



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
POLICY BULLETIN**

**TITLE:** Secondary Career Technical Education: Policies and Procedures

**NUMBER:** BUL-048091

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Division of Instruction

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Linked Learning and Career Technical Education

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**ROUTING**  
LD Superintendents  
Administrators of Instruction  
Counseling Coordinators  
Principals  
Assistant Principals  
Academic Counselors  
School Fiscal Services

**POLICY:** The purpose of this policy bulletin is to identify and communicate policies and changes in past practices related to Secondary Career Technical Education (CTE) programs: Requirements for a High School CTE Pathway; Middle School CTE Programs; Guidelines for Initiating, Changing, or Closing a Pathway; Guidelines for Funding CTE Teachers: Multi-Funded and School Funded; Requirements for CTE Grant Funding; and MiSiS Documentation for College and Career Readiness Indicators—Student Identification of CTE Pathways, Work Based Learning, Career Technical Student Organization Participation, Internship Tracking, and Industry Certifications and Credentials.

**MAJOR CHANGES:** In 2017-18, California Department of Education (CDE) added specific CTE metrics on the California School Dashboard’s College and Career Indicator (CCI) to acknowledge the benefits of CTE pathway completion toward students’ college and career preparedness. This policy bulletin institutes new CTE program guidelines to support the College and Career Readiness metrics outlined in the CCI and the LAUSD Local Control Accountability Plan (LCAP).

MiSiS enhancements have been created to improve oversight of [CTE](#) and [Linked Learning](#) pathways and objectives.

A new CTE teacher multi-funding model will be implemented beginning in Fiscal Year 2019-20. This funding model will require all schools with District-subsidized (ROP) positions to partially fund the position to increase the number of CTE pathways in the District.

**BACKGROUND:** CTE pathways ensure students graduate well-prepared for college, career, and life. To ensure CTE programs are rigorous, CDE identified [11 Elements of a High Quality CTE Program](#). In addition, in January 2013, the State adopted CTE Model Curriculum Standards across [58 career pathways in 15 industry sectors](#). These standards are aligned with the California Content Standards, Next Generation Science Core Ideas, and the History/Social Science Standards.



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- A. *Standards for Career Ready Practice* describe the fundamental knowledge and skills students need to prepare for transition to post-secondary education, career training, or the workforce.
- B. *Anchor Standards* provide alignment to sector-specific core academic standards; align with one or more of the Common Core English language arts standards; and highlight classroom, laboratory, and workplace learning specific to the individual sector and pathway.
- C. *Pathway Standards* are unique to an industry sector; have an occupational focus; are consistent in size and scope; are composed of similar functions; are inclusive of all aspects of the industry; include 8-12 pathway-specific standards; lead to high-skill, high-wage, or high-demand jobs; and are sustainable and viable over the next ten years.

## GUIDELINES:

CTE pathway completion is one of the elements identifying students as prepared or approaching prepared on the [College and Career Indicator of the California School Dashboard](#). **Students must be programmed, at minimum, in a sequence of a Concentrator and then a Capstone course within the same career pathway.** Linked Learning pathways and California Partnership Academies (CPA) are required to offer a minimum of a three-year CTE course sequence. Traditional CTE pathways are encouraged to offer additional courses within the pathway sequence. Research supported by the Thomas B. Fordham Institute, titled [Career and Technical Education in High School: Does It Improve Student Outcomes?](#), concluded that a three-course CTE sequence has the greatest positive impact on student outcomes, including increasing graduation rates for socio-economically disadvantaged students by 25% compared to their peers.

## I. REQUIREMENTS FOR A HIGH SCHOOL CTE PATHWAY

- A. A two-year CTE course sequence, comprised of a Concentrator and a Capstone course, is required for students to complete the career pathway on the California Schools Dashboard. Offering a third year, Introductory or an additional Concentrator course is encouraged and required for CPA and Linked Learning pathways.
- B. Schools offering a CTE program must offer, at minimum, both a Concentrator and a Capstone Course from the same pathway, or sub pathway where applicable. Please refer to [the LAUSD CTE Course List](#).
- C. Students must be programmed into the correct course sequence, as courses build upon the skills acquired in the previous course.
- D. Double-rostering students from two different courses in the same instructional period is not allowed according to guidance from CDE.



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- E. CTE courses must be taught by teachers holding a valid, pathway-aligned CTE teaching credential; an equivalent Designated Subjects Vocational Education teaching credential; OR an equivalent single subject teaching credential in Agriculture, Business, Home Economics, Industrial Arts, or Industrial Technology Education, depending on the course. All teachers must have an EL authorization.
- F. The CTE pathway should lead to an industry-recognized certificate or credential for employability and post-secondary preparation.
- G. Schools are responsible for entry of all CTE-related outcomes and data elements supported by MiSiS via new CTE data fields. See Section VII for additional information.
- H. Compliance with Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and Americans with Disabilities Act (ADA) accessibility requirements and accommodations are required, and monitored annually by the California Department of Education, Civil Rights Review. The Civil Rights Review states, “All CTE opportunities are offered regardless of actual or perceived race, color, national origin, sex, disability, ancestry, age, gender, gender identify, gender expression, ethnicity, religion, immigration status, sexual orientation or association with a person or group with one or more of these actual or perceived characteristics.”

## II. MIDDLE SCHOOL CTE PROGRAMS

Middle schools are encouraged to offer a CTE Exploratory course in 8<sup>th</sup> grade. In the absence of an existing exploratory CTE course, middle schools can submit a new CTE course using BUL-3697.3, [Procedures for New or Experimental Course Submission](#), dated December 8, 2014, or may contact the CTE office for assistance with course writing.

CTE courses must be taught by teachers holding a valid, pathway-aligned CTE teaching credential; an equivalent Designated Subjects Vocational Education teaching credential; OR an equivalent single subject teaching credential in Agriculture, Business, Home Economics, Industrial Arts, or Industrial Technology Education, depending on the course. All teachers must have an EL authorization.

Middle schools are encouraged to offer courses that align with a high school pathway within the school’s feeder pattern. Robust [Middle School to High School CTE Articulation Agreements](#) are highly



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recommended and mandated for grant funding. High school credits are not given for middle school CTE courses.

### III. GUIDELINES FOR INITIATING OR CLOSING A PATHWAY

All requests for initiating or closing a pathway must be submitted to the CTE Office using the [CTE Pathway Change Form](#) (Attachment A) no later than April 15 for changes in the following school year.

There are many considerations when initiating a pathway such as school and projected pathway enrollment, stakeholder input, types of pathways in nearby schools, and local job market. CTE pathways prepare students with skills and abilities, making them competitive in the local job market, and changes should therefore be driven by the economic conditions expected when students enter the workforce. Any request to initiate, change, or close a pathway should be supported by regional economic data from a government agency:

- A. United States Department of Labor;
- B. United States Census Bureau;
- C. California Employment Development Department;
- D. Los Angeles County Economic Development Corporation; or
- E. Los Angeles Economic & Workforce Development Department.

CTE programs may be closed, or relocated to another school, if the school is in non-compliance with the following criteria, which are based on the audit guidance document used by CDE when monitoring LAUSD's CTE programs:

- A. Students incorrectly programmed in the sequence;
- B. Incomplete or incorrect course sequence;
- C. Low enrollment in CTE course sequence;
- D. Lack of evidence in meeting the 11 Elements of a High Quality CTE Program;
- E. CTE teacher teaching non-CTE courses;
- F. Non-CTE teachers teaching CTE courses;



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- G. CTE teacher not supported with appropriate instructional materials or professional development opportunities;
- H. CTE program not integrated in the school design; and/or
- I. Non-compliance with inventory requirements.

Schools choosing to close a pathway that received grant funding should refer to Section VI for reimbursement obligations.

### **IV. GUIDELINES FOR FUNDING CTE TEACHERS: MULTI-FUNDED AND SCHOOL-FUNDED**

In order to achieve access and equity for District-funded (ROP) CTE teacher positions throughout high schools, sustain and expand existing support for pathways, and meet matching requirements for the multiple grants received, the following multi-funded model is being implemented:

- A. FY 2018-19 schools will receive 100% salary and benefit support for each District-subsidized CTE teacher position.
- B. FY 2019-20 schools will receive 85% salary and benefit support for each District-subsidized CTE teacher position.
- C. FY 2020-21 schools will receive 75% salary and benefit support for each District-subsidized CTE teacher position.
- D. FY 2021-22 schools will receive 65% salary and benefit support for each District-subsidized CTE teacher position.
- E. Pathways not wishing to retain a multi-funded teacher will be required to close the position. The position will be reallocated to another school willing to partially fund the position. Grant-funded equipment, instructional materials and computers will follow the instructor to the new site or transfer to another aligned pathway if the pathway is closing with the departure of the CTE teacher.

### **V. GUIDELINES FOR REQUESTING A NEW OR REPLACEMENT MULTI-FUNDED CTE TEACHER POSITION**

Requests for new or replacement multi-funded CTE teacher positions should be made by filling out the [CTE Teacher Request Form](#) and sending it to the CTE office. Following are some of the factors that will be considered in fulfilling requests for new or replacement CTE teacher positions: enrollment history in the school and pathway; available funding; high-growth, high-wage, and high-need



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industry sectors; current industry advisory partners; and number of CTE school-funded positions.

