

GSA 2: Academics	Supt		Board	
2.5 Students will explore, understand, and value the practical arts (College, Career & Technical Education).	Reasonable	Not Reasonable	Reasonable	Not Reasonable
	X			

Reasonable Interpretation:

Students will graduate from the San Diego Unified School District with the mastery of the career and academic knowledge for success in post-secondary education and employment with the skills to make choices and manage their careers throughout their lifetimes in this fast changing, knowledge-based global economy. Dispositions of well-prepared students toward CCTE include, but are not limited to, the following attributes:

- Exhibits a solid foundation in the basic literacy and computational skills necessary to put knowledge to work.
- Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reason.
- Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.
- Acquires, applies, interprets, organizes ideas and communicates oral messages appropriate to listeners and situations.
- Identifies, organizes, plans, and allocates resources.
- Participates as a member of a team and contributes to group effort.
- Understands how social, organizational, and technological systems work and operates effectively with them.
- Accepts responsibility for their own learning realizing that their minds are their most important resource.
- Values that career exploration, investigation, awareness correlates to academic success, postsecondary education, and real-world skills.

INDICATORS OF ACHIEVEMENT:**GSA-2, SECTION 2.5, PRACTICAL ARTS - INDICATORS OF ANNUAL STUDENT GROWTH**

GRADE LEVEL OR COURSE	STUDENT INDICATORS	AS MEASURED BY:
PRE-K		
<u>48 months</u>	By 48 months, students will participate in simple sequences of pretend play involving community helpers and can identify accessible career fields.	<ul style="list-style-type: none"> • Parent assessment and reports to preschool • Preschool teacher observations
<u>60 months</u>	By 60 months, students create complex sequences of pretend play with peers that involve planning, coordination of roles, and cooperation.	<ul style="list-style-type: none"> • Parent assessment and reports to preschool • Preschool teacher observations
KINDERGARTEN		
	By the end of Kindergarten students will master simple descriptions of work that people do and the names of related jobs at the school, in the local community and from historical accounts.	<ul style="list-style-type: none"> • Percentage of schools offering career awareness project work • Percentage of students that can use simple descriptions to identify 2 or more jobs at the school and local community
BY GRADE 3		
	By the end of Third Grade students can compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places and things change over time while others stay the same.	<ul style="list-style-type: none"> • Percentage of schools offering career awareness projects • Percentage of students that meet standard on their report card • Number of classroom speakers or presentations
BY GRADE 6		
	By the end of Sixth Grade Students will describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automotive industries, communication and defense industries, and important trade links with the Pacific Basin.	<ul style="list-style-type: none"> • Percentage of schools offering career awareness projects • Percentage of students that meet standard on their report card • Number of classroom speakers, presentations, and field trips that explore careers outside of their community
EXPLORATORY		
Grades 6/7-8	By the end of Eighth Grade students have explored the process of career preparation that will enable them to identify initial career interests to determine whether it might be a pathway of continued study in high school.	<ul style="list-style-type: none"> • Curriculum is reviewed and updated semiannually by industry • Course offerings align to neighborhood high school • Students have access to course work • Percentage of students enrolled in course work by 8th grade

		<ul style="list-style-type: none"> • Percentage of students that successfully completed the course work • A minimum of 1 competency gained for every 20 hours of classroom instruction • Classroom speakers and career awareness opportunities • Students are SB813 compliant (8th grade plan for career awareness)
FOUNDATION	STUDENT INDICATORS	AS MEASURED BY:
Grades 9-10	By the end of Tenth Grade, students have acquired declarative knowledge of industry sector and career pathways as well as academic knowledge and technical skills including facts, events, concepts, principles and an understanding of component parts.	<ul style="list-style-type: none"> • Curriculum is reviewed and updated semiannually by industry • Percentage of courses that are articulated, matriculate, earn industry certification, and/or qualify for UC “a-g” subject matter requirements • Students have access to sequenced course work • Percentage of students enrolled in course work by 10th grade • Percentage of students that successfully completed the course work • A minimum of 1 competency gained for every 20 hours of classroom instruction • Number of student completion of an authentic project based assignment assessed by teachers and guests • Number of classroom speakers and career awareness opportunities • Students are SB813 compliant (10th grade review for career planning)
INTERMEDIATE	STUDENT INDICATORS	AS MEASURED BY:
Grades 10-11	By the end of Eleventh Grade, students have acquired procedural knowledge of industry sector and career pathways as well as academic knowledge and technical skills including skills and processes important to content area.	<ul style="list-style-type: none"> • Curriculum is reviewed and updated semiannually by industry • Percentage of courses that are articulated, matriculate, earn industry certification, and/or qualify for UC “a-g” subject matter requirements • Students have access to sequenced course work • Percentage of students enrolled in course work by 11th grade • Percentage of students that

		<p>successfully completed the course work</p> <ul style="list-style-type: none"> • A minimum of 1 competency gained for every 20 hours of classroom instruction • Number of students that complete a job shadow • Number of student completion of an authentic project based assignment assessed by a panel • Number of students that participate in a “Career Ready” event • Students are SB813 compliant (10th grade review for career planning)
ADVANCED	STUDENT INDICATORS	AS MEASURED BY:
Grades 11-12	By the end of Twelfth Grade students have acquired contextual knowledge of industry sector and career pathways as well as academic knowledge and technical skills including information and learning supported by hands-on instruction that applies principles, concepts, abilities, and processes from academic and technical curricula to real world tasks.	<ul style="list-style-type: none"> • Curriculum is reviewed and updated annually by industry • Percentage of courses that are articulated, matriculate, earn industry certification, and/or qualify for UC “a-g” subject matter requirements • Students have access to sequenced course work • Percentage of students enrolled in course work by 12th grade • Number of students that successfully completed the course work • A minimum of 1 competency gained for every 20 hours of classroom instruction • Number of students that complete an internship or 40 hours or more • Number of student completion of an authentic project based assignment assessed by industry • A minimum of 1 competency gained for every 20 hours of classroom instruction • Number of students completing an industry based portfolio assessment • Student course surveys with a 95% or better confidence level in reporting • Number of student completers as defined by Perkins 131

Evidence of Achievement:
Board Comments: