



HUSD CTE

CAREER TECHNICAL EDUCATION

COMPREHENSIVE LOCAL NEEDS ASSESSMENT

April 2023

Hesperia Unified School District
15576 Main Street
Hesperia, CA 92345

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Introduction

The *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V) requires all eligible recipients of Perkins V funds to complete a Comprehensive Local Needs Assessment (CLNA) and use that information to develop the eligible recipient's local application plan. One of the most significant changes within the Perkins V federal legislation is the introduction of the CLNA. Conducting the CLNA is described under Perkins V subsection 134(c), and developing the local application is described in Perkins V subsection 134(b). The CLNA must be completed by eligible grant recipients of Perkins V funds at the beginning of the grant period and updated at least once every two years.

Perkins V requires eligible grant recipients to use a data-driven decision-making process on local planning and spending on career technical education (CTE). The CLNA is a review of a number of elements, including student performance data, especially gaps among sub-groups of special population; labor market needs; educator development; equity and access for special populations, and program size, scope and quality. To validate the information obtained through the CLNA, an eligible Perkins V grant recipient shall involve a diverse body of stakeholders, including, at a minimum—secondary and postsecondary educators, business and industry partners, parents and students among others. More importantly, local planning, program, and funding decisions must be based on the CLNA with the primary purpose of improving overall performance and reducing performance gaps between different special population subgroups.

The goal of the CLNA is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve performance and decrease performance gaps. Identifying priority needs is the first in a series of closely tied steps that also include understanding root causes that contribute to the areas of need, selecting evidence-based strategies that address those areas, preparing for and implementing selected strategies, and evaluating whether those strategies are addressing improvement needs and achieving desired results.

Directions: Each question below is meant to be a concise and complete¹ summary of the CLNA developed by each local educational agency (LEA). The “Workbook to Accompany the CLNA Reporting Template” offers a more in-depth exploration of each question from the “CLNA Reporting Template” to guide and inspire LEAs as they engage their required stakeholders in the construction of their CLNA. Each section is based on a separate requirement from the Perkins V law, Section 134, (b) (1–9) and subsection c, of what must be contained in a CLNA and a local Perkins application.

The responses from the seven questions in the “CLNA Reporting Template” and the subsequent eight questions in the “Meeting the Perkins V Local Application Requirements” are required to be:

(1) Included in the annual Perkins renewal application via the California Department of Education’s (CDE) online Program Grant Management System, Section IV,

(2) Printed and signed by the LEA Perkins Coordinator and Stakeholder/CTE Advisory Committee Chairperson, to be kept on file and available for compliance reviews, reviews, complaint investigations, or audits, along with all other evidence of a complete CLNA process.²

1. Each line item in the LEA’s Perkins budget must serve one of the needs or strategies the eligible grant recipient lists below.

2. Evidence includes such documentation as a completed “Workbook to Accompany the CLNA Reporting Template,” meeting agendas, notes, copies of handouts shared, a list of participants (names, Institution, title, phone, and email), minutes and sign-in sheets.

HUSD Non-Discrimination Statement

This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent of the school district. The Governing Board prohibits at any District school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expressions; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that affects a student's ability to participate in or benefit from an education program or activity; creates an intimidating, threatening, hostile, or offensive education environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities. The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

For violations, contact:
Donald Wilkinson
Director, Student Services and Title IX Coordinator
15576 Main Street,
Hesperia, CA 92345
(760) 244-4411, ext. 7316

Career Technical Education Civil Rights Annual Public Notification

Purpose: Prior to the beginning of each school year, recipients must advise students, parents, employees, and general public that all vocational or Career Technical Education (CTE) opportunities will be offered regardless of race, color, national origin, sex, or disability.

Notification:

This CTE Non-Discrimination policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent of the school district. The Hesperia Unified School District Governing Board prohibits at any District school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expressions; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that affects a student's ability to participate in or benefit from an education program or activity; creates an intimidating, threatening, hostile, or offensive education environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying. Furthermore, all of HUSD District's Vocational or Career Technical Education (CTE) opportunities will be offered regardless of race, color, national origin, sex, or disability. Lack of English language skills will not be a barrier to admission and participation in CTE programs at HUSD.

HUSD will not deny access to CTE and academic programs or courses to students with a disability on the basis that employment opportunities in any occupation or profession may be more limited for disabled persons than for nondisabled persons. See below for CTE program offerings.

For violations, contact:

Donald Wilkinson, Director, Student Services and Title IX Coordinator
15576 Main Street, Hesperia, CA 92345; (760) 244-4411, ext. 7316

CLNA Reporting

Summarize the identified needs and strategies generated in the eligible grant recipient's stakeholder consultation committee as they relate to each required element of the eligible grant recipient's CLNA:

1. Section 134(c)(d)(e): Stakeholder Consultation on the CLNA, Dates, Content, and Membership:

- a) **What was the date of the eligible grant recipient's most recent district-wide CTE Advisory or Stakeholder Engagement meeting that served as the source for constructing the LEA's CLNA?**

The district-wide Stakeholder Consultation also known as the CTE advisory meeting serving as the source for this CLNA was held virtually and in partnership with the Mountain Desert Career Pathways (MDCP) and in coordination with other member districts on February 15, 2023. The CLNA presented at this meeting was an updated version of the 2022 CLNA originally approved on April 25, 2022. Prior to these meetings, CTE pathway data and the CTEIG Self Review Rubric results were shared electronically with stakeholders for their review and input. In addition, through the course of the 2022-23 school year, HUSD in partnership with the Mountain Desert Career Pathways (MDCP) held an advisory meeting for each industry sector within HUSD's CTE pathway offerings. The qualitative and quantitative data collected from these advisory meetings were also used in the CLNA process.

- b) **The basis for that meeting should have included a discussion/agreement of the eligible grant recipient's Perkins V accountability indicators plus a self-evaluation, as detailed in the "Workbook to Accompany the CLNA Reporting Template." Was the eligible grant recipient's previous self-evaluation based on the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) "11 Elements of a High-Quality CTE Program" aka the "CTE Self-Review," the CTEIG Self Review Rubric, or Workbook to Accompany the CLNA Reporting Template? How will the eligible grant recipient move towards the 12 Essential Elements of a High-Quality College and Career Pathway, which are supported by the *Guiding Policy Principles to Support Student-Centered K-14+ Pathways*, established by the California Workforce Pathways Joint Advisory Committee (CWPJAC)? The *Guiding Policy Principles to Support Student-Centered K-14+ Pathways* can be found on the CWPJAC's web page at, <https://www.cde.ca.gov/ci/ct/qi/guidingpps.asp>. Explain/describe.**

HUSD utilized a stakeholder guided self-review process to evaluate the CTE programs of study and their aligned to and validated by local workforce needs and economic priorities with resources being allocated towards pathways and programs of study that lead to high-skill, high-wage, and in-demand occupations and activities that address equity and opportunity gaps. Specifically, the self-evaluation component of the district-wide CTE advisory meeting was based both

on the 12 Essential Elements for a High-Quality College and Career Pathway and the CTEIG Self Review Rubric. Moreover, a copy of the CTEIG Review Rubric and the Perkins Student Performance Indicators were shared with the participating stakeholders prior to the advisory for review and input.

- c) What is the date of the eligible grant recipient's next district-wide CTE Advisory or Stakeholder Engagement meeting that will review, evaluate, & identify needs per Section 134(c), Comprehensive Needs Assessment, and Section 134(e), Continued Consultation?**

The next district-wide CTE Advisory meeting also known under Perkins V as the Stakeholder Consultation to review, evaluate, and identify needs per Section 134(c), Comprehensive Needs Assessment, and Section 134(e), Continued Consultation is scheduled for Spring, 2024. In addition, HUSD will continue to schedule and hold an individual advisory meeting specific to each industry sector for the 2023-24 school year. Both the district-wide and individual industry sector advisory meetings will be held with the MDCP and partnering districts.

- d) For the meeting reported in question 1A, were all required categories of stakeholders present? If not, list which categories of stakeholders were missing and describe the effort in getting them there. What will be done to ensure they will be present for the next stakeholder engagement meeting to update the CLNA and to evaluate the effectiveness of previous strategies chosen?**

In an effort to ensure all required categories of members as identified in P5 §134(d), participated in the Stakeholder Consultation per section 134(d), HUSD partnered with the MDCP to directly invite and follow up on invites with various stakeholders to participate in the district-wide CTE Advisory / Stakeholder Consultation. Invites were issued using various methods, some of these methods include but are not limited to email, calendar invite, phone call, and face to face discussions, and posts through district social media platforms. The MDCP also sent out invites using a web-based system to track invites and responses creating an electronic avenue to funnel communication to invitees. In accordance with, 20 U.S.C. § 2354 (b)(5), HUSD invited and engaged parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, representatives of the Economic Development Department (EDD) and other interested individuals in the development, implementation, and evaluation of HUSD CTE programs and the CLNA process. These stakeholders were invited to participate in a CTE program survey overview prior to participating in the District-wide CTE Advisory meeting / Stakeholder Consultation held in partnership with the MDCP on February 15, 2023. Equally important, with the recommendation of HUSD's College and Career Readiness Coordinator and in alignment with EC § 8070, the HUSD governing board appointed a career technical education advisory committee to develop recommendations on the CTE program and to provide a liaison between the district and potential employers. The

committee consist of one or more representatives of the general public knowledgeable about disadvantaged students, students, teachers, business, industry, school administration, and the field office of the Workforce Development Board. This committee meets annually as an integral component of the stakeholders participating in the district-wide CTE Advisory / Stakeholder Consultation and CLNA process.

2. Section 134(c)(2)(A): Student Performance on Required Performance Indicators (Disaggregated)

- i. Responses must include a description of which of the seven required evaluative data “Indicators” from Section 3 in which the LEA has not made progress towards meeting the State Determined Performance Levels (SDPLs).
- ii. For each of those “Indicators,” list the strategies for improvement that have been in place for three or more years, and describe how the LEA will change those strategies in order to meet the SDPLs.
- iii. Finally, include a description of any other performance metrics used by the LEA, quantitative or qualitative, by which to measure and track improvements to the LEA’s CTE program and summarize the LEA’s performance across those metrics.

HUSD utilized student performance data from the Perkins Student Performance Indicators, CCI data, CTE Pathway data included in this document to guide an impactful data-driven and inclusive CLNA with a goal of improving both systems and programs. Below is a summary of the data as it pertains to strengths and gaps.

HUSD Strengths that were identified in the CLNA regarding student performance:

- The number of concentrators and/or completers designated as English Learners increased for a third straight year. CALPADS reported #4 EL completers in 2018-19 and has increased by #5 from the previous year to #58 in 2021-22.
- The number of concentrators and/or completers designated as Nontraditional has improved significantly from a low of #12 in 18-19 to #57 in 2021 and more than doubling to #124 in 2022.
- The number of concentrators and/or completers designated as Students With Disabilities has increased significantly from #38 in 2021 to #57 in 2022.
- The overall number of concentrators and/or completers continues with the positive trends: #54 in 18-19, #317 in 20-21, and #403 in 2022. Projected completers for 2023 is near #600.
- SWD and Economically Disadvantaged students earned college credit at a rate consistent or slightly better than the overall rate with 60% of SWD and 73% of Economically Disadvantaged earning credits in 2022.
- The number of students across all grades completing a CTE pathway increased
- 15% increase to 66% of all students attained a post-secondary credential. SWDs increased to 63% and EL from 32% to 45% in 2022. Economically Disadvantaged outpaced all groups with 73% attaining a recognized Postsecondary Credential.
- A total of #950 Industry Credentials were awarded to students across all grade levels in 2022.
- Enrollment in all CTE pathways has increased from #1980 in 2021 to #3035 in 2022.
- The number of Dual Enrollment courses increased from 26 (20/21) to 54 (21/22).

- Articulated courses increased from 12 in 19/20 to 26 in 20/21 to a total of 37 courses articulated in the 21/22 school year.
- Approximately 30% of middle school students are participating in a middle school CTE exploration course.

HUSD Gaps that were identified in the CLNA regarding student performance:

- The number of students receiving articulated college credit for successful completion of a CTE course decreased since the 2021 high of 88% to 60% in 2022.
- Students outside of special populations are not attaining industry credentials at the same rate as our special population.
- Students with disabilities are underrepresented in some CTE pathways and homeless are underrepresented in CTE regardless of pathway.
- The CTE Pathway Completion rates for male students continues to lag behind the rate for females in most pathways.
- Internal data reporting continues to be an issue with the district SIS system and CALPADS reporting.

What subpopulation of students could benefit from additional evidence-based services/supports?

- While course enrollment as concentrators and completers has increased across all special population sub groups at each high school there is still a need to further increase special population enrollment and more importantly successful completion, particularly foster, homeless, and SWDs in pathways and industry certifications.
- The data suggests EL, Homeless, Foster Youth, disabled, and Non-Traditional students would benefit from additional evidence-based services and supports and program awareness including participation in activities within the continuum of WBL.

HUSD Strategies:

- For the 2023-24 school year HUSD will continue to prioritize identifying and implementing strategies to increase the accuracy of data reporting.
- Continue to identify and implement research-based strategies that have shown to contribute to positive trends in supporting EL, Disabled, Homeless, Foster, and Non-Traditional CTE students.
- Embed Work-Based Learning opportunities within the normal school hours and as an enhancement to capstone level courses.
- Fund and increase the number of industry recognized certificates that CTE students attain while in CTE programs.
- Promote through a variety of mediums, student, parent, and stakeholder awareness of CTE programs offered in HUSD while developing strategies to increase pathway completer rates, particularly focusing on the declining rate of males meeting that indicator.

3. Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students

Through the CLNA process HUSD analyzed program size, scope, & quality of each CTE pathway through the lens of meeting the needs of all students.

HUSD Strengths identified in the CLNA regarding program, size, scope & quality.

Scope: Each CTE pathway prepares students with industry-specific knowledge & skills for entry-level employment in its industry sector or for continued study towards the same purpose. Moreover, each CTE pathway covers all required CTE Model Curriculum Standards of its pathway as well as the anchor standards & Career Ready standards.

Quality: All CTE pathways meet at least two of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations. Each pathway is a coherent, non-duplicative series of courses of no less than 300 hours.

HUSD Gaps identified in the CLNA regarding program, size, scope &, quality:
Size:

There's room to improve & strengthen the number of students entering each pathway early in their high school career & continuing in those pathways through the complementary capstone with a C- or better. There's a need to increase the number of sections of capstone courses offered each year for students who have already successfully completed the concentrator in that pathway. There's also room to improve the process of registering students in pathways that align with their aptitude & ability.

Scope: There is a need to expand CTE offerings in industry sectors that address shifting local labor demands & emerging markets in the region.

Quality: There are current pathways that do not result in industry-recognized certificates, credentials, or degrees upon completion in high school, partly due to the nature of those pathways. Despite the current reality, all have access to certificates & career training that demonstrates competency in transferable career skills (Soft Skills) through Precision Exam & SP/2.

HUSD Strategies:

Size:

- Collaboration with admin to build master schedules that ensure there are enough students entering each pathway & continuing in each pathway to offer at least one capstone section for every pathway, with the goal of 3/2 ratio of concentrator to capstone within two years.

- Strategic student scheduling, particularly for upper classman, to reduce concentrator seats being utilized by seniors who have not yet completed another pathway.
- Counselor & site admin professional development in CTE pathway structure & 12 Essential Elements for a High-Quality College & Career Pathway.
- Program marketing & promotional material, videos, & career-based field trips.
- Promote & uphold the coherent structure of the CTE pathway.
- Increase pathway promotional materials that include K-12 to postsecondary with local career brochures, guides & posters to increase student knowledge, career & job fairs, & community events that bring attention to career training available in HUSD.

Scope:

- Expand Work-Based Learning opportunities across CTE pathways.
- Increase access and address transportation hurdles to CTE programs that extend past the normal school hours.
- Develop imbedded work-based learning opportunities for students through implementation of structured & expanded framework.
- Expand Career Exploration to offer CTE based courses at all Middle Schools aligned with the feeder pattern.
- Further develop the CTE Work Experience Program & align the Experiential Learning Program (ELP) to support CTE students in obtaining worked based learning opportunities, internships, externships, and job shadowing.
- Increase the scope and participation of regional industry specific competitions for students.
- Increase offerings for industry specific certifications in CTE pathways.
- Secure specialized equipment related to the expansion of work-based learning environments within each CTE classroom. Some examples identified in the CLNA process include: Program vehicles to transport students to WBL opportunities, Welders, 3D Printers, CNC Machinery, Dental Hygienist tools, Construction equipment including trucks to transport students and tools/equipment to CTSO and WBL, Graphic design machinery & industry related software/programs.

Quality:

- Increase teacher participation in industry externships & industry specific professional development.
- Increase student completion & teacher utilization of available industry & career readiness certificates.
- Implement a systematic approach to render career exploration supports & services through utilization of College & Career Readiness Counselors, Career Center Specialist, Work Experience Teachers, & Recruitment Placement Specialist.

- Purchasing industry standard equipment, consumables, instructional materials, & course supplies to provide quality programs for students that prepare them to utilize similar items when placed in externships or in post-secondary training.
- Collaboration with local community colleges & the state university to maintain current articulation & explore additional opportunities for college credits.

4. Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study

HUSD Strengths that were identified in the CLNA regarding progress toward implementation of CTE programs of study:

HUSD has full implementation of equal access to high-quality CTE courses & programs of study for all students. HUSD continues to identify & utilize strategies to overcome barriers that result in lower rates of access to or performance gaps in the courses & programs for special populations.

HUSD has enhanced its commitment to work with special population liaisons to identify & provide activities to prepare special populations for high-skill, high-wage, in-demand industry sectors or occupations in competitive, integrated settings that lead to self-sufficiency. Recruitment Placement Specialists holds CTE exploration & program awareness webinars targeting special pops & expanded Experiential Learning. Designated College & Career counselors ensure students in CTE participate in post-secondary exploratory events hosted by MDCP & local colleges, assist with college enrollment requirements, articulated credit, & hold informational seminars about CTE pathways offered in HUSD.

HUSD incorporates State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary & Secondary Education Act of 1965 in all CTE programs of study. Each course within the sequence for each pathway address academic & technical knowledge & skills, including employability skills, & is intentional in providing specificity in occupation instruction. Over 75% of HUSD's CTE pathways have one or more courses articulated with local colleges & 100% meet A-G requirements. Because HUSD is a commuter community, CTE pathways are aligned with the greater Inland Empire/Desert regional & Los Angeles area industry & economic needs.

HUSD Gaps identified in the CLNA regarding progress toward implementation of CTE programs of study:

There's a need to increase the number of industry certificate achievement opportunities across pathways that are recognized by the associated industry. There's a need to increase work-based learning opportunities for students across all industry sectors, particularly students enrolled at the alternative ed. school sites. While current programs are aligned with industry needs, there remain industry needs and sectors in the local regions our current CTE programs do not address or offer. The regional sectors with the greatest demand have highly impacted enrollment in the CTE programs with limited opportunities for expansion. HUSD needs to increase the use of Precision Exams & S/P2 certification courses, while continuing to explore industry accepted certificates outside of those programs.