Once the CTE office approves the school's request, the Human Resources Division posts the position on Edjoin.org and <https://achieve.lausd.net/Page/12010>.

## VI. CTE GRANT SOURCES AND REQUIREMENTS

### A. Grant Sources

#### Carl D. Perkins CTE Grant

The Carl D. Perkins CTE Grant has been the primary long-term funding source to initiate, enhance, or expand CTE pathways. Each Perkins-funded pathway must submit a funding application and maintain evidence of meeting the 11 Elements of a High Quality CTE Program. Frequent audit visits should be anticipated for pathways participating in this federally funded program.

Pathways being taught by dual credentialed teachers (Single Subject Credential and CTE Credential) may apply for Perkins funds if 50% or more of instructor's course load is in the CTE pathway.

#### CTE Incentive Grant (CTEIG)

As a recipient of California State CTE Incentive Grant funding, LAUSD is funding the implementation of innovative and cutting-edge practices and technologies in CTE classrooms District-wide. These investments support students in attaining high-demand, living-wage jobs in the Los Angeles region. All schools receiving CTEIG funding are obligated to maintain the pathway through 2022, as required by the grant program stipulations.

#### Agriculture Incentive Grant

The Agriculture Incentive Grant provides local educational agencies with funds to improve the quality of their agricultural CTE programs. The goal is to maintain high-quality, comprehensive agricultural CTE programs in California's public school system, ensuring a constant source of employable, trained, and skilled individuals. Individual schools with CTE programs in Agriculture and Natural Resources may apply [at the CDE Website for Agriculture Education](https://www.cde.ca.gov/ci/ct/ae/) (<https://www.cde.ca.gov/ci/ct/ae/>).

#### California Partnership Academy Grants

The California Partnership Academies (CPA), per California Education Code Section 54690-54697, represent a high school reform movement that is focused



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on smaller learning communities with a career theme. Academy components include rigorous academics, a career focus, a committed team of teachers, and active business and post-secondary partnerships. Schools apply directly to the state. Currently, CDE has no new CPA grants available.

## B. Grant Requirements

CTE, including CTEIG, grant funding is supplemental funding intended to initiate, expand, or enhance a pathway. Once the pathway is configured with the industry standard equipment, it is the responsibility of the school to maintain the pathway with supplies and other instructional materials each subsequent year.

1. Equipment purchased with CTE funds must be used by CTE classes ONLY.
2. All pathways receiving CTE funding for equipment and instructional materials are required to maintain accurate equipment inventory logs that are updated and annually submitted to the CTE office for audit purposes. The school must identify a staff member to conduct an annual physical check of inventory. A police and iSTAR report must be filed for all stolen and misplaced equipment, and a copy must be provided to the CTE office.
3. All CTE pathways must use and make demonstrable annual progress on the 11 Elements of a High Quality CTE Program document.
4. Closing a Perkins-funded pathway will require the transfer of grant purchased materials and equipment.
5. Closing a CTEIG-funded pathway prior to 2022 requires the school to return purchased materials and equipment, as well as reimburse LAUSD for any incurred expenses, including facilities charges, consumables, field trips, and professional development costs.

## VII. DOCUMENTING CTE PATHWAY OUTCOMES IN MiSiS

Enhancements have been added to MiSiS to facilitate the tracking of pathway outcomes, student learning outcomes and necessary data points tied to the new CCI on the California School Dashboard. The principal designee(s) will have access to enter data in MiSiS fields. These data points will also allow LAUSD to analyze and identify best practices that are the most impactful to student outcomes. Fields developed and added to MiSiS include the following:

- A. Pathway type identification – the system will enable a student or group of students to be associated with a CTE or Linked Learning Pathway annually. Each school site will be configured in MiSiS to offer only the specific pathways



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at the campus.

1. Career Technical Education (CTE—not Linked Learning)
  2. Linked Learning
- B. Work-Based Learning – the system is able to track student work-based learning information from a drop-down menu. (For additional information on work-based learning experiences see Related Resources.)
- C. Career Technical Student Organization (CTSO) – the system is able to track student participation in a student leadership organization.
- D. Internship placement and completion – the system is able to track both paid and unpaid internship placement and the sponsoring organization.
- E. Certifications and credentials – the system will provide a list of recognized certifications and credentials with which to document student attainment.

The timely, accurate, and complete data entry of this information, along with supporting documentation, will be a requirement for any CTE grant funding starting in 2019-20. Further information, including training opportunities, job aides, and MiSiS call center support, will be communicated Districtwide.

