (2) Construction Trades and Welding
 - Merlo, (1) Engineering
 - Pacific Law Academy (1) Legal Careers
 - 3 support positions
 - STEM Career Pathways Coordinator
 - Health Care Internship Coordinator
 - Clerical Support
 - Other Projects
 - Public Safety Academy renovations
 - Five 8-passenger vans, 1 for each small high school to support College and Career activities
- Committee Recommendations and feedback for future programing and activities
- *Frank commented on HVAC training and Ward requested business partners that would be willing to be guest speakers or host tours.*
- *Maxine requested information on Apprenticeship programs in the region*
- *Maxine requested CTE teacher training and in-service within the district.*
- *Gillian and Maxine both requested that the current list of articulated courses be communicated to the schools*
- *Gillian talked about seeking out Dual Enrollment opportunities for CTE courses where possible.*

- *Frank requested information on Environmental Sustainability jobs such as Technicians, Sustainability Officers and energy auditors. Ward mentioned that Merlo has staff being trained this summer in a PLTW Energy Sustainability Course that will be offered next year.*
- *Frank commented that the Health and Fitness pathway might be developed and partner with the chamber's Fresh Initiative to increase the general health of the community, but specifically employee groups to increase productivity.*
- **Close and final comments**

Carl Perkins Core Indicator Report

District: Stockton Unified School District Year: 2014-2015 **Core Indicators - Secondary and ROCP combined**

Core Indicator	Definition	Totals
1S1 Academic Attainment Reading/ELA	<p>Numerator Sum of 12th grade CTE Concentrators with valid scores who have met the proficient or advanced level on the reading/Language arts portion of the CAHSEE test. (Column F)</p> <p>Denominator Sum of 12th grade CTE Concentrators with valid scores on the reading/language arts portion of the CAHSEE exam. (Column E)</p> <p style="text-align: right;">Does not meet State Requirements></p>	<p>92 Divided by</p> <p>304 Equals</p> <p>30.26 %</p>
1S2 Academic Attainment Mathematics	<p>Numerator Sum of 12th grade CTE Concentrators with valid scores who have met the proficient or advanced level on mathematics portion of the CAHSEE exam. (Column G)</p> <p>Denominator Sum of 12th grade CTE Concentrators with valid scores of the Mathematics portion of the CAHSEE exam. (Column E)</p> <p style="text-align: right;">Does not meet State Requirements></p>	<p>112 Divided by</p> <p>304 Equals</p> <p>36.84 %</p>
2S1 Technical Skills Attainment	<p>Numerator Sum of 12th, 11th or 10th grade CTE Concentrators who received a grade of "C" or better in a capstone CTE class. (Column D)</p> <p>Denominator Sum of 12th, 11th or 10th grade CTE Concentrator enrolled in a capstone CTE course during the reporting year. (Column C)</p> <p style="text-align: right;">Meets State Requirements>>>>></p>	<p>610 Divided by</p> <p>697 Equals</p> <p>87.52 %</p>
3S1 Secondary School Completion	<p>Numerator Sum of 12th grade CTE Concentrators who earned a high school diploma, GED, or certificate. (Colmn H)</p> <p>Denominator Sum of 12th grade CTE Concentrators who left secondary education during the reporting year. (Column E)</p> <p style="text-align: right;">Meets State Requirements>>>>></p>	<p>286 Divided by</p> <p>304 Equals</p> <p>94.08 %</p>
4S1 Student Graduation Rate	<p>Numerator Sum of 12th grade CTE Concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate. (Column H)</p> <p>Denominator Sum of 12th grade CTE Concentrators who, in the state's computation of its the reporting year, were included in the state's computation of its graduation rate. (Column E) Meets State Requirements>>>>></p>	<p>286 Divided by</p> <p>304 Equals</p> <p>94.08 %</p>

Carl Perkins Core Indicator Report

District: Stockton Unified School District Year: 2014-2015

Core Indicators - Secondary and ROCP combined

Core Indicator	Definition	Totals
5S1 Secondary Placement E- 2 Survey Report Only	<p>Numerator Sum of 12th grade CTE Concentrators who left secondary education during the reporting year and responded to a follow-up survey. (Column E)</p> <p>Denominator Sum of 12th grade CTE Concentrators who left secondary education during the reporting year and entered college, military or employment. (Column H)</p> <p>Meets State Requirements>>>>></p>	<p>105</p> <p>Divided by</p> <p>111</p> <p>Equals</p> <p>94.59%</p>
6S1 Non-Trad Participation	<p>Numerator Sum of CTE participants from underrepresented gender groups who were enrolled in a program sequence that leads to employment in nontraditional fields.</p> <p>Denominator Sum of all CTE participants enrolled in a program sequence that leads to employment in nontraditional fields.</p> <p>Meets State Requirements>>>>></p>	<p>707</p> <p>Divided by</p> <p>2031</p> <p>Equals</p> <p>34.81%</p>
6S2 Non-Trad Completion	<p>Numerator Sum of CTE Concentrators from underrepresented gender groups enrolled in a capstone CTE course that leads to to employment in nontraditional field with a C grade or better or received a industry recognized certification.</p> <p>Denominator Sum of all CTE Concentrators enrolled in a Nontraditional capstone CTE course that leads to employment.</p> <p>Meets State Requirements>>>>></p>	<p>189</p> <p>Divided by</p> <p>204</p> <p>Equals</p> <p>92.65%</p>

TARGETS for 2014-2015 Data

1S1 100% = 58.50% 90% of target = 52.65%
 1S2 100% = 56.00% 90% of target = 56.00%
 2S1 100% = 90.00% 90% of target = 81.00%
 3S1 100% = 92.50% 90% of target = 83.25%
 4S1 100% = 92.00% 90% of target = 84.60%
 5S1 100% = 94.00% 90% of target = 84.60%
 6S1 100% = 37.50% 90% of target = 33.75%
 6S2 100% = 29.00% 90% of target = 26.10%