HUSD Strategies:

- Connect pathways with industry & business partners to develop work-based learning opportunities for students, evidenced by signed MOUs/affiliations.
- Develop a systematic approach for students to access work-based learning outside of a classroom setting.
- Increase Teacher Externships & Industry Specific training/collaboration, particularly for those with less recent industry experience.
- Identify industry certificates that can be incorporated into CTE programs of study & support the practice of regular administration of any assessments necessary to earn those certificates.
- Work in conjunction with the business department to plan for & secure funds for building development or modification to house new or expansion of CTE programs to meet local industry needs/projections.
- Increase participation in CTSOs across all pathways & enhance embedded leadership components in each.
- Improve instructional practices that focus on Essential & Soft Skills development.
- Engage in structured Continuous Improvement Cycles of Inquiry that include analysis of accessible data points. CTE department & regional collaboration around the four questions of PLCs.
- Maintain A-G approval of CTE courses & ensure A-G approval for new courses.
- Increase participation by industry partners in advisories to include untraditional employment opportunities in those sectors.
- Enhance, further develop, & expand Career Exploration curriculum in all middle schools aligned with pathways in feeder patterns.

- Maintain the Work-based Learning Committee with representatives from ELP, Work Experience, Secondary Ed, & College & Career Readiness & meet annually for the purpose of revising the WBL continuum & streamlining efforts to build access. This committee shall evaluate services & data specific to special populations with the commitment to include special pop. representatives & identify methods of better serving students. In 21-22 the committee was unable to meet due to vacancies in several key positions but has reconvened over the 22-23 school year. The revised committee now includes representatives from special services & Workability.

5. Section 134(c)(2)(D): Improving recruitment, retention, and training of CTE teachers and paraprofessionals, including underrepresented groups

HUSD Strengths that were identified in the CLNA regarding Improving recruitment, retention, and training of CTE professionals, including underrepresented groups:

- Over the 2022-23 school year, HUSD allowed teachers to return to pre-covid practices of job shadowing and teacher externships. Special consideration of CTE teacher absences were granted to attend industry training and meetings over the 2022-23 school year that was limited during the previous year.
- Stakeholder participation in CTE professional development and conferences increased to include mostly in-person trainings.
- The district has prioritized professional development for CTE teachers and supported funding in the district LCAP to supplement other funding sources.
- Tenure of CTE teachers and addressing salaries to be more competitive while attracting and retaining highly qualified instructors.

HUSD Gaps that were identified in the CLNA regarding Improving recruitment, retention, and training of CTE professionals, including underrepresented groups:

- Teachers see “grant funding” as temporary thus are concerned of the longevity of their programs and ability to retain current WBL practices that require significant investments in consumable supplies.
- Salaries and benefits in surrounding districts for CTE credentialed teachers continue to outpace that of HUSD, leaving some CTE programs without highly

qualified teachers and hindering the ability to attract instructors when there are opportunities in other districts.

HUSD Strategies:

- Expand teacher job shadowing and mentoring opportunities.
- Expand partnerships with industry in recruiting high quality CTE teachers.
- Provide more CTE teacher specific industry professional development and invest in retaining current staff.
- Implement opportunities for non CTE teachers that work with under-represented student populations to attend CTE professional development.
- Establish systems of support around student safety such as hiring instructional assistants/aides to help monitor students in large, lab based pathways where students are split between different rooms of the program.
- Purchase high quality equipment that is needed to support the CTE teachers in their classrooms so that they can provide quality CTE programs and WBL environments.
- Purchase software, certification programs, and skill assessment exams that lead to industry certifications.
- Align teacher externship and think-tank opportunities with industry during school breaks.
- Provide more teacher tours of industry training sites throughout the school year to develop professional knowledge of current industry trends and needs while bridging gaps in student WBL opportunities.
- Develop lesson plans/lab experiences in class/at school that highlight industry partnerships for students in the classroom.

6. Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students. In your summary of the discussion with Stakeholders, you must describe each of the following three points. Strategies to overcome barriers that result in:

i) Improve rates of access to, or performance gaps in, the courses and programs for special populations;

Because the data indicated there was a relatively small number of CTE students who were from special populations, HUSD will further develop and update marketing materials in English and Spanish with attention to highlighting special populations in each pathway to be distributed and used for the purpose of bringing program awareness to special populations. CTE promotional videos will be created to distribute via social media platforms and embedded in the district CTE website. In addition, the CTE team will work with MDCP and various district leaders and groups such as administrators, counselors, career center specialist, EL representatives, ELAC committee, DLAC, school site council, ASB, and parent groups to further awareness of CTE programs and the benefits of enrollment and

pathway completion, as well as identify resources to recruit and retain special population and underrepresented students. Inclusion of newly created district and site positions specifically intended to support special populations into CTE meetings and trainings to ensure the staff is educated on programs available for the students being supported. Outreach to middle school and elementary school students and parents in order to inform them of the career programs at the high schools.

(ii) providing programs that are designed to enable special populations to meet the local levels of performance;

HUSD's Administration and CTE Coordinator work closely with all key stakeholders to ensure Special Populations students are successful and or the needed supports for success are identified and a plan is developed to implement the necessary supports. This takes place first through quantitative data review, qualitative and anecdotal data review, and team analysis and strategy development sessions. As well as through stakeholder engagement at meetings such as ELAC, DELAC, Special Education department meetings, district department meetings with liaisons from Homeless/Foster Youth, EL, Special Education, etc.

(iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

HUSD has full implementation of equal access to high-quality CTE courses and programs of study for all students. HUSD continues to identify and utilize strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations.

HUSD has enhanced its commitment to work with special population liaisons to identify and provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency including the creation of district positions intended for this purpose.

HUSD Strategies:

- The district will continue to identify and implement research-based strategies to support CTE students from special populations.
- A Work-based Learning Committee with representatives from Experiential Learning Program, Work Experience, Secondary Education, and College and Career Readiness has recently been re-established with the purpose of identifying a work-based learning continuum with a focus on streamlining efforts and creating access. This committee has a standing agenda item to look at the services and data specific to special populations and is re-instituting regular meetings with

special population representatives to identify methods of better serving the students.

- HUSD will implement additional professional developments focused on special population access to CTE pathways and identify real or perceived barriers of access.
- Because the data indicated there was a small number of CTE students who were from special populations HUSD will focus on developing marketing materials including pathway videos in English and Spanish with attention to highlighting special populations in each pathway to be distributed and used for the purpose of bringing program awareness to special populations. In addition, the CTE team will work with various district leaders and groups such as administrators, counselors, career center specialist, EL representatives, ELAC committee, DLAC, school site council, ASB, and parent groups to further awareness of CTE programs and the benefits of enrollment, as well as identify resources to recruit and retain special population students.

7. Section 134(c)(2)(B)(ii): Alignment to Labor Market Information

HUSD Strengths that were identified in the CLNA regarding Alignment to Labor Market Information:

The Center of Excellence has validated the following pathways as meeting a minimum of two out of the following three criteria... (1) high-skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations:

- Arts, Media, and Entertainment
- Building and Construction Trades
- Business and Finance
- Education, Child Development, and Family Services
- Fashion and Interior Design
- Cosmetology
- Barbering
- Health Science and Medical Technology
- Dental
- Sports Medicine
- Medical Assistant
- Hospitality, Tourism, and Recreation
- Information and Communication Technologies
- Manufacturing
- Public Services
- Transportation

HUSD Gaps that were identified in the CLNA regarding Alignment to Labor Market Information:

Currently all but one of the pathways are aligned with the Inland Empire Desert Regional Consortium workforce needs. The one pathway, Fashion and Interior Design is aligned with the greater Los Angeles area but the market is emerging in the local region as project such as master planned communities are breaking ground. Projected workforce needs in this sector for the High Desert will see an increase in demand as a 16,000-home master planned development which broke ground in 2022 with several internship possibilities already being explored tied to the project begins to create market demand. While the programs are aligned with LMI, HUSD has room to improve the frequency of discussion and review of LMI statistics. In addition, HUSD has identified a need to increase collaboration with Workforce Development Board representatives and local chambers of commerce. Current collaboration with Board representatives is mostly through interaction with those members connected to unrelated externship and industry meetings.

HUSD Strategies:

- Increase partnership with Workforce Development representatives.
- Increase the frequency of reviewing the Center of Excellence Labor Market Information specific to each site's CTE program of study.

Meeting the Perkins V Local Application Requirements

Once the LEA completes their CLNA Reporting Template above, the LEA must use that information to address the nine separate required elements identified within the Perkins V legislation. The elements are provided below and must be completed by the LEA and then entered along with the CLNA Reporting Template into the CDE online Program Grant Management System, Section 4.

1. Section 134(b)(2)(A-C) refers to information on the CTE course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one program of study approved by a State under Section 124(b)(2). Indicate how the results of the CLNA:

- (i) informs the selection of the specific CTE programs and activities selected to be funded;**
- (ii) describes any new programs of study the eligible recipient will develop and submit to the State for approval;**
- (iii) shows how students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study.**

HUSD used a stakeholder guided self-review process to ensure the CTE programs of study are aligned to and validated by local workforce needs and economic priorities with resources being allocated towards pathways and programs of study that lead to high-skill, high-wage, and in-demand occupations and activities that address equity and opportunity gaps.

Through the CLNA process HUSD stakeholders reviewed each program of study at each site, specifically analyzing and reviewing course standards and objectives, sequence of courses, labor market demand, as well as enrollment and completion rates across all enrollment as well as individually for each special population sub-group. This process led to the selection of the specific CTE programs and activities selected to be funded at each site.

In addition, new programs of study proposed for the 23-24 school year were presented to the stakeholders with special attention to course sequence, labor market demands, and implementation needs. These programs include: Education (OHHS, HHS, SHS), Business & Finance capstone (HHS), Game Design (OHHS, HHS, SHS), Hospitality Tourism & Recreation (CRHS), Manicuring (CRHS) and middle school CTE exploration courses at Rancho Middle School, and Cedar Middle School (Project Lead the Way).

Through the CLNA process it was determined a CTE outreach team will further develop and update existing marketing material for each CTE program at each school site (such as brochures and videos) as well as develop a more comprehensive district CTE website with resources and links for program/pathway and market information. This process began during covid and existing brochures need updated. Further expansion of materials

and development of marketing strategies will continue through 23/24. The CTE Coordinator will continue semi-annual meetings with the district's Homeless and Foster Youth committee, the ELAC and DELAC, to increase awareness and gather feedback on enhancing awareness and access for special populations now that meetings are being held again. In addition, the CTE Coordinator has collaborated with committees such as the African American Parent Committee, EL parent committee, and each school site's Special Education department to further awareness, push in career exploration supports, and identify means of supporting special population students in CTE pathways. Lastly, the CTE Coordinator works with the Special Services department in refining Career Exploration and CTE awareness packages provided to each special education student in the annual IEP process.

- 2. Section 134(b)(3)(A-C) refers to how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will use the information provided through the CLNA to describe the following:**
- (i) career exploration and career development coursework, activities, or services;**
 - (ii) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations;**
 - (iii) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.**

HUSD will utilize the information gained through the CLNA process to develop and secure current career exploration curriculum and activities such as: guest speakers, field trips, and college/career fairs, and support services for special population CTE students. HUSD will continue to partner with both Tomorrow's Talent and MDCP to bring guest speakers to CTE classrooms. HUSD will continue to attend and participate in workforce development agencies such as SBC Workforce Development board and local employers to establish career exploration activities.

Career information on employment opportunities that incorporate the most up-to date information (provided by Center of Excellence) on high skill, high wage, or in demand industry sectors and occupations will be utilized to develop program marketing material such as brochures and videos, as well as be utilized in program awareness presentations and training.

HUSD will maintain a system of communicating with each counseling and administrative department to provide awareness and coherence of understanding as it pertains to both secondary CTE programs as well as continued education programs and local labor market opportunities. HUSD will continue to partner with the MDCP to host Administrative, Counselor, and Teacher informational training series.

- 3. Section 134(b)(4): describe how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965). Use the information provided through the CLNA to answer the content of this section.**

HUSD incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 in all CTE programs of study. Each course within the sequence of courses for each pathway addresses both academic and technical knowledge and skills, including employability skills, and is intentional in providing specificity in occupation instruction. Over 75% percent of HUSD's CTE pathways maintain one or more courses articulated with a local college. Because HUSD is a commuter community the HUSD CTE pathways are aligned with the greater Inland Empire / Desert regional and greater Los Angeles area industry and economic needs.

Our CTE programs are guided by a rigorous process of multi-year evaluation with priorities established within our robust advisory systems. Our self-evaluation process includes a stringent local and regional look at the progress we have made on the 12 Elements of a High-Quality CTE program. We align our CTE Incentive grant priorities, our Strong Workforce grant areas, and our Perkins program funds per the outcomes of this annual evaluation.

This fits within the broader overall framework of our LCAP process, Industry Sector Advisory, and administration committee meetings (non-traditional, NTS). We will continue to work and include our business partners and representatives from our special populations in the 2024 spring needs assessment to ensure that our expenditures align with practical strategies to close the gaps.

High-Quality, Integrated Curriculum and Instruction informed by labor market information, student interest, technology, industry standards, and real-world engagement through relevant work-based learning opportunities is essential to prepare students for college and career. Rigorous and aligned programs should be supported to guide students through relevant course sequences and work-based learning opportunities leading to a mastery of standards, high school graduation, and transition to post-secondary education, training, apprenticeship, and/or employment, as appropriate. Courses and programs may be designed to use cross-system strategies like dual enrollment and/or dual credit with community colleges and universities or other articulations to create a seamless student experience and avoid unnecessary repeating of courses or other inefficient practices to facilitate "on-time" post-secondary graduation, where appropriate. Stackable badging and credentials can ensure the frequency of assessment and a value-added outcome.

4. Section 134(b)(5)(A-D): describe how the eligible recipient will:

- (i) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;**
- (ii) prepare CTE participants for non-traditional fields;**
- (iii) provide equal access for special populations to CTE courses, programs, and programs of study; and**
- (iv) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.**

HUSD offers a variety of activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency these include but are not limited to, the following:

- CTSO activities
- Field Trips (Industry facilities & Colleges)
- Guest Speakers
- Student internships/Job Shadows
- CTE Dual Enrollment
- Career Exploration activities starting in middle school through grade 12
- Expanded Work-Based Learning

HUSD prepares CTE participants for nontraditional fields through but not limited to the following means:

- Recruitment efforts to focus on nontraditional images and promotional materials in various languages and showing underrepresented population inclusion.
- Nontraditional students are targeted and invited to special events for their career field and career exploration events. For example, girls going to aviation hangers, Carpenters union events, and welding demonstrations and boys attending health symposiums, education careers, and childcare facilities.
- Career Exploration activities starting in middle school through grade 12

HUSD provides equal access for special populations to CTE courses, programs, and programs of study and ensures students from special populations will not be discriminated against on the basis of their status as members of special populations through the following Career Technical Education Civil Rights Annual Public Notification and implementation thereof.

Notification:

This CTE Non-Discrimination policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent of the school district. The Hesperia Unified School District

Governing Board prohibits at any District school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expressions; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that affects a student's ability to participate in or benefit from an education program or activity; creates an intimidating, threatening, hostile, or offensive education environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying. Furthermore, all of HUSD District's Vocational or Career Technical Education (CTE) opportunities will be offered regardless of race, color, national origin, sex, or disability. Lack of English language skills will not be a barrier to admission and participation in CTE programs at HUSD.

HUSD will not deny access to CTE and academic programs or courses to students with a disability on the basis that employment opportunities in any occupation or profession may be more limited for disabled persons than for nondisabled persons.

For violations, contact:

*Donald Wilkinson, Director, Student Services and Title IX Coordinator
15576 Main Street, Hesperia, CA 92345; (760) 244-4411, ext. 7316*

- 5. Section 134(b)(6): describe the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable. Use the information provided through the CLNA to answer this content of this section.**

HUSD offers both specific work-based learning program opportunities for CTE students as well as work-based learning built in to each CTE pathway.

Programs: Exploratory Learning Program (ELP), CTE Work Experience, Silverwood Job Shadowing, Internships, and Guest Speaking. Partnership with Tomorrow's Talent through 12/2026 to provide WBL opportunities along the generally accepted continuum of experiences including micro-internships and annual events with industry.

With CTE Programs of Study: Student Based Enterprises, Actual and Simulated activities, Internships, job shadowing, field trips, CTSOs, pre-apprenticeships, and clinical experience, micro-internships, job fairs. HUSD is committed to building additional relationships with local industry in an effort to secure additional locations to place students in internships, clinicals, and engage in partner-based activities similar to things happening with the Silverwood Development and Workforce Development. HUSD will maintain a Work-Based Learning Committee with representatives from Workability, Work Experience, CTE, Experiential Learning Program, WIOA, and industry to maximize efforts in securing industry partners, reaching special populations, and placing students.

- 6. Section 134(b)(7): describe how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. Use the information provided through the CLNA to answer this content of this section.**

HUSD is partnering with Victor Valley College through CCAP legislation to offer CTE dual enrollment courses in the following industry sectors and sites: Building & Construction (SHS); EMR (OHHS); Transportation (SHS, HHS, OHHS); Hospitality (SHS); Public Safety (HHS); Digital Graphic Design (HHS), Culinary (SHS). 70% of CTE courses are also articulated with either Victor Valley College or Barstow Community College where students gain postsecondary credits. Students enrolled in HUSD CTE pathways also receive preferential enrollment in impacted college career technical courses.

7. Section 134(b)(8): describe how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel. Use the information provided through the CLNA to answer this content of this section.

HUSD will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel by:

- Continue to develop partner outreach to bring awareness of the program and program employment opportunities within HUSD.
- Continue to increase access and completion of various forms of professional Development.
- Increase teacher collaboration across the district and region.
- Increase teacher access to industry mentors and current standards.
- Expand teacher job shadowing opportunities to include summer externships with local industry partners aligned with their pathway.
- Expand partnership with industry in recruiting high quality CTE teachers.
- Provide more CTE teacher specific industry professional development.
- Implement opportunities for non CTE teachers that work with underrepresented student populations to attend CTE professional development.
- Purchase software and skill assessment exams such as YouScience.
- Purchase industry standard equipment that is needed to support the CTE teachers in their classrooms so that they can provide quality CTE programs.
- Provide a variety of teacher tours of industry training sites throughout the year to develop professional knowledge of current industry trends and needs.

Currently, CTE teachers have the same opportunities as all other teachers who apply to HUSD. HUSD promotes CTE positions the same as all teaching positions are promoted. In accordance with the bargaining unit contract the positions are first flown in house and then to the public through the public domain EdJoin. CTE positions like other district wide teaching positions are included in regional, state and national recruitment events. Posting on Edjoin, is a method that allows the posting to be sent to one public domain, that many educational institutes in California use. Additional methods employed to increase recruitment of underrepresented groups includes sending posting to Hesperia Chamber of Commerce, Victor Valley Chamber of Commerce, Hispanic Chamber of Commerce, African American Chamber of Commerce, through Mountain Desert Career Pathways consortium, and respective industry unions.