**AUTHORITY:** This is the policy of the Los Angeles Unified School District.

**RELATED RESOURCES:** Board Resolution: *Opening Doors to College and Career Opportunities for Our Students*, adopted by the Board of Education, June 19, 2018.

Board Resolution: *Endorsing Multiple Pathways as a Comprehensive High School Reform Strategy*, adopted by the Board of Education, October 14, 2008.

BUL-3697.4, [Procedures for New or Experimental Course Submission](#), dated December 8, 2014.

BUL-6566.2, [Graduation Requirements for Classes of 2016-2019](#), dated January 14, 2016.

[California Student CTE Website](http://www.whodouwant2b.com/student/pathways) (<http://www.whodouwant2b.com/student/pathways>)

[California Department of Education Agriculture Education Website](https://www.cde.ca.gov/ci/ct/ae/) (<https://www.cde.ca.gov/ci/ct/ae/>)

[Career and Technical Education In High School: Does It Improve Student Outcomes?](#)  
Thomas B. Fordham Institute, April 2016



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[College and Career Indicator Dashboard Criteria](https://www.cde.ca.gov/ta/ac/cm/documents/ccidashboardflyer.pdf)

(<https://www.cde.ca.gov/ta/ac/cm/documents/ccidashboardflyer.pdf>)

[CTE Model Curriculum Standards](https://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp)

(<https://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>)

[CTE Office Website](https://achieve.lausd.net/Page/1265) (<https://achieve.lausd.net/Page/1265>)

[CTE Incentive Grant Resources](https://achieve.lausd.net/Page/13649) (<https://achieve.lausd.net/Page/13649>)

[CTE Pathway Change Form](https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/256/CTE%20Pathway%20Change%20Form%202018-19sp.pdf)

(<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/256/CTE%20Pathway%20Change%20Form%202018-19sp.pdf>)

[CTE Teacher Request Form](https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/256/CTE%20District%20Subsidized%20Teacher%20Request%202018-19.pdf)

(<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/256/CTE%20District%20Subsidized%20Teacher%20Request%202018-19.pdf>)

[LAUSD CTE Course List](https://achieve.lausd.net/Page/10575) (<https://achieve.lausd.net/Page/10575>)

[Linked Learning Office Website](https://achieve.lausd.net/Page/524) (<https://achieve.lausd.net/Page/524>)

[Middle School to High School CTE Letter of Intent](https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/256/12%20MS%20to%20HS%20Letter%20of%20Intent%20-%20Articulation%20Agreement.pdf)

(<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/256/12%20MS%20to%20HS%20Letter%20of%20Intent%20-%20Articulation%20Agreement.pdf>)

[Middle School to High School CTE Articulation Agreement](https://achieve.lausd.net/site/handlers/filedownload.ashx?moduleinstanceid=44635&databid=63277&FileName=CTEIG%20Middle%20to%20High%20School%20Articulation%20Agrmt%20Revised%20051518.docx)

(<https://achieve.lausd.net/site/handlers/filedownload.ashx?moduleinstanceid=44635&databid=63277&FileName=CTEIG%20Middle%20to%20High%20School%20Articulation%20Agrmt%20Revised%20051518.docx>)

REF-911.1, [Career Pathways Graduation Requirement](#), dated July 6, 2012

[Work-Based Learning Continuum from ConnectEd California](https://connectedstudios.org/url-zvlwjKfwKlRqX3P7h-1fUaLqZX4Ww5GZSbdZZEUP)

(<https://connectedstudios.org/url-zvlwjKfwKlRqX3P7h-1fUaLqZX4Ww5GZSbdZZEUP>)

**ASSISTANCE:**

For CTE Incentive Grant, please contact your assigned CTEIG Coordinator, found on your award letter, or e-mail [CTEIG@lausd.net](mailto:CTEIG@lausd.net).

For Federal Perkins funding questions or assistance, please contact your assigned CTE Advisor, or Seema Puri, CTE Coordinator, at [spuri@lausd.net](mailto:spuri@lausd.net) or 213-241-1298.

For CTE course writing questions, please contact your assigned CTE Advisor, or Seema Puri, CTE Coordinator, at [spuri@lausd.net](mailto:spuri@lausd.net) or 213-241-1298.



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For assistance recruiting or replacing a CTE teacher, please contact Alva Lee, Regional Occupational Program Administrator, at [alva.lee@lausd.net](mailto:alva.lee@lausd.net) or 213-745-3418.

For Linked Learning questions, please contact Lindsey Corcoran, Linked Learning Director, at [lmc0129@lausd.net](mailto:lmc0129@lausd.net) or 213-241-0151.

For CTEIG questions, please contact your CTEIG Coordinator, or Michael Flores at [michael.flores1@lausd.net](mailto:michael.flores1@lausd.net) or 213-241-2149.