8. Section 134(b)(9): describe how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps. Use the information provided through the CLNA to answer this content of this section.

One major gap persistent in the data is the lack of or inconsistency of reporting data itself, thus hindering the stakeholders' ability to fully and accurately review the success or lack of each pathway and program of study in specific areas. Over the 2022-23 school year, HUSD has collaborated with Precision Analytics to disaggregate and house enrollment, participation, completion, and other important data points related to district and CTE programs but not all relevant data such as certifications is able to be collected in a consistent and systematic manner. Measurable progress has been made in this area with further work taking place with IC data and communication with CALPADS. Obtaining and identifying industry certification, work-based learning, and college credit attainment continues to be an area that requires the CTE Coordinator, individual teachers, counselors, and others to gather information through informal methods, resulting in underreporting. This has been an ongoing area of concern for HUSD and solutions to resolve some of the gaps are still being implemented.

For the 2023-24 school year, HUSD is continuing to provide and ensure proper training of personnel responsible for data entry, training of staff at sites that control some CTE relevant information, and implementing strategies to increase the completeness and accuracy of data. The CTE coordinator has taken an active role in furthering practices to secure accurate depiction of student achievement and disparities or gaps in performance between groups of students.

Strategies to eliminate disparities:

- Identify and implement research-based strategies to support EL, Disabled, Homeless, Foster, and Non-Traditional CTE students
- Hiring of staffing to assist in designated supports for underperforming groups and assignment of existing staff to support these areas of need.
- Expansion of training on student data systems, state coding guidelines, and CALPADS to include site personnel.
- Further enhance, develop and streamline Work-Based learning opportunities, particularly those limited by AB130 requirements and how those activities are reported for data analysis purposes.
- Increase the number of industry recognized certificates CTE students complete and have access to obtain while in high school and further develop methods of capturing data in this area.
- Provide CTE outreach material to Foster Youth and Homeless students in multiple languages.
- Inclusion of support staff at the school sites in addressing disparities.

2022-2023 HUSD CTE Program Offerings

Canyon Ridge

Industry Sector: Fashion & Interior Design			Career Pathway: Barbering #162B & Manicuring #162D				
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
162B	Barbering	6865	7835		X	Yes	360
162D	Manicuring	6861	7841		X	Yes	360

Hesperia High School

Industry Sector: Hospitality, Tourism, and Recreation Sector			Career Pathway: Food Service and Hospitality #201				
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
201	Culinary Arts I	7600	8020	x		Yes	180
201	Culinary Arts II	7601	8021		x	Yes	180
Industry Sector: Health Science & Medical Technology Sector			Career Pathway: Patient Care #198				
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
198	Medical Core I	6936	7921	x		Yes	180
198	Medical Core II	6938	7922		x	Yes	180
198	Medical Assistant	6941	7922		x	Yes	360
Industry Sector: Transportation			Career Pathway: Systems Diagnostics,				

				Service, and Repair #221			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
221	ASE Automotive Technology 1	6055	8531	x		Yes	180
221	ASE Automotive Technology 2	6065	8532		x	Yes	180
Industry Sector: Manufacturing and Product Develop				Career Pathway: Machining and Forming Technologies #212			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
212	Manufacturing Technology	5605	8221		x	Yes	360
Industry Sector: Building and Construction Trades				Career Pathway: Residential & Commercial Construction #123			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
123	Construction I	6000	7341	x		Yes	180
123	Construction II	6010	7342		x	Yes	180
Industry Sector: Public Services Sector				Career Pathway: Public Safety #232			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
232	Criminal Justice I	6820	8411	x		Yes	180
232	Criminal Justice II	6822	8412		x	Yes	180
Industry Sector: Arts, Media, and Entertainment				Career Pathway: Design, Visual, and Media Arts #111			
Pathway #	Course Title	Course #	CALPADS	Con	Cap		Hours

						Grant Funded	
111	Digital Graphic Design I	6990	7211	x		Yes	180
111	Digital Graphic Design II	6991	7212		x	Yes	180
Industry Sector: Arts, Media, and Entertainment				Career Pathway: Design, Visual, and Media Arts #111			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
111	Digital Photography I	7501	7211	x		Yes	180
111	Digital Photography II	7511	7212		x	Yes	180
Industry Sector: Engineering and Architecture				Career Pathway: Engineering Technology #153			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
153	Stem Introduction to Robotics	5800	7720	x		No	180
153	Stem Adv Eng and Robotics	3545	7721		x	No	180
Industry Sector: Business & Finance				Career Pathway: Engineering Technology #153			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
182	Business & Entrepreneur Careers	7280	7410	X		Yes	180

Hesperia Junior High School

Course Title	Course #	CALPADS	Exploratory Wheel	Hours
Coding and Software Career Exploration	7051M	9236	X	90
Performing Arts & Consumer Science Career Exploration	4880M	9236	X	180
Culinary and Fashion Design Career Exploration	6835M	9236		90
Digital Media, Simulation, & Entrepreneurship Career Exploration	6831M	9236	X	90
Graphic Design, Business and Marketing Career Exploration	6221M	9236	X	90
Education, Child Development, and Family Services Career Exploration	6575M	9236		90
Principals of Engineering Design	6240	7700		180
Construction and Engineering Career Exploration	5975M	9236	X	90

Mojave High School

Industry Sector: Education, Child Development, & Family Services Sector		Career Pathway: Child Development #130				
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded
130	Child Development & Guidance	6550	7510	X 180 hrs		Yes
130	Early Child Education	6570	7511		X 180 hrs	Yes
Industry Sector: Arts, Media, and Entertainment		Career Pathway: Design, Visual, and Media Arts #111				
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded
111	Digital Graphic Design I	6990	7211	X 180 hrs		Yes
111	Digital Graphic Design II	6991	7212		X 180 hrs	Yes

Industry Sector: Health Science & Medical Technology Sector Pathway #	Course Title	Course #	CALPADS	Career Pathway: Patient Care #198 Con	Cap	Grant Funded
198	Dental Asst. RDA	6850	7922		X 360+ hrs	Yes
Industry Sector: Fashion and Interior Design Sector	Course Title	Course #	CALPADS	Career Pathway: Cosmetology #162C & #162D	Cap	Grant Funded
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded
162C	Cosmetology	6860	6860	Con	X 360+ hrs	Yes
162D	Manicuring	6861	7841		X 360+ hrs	Yes

Oak Hills High School

Industry Sector: Hospitality, Tourism, and Recreation Sector	Course Title	Course #	CALPADS	Career Pathway: Food Service and Hospitality #201	Cap	Grant Funded	Hours
201	Culinary Arts I	7600	8020	x		Yes	180
201	Culinary Arts II	7601	8021		x	Yes	180
Industry Sector: Arts, Media, and Entertainment	Course Title	Course #	CALPADS	Career Pathway: Design, Visual, and Media Arts #111	Cap	Grant Funded	Hours
111	Digital Graphic Design I	6990	7211	x		Yes	180
111	Digital Graphic Design II	6991	7212		x	Yes	180
Industry Sector: Transportation	Course Title	Course #	CALPADS	Career Pathway: Systems	Cap	Grant Funded	Hours

Diagnostics, Service, and Repair #221							
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
221	ASE Automotive Technology 1	6055	8531	x		Yes	180
221	ASE Automotive Technology 2	6065	8532		x	Yes	180
Industry Sector: Transportation		Career Pathway: Systems Diagnostics, Service, and Repair #221					
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
221	Hybrid, Electrical Vehicle and Alternate Propulsion Technology	6086	8532		x	Yes	360
Industry Sector: Manufacturing & Product Development Sector		Career Pathway: Welding and Materials Joining #213					
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
213	Welding Technology I	5950	8230	x		Yes	180
213	Welding Technology II	5951	8231		x	Yes	180
Industry Sector: Information and Communication Technologies Sector		Career Pathway: Networking #172					
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
172	Internet Engineering I	7061	8121	x		Yes	180
172	Internet Engineering II	7062	8122		x	Yes	180
Industry Sector: Information and		Career Pathway:					

Communication Technologies Sector				Software and Systems Development #174			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
174	Into to Computer Science	7055	8111	x		Yes	180
174	IT Essentials	7060	8112		x	Yes	180
Industry Sector: Health Science & Medical Technology Sector				Career Pathway: Patient Care #198			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
198	Sports Medicine: Athletic Trainer	5400	7922		x	Yes	360-420
Industry Sector: Health Science & Medical Technology Sector				Career Pathway: Patient Care #198			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
198	Sports Medicine: Physical Therapy	6810	7922		x	Yes	360-420
Industry Sector: Public Services Sector				Career Pathway: Public Safety #232			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
232	Criminal Justice I	6820	8411	x		Yes	180
232	Criminal Justice II	6822	8412		x	Yes	180
Industry Sector: Education, Child Development, & Family Services Sector				Career Pathway: Child Development #130			

Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
130	Child Development & Guidance	6550	7510	X		Yes	180
130	Early Child Education	6570	7511		X	Yes	180

Ranchero Middle School

Course Title	Course #	CALPADS	Exploratory Wheel	Hours
Arts Media, Manufacturing, & Marketing Exploration	6220M	9236	X	180
Culinary, Business & Entrepreneurship Exploration	6526M	9236	X	180

Sultana High School

Industry Sector: Hospitality, Tourism, and Recreation Sector				Career Pathway: Food Service and Hospitality #201			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
201	Culinary Arts I	7600	8020	X		Yes	180
201	Culinary Arts II	7601	8021		X	Yes	180
Industry Sector: Health Science & Medical Technology Sector				Career Pathway: Patient Care #198			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
198	Medical Core I	6936	7921	X		Yes	180
198	Emergency Medical Responder	6942	7922		X	Yes	180

Industry Sector: Health Science & Medical Technology Sector					Career Pathway: Patient Care #198		
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
198	Medical Assistant	6941	7922		X	Yes	360
Industry Sector: Fashion and Interior Design Sector					Career Pathway: Fashion Design and Merchandising # 160		
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
160	Fashion Design & Merchandising I	6530	7810	X		Yes	180
160	Fashion Design & Merchandising II	6540	7811		X	Yes	180
Industry Sector: Transportation					Career Pathway: Systems Diagnostics, Service, and Repair #221		
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
221	ASE Automotive Technology 1	6055	8531	X		Yes	180
221	ASE Automotive Technology 2	6065	8532		X	Yes	180
Industry Sector: Transportation					Career Pathway: Systems Diagnostics, Service, and Repair #221		
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
221	Hybrid, Electrical Vehicle and	6086	8532		X	Yes	360

	Alternate Propulsion Technology						
Industry Sector: Education, Child Development, & Family Services Sector				Career Pathway: Child Development #130			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
130	Child Development & Guidance	6550	7510	X		Yes	180
130	Early Child Education	6570	7511		X	Yes	180
Industry Sector: Building and Construction Trades				Career Pathway: Residential and Commercial Construction #123			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
123	Construction I	6000	7341	X		Yes	180
123	Construction II	6010	7342		X	Yes	180
Industry Sector: Building and Construction Trades				Career Pathway: Cabinetry, Millwork, and Woodworking #120			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
120	Woodworking	6101	7312		X	Yes	360

HUSD

Instructions:

On the Performance Indicator data tables, columns B-N are percentages. For example, on 1S1, Column E would be a % that indicates the % of CTE completers that year who were graduates. Column F would be a % that would indicate the % of CTE Completors w/ Disabilities who graduated. This is NOT the percentage of Col E who have disabilities but the graduation rate of those w/ disabilities from within the overall CTE completer group. If you have questions on how to read the data, please contact WCP staff or District coordinators.

1S1 Four-Year Graduation Rate

Year	State Target	District Agreed upon Target	90% of Agreed upon Target	All CTE Completors	w/ Disabilities	Economically Disadvantaged	Non-Trad	Single Parents	Out-Of-Workforce	English Learners	Homeless	Foster	Parent on Active Duty	Goal Met (Y/N)
2018-19	88.10%	100.00%	90.00%	99.00%	9.00%	84.00%	0.50%	0.00%	0.00%	15.00%	0.40%	0.00%	0.00%	Yes
2019-20	89.10%	89.10%	80.19%	100.00%	100.00%	100.00%	100%	0	0	100.00%	100.00%	100.00%	0	Yes
2020-21	89.10%	89.10%	80.19%	88.46%	100.00%	99.00%	100%	N/A	N/A	96.00%	100.00%	100.00%	N/A	Yes
2021-22	91.10%	91.10%	81.99%	98.87%	97.44%	98.84%	100%	N/A	N/A	97.56%	100.00%	100.00%	N/A	Yes

2S1: Academic Proficiency in Reading Language Arts

Year	State Target	District Agreed upon Target	90% of Agreed upon Target	All CTE Completors	w/ Disabilities	Economically Disadvantaged	Non-Trad	Single Parents	Out-Of-Workforce	English Learners	Homeless	Foster	Parent on Active Duty	Goal Met (Y/N)
2018-19	60.80%	60.60%	54.54%	23.50%	0.01%	100.00%	NA	NA	NA	0.07%	0.04%	0.08%	0.00%	No
2019-20	62.00%	62.00%	55.80%	44%	5.55%	43.90%	NA	NA	NA	6.00%	NA	0.08%	NA	No
2020-21	62.00%	62.00%	55.80%	NA	NA	NA	NA	NA	NA	8.00%	NA	0.00%	NA	Yes
2021-22	63.40%	63.40%	57.06%	38%	0%	36%	32%	N/A	N/A	15.00%	67%	NA	NA	No

2S2: Academic Proficiency in Mathematics

Year	State Target	District Agreed upon Target	90% of Agreed upon Target	All CTE Completors	w/ Disabilities	Economically Disadvantaged	Non-Trad	Single Parents	Out-Of-Workforce	English Learners	Homeless	Foster	Parent on Active Duty	Goal Met (Y/N)
2018-19	33.00%	33.00%	29.70%	24.30%	0.01%	100.00%	NA	NA	NA	0.07%	0.03%	0.00%	NA	No
2019-20	33.00%	34.50%	31.05%	19.43%	5.55%	19.40%	NA	NA	NA	8.00%	NA	0.00%	NA	No
2020-21	34.50%	34.50%	31.05%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	Yes
2021-22	38.50%	38.50%	32.85%	18%	0%	17%	21%	N/A	N/A	9%	33%	N/A	N/A	No

2S3: Academic Proficiency in Science

Year	State Target	District Agreed upon Target	90% of Agreed upon Target	All CTE Completors	w/ Disabilities	Economically Disadvantaged	Non-Trad	Single Parents	Out-Of-Workforce	English Learners	Homeless	Foster	Parent on Active Duty	Goal Met (Y/N)
2018-19	28.20%	28.20%	25.38%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	Yes
2020-21	28.20%	28.20%	25.38%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	Yes
2021-22	28.20%	31.20%	28.08%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	Yes

3S1: Post Program-Placement

Year	State Target	District Agreed upon Target	90% of Agreed upon Target	All CTE Completors	w/ Disabilities	Economically Disadvantaged	Non-Trad	Single Parents	Out-Of-Workforce	English Learners	Homeless	Foster	Parent on Active Duty	Goal Met (Y/N)
2019-20	68.00%	68.00%	61.20%											No
2020-21	68.00%	68.00%	61.20%	77.00%										Yes
2021-22	69.40%	69.40%	62.46%											No

Data is not available until April 2023

4S1: Non-Traditional Program Concentration

Year	State Target	District Agreed upon Target	90% of Agreed upon Target	All CTE Completors	w/ Disabilities	Economically Disadvantaged	Non-Trad	Single Parents	Out-Of-Workforce	English Learners	Homeless	Foster	Parent on Active Duty	Goal Met (Y/N)
2018-19	20.80%	20.80%	18.72%	0.50%	50.00%	75.00%	NA	NA	NA	0.16%	0.00%	0.00%	NA	No
2019-20	20.80%	20.80%	18.72%	18%	6.00%	63.00%	NA	NA	NA	8.00%	NA	NA	NA	No
2020-21	20.80%	20.80%	18.72%	17%	100.00%	100.00%	N/A	NA	NA	100.00%	100.00%	NA	NA	No
2021-22	21.00%	21.00%	18.90%	33%	100.00%	100.00%	N/A	N/A	N/A	100.00%	100.00%	N/A	NA	Yes

5S1: Program Quality - Attained Recognized Postsecondary Credential

Year	State Target	District Agreed upon Target	90% of Agreed upon Target	All CTE Completors	w/ Disabilities	Economically Disadvantaged	Non-Trad	Single Parents	Out-Of-Workforce	English Learners	Homeless	Foster	Parent on Active Duty	Goal Met (Y/N)
2019-20	NA	NA	#VALUE!	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	#VALUE!
2020-21	NA	NA	#VALUE!	41.00%	51.00%	43.00%	38%	NA	NA	32%	67%	NA	NA	#VALUE!
2021-22	NA	NA	#VALUE!	66.00%	83.00%	73.00%	N/A	N/A	N/A	45%	56%	NA	NA	#VALUE!

5S2: Program Quality - Obtained Recognized Post Secondary Credits

Year	State Target	District Agreed upon Target	90% of Agreed upon Target	All CTE Completors	w/ Disabilities	Economically Disadvantaged	Non-Trad	Single Parents	Out-Of-Workforce	English Learners	Homeless	Foster	Parent on Active Duty	Goal Met (Y/N)
2019-20	23.80%	23.80%	21.51%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	Yes
2020-21	23.80%	23.80%	21.51%	88%	75%	85%	NA	NA	NA	83%	100%	0%	NA	Yes
2021-22	26.20%	26.20%	24.48%	60%	60%	73%	N/A	N/A	N/A	62%	92%	NA	NA	No

CTE Enrollment/Completion

Year	All Students Eligible for CTE	All CTE Participants	All CTE Completors	Male (Enrolled / Completed)	Female (Enrolled / Completed)	w/ Disabilities (Enrolled / Completed)	Economically Disadvantaged (Enrolled / Completed)	Non-Trad (Enrolled / Completed)	Single Parents (Enrolled / Completed)	Out-Of-Workforce (Enrolled / Completed)	English Learners (Enrolled / Completed)	Homeless (Enrolled / Completed)	Foster (Enrolled / Completed)	Parent on Active Duty (Enrolled / Completed)
2017-18	6876	1734	202	65	135	23	149	0	0	0	26	0	0	0
2018-19	6904	1931	54	20	34	4	31	12	0	0	4	0	0	0
2019-20	6876	1734	202	65	135	23	149	0	0	0	26	0	0	0
2020-21	6904	1931	54	20	34	4	31	12	0	0	4	0	0	0
2019-20	7135	2108	289	119	170	20	185	55	0	0	31	0	1	0
2020-21	7232	1980	317	164	153	38	168	57	NA	NA	53	5	1	NA
2021-22	7483	3035	403	180	223	57	336	124	N/A	N/A	58	12	2	1

CALPADS only going back two years

Local CTE Program Summary Analysis

Description	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17							
# of Students Enrolled	2767	3035	1980	2109	1931	1734	NA							
Minimum Class Size	7	5	4	6	5	5	NA							
# of Dual Enrollment	33	54	28	18	0	0	NA	Count of MOU's (VVC/BCC)						
# of CTE Teachers	39	36	28	26	26	26	NA							
# of CTE Pathways	20	19	20	14	14	14	NA							
# of Articulations	38	37	26	12	12	14	NA							
# of Students in Off-Site Paid WBL	0	0	0	0	0	0	NA							
# of Students in Off-Site Unpaid WBL	58	48	NA	NA	NA	NA	NA							
# of Industry Recognized Credentials Awarded	TBD	TBD	826	NA	NA	NA	NA							
# of Classes Aligned w/ Industry	41	All	0	35	38	38	NA							
# of Apprenticeships	95	84	0	0	0	0	NA							
# of Completors Employed in Sector of Study	TBD	TBD	21	NA	NA	NA	NA							



Hesperia Unified School District

2021-22 Data Summary Snapshot

CTE Enrollment* = 3,305

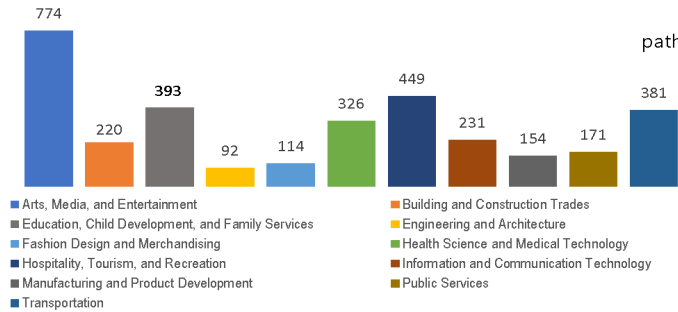
*CTE Enrollment numbers may be duplicated due to a student being enrolled in more than one course.

Graduation Rates*: Overall = 92.47%, CTE Completers = 98.87%



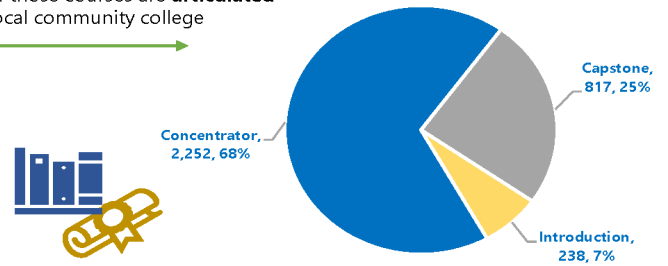
41% of the overall student population participate in CTE¹
Overall Student Count = 7,483
CTE student Count = 3,035

Hesperia 2021-22 CTE Enrollment by Industry Sector

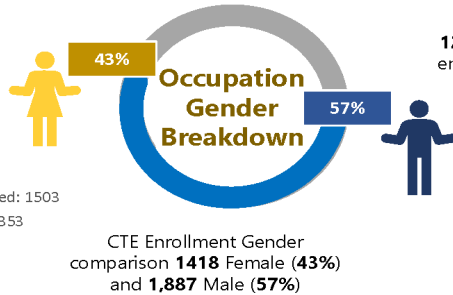
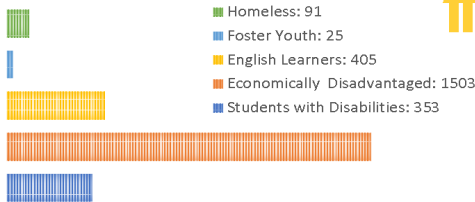


2021-22 CTE Enrollment by Course Level

48 Courses offered within 20 different pathways. 32 of those courses are articulated with a local community college

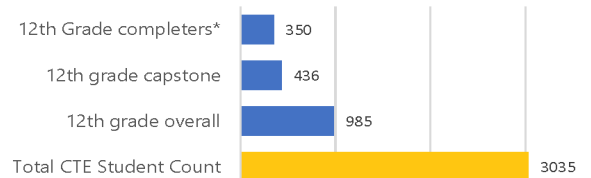


Special Populations CTE Participation



12th grade CTE students make up 32% of all CTE enrollment. 44% were enrolled in a capstone course and 80% of those completed the capstone class with a C- or better making them a **Pathway Completer**

12th Grade CTE Enrollment to All CTE Enrollment



CTE Student Count by Grade Level

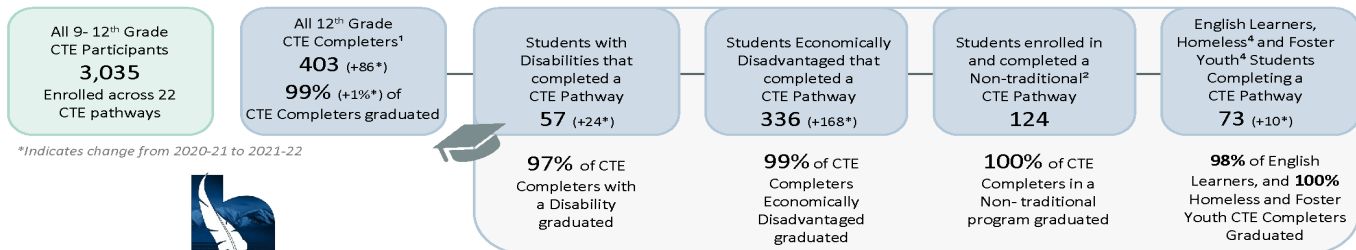
9th = 478, 10th = 747, 11th = 825, 12th = 985

*Data Source: CALPADS 15.1 and Fall Two Enrollment reports for Canyon Ridge, Hesperia, Mojave, Oak Hills, Shadow Ridge, and Sultana High Schools.

*CTE Enrollment numbers may be duplicated due to a student being enrolled in more than one course.

¹Numbers are based on the above-mentioned schools and are unduplicated student counts not course enrollment counts.

Hesperia Unified School District Career Technical Education (CTE) 2021-22 Data Review



*Indicates change from 2020-21 to 2021-22



⁵Some student group data may fall below the required minimum student count for reporting (11)

Program Summary (need update)

Strengths

- Positive trend for students completing a CTE Pathway increased from 54 in 2018-19 to 289 in 2019-20, to 317 2020-21, and 403 in 2021-22. **500+ projected for 2023 grads.**
- 66% of CTE students attained an industry-recognized certification/credential.
- 98.9% Graduation rate for CTE completers.
- 88% of CTE students received college credit through aligned articulated courses with the local community colleges including student subpopulations of which on average, 72% received college credit.
- Increased pathway offerings from 14 in 2018 to 20 in 2022.

Areas for Improvement

- CTE Completion Rate of special populations. While special population groups enrollment has increased, there is still a need to increase opportunities, participation, and completion in CTE across all student groups.
- Increase % of industry-recognized certifications/credentials for English Learners, Homeless, and Foster Youth students.
- Expand and Strengthen work-based learning (WBL) components and opportunities to better prepare students for the workplace.
- Prioritize strategies to increase the accuracy of data collection, verification, reporting and processes. Implementing new analytics program.

¹Completer: A completer is a student who completed 300 hours or more and the capstone (advanced/final) course of the pathway with a C- or better.

²Non-Traditional Program: Program usually predominately populated by one gender (example, a male enrolled in a childcare program or female enrolled in a welding program).

³Post-Secondary Placement: Students that enrolled in higher education, gained employment, or enlisted in the military after high school.

⁴Indicates that the student population is too small to draw conclusions.

For more details regarding the CTE data summary or to take a deeper dive into the data, visit the MDCP website: www.mdccareerpathways.com/stakeholderdata

FY 2021-22	Pathway Title	Min. Class Size	# of Dual Enrollment*	# of faculty with industry credential	Existence of WBL (Y/N)	# Credential Awarded	# of Apprenticeships
Agriculture & Natural Resources							
Arts, Media and Entertainment	Design, Media, and Visual Arts	12	158	5	Y	263	0
Building & Construction Trades	Residential and Commercial Construction	7	114	2	Y	507	0
Business & Finance	Business Management	25	0	1	Y	0	0
Education Child Develop & Family Services	Child Development	8	233	5	Y	272	0
Energy, Environment, and Utilities							
Engineering and Architecture	Engineering Technology	39	0	1	Y	0	0
Fashion and Interior Design	Fashion Design and Merchandising	11	0	1	Y	32	0
Health Science and Medical Technology	Patient Care	15	203	5	Y	632	36
Hospitality Tourism, & Recreation	Food Services and Hospitality Information Support and Services	18	233	3	Y	135	0
Information & Communication Technologies							
Manufacturing & Product Development	Welding and Materials Joining	22	31	1	Y	21	0
Marketing, Sales & Services							
Public Services	Public Safety	20	107	1	Y	0	0
Transportation	System Diagnostics, Service, and Repair	20	155	3	Y	1662	0

* add number of students receiving articulated credit 2021-22)

FY 2021-22	Pathway Title	Min. Class Size	# of Dual Enrollment	# of faculty with industry credential	Existence of WBL (Y/N)	# Credential Awarded	# of Apprenticeships
Agriculture & Natural Resources							
Arts, Media and Entertainment							
Building & Construction Trades	Cabinetry, Millwork, and Woodworking	29	19	1	Y	105	0
Business & Finance							
Education Child Develop & Family Services							
Energy, Environment, and Utilities							
Engineering and Architecture							
Fashion and Interior Design	Personal Services	22	0	3	Y	3	48
Health Science and Medical Technology							
Hospitality Tourism, & Recreation							
Information & Communication Technologies	Networking	13	26	1	Y	27	0
Manufacturing & Product Development	Machining and Forming Technologies	12	0	1	Y	0	0
Marketing, Sales & Services							
Public Services							
Transportation							

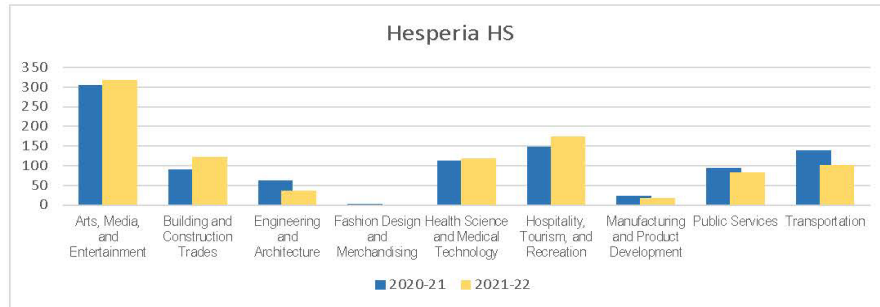


Hesperia Unified School District
 Year Over Year Enrollment by Industry Sector
 2020-21 (3,319) to 2021-22 (3,305)



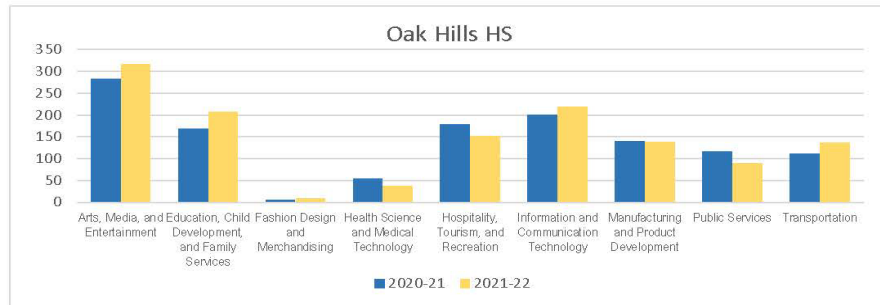
Hesperia HS

Industry Sector	2020-21	2021-22
Arts, Media, and Entertainment	305	317
Building and Construction Trades	90	121
Engineering and Architecture	62	35
Fashion Design and Merchandising	2	0
Health Science and Medical Technology	112	118
Hospitality, Tourism, and Recreation	147	173
Manufacturing and Product Development	23	16
Public Services	93	82
Transportation	138	101
Total	972	963



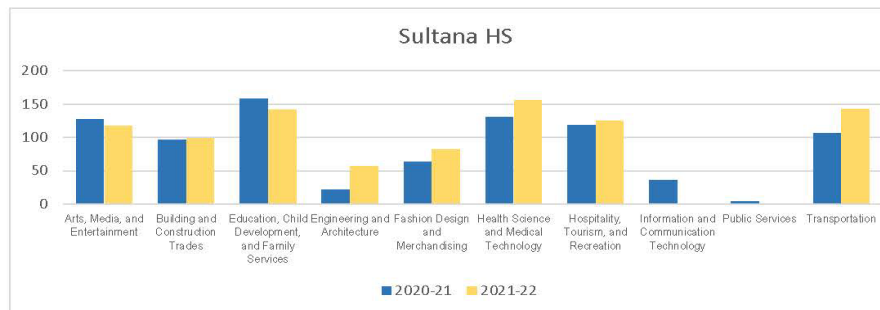
Oak Hills HS

Industry Sector	2020-21	2021-22
Arts, Media, and Entertainment	283	316
Education, Child Development, and Family Services	169	207
Fashion Design and Merchandising	5	9
Health Science and Medical Technology	54	38
Hospitality, Tourism, and Recreation	178	151
Information and Communication Technology	200	218
Manufacturing and Product Development	139	138
Public Services	116	89
Transportation	112	137
Total	1256	1303



Sultana HS

Industry Sector	2020-21	2021-22
Arts, Media, and Entertainment	127	117
Building and Construction Trades	96	99
Education, Child Development, and Family Services	158	142
Engineering and Architecture	22	57
Fashion Design and Merchandising	63	82
Health Science and Medical Technology	130	156
Hospitality, Tourism, and Recreation	118	125
Information and Communication Technology	36	0
Public Services	4	0
Transportation	106	143
Total	860	921



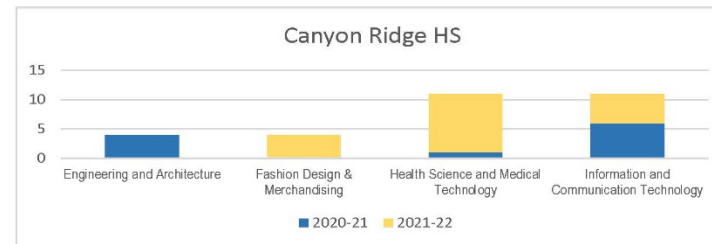


Hesperia Unified School District
 Year Over Year Enrollment by Industry Sector
 2020-21 (3,319) to 2021-22 (3,305)



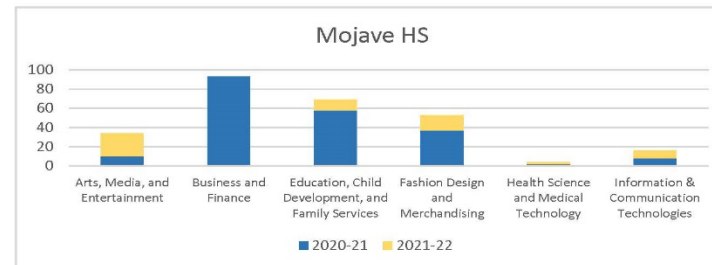
Canyon Ridge HS

Industry Sector	2020-21	2021-22
Engineering and Architecture	4	0
Fashion Design & Merchandising	0	4
Health Science and Medical Technology	1	10
Information and Communication Technology	6	5
	11	19



Mojave HS

Industry Sector	2020-21	2021-22
Arts, Media, and Entertainment	10	24
Business and Finance	93	0
Education, Child Development, and Family Services	58	11
Fashion Design and Merchandising	37	16
Health Science and Medical Technology	2	2
Information & Communication Technologies	8	8
	208	61



Shadow Ridge HS

Industry Sector	2020-21	2021-22
Education, Child Development, & Family Services	12	33
Fashion Design & Merchandising	0	3
Health Science & Medical Technology	0	2
	12	38



CALPADS DATA:

2021-2022 CALPADS Report 3.14 Concentrators by Pathway



3.14 - Career Technical Education Noncompleter Participants - Count

Academic Year: 2021-2022	LEA: Hesperia Unified	User ID: Jerry.Kaufar@hesperiausd.org
View: Snapshot	School Type: Continuation High Schools, High Schools (Public), Intermediate/Middle Schools (Public)	Created Date: 9/17/2022 5:48:17 AM
	School: ALL	Print Date: 4/20/2023 4:38:48 PM

School Code	School Name	CTE Industry Sector	Gender Code	# Noncompleter Participants	Student Groups							
					Individuals with Disabilities (1)	Economically Disadvantaged (2)	Single Parents (3)	English Learners	Foster Youth	Tribal Foster Youth	Homeless	Armed Forces Family Member
0115444	Canyon Ridge High	Fashion and Interior Design	ALL	2	1	2	0	1	0	0	0	0
		Information and Communication Technologies	ALL	15	0	11	0	4	0	0	0	0
		Total - Canyon Ridge High	ALL	17	1	13	0	5	0	0	0	0
3630407	Hesperia High	Arts, Media, and Entertainment	ALL	273	40	220	0	60	3	0	16	0
		Building and Construction Trades	ALL	116	31	85	0	35	2	0	5	0
		Health Science and Medical Technology	ALL	93	16	87	0	34	2	0	5	0
		Hospitality, Tourism, and Recreation	ALL	162	54	133	0	38	1	0	8	0
		Manufacturing and Product Development	ALL	1	3	4	0	5	0	0	0	0
		Public Services	ALL	67	13	62	0	17	0	0	2	0
		Transportation	ALL	74	19	57	0	20	3	0	2	0
		Total - Hesperia High	ALL	703	154	571	0	184	11	0	37	0
3630472	Mojave High	Arts, Media, and Entertainment	ALL	86	1	57	0	24	1	0	1	0
		Fashion and Interior Design	ALL	2	1	3	0	1	0	0	0	0
		Total - Mojave High	ALL	88	2	60	0	25	1	0	1	0
0119115	Oak Hills High											

This report is confidential and use is restricted to authorized individuals.

The data that appears on this report is filtered by the user selections that appear on the last page of this report.

3.14 - Career Technical Education Noncompleter Participants - Count

		Arts, Media, and Entertainment	ALL	302	36	169	0	32	4	0	15	0	
		Education, Child Development, and Family Services	ALL	4	1	14	0	2	0	0	2	0	
		Fashion and Interior Design	ALL	3	0	5	0	0	0	0	0	0	
		Health Science and Medical Technology	ALL	24	1	19	0	5	0	0	0	0	
		Hospitality, Tourism, and Recreation	ALL	16	3	28	0	5	0	0	0	0	
		Information and Communication Technologies	ALL	193	17	121	0	19	2	0	6	0	
		Manufacturing and Product Development	ALL	128	16	72	0	17	1	0	3	0	
		Public Services	ALL	39	5	24	0	7	0	0	3	0	
		Transportation	ALL	91	19	64	0	20	3	0	2	0	
		Total - Oak Hills High	ALL	729	85	454	0	96	9	0	29	0	
3630746	Sultana High	Building and Construction Trades	ALL	101	23	55	0	16	0	0	3	0	
		Education, Child Development, and Family Services	ALL	40	4	22	0	7	0	0	0	0	
		Fashion and Interior Design	ALL	82	21	64	0	18	1	0	4	0	
		Health Science and Medical Technology	ALL	148	5	82	0	15	1	0	1	0	
		Hospitality, Tourism, and Recreation	ALL	132	24	92	0	12	2	0	8	0	
		Transportation	ALL	145	39	84	0	27	1	0	6	0	
		Total - Sultana High	ALL	626	110	386	0	92	4	0	22	0	
		TOTAL - Selected Schools											

This report is confidential and use is restricted to authorized individuals.

The data that appears on this report is filtered by the user selections that appear on the last page of this report.

Total - Fashion and Interior Design	ALL	N/A	23	74	0	20	1	0	4	0
Total - Health Science and Medical Technology	ALL	N/A	22	188	0	54	3	0	6	0
Total - Arts, Media, and Entertainment	ALL	N/A	77	445	0	116	8	0	32	0
Total - Hospitality, Tourism, and Recreation	ALL	N/A	81	253	0	55	3	0	16	0
Total - Public Services	ALL	N/A	18	86	0	24	0	0	5	0
Total - Education, Child Development, and Family Services	ALL	N/A	5	36	0	9	0	0	2	0
Total - Information and Communication Technologies	ALL	N/A	17	132	0	23	2	0	6	0
Total - Transportation	ALL	N/A	77	205	0	67	7	0	10	0
Total - Building and Construction Trades	ALL	N/A	54	139	0	51	2	0	8	0
Total - Manufacturing and Product Development	ALL	N/A	19	76	0	22	1	0	3	0
TOTAL - Selected Schools	ALL	N/A	352	1476	0	400	25	0	89	0

(1) Individuals with Disabilities includes students with an overlapping SPED record and students with 504 Accommodation Plan program code (01).

(2) Economically Disadvantaged includes students with a qualifying: Free or Reduced Meal program records (161, 162), Migrant program record (135), Homeless program record (191), Direct Certification result = Y, or a record in the Foster Match table.

(3) Single Parents is the federal category equivalent to Pregnant or Parenting program code (162).

(4) For AY 2020-2021, the report name changed from "Career Technical Education Concentrators and Completers - Count by Pathway" to "Career Technical Education Participants - Count". For AY 2021-2022, the report was updated to remove Completers. This includes changes to the data and business rules for the report.

Grade:	07-Seventh Grade,08-Eighth Grade,09-Ninth Grade,10-Tenth Grade,11-Eleventh Grade,12-Twelfth Grade	Gender:	ALL	Ethnicity/Race:	ALL	Enrollment Status:	ALL
Perkins/CTEG Fundable:	Y	Foster Youth:	ALL	CTE Industry Sector:	ALL	Student with Disabilities:	ALL
Socio-economically Disadvantaged:	Y,N,E	Nontraditional Course Enrollment:		Education Program:	ALL	English Learner:	ALL

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2021-2022 CALPADS Report 3.19 Completers by Pathway



3.19 - Career Technical Education Completers- Count by Pathway

Academic Year: 2021-2022	LEA: Hesperia Unified	User ID: Jerry.Kaufner@hesperiausd.org
View: Snapshot	School Type: ALL	Created Date: 9/17/2022 5:48:17 AM
	School: Canyon Ridge High-0115444, Hesperia High-3630407, Hesperia Junior High-6059547, Mojave High-3630472, Oak Hills High-0119115, Rancho Middle-8106959, Shadow Ridge-3630811, Sultana High-3630746	Print Date: 4/20/2023 4:33:56 PM

School Code	School Name	CTE Industry Sector	CTE Pathway	State Course Code	Gender Code	High Quality CTE Course	CTE Postsecondary Articulated Course Enrollments	Course Instructional Level: College Credit Only	Course Instructional Level: Dual Credit	# Completers	Individuals with Disabilities (1)	Economically Disadvantaged (2)	Student Groups		Single Parents (3)	English Learners	Foster Youth	Tribal Foster Youth	Homeless	Armed Forces Family Member
													Nontraditional Course Enrollment	#						
0115444	Canyon Ridge High			ALL	ALL	N/A	N/A	N/A	N/A	N/A	0	0	N/A		0	0	0	0	0	0
	Total - Canyon Ridge High			ALL	ALL	N/A	N/A	N/A	N/A	N/A	0	0	N/A		0	0	0	0	0	0
9630407	Hesperia High	Arts, Media, and Entertainment	111-Design, Visual, and Media Arts	ALL - Design, Visual, and Media Arts	ALL	37	N/A	N/A	37	37	3	27	N/A		0	8	0	0	1	0
	Building and Construction Trades	123-Residential and Commercial Construction	ALL - Residential and Commercial Construction	ALL	2	N/A	N/A	2	2	2	0	1	N/A		0	1	0	0	0	0
	Health Science and Medical Technology	199-Patient Care	ALL - Patient Care	ALL	19	N/A	N/A	19	19	19	3	14	1	5.3%	0	7	0	0	1	0
	Hospitality, Tourism, and Recreation	201-Food Service and Hospitality	ALL - Food Service and Hospitality	ALL	11	N/A	N/A	11	11	11	3	7	3	27.3%	0	3	0	0	0	0
	Manufacturing and Product Development	212-Machining and Forming Technologies	ALL - Machining and Forming Technologies	ALL	8	N/A	N/A	N/A	8	8	3	3	N/A		0	4	0	0	0	0
	Public Services	232-Public Safety	ALL - Public Safety	ALL	15	N/A	N/A	15	15	15	3	12	6	40.0%	0	3	0	0	0	0
	Transportation	221-Systems Diagnostics, Services, and Repair	ALL - Systems Diagnostics, Services, and Repair	ALL	8	N/A	N/A	8	8	8	2	5	N/A		0	2	1	0	0	1

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3.19 - Career Technical Education Completers- Count by Pathway

		Total - Hesperia High		ALL	99	N/A	N/A	92	99	17	68	10	10.1%	0	28	1	0	2	1	
3630472	Mojave High																			
		Arts, Media, and Entertainment	111-Design, Visual, and Media Arts																	
			ALL - Design, Visual, and Media Arts	ALL	1	N/A	N/A	1	1	0	0	N/A		0	1	0	0	0	0	
		Fashion and Interior Design	162-Personal Services																	
		ALL - Personal Services	ALL	2	N/A	N/A	N/A	2	1	2	N/A		0	0	0	0	0	0		
		Total - Mojave High		ALL	3	N/A	N/A	1	3	1	2	N/A		0	1	0	0	0	0	
0119115	Oak Hills High																			
		Arts, Media, and Entertainment	111-Design, Visual, and Media Arts																	
			ALL - Design, Visual, and Media Arts	ALL	12	N/A	N/A	12	12	2	7	N/A		0	2	0	0	1	0	
		Education, Child Development, and Family Services	130-Child Development																	
			ALL - Child Development	ALL	22	N/A	N/A	22	22	0	12	1	4.5%	0	2	0	0	2	0	
		Fashion and Interior Design	162-Personal Services																	
			ALL - Personal Services	ALL	6	N/A	N/A	N/A	6	0	4	N/A		0	0	0	0	0	0	
		Health Science and Medical Technology	199-Patient Care																	
			ALL - Patient Care	ALL	15	N/A	N/A	10	15	1	8	3	20.0%	0	3	0	0	0	0	
		Hospitality, Tourism, and Recreation	201-Food Service and Hospitality																	
			ALL - Food Service and Hospitality	ALL	28	N/A	N/A	28	28	0	19	10	35.7%	0	3	0	0	0	0	
		Information and Communication Technologies	170-Information Support and Services																	
			ALL - Information Support and Services	ALL	15	N/A	N/A	15	15	2	12	N/A		0	0	1	0	1	0	
		Information and Communication Technologies	172-Networking																	
	ALL - Networking	ALL	12	N/A	N/A	12	12	0	3	2	16.7%	0	0	0	0	0	0			
Manufacturing and Product Development	219-Welding and Materials Joining																			
	ALL - Welding and Materials Joining	ALL	16	N/A	N/A	N/A	16	4	7	N/A		0	1	0	0	0	0			
Public Services	232-Public Safety																			
	ALL - Public Safety	ALL	12	N/A	N/A	12	12	1	4	9	75.0%	0	1	0	0	0	0			
Transportation	221-Systems Diagnostics, Services, and Repair																			

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Total - Fashion and Interior Design	ALL	N/A	23	74	0	20	1	0	4	0
Total - Health Science and Medical Technology	ALL	N/A	22	188	0	54	3	0	6	0
Total - Arts, Media, and Entertainment	ALL	N/A	77	445	0	116	8	0	32	0
Total - Hospitality, Tourism, and Recreation	ALL	N/A	81	253	0	55	3	0	16	0
Total - Public Services	ALL	N/A	18	86	0	24	0	0	5	0
Total - Education, Child Development, and Family Services	ALL	N/A	5	36	0	9	0	0	2	0
Total - Information and Communication Technologies	ALL	N/A	17	132	0	23	2	0	6	0
Total - Transportation	ALL	N/A	77	205	0	67	7	0	10	0
Total - Building and Construction Trades	ALL	N/A	54	139	0	51	2	0	8	0
Total - Manufacturing and Product Development	ALL	N/A	19	76	0	22	1	0	3	0
TOTAL - Selected Schools	ALL	N/A	352	1476	0	400	25	0	89	0

(1) Individuals with Disabilities includes students with an overlapping SPED record and students with 504 Accommodation Plan program code (101).

(2) Economically Disadvantaged includes students with a qualifying: Free or Reduced Meal program records (181, 182), Migrant program record (135), Homeless program record (191), Direct Certification result = Y, or a record in the Foster Match table.

(3) Single Parents is the federal category equivalent to Pregnant or Parenting program code (162).

(4) For AY 2020-2021+, the report name changed from "Career Technical Education Concentrators and Completers - Count by Pathway" to "Career Technical Education Participants - Count". For AY 2021-2022+, the report was updated to remove Completers. This includes changes to the data and business rules for the report.

Grade:	07-Seventh Grade,08-Eighth Grade,09-Ninth Grade,10-Tenth Grade,11-Eleventh Grade,12-Twelfth Grade	Genders:	ALL	Ethnicity/Race:	ALL	Enrollment Status:	ALL
Perkins/CTEIG Fundible:	Y	Foster Youth:	ALL	CTE Industry Sector:	ALL	Student with Disabilities:	ALL
Socio-economically Disadvantaged:	Y,N,E	Nontraditional Course Enrollment:		Education Program:	ALL	English Learner:	ALL

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Page 3 of 3

Jobs in Graphic Arts and Digital Design

MDCP Regional Labor Market Information



EDUCATION AND TRAINING

Occupation

Desktop Publishers
Graphic Designers
Illustrators
Special Effects Artists and Animators
Website and Digital Interface Designers

Entry Level Education

Associate's Degree
Bachelor's Degree
Bachelor's Degree
Bachelor's Degree
Associate's Degree

Average Hourly Wage

\$35.11
MDCP Region

\$30.23
San Bernardino County

\$39.36
California

LOCAL EMPLOYERS

Employer

Culture Plug
Dynamic Geek Studios
Forbes Graphx
Graphics MFG
Kranbox
Mars Graphix
We Got Em Tees

Website

<https://www.cultureplug.com/>
<https://www.dynamicgeekstudio.com/>
<https://forbesgraphx.com/>
<http://graphicsmfg.com/>
<http://www.kranbox.com/>
<http://www.MarsGraphix.com/>
<https://wegotemtees.com/>

+172

5-year Job Demand Increase in MDCP Region

EMPLOYMENT PROJECTIONS DEMAND

+894

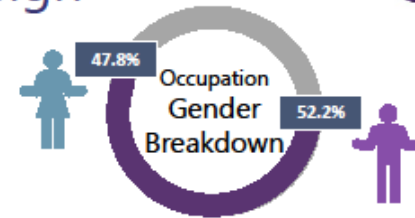
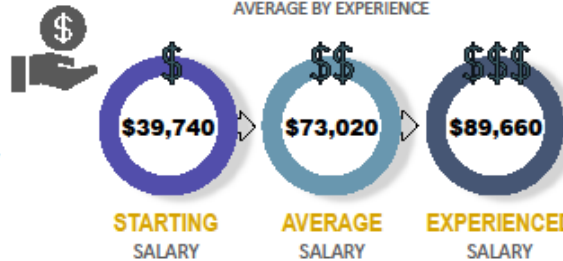
5-year Job Demand Increase in SB County



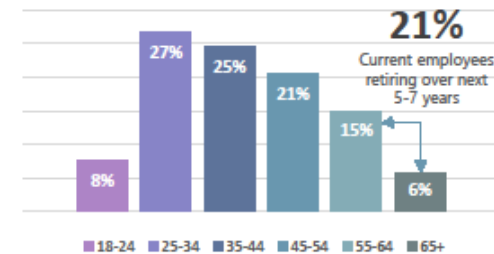
5-year projections based on years 2020-2025 and includes new jobs, transfers, and retirements

Salary Guide

AVERAGE BY EXPERIENCE



Occupation Age Breakdown



AVERAGE WAGE INFORMATION PER JOBS IN REGION

Occupation	Hourly	Annual
Desktop Publishers	\$26.13	\$54,400
Graphic Designers	\$26.59	\$55,300
Illustrators	\$43.95	\$91,400
Special Effects Artists and Animators	\$45.79	\$95,200
Website and Digital Interface Designers	\$33.09	\$68,800



Jobs in Construction Occupations



*EDUCATION AND TRAINING

Occupation	Entry Level Education
Brick and Block Masons	High School Diploma
Carpenter	High School Diploma
Cement Masons and Concrete Finishers	None
Construction Managers	Bachelor's Degree
Drywall and Ceiling Tile Installers	None
Electricians	High School Diploma
HVAC Mechanics, Installers, Technicians	Postsecondary non-degree
Plasterers and Stucco Masons	None
Plumbers, Pipefitters, and Steam Fitters	High School Diploma

*Construction jobs require on-going moderate on-the-job training and may require participation in an internship

Average Hourly Wage

\$29.68
MDCP Region

\$28.37
San Bernardino County

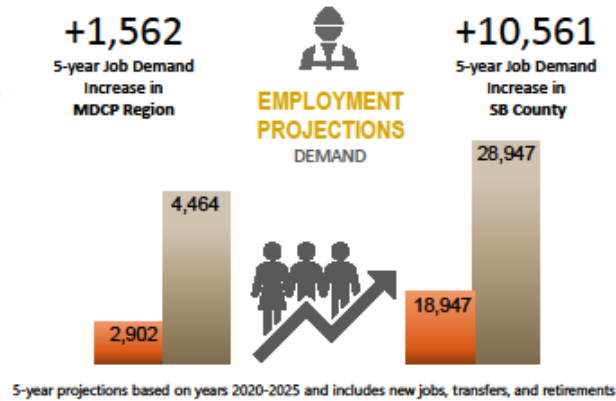
\$33.20
California

LOCAL EMPLOYERS

Employer	Website
California Builders	https://www.califbldrs.com/home.html
Carpenters Union 944	https://www.swcarpenters.org/
CONCO Construction	http://www.conco-construction.com/
Cornerstone Construction Co	https://www.cornerstone.dev/
Downs Construction	https://downsconstruc.com/
HITT Plumbing	http://hittplumbing.com/
MN Construction	https://corporate.lowes.com/careers/
R.I.C Construction Co, Inc.	http://www.ricconstruction.com/

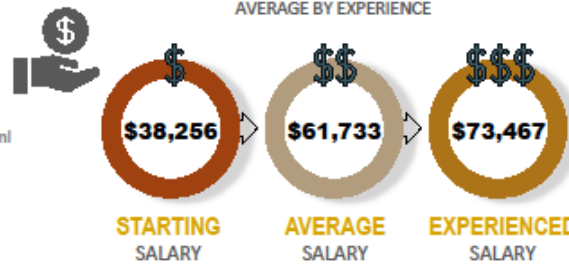
Report Date: 2/16/2021

MDCP Regional Labor Market Information

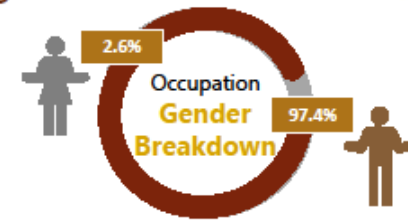


Salary Guide

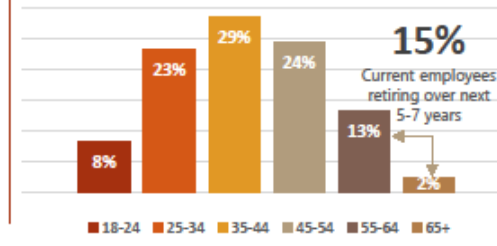
AVERAGE BY EXPERIENCE



Employment and wage data Source: CHMURA JobsEQ 2020 Q3 MDCP Region - San Bernardino County



Occupation Age Breakdown



AVERAGE WAGE INFORMATION PER JOBS IN REGION

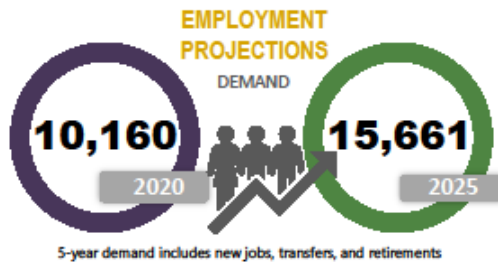
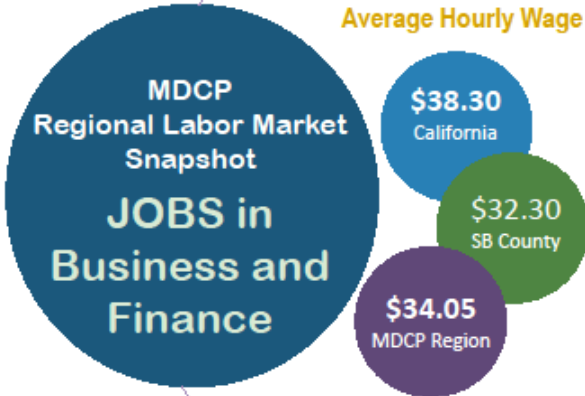
Occupation	Hourly	Annual
Brick and Block Masons	\$28.11	\$58,500
Carpenter	\$27.03	\$56,200
Cement Masons and Concrete Finishers	\$28.71	\$59,700
Construction Managers	\$49.42	\$102,800
Drywall and Ceiling Tile Installers	\$27.89	\$58,000
Electricians	\$28.00	\$58,200
HVAC Mechanics, Installers, Technicians	\$25.31	\$52,600
Plasterers and Stucco Masons	\$25.39	\$52,800
Plumbers, Pipefitters, and Steam Fitters	\$25.29	\$56,800

MDCareerPathways.com



+5,501
5-year Job Demand Increase in MDCP Region

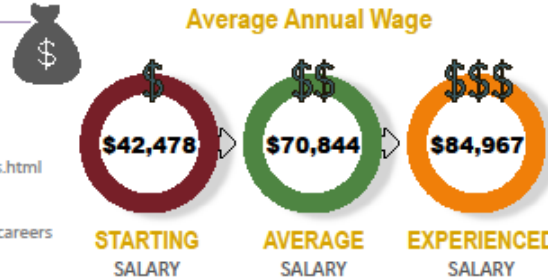
Average Hourly Wage



AVERAGE WAGE INFORMATION PER JOBS IN REGION

Occupation	Hourly	Annual
Accountants and Auditors	\$36.24	\$75,400
Bookkeeping and Accounting Clerks	\$21.90	\$45,600
Executive Administrative Assistants	\$31.21	\$64,900
Human Resources Specialists	\$32.68	\$68,000
Management Analysts	\$42.14	\$87,700
Marketing Specialists	\$29.21	\$60,800
Office Clerks	\$18.21	\$37,900
Operations Manager	\$59.15	\$123,000
Project Management Specialists	\$35.72	\$74,300

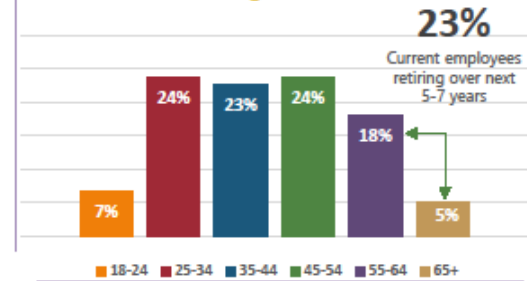
Average Annual Wage



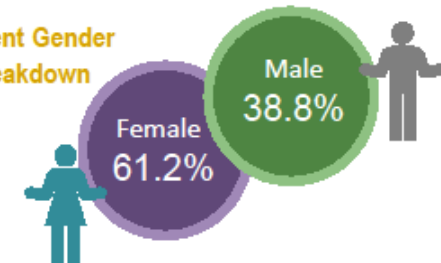
EDUCATION AND TRAINING

Occupation	Entry Level Education
Accountants and Auditors	Bachelor's Degree
Bookkeeping and Accounting Clerks	Postsecondary non-degree
Executive Administrative Assistants	High School Diploma
Human Resources Specialists	Bachelor's Degree
Management Analysts	Bachelor's Degree
Marketing Specialists	Bachelor's Degree
Office Clerks	High School Diploma
Operations Manager	Bachelor's Degree
Project Management Specialists	Bachelor's Degree

Current Age Breakdown



Current Gender Breakdown



LOCAL EMPLOYERS

Employer	Website
Culture Plug	https://www.cultureplug.com/
Desert Accounting Service	https://www.das1040.com/home
Desert Community Bank	https://dcbk.org/about-us/careers.html
NewsPlus	https://4newsplus.com/
Premier One Realty	http://www.vvmls.com/
Raymond James	https://www.raymondjames.com/careers
Saddlerock Reverse Mortgage	http://saddlerockreverse.com/

Employment and wage data Source: CHMURA JobsEQ 2020 Q3 MDCP Region - San Bernardino County

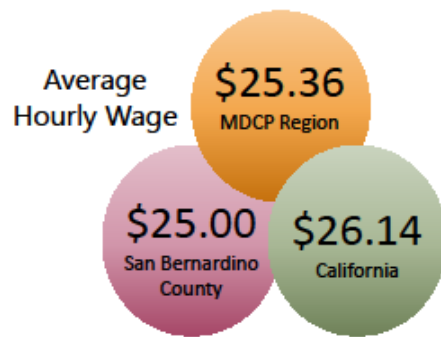
Report Date: 2/17/2021

MDCP Regional Labor Market Information

*EDUCATION AND TRAINING

Occupation	Entry Level Education
Child, Family, and School Social Workers	Bachelor's Degree
Childcare Workers	High School Diploma
Clinical, Counseling, and School Psychologists	Professional Degree
Daycare and Preschool Administrators	Bachelor's Degree
Social & Human Services Assistants	High School Diploma
Preschool Teachers	Associate's Degree
Recreation Workers	High School Diploma

*Some Occupations may require moderate on-the-job training and additional industry-recognized certifications in addition to stated education.



LOCAL EMPLOYERS

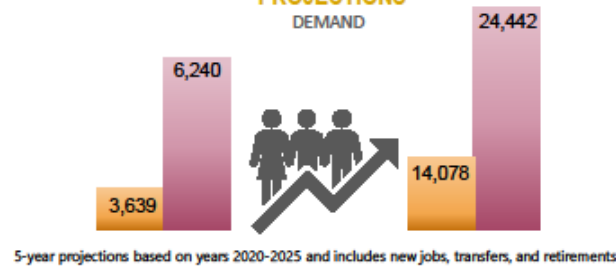
Employer
Apple Valley State Preschool
Desert Mountain Children's Center
Hesperia Parks & Recreation
Just 4 Kids Preschool
SB County Preschool Services
YMCA

Website
https://www.avusd.org/enrollment/state-preschool
https://dmchildrenscenter.org/
https://www.hesperiaparks.com/
https://just4kidspreschool.com/careers/
http://hs.sbcounty.gov/psd/Pages/default.aspx
https://www.ymca.net/career-opportunities/

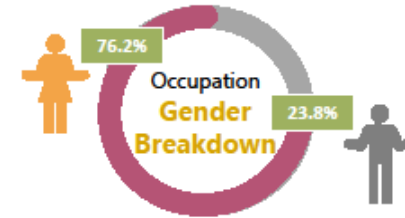
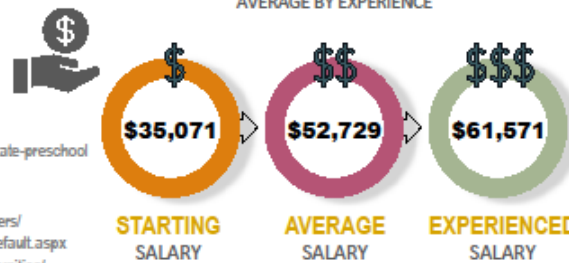
+2,601
5-year Job Demand Increase in MDCP Region

+10,364
5-year Job Demand Increase in SB County

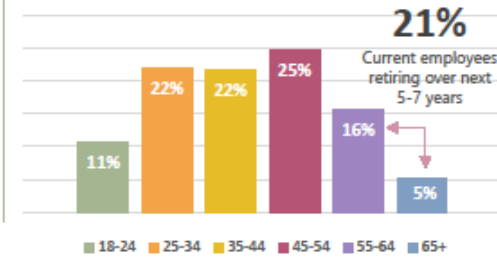
EMPLOYMENT PROJECTIONS DEMAND



Salary Guide AVERAGE BY EXPERIENCE



Occupation Age Breakdown



AVERAGE WAGE INFORMATION PER JOBS IN REGION

Occupation	Hourly	Annual
Child, Family, and School Social Workers	\$28.50	\$59,300
Childcare Workers	\$14.12	\$29,300
Clinical, Counseling, and School Psychologists	\$52.41	\$109,000
Daycare and Preschool Administrators	\$26.18	\$54,500
Social & Human Services Assistants	\$20.44	\$42,500
Preschool Teachers	\$21.55	\$44,800
Recreation Workers	\$14.30	\$31,800

Jobs in Fashion Design

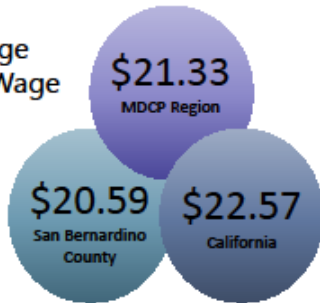
MDCP Regional Labor Market Information



EDUCATION AND TRAINING

Occupation	Entry Level Education
Fashion Designers	Bachelor's Degree
Hand Sewers	None
Sewing Machine Operators	None
Fabric and Apparel Patternmakers	High School Diploma
Garment and Textile Pressers	None
Tailors, Dressmakers, and Custom Sewers	None

Average Hourly Wage



SAMPLE REQUIRED SKILLS

Design: Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawing, and models.

Originality: The ability to come up with unusual or clever ideas and develop creative ways to solve problems.

Mechanical: Knowledge of machines and tools, including their designs, uses, repair and maintenance.

Production and Processing: Knowledge of raw materials, production processes, quality control, and other techniques for maximizing the effective manufacture and distribution of goods.

+106
5-year Job Demand Increase in MDCP Region

+768
5-year Job Demand Increase in SB County

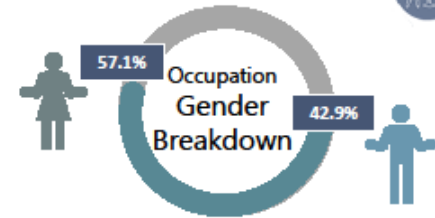
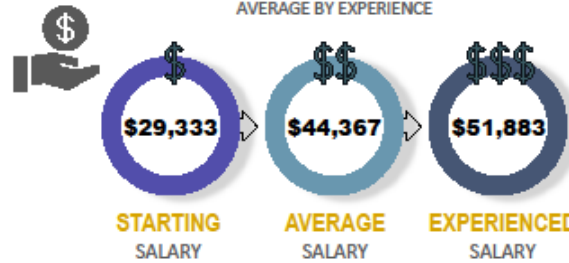
EMPLOYMENT PROJECTIONS DEMAND



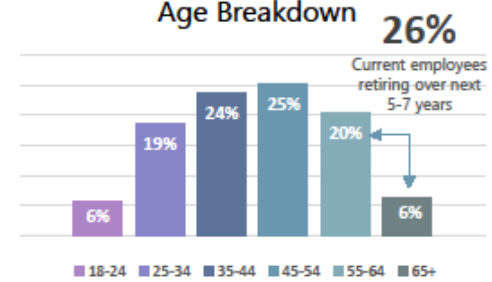
5-year projections based on years 2020-2025 and includes new jobs, transfers, and retirements

Salary Guide

AVERAGE BY EXPERIENCE



Occupation Age Breakdown



AVERAGE WAGE INFORMATION PER JOBS IN REGION

Occupation	Hourly	Annual
Fashion Designers	\$40.51	\$84,300
Hand Sewers	\$15.60	\$32,400
Sewing Machine Operators	\$13.64	\$28,400
Fabric and Apparel Patternmakers	\$27.12	\$56,400
Garment and Textile Pressers	\$12.87	\$26,800
Tailors, Dressmakers, and Custom Sewers	\$18.23	\$37,900

EDUCATION AND TRAINING

Occupation

- Athletic Trainers
- Exercise Physiologists
- Licensed Vocational Nurse (LVN)
- Medical Assistant
- Medical/Clinical Lab Technician
- Nursing Assistant
- Pharmacy Technician
- Phlebotomists
- Physician Assistants/Nurse Practitioner
- Physical Therapy Assistants
- Radiologic Technician
- Registered Nurse
- Respiratory Therapists

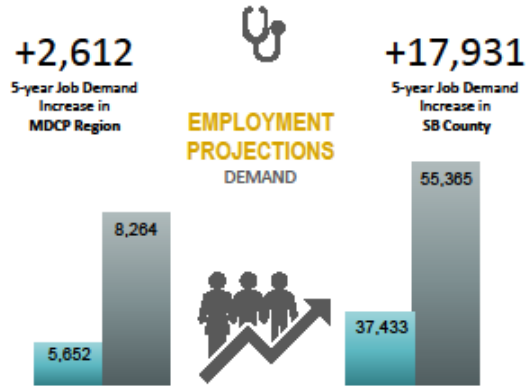
Entry Level Education

- Bachelor's Degree
- Bachelor's Degree
- Postsecondary non-degree award
- Postsecondary non-degree award
- Bachelor's Degree
- Postsecondary non-degree award
- High School Diploma
- Postsecondary non-degree award
- Master's Degree
- Associate's Degree
- Associate's Degree
- Bachelor's Degree
- Associate's Degree

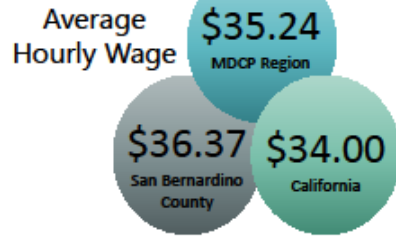
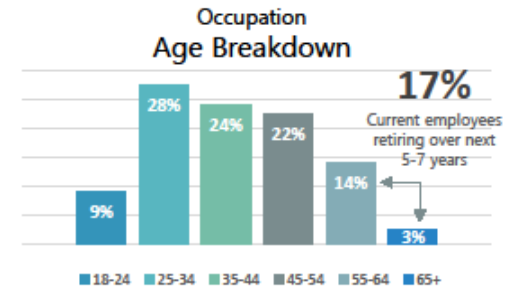
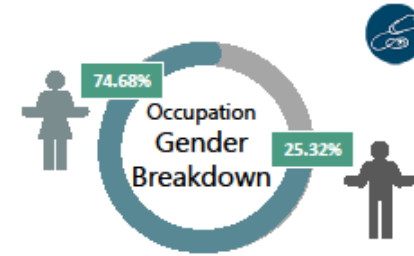
Some occupations may require additional training and/or industry certifications or State Licenses

Jobs in Allied Health Careers

MDCP Regional Labor Market Information

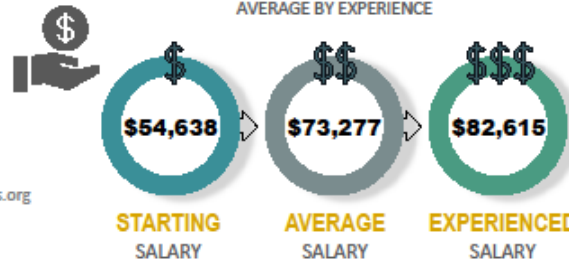


5-year projections based on years 2020-2025 and includes new jobs, transfers, and retirements



Salary Guide

AVERAGE BY EXPERIENCE



AVERAGE WAGE INFORMATION PER JOBS IN REGION

Occupation	Hourly	Annual
Athletic Trainers	\$28.05	\$58,300
Exercise Physiologists	\$75.02	\$156,000
Licensed Vocational Nurse (LVN)	\$28.05	\$58,400
Medical Assistant	\$17.10	\$35,600
Medical/Clinical Lab Technician	\$28.76	\$59,800
Nursing Assistant	\$16.49	\$34,300
Pharmacy Technician	\$19.97	\$41,500
Phlebotomists	\$21.27	\$44,200
Physician Assistants	\$63.81	\$132,700
Physical Therapy Assistants	\$33.76	\$70,200
Radiologic Technician	\$38.66	\$80,400
Registered Nurse	\$50.44	\$104,900
Respiratory Therapists	\$36.70	\$76,300

LOCAL EMPLOYERS

Employer

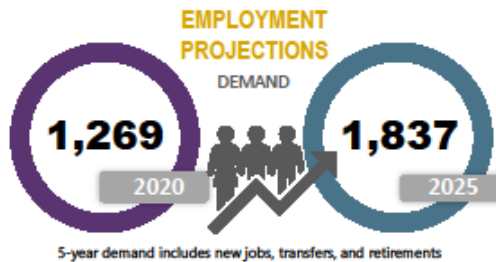
- Desert Mountain Children's Center
- Desert Valley Hospital
- Kaiser Permanente
- Heritage Medical Group
- St. Mary's Medical Center
- Walgreens Pharmacy
- Choice Medical Group

Website

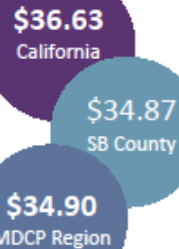
- www.dmchildrencenter.org
- <https://www.dvmc.com/careers/>
- <https://www.kaiserpermanentejobs.org>
- <https://www.hvvmg.com/career/>
- <https://psjhealth.jobs/>
- <https://jobs.walgreens.com/>
- <https://www.choicemg.com/career-opportunities/>



+568
5-year Job Demand Increase in MDCP Region



Average Hourly Wage



MDCP Regional Labor Market Snapshot
JOBS in Dental Occupations

AVERAGE WAGE INFORMATION PER JOBS IN REGION

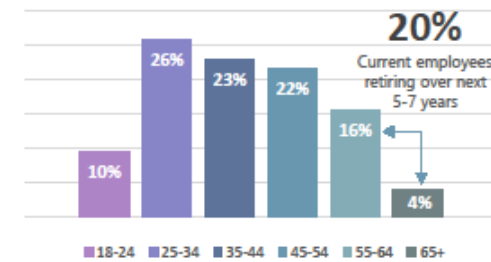
Occupation	Hourly	Annual
Dentist	\$73.83	\$153,600
Dental Assistant	\$18.33	\$38,100
Dental Hygienists	\$50.62	\$105,300
Dental Lab Technicians	\$20.49	\$42,600
Medical Records Specialist	\$23.44	\$48,800
Medical Transcriptionist	\$18.93	\$39,400
Radiologic Technologists	\$38.66	\$80,400

***EDUCATION AND TRAINING**

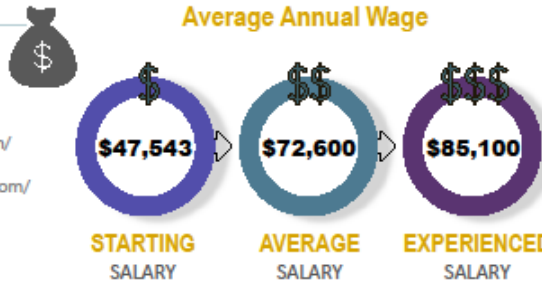
Occupation	Entry Level Education
Dentist	Postsecondary non-degree
Dental Assistant	Postsecondary non-degree
Dental Hygienists	Postsecondary non-degree
Dental Lab Technicians	Postsecondary non-degree
Medical Records Specialist	Postsecondary non-degree
Medical Transcriptionist	High School Diploma
Radiologic Technologists	Postsecondary non-degree

**Some jobs require on-going moderate on-the-job training and may require additional industry recognized certification and a State License*

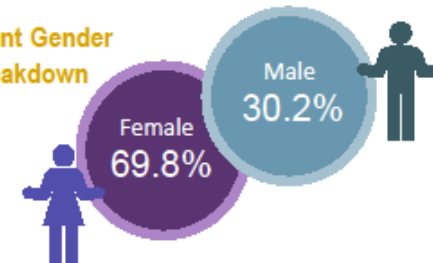
Current Age Breakdown



Average Annual Wage



Current Gender Breakdown



LOCAL EMPLOYERS

Employer	Website
Apple Valley Smiles	https://www.applevalleysmilesdental.com/
Desert Dental Group	http://desertdental.org/
Erikson Dental	http://www.highdesertvictorvilledentist.com/
Glenn Dental	https://www.glenn dental.com/
Jacobsen Orthodontics	https://www.drjsbraceplace.com/
Johnson Dentistry	https://johnsondental.com/
Plaza Family Dentistry	https://www.jeffbarlowdds.com/

Report Date: 2/18/2021

Employment and wage data Source: CHMURA JobsEQ 2020 Q3 MDCP Region - San Bernardino County

MDCareerPathways.com

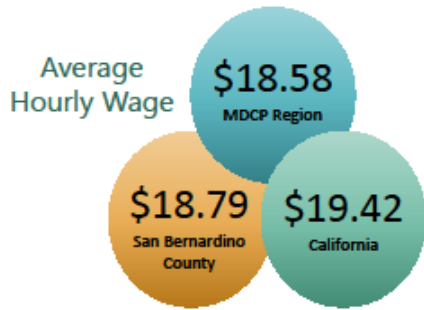
Jobs in Culinary & Restaurant Careers

MDCP Regional Labor Market Information



EDUCATION AND TRAINING

Occupation	Entry Level Education
Bakers	None
Chefs and Head Cooks	High School Diploma
Cooks: Restaurant	None
Food Cooking Machine Operators/Tenders	High School Diploma
Food Preparation Workers	None
Food Science Technicians	Associate's Degree
Food Service Managers	High School Diploma
Host and Hostesses	None



LOCAL EMPLOYERS

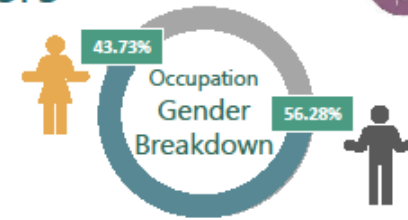
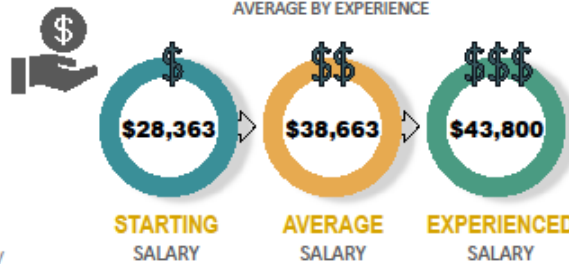
Employer	Website
EI Super Markets	https://elsupermarkets.com
Stator Bros. Markets	https://www.statorbros.com/careers/
Panera	https://careers.panerabread.com
BJs	https://careers.workatbj.com/
Apple Bees	https://www.applebees.com/careers
Habit	https://www.habitburger.com/careers/



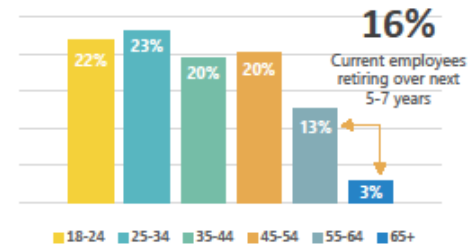
5-year projections based on years 2020-2025 and includes new jobs, transfers, and retirements
Wage data based on full-time positions and does not include gratuity.

Salary Guide

AVERAGE BY EXPERIENCE



Occupation Age Breakdown



AVERAGE WAGE INFORMATION PER JOBS IN REGION

Occupation	Hourly	Annual
Bakers	\$14.94	\$31,100
Chefs and Head Cooks	\$29.04	\$60,400
Cooks: Restaurant	\$14.00	\$29,100
Food Cooking Machine Operators/Tenders	\$15.46	\$32,200
Food Preparation Workers	\$13.60	\$28,300
Food Science Technicians	\$22.34	\$46,500
Food Service Managers	\$26.62	\$55,400
Host and Hostesses	\$12.63	\$26,300

EDUCATION AND TRAINING

Occupation

Computer Network Support Specialists
 Computer Programmers
 Computer Repair Technician
 Computer Systems Analysts
 Computer User Support Specialists
 Database Administrators and Analysts
 Information Security Analysts
 Network and Computer Systems Administrators
 Software Developer
 Web Developer



Entry Level Education

Associate's Degree
 Bachelor's Degree
 Some College, No Degree
 Bachelor's Degree
 Some College, No Degree
 Bachelor's Degree
 Bachelor's Degree
 Bachelor's Degree
 Bachelor's Degree
 Associate's Degree



Jobs in Information Technology



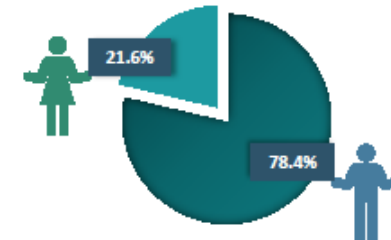
+1,503
 5-year Job Demand
 Decrease/Increase in
 MDCP Region

EMPLOYMENT PROJECTIONS

DEMAND



Current Occupation Gender Breakdown



LOCAL EMPLOYERS

Employer

A Plus Computers
 AVC Tech Services
 Best Buy Geek Squad
 Hi Desert PC Crew
 Leidos
 Topnotch Networking

Website

www.applevalleycomputer.com
 www.avctechservice.com
 https://stores.bestbuy.com/ca.html
 www.hdpccrew.com
 https://www.leidos.com
 www.tnnsupport.com

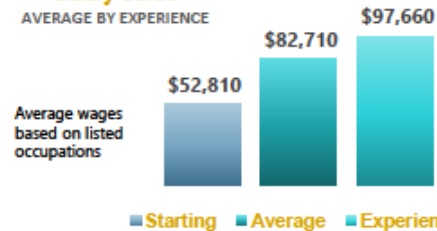


Average Hourly Wage



Salary Guide

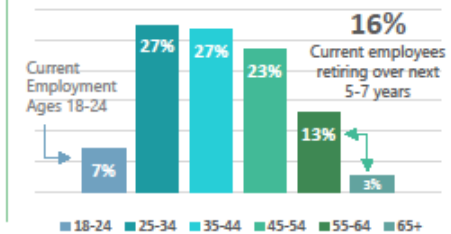
AVERAGE BY EXPERIENCE



AVERAGE WAGE INFORMATION PER JOBS IN REGION

Occupation	Hourly	Annual
Computer Network Support Specialists	\$32.36	\$67,300
Computer Programmers	\$44.15	\$91,800
Computer Repair Technician	\$20.29	\$42,200
Computer Systems Analysts	\$46.88	\$97,500
Computer User Support Specialists	\$28.79	\$59,900
Database Administrators and Analysts	\$46.35	\$96,400
Information Security Analysts	\$51.61	\$107,300
Network and Computer Systems Administrators	\$43.21	\$89,900
Software Developer	\$50.94	\$106,000
Web Developer	\$33.09	\$68,800

Current Occupation Age Breakdown

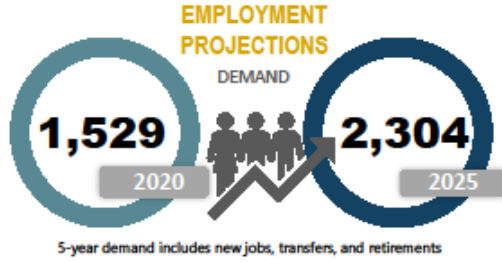


Employment and wage data Source: CHMURA JobsEQ 2020 Q3 MDCP Region

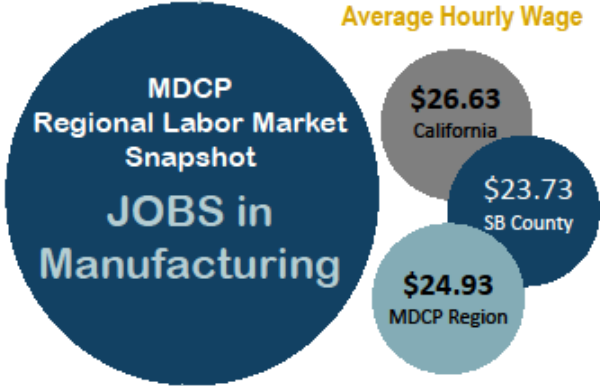
Report Date: January 20, 2021

MDCareerPathways.com

+775
5-year Job Demand
Decrease/Increase in
MDCP Region



Average Hourly Wage



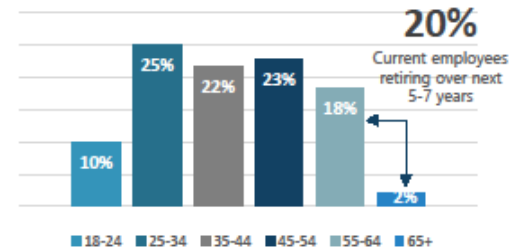
AVERAGE WAGE INFORMATION PER JOBS IN REGION

Occupation	Hourly	Annual
CNC Tool Operators	\$20.53	\$42,700
CNC Programmers	\$32.94	\$68,500
Industrial Machinery Mechanics	\$29.47	\$61,300
Inspectors, Testers, Sorters, and Weighers	\$20.32	\$42,300
Machinists	\$21.74	\$45,200
Mechanical Engineering Technicians	\$28.60	\$59,500
Welders, Cutters, Solderers, and Brazers	\$20.93	\$43,500

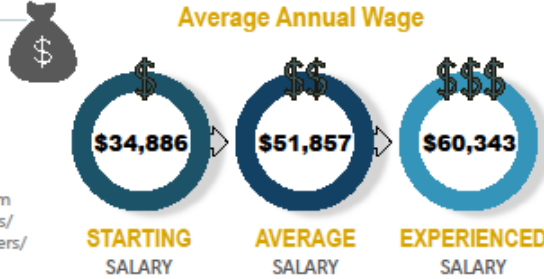
EDUCATION AND TRAINING

Occupation	Entry Level Education
CNC Tool Operators	High School Diploma
CNC Programmers	Postsecondary non-degree
Industrial Machinery Mechanics	High School Diploma
Inspectors, Testers, Sorters, and Weighers	High School Diploma
Machinists	High School Diploma
Mechanical Engineering Technicians	Associate's Degree
Welders, Cutters, Solderers, and Brazers	High School Diploma

Current Age Breakdown



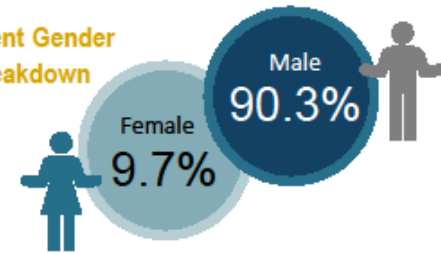
Average Annual Wage



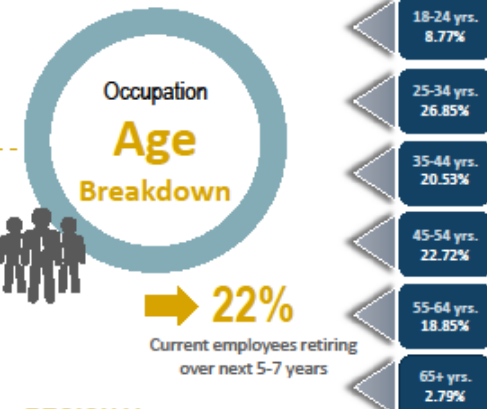
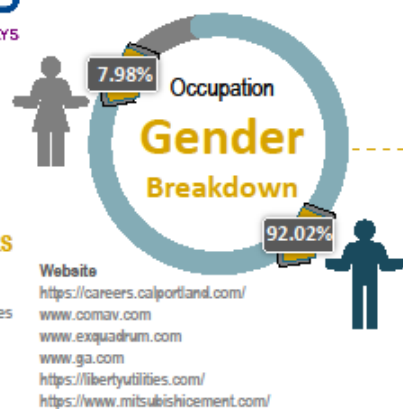
LOCAL EMPLOYERS

Employer	Website
Advanced Technologies, Inc	https://www.atctrain.com/
Cal Portland	https://careers.calportland.com/
General Atomics	https://www.ga.com
Liberty Utilities	https://libertyutilities.com/
Mitsubishi Cement	https://www.mitsubishicement.com
Plastipak	https://www.plastipak.com/careers/
Rio Tinto	https://www.riotinto.com/en/careers/
Southwest Gas	https://www.swgas.com/

Current Gender Breakdown



MDCP
Regional Labor
Market information
**JOBS in
Mechatronics**

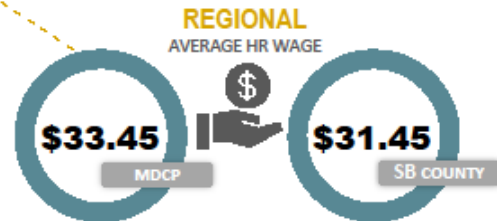


LOCAL EMPLOYERS

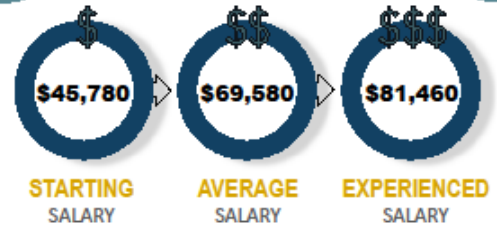
- Employer**
- Cal Portland
 - ComAv Technical Services
 - Exquadrum Inc.
 - General Atomics
 - Liberty Utilities
 - Mitsubishi Cement

- Website**
- <https://careers.calportland.com/>
 - www.comav.com
 - www.exquadrum.com
 - www.ga.com
 - <https://libertyutilities.com/>
 - <https://www.mitsubishicement.com/>

+551
5-year Job Demand Increase in MDCP Region



Salary Guide
AVERAGE BY EXPERIENCE



EDUCATION AND TRAINING

- Occupation**
- Aerospace Engineering & Operations Technicians
 - Aerospace Engineers
 - Aircraft Mechanics & Service Technicians
 - CNC Tool Operators
 - CNC Tool Programmers
 - Electro-Mechanical & Mechatronics Technicians
 - HVAC Mechanics & Installers
 - Industrial Engineering Technicians
 - Machinists
 - Mechanical Engineers

- Entry Level Education**
- Associate's Degree
 - Bachelor's Degree
 - Postsecondary non-degree
 - High School Diploma
 - Postsecondary non-degree
 - Associate's Degree
 - Postsecondary non-degree
 - Associate's Degree
 - High School Diploma
 - Bachelor's Degree

AVERAGE WAGE INFORMATION PER JOBS IN REGION

Occupation	Hourly	Annual
Aerospace Engineering & Operations Technicians	\$34.18	\$71,000
Aerospace Engineers	\$57.78	\$120,200
Aircraft Mechanics & Service Technicians	\$34.79	\$72,400
CNC Tool Operators	\$20.53	\$42,700
CNC Tool Programmers	\$32.94	\$68,500
Electro-Mechanical & Mechatronics Technicians	\$29.03	\$60,400
HVAC Mechanics & Installers	\$25.31	\$52,600
Industrial Engineering Technicians	\$31.75	\$66,100
Machinists	\$21.74	\$45,200
Mechanical Engineers	\$46.46	\$96,600

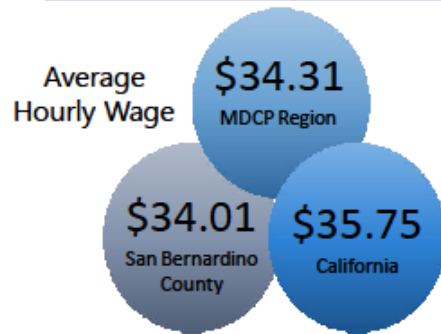
Jobs in Law Enforcement Careers



EDUCATION AND TRAINING

Occupation	Entry Level Education
Bailiffs	High School Diploma
Correctional Officers and Jailers	High School Diploma
Detectives and Criminal Investigators	High School Diploma
Forensic Science Technicians	Bachelor's Degree
Police and Sheriff's Patrol Officers	High School Diploma
Security Guards	High School Diploma
Transit and Railroad Police	High School Diploma
Transportation Security Screeners	High School Diploma

*Law Enforcement jobs require moderate on-the-job training and may require up to 5 years of experience

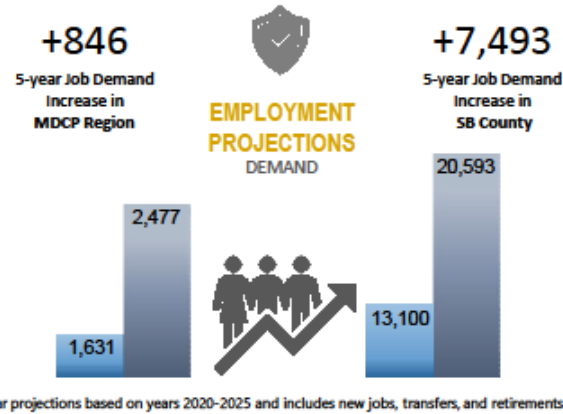


LOCAL EMPLOYERS

Employer	Website
Barstow Police Dept.	https://www.barstowca.org/departments/
Federal Bureau of Prisons	https://www.bop.gov/jobs/
G4S Secure Solutions	https://www.g4s.com/en-us/careers
SB County Sheriff's Dept.	https://sheriffsjobs.com/
Securitas Security Service	https://www.securitasinc.com/join-us/
TSA	https://www.tsa.gov/about/jobs-at-tsa

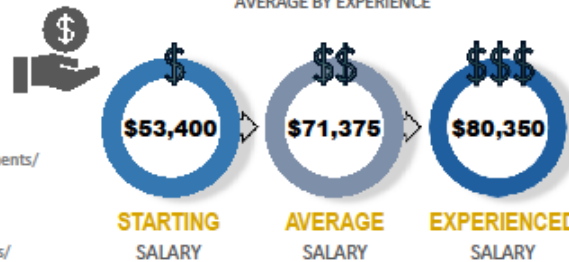
Report Date: 2/23/2021

MDCP Regional Labor Market Information

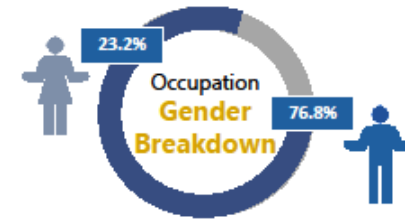


Salary Guide

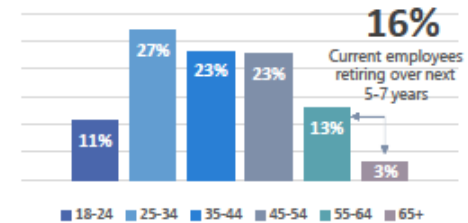
AVERAGE BY EXPERIENCE



Employment and wage data Source: CHMURA JobsEQ 2020 Q3 MDCP Region - San Bernardino County



Occupation Age Breakdown



AVERAGE WAGE INFORMATION PER JOBS IN REGION

Occupation	Hourly	Annual
Bailiffs	\$30.91	\$64,300
Correctional Officers and Jailers	\$37.98	\$79,000
Detectives and Criminal Investigators	\$51.47	\$107,100
Forensic Science Technicians	\$38.34	\$79,800
Police and Sheriff's Patrol Officers	\$49.14	\$102,200
Security Guards	\$15.27	\$31,800
Transit and Railroad Police	\$27.66	\$57,500
Transportation Security Screeners	\$23.68	\$49,300

MDCareerPathways.com

Jobs in Automotive Maintenance and Repair



MDCP Regional Labor Market Information

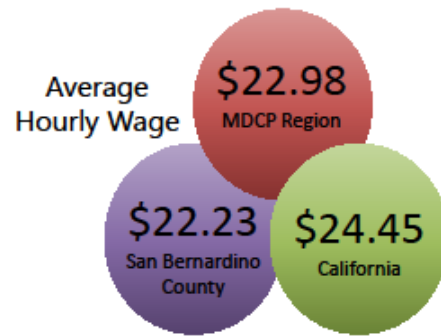
EDUCATION AND TRAINING

Occupation

Automotive Body Repairers
 Diesel Engine Specialists
 Glass Installers and Repairers
 Mechanical Engineering Technicians
 Mechanics and Service Technicians
 Motorcycle Mechanics
 Small Engine Mechanics

Entry Level Education

High School Diploma
 High School Diploma
 High School Diploma
 Associate Degree
 Postsecondary non-degree award
 Postsecondary non-degree award
 High School Diploma



+570
5-year Job Demand Increase in MDCP Region

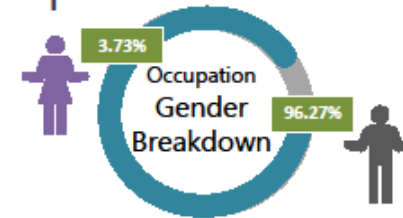
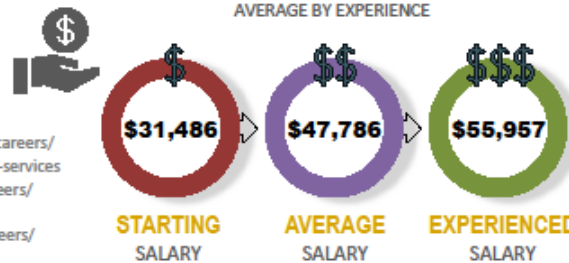
+4,182
5-year Job Demand Increase in SB County

EMPLOYMENT PROJECTIONS DEMAND

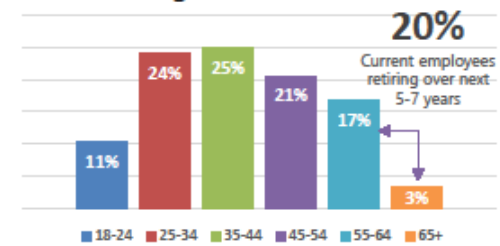


Salary Guide

AVERAGE BY EXPERIENCE



Occupation Age Breakdown



AVERAGE WAGE INFORMATION PER JOBS IN REGION

Occupation	Hourly	Annual
Automotive Body Repairers	\$21.56	\$44,800
Diesel Engine Specialists	\$25.42	\$52,900
Glass Installers and Repairers	\$16.33	\$34,000
Mechanical Engineering Technicians	\$28.60	\$59,500
Mechanics and Service Technicians	\$22.23	\$46,200
Motorcycle Mechanics	\$25.18	\$52,400
Small Engine Mechanics	\$21.51	\$44,700

LOCAL EMPLOYERS

Employer

Big Apple Automotive
 Bob's Tire and Automotive
 Goodyear: Tire Choice
 Jiffy Lube
 Signature Auto Collision
 Victor Valley Transit Authority
 Victorville Motors

Website






<https://bigappleautomotive.com/careers/>
<https://bobs-tire.com/automotive-services>
<https://corporate.monro.com/careers/>
<https://www.jiffylubesocal.com/>
<https://signaturecollision.com/careers/>
<https://vvta.org/jobs/>
<https://www.victorvillemotors.com/>




2022 HIGH-QUALITY OCCUPATIONS



Advanced Manufacturing

The manufacturing sector comprises establishments engaged in the mechanical, physical, or chemical transformation of materials, substances, or components into new products. This sector includes traditional manufacturing work in addition to jobs and careers dedicated to customization, scalability, and technologies that improve the entire manufacturing process.¹ This sector aligns with the California Department of Education (CDE) manufacturing and product development sector.

High-Quality Advanced Manufacturing Occupations	Education Level	Annual Job Openings	Median Hourly Earnings	Median Annual Earnings
First-Line Supervisors of Production and Operating Workers		496	\$30.06	\$62,515
First-Line Supervisors of Mechanics, Installers, and Repairers		487	\$38.42	\$79,914
Industrial Machinery Mechanics		315	\$30.64	\$63,733
Industrial Engineers		119	\$38.60	\$80,290
Mechanical Engineers		100	\$42.13	\$87,632















Education Level:  High School  Community College Associate Degree or Certificate  Bachelor's Degree






¹ North American Industry Classification System (NAICS), U.S. Census Bureau

2022 HIGH-QUALITY OCCUPATIONS

Additional advanced manufacturing occupational job opportunities are available to students in the local economy that meet at least the in-demand or the high-wage criteria. The occupations below represent jobs that do not meet the strict in-demand or high-wage (\$24.36 or greater per hour) criteria established in this study but that are expected to have at least 50 annual job openings. Criteria not met are *italicized*.

In-Demand or High-Wage Advanced Manufacturing Occupations	Education Level	Annual Job Openings	Median Hourly Earnings	Median Annual Earnings
Miscellaneous Assemblers and Fabricators	 High School	1,174	<i>\$14.80</i>	<i>\$30,778</i>
Packaging and Filling Machine Operators and Tenders	 High School	591	<i>\$15.16</i>	<i>\$31,534</i>
Machinists	 High School	360	<i>\$20.06</i>	<i>\$41,727</i>
Helpers—Production Workers	 High School	346	<i>\$14.64</i>	<i>\$30,450</i>
Weighers, Measurers, Checkers, and Samplers, Recordkeeping	 High School	240	<i>\$17.26</i>	<i>\$35,908</i>
Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	 High School	217	<i>\$15.37</i>	<i>\$31,970</i>
Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	 High School	199	<i>\$17.46</i>	<i>\$36,316</i>
Food Batchmakers	 High School	189	<i>\$14.93</i>	<i>\$31,062</i>
Mixing and Blending Machine Setters, Operators, and Tenders	 High School	117	<i>\$17.59</i>	<i>\$36,585</i>
Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic	 High School	105	<i>\$15.44</i>	<i>\$32,118</i>
Electrical and Electronic Engineering Technologists and Technicians	 High School	87	<i>\$34.92</i>	<i>\$72,639</i>
Electrical Engineers	 Bachelor's Degree	84	<i>\$46.40</i>	<i>\$96,503</i>
Maintenance Workers, Machinery	 High School	81	<i>\$25.83</i>	<i>\$53,725</i>
Electrical and Electronics Repairers, Commercial and Industrial Equipment	 High School	51	<i>\$34.40</i>	<i>\$71,542</i>

Education Level:  High School  Community College Associate Degree or Certificate  Bachelor's Degree

2022 HIGH-QUALITY OCCUPATIONS



Advanced Transportation & Logistics

The advanced transportation & logistics sector includes industries providing transportation of passengers and cargo, warehousing and storage for goods, and support activities related to modes of transportation. The modes of transportation are air, rail, water, road, and pipeline. Support activities include the routine repair and maintenance of transportation equipment, such as aircraft, railroad rolling stock, cars, trucks, and ships. Many establishments in this sector often operate on networks with physical facilities, labor forces, and equipment spread over an extensive geographic area.² This sector aligns with the CDE transportation sector.

High-Quality Transportation & Logistics Occupations	Education Level	Annual Job Openings	Median Hourly Earnings	Median Annual Earnings
First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	High School	1,292	\$28.42	\$59,109
Transportation, Storage, and Distribution Managers	Community College Associate Degree or Certificate	273	\$44.41	\$92,374
Mobile Heavy Equipment Mechanics, Except Engines	High School	250	\$30.32	\$63,067
Logisticians	Community College Associate Degree or Certificate	207	\$38.58	\$80,238
Aircraft Mechanics and Service Technicians	High School	161	\$35.48	\$73,798


















Education Level: High School Community College Associate Degree or Certificate Bachelor's Degree






2 "READY Career Education Poster," Inland Empire/Desert Regional Consortium

2022 **HIGH-QUALITY** OCCUPATIONS

Additional advanced transportation & logistics occupations are available to students in the local economy. The occupations below represent jobs that do not meet the strict in-demand or high-wage (\$24.36 or greater per hour) criteria established in this study but that are expected to have at least 50 annual job openings. Criteria not met are *italicized*.

In-Demand or High-Wage Transportation & Logistics Occupations	Education Level	Annual Job Openings	Median Hourly Earnings	Median Annual Earnings
Stockers and Order Fillers		10,480	\$15.34	\$31,917
Heavy and Tractor-Trailer Truck Drivers		4,467	\$23.81	\$49,518
Light Truck Drivers		2,262	\$21.05	\$43,787
Passenger Vehicle Drivers, Except Bus Drivers, Transit and Intercity		1,259	\$16.76	\$34,863
Shipping, Receiving, and Inventory Clerks		1,219	\$16.87	\$35,097
Automotive Service Technicians and Mechanics		1,189	\$20.57	\$42,787
Driver/Sales Workers		893	\$15.88	\$33,034
Production, Planning, and Expediting Clerks		594	\$23.00	\$47,836
Bus and Truck Mechanics and Diesel Engine Specialists		457	\$23.94	\$49,799
Dispatchers, Except Police, Fire, and Ambulance		256	\$18.50	\$38,484
Tire Repairers and Changers		169	\$14.67	\$30,511
Couriers and Messengers		150	\$17.58	\$36,562
Bus Drivers, Transit and Intercity		139	\$21.75	\$45,250
Airline Pilots, Copilots, and Flight Engineers		72	\$91.18	\$189,656
Railroad Conductors and Yardmasters		66	\$39.19	\$81,522
Locomotive Engineers		59	\$46.13	\$95,952
Commercial Pilots		55	\$38.17	\$79,391






















Education Level:  High School  Community College Associate Degree or Certificate  Bachelor's Degree

2022 HIGH-QUALITY OCCUPATIONS

B&E

Business & Entrepreneurship










Community college business & entrepreneurship programs provide skills that span industries engaged in commerce and the public sector. This sector may be considered a catch-all for a variety of activities that span multiple industries. For example, accountants and management skills are necessary for nearly every business, public and private. Training is also available in marketing, office support, real estate, sales, cosmetology, and more.³ This sector aligns with the CDE business and finance and marketing, sales, and services sectors.

High-Quality Business & Entrepreneurship Occupations	Education Level	Annual Job Openings	Median Hourly Earnings	Median Annual Earnings
General and Operations Managers		1,921	\$47.43	\$98,651
First-Line Supervisors of Office and Administrative Support Workers		1,634	\$28.34	\$58,944
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products		1,388	\$28.62	\$59,531
Accountants and Auditors		812	\$34.75	\$72,275
Management Analysts		711	\$38.42	\$79,918
Human Resources Specialists		641	\$30.99	\$64,456
Market Research Analysts and Marketing Specialists		516	\$25.34	\$52,709
Real Estate Sales Agents		455	\$27.76	\$57,733
Financial Managers		450	\$54.39	\$113,123
Sales Managers		433	\$46.40	\$96,511
Executive Secretaries and Executive Administrative Assistants		378	\$31.47	\$65,466
Buyers and Purchasing Agents		346	\$27.97	\$58,168
First-Line Supervisors of Non-Retail Sales Workers		323	\$25.82	\$53,711
Securities, Commodities, and Financial Services Sales Agents		309	\$25.95	\$53,966
Property, Real Estate, and Community Association Managers		308	\$32.43	\$67,461
Administrative Services and Facilities Managers		283	\$47.01	\$97,790
Cost Estimators		281	\$31.42	\$65,350
Chief Executives		199	\$77.33	\$160,850
Loan Officers		161	\$33.02	\$68,677
Real Estate Brokers		154	\$32.88	\$68,391
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products		148	\$41.81	\$86,968



















continued

³ READY Career Education Poster, Inland Empire/Desert Regional Consortium

2022 HIGH-QUALITY OCCUPATIONS

High-Quality Business & Entrepreneurship Occupations	Education Level	Annual Job Openings	Median Hourly Earnings	Median Annual Earnings
Public Relations Specialists		139	\$29.09	\$60,508
Human Resources Managers		128	\$54.16	\$112,662
Personal Financial Advisors		123	\$36.87	\$76,699
Marketing Managers		122	\$49.67	\$103,315
Claims Adjusters, Examiners, and Investigators		119	\$39.07	\$81,261
Industrial Production Managers		109	\$47.16	\$98,099
Education Level:  High School  Community College Associate Degree or Certificate  Bachelor's Degree				

Additional business & entrepreneurship occupations are available to students in the local economy. The occupations below represent jobs that do not meet the strict in-demand or high-wage (\$24.36 or greater per hour) criteria established in this study but that are expected to have at least 50 annual job openings. Criteria not met are *italicized*.














In-Demand or High-Wage Business & Entrepreneurship Occupations	Education Level	Annual Job Openings	Median Hourly Earnings	Median Annual Earnings
Office Clerks, General		3,545	<i>\$17.70</i>	<i>\$36,821</i>
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive		2,100	<i>\$20.65</i>	<i>\$42,962</i>
Bookkeeping, Accounting, and Auditing Clerks		1,711	<i>\$21.26</i>	<i>\$44,216</i>
Receptionists and Information Clerks		1,057	<i>\$14.94</i>	<i>\$31,080</i>
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel		1,042	<i>\$23.29</i>	<i>\$48,434</i>
Insurance Sales Agents		554	<i>\$22.22</i>	<i>\$46,223</i>
Billing and Posting Clerks		467	<i>\$18.16</i>	<i>\$37,769</i>
Insurance Claims and Policy Processing Clerks		209	<i>\$21.83</i>	<i>\$45,398</i>
Payroll and Timekeeping Clerks		174	<i>\$23.72</i>	<i>\$49,345</i>
Human Resources Assistants, Except Payroll and Timekeeping		130	<i>\$22.04</i>	<i>\$45,850</i>
File Clerks		126	<i>\$17.48</i>	<i>\$36,363</i>
Advertising Sales Agents		83	<i>\$32.28</i>	<i>\$67,144</i>
Labor Relations Specialists		57	<i>\$38.20</i>	<i>\$79,450</i>
Property Appraisers and Assessors		52	<i>\$30.91</i>	<i>\$64,301</i>
Fundraisers		51	<i>\$29.10</i>	<i>\$60,522</i>
Education Level:  High School  Community College Associate Degree or Certificate  Bachelor's Degree				




2022 HIGH-QUALITY OCCUPATIONS

ECU

Energy, Construction, & Utilities

The energy, construction, & utilities sector comprises establishments primarily engaged in the construction, alteration, maintenance, and repair of distribution lines and related buildings and structures for utilities (i.e., water, sewer, petroleum, gas, power, and communication). This sector employs specialty trade contractors, whose primary activity is the utilization of occupation-specific skills that contribute to the completion of projects.⁴ This sector aligns with the CDE building and construction trades, energy environment and utilities, and engineering and architecture sectors.











High-Quality Energy, Construction, & Utilities Occupations	Education Level	Annual Job Openings	Median Hourly Earnings	Median Annual Earnings
First-Line Supervisors of Construction Trades and Extraction Workers		876	\$30.74	\$63,947
Plumbers, Pipefitters, and Steamfitters		710	\$26.32	\$54,750
Construction Managers		525	\$34.20	\$71,140
Operating Engineers and Other Construction Equipment Operators		518	\$36.62	\$76,167
Civil Engineers		297	\$52.03	\$108,227
Structural Iron and Steel Workers		200	\$33.51	\$69,693
Construction and Building Inspectors		180	\$39.64	\$82,442
Sheet Metal Workers		168	\$27.09	\$56,357
Water and Wastewater Treatment Plant and System Operators		135	\$34.29	\$71,332
Architectural and Civil Drafters		120	\$25.22	\$52,448
Architectural and Engineering Managers		119	\$74.99	\$155,973
Electrical Power-Line Installers and Repairers		105	\$41.06	\$85,399
Glaziers		101	\$24.58	\$51,137




Education Level:  High School  Community College Associate Degree or Certificate  Bachelor's Degree

⁴ READY Career Education Poster, Inland Empire/Desert Regional Consortium

2022 **HIGH-QUALITY** OCCUPATIONS

Additional energy, construction, & utilities occupations are available to students in the local economy. The occupations below represent jobs that do not meet the strict in-demand or high-wage (\$24.36 or greater per hour) criteria established in this study but that are expected to have at least 50 annual job openings. Criteria not met are italicized. Criteria not met are *italicized*.

In-Demand or High-Wage Energy, Construction, & Utilities Occupations	Education Level	Annual Job Openings	Median Hourly Earnings	Median Annual Earnings
Carpenters		2,026	\$23.57	\$49,032
Maintenance and Repair Workers, General		1,566	\$21.57	\$44,869
Electricians		1,136	\$24.00	\$49,923
Heating, Air Conditioning, and Refrigeration Mechanics and Installers		489	\$22.89	\$47,609
Helpers—Electricians		200	\$17.83	\$37,088
Cabinetmakers and Bench Carpenters		132	\$15.22	\$31,658
Security and Fire Alarm Systems Installers		92	\$25.38	\$52,781
Architects, Except Landscape and Naval		79	\$34.32	\$71,376
Civil Engineering Technologists and Technicians		74	\$29.78	\$61,934
Brickmasons and Blockmasons		73	\$25.40	\$52,822

Education Level:  High School  Community College Associate Degree or Certificate  Bachelor's Degree



2022 HIGH-QUALITY OCCUPATIONS



Education & Human Development

Education & human development programs make a positive difference in the lives of young children. Professionals who follow this path tend to be good communicators with the ability to empathize with people from diverse backgrounds.⁵ This sector aligns with the CDE education, child development, and family services sector.

High-Quality Education & Human Development Occupations	Education Level	Annual Job Openings	Median Hourly Earnings	Median Annual Earnings
Elementary School Teachers, Except Special Education	Bachelor's Degree	1,589	\$44.51	\$92,574
Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's Degree	882	\$42.91	\$89,260
Middle School Teachers, Except Special and Career/Technical Education	Bachelor's Degree	420	\$42.84	\$89,098
Training and Development Specialists	Bachelor's Degree	322	\$31.04	\$64,558
Social and Community Service Managers	Bachelor's Degree	259	\$34.46	\$71,683
Special Education Teachers, Kindergarten and Elementary School	Bachelor's Degree	170	\$37.07	\$77,097
Interpreters and Translators	Community College Associate Degree or Certificate	115	\$35.10	\$73,000

Education Level: High School Community College Associate Degree or Certificate Bachelor's Degree

Additional education & human development occupations are available to students in the local economy. The occupations below represent jobs that do not meet the strict in-demand or high-wage (\$24.36 or greater per hour) criteria established in this study but that are expected to have at least 50 annual job openings. Criteria not met are *italicized*.

In-Demand or High-Wage Education & Human Development Occupations	Education Level	Annual Job Openings	Median Hourly Earnings	Median Annual Earnings
Substitute Teachers, Short-Term	Bachelor's Degree	1,283	\$17.91	\$37,250
Self-Enrichment Teachers	High School	491	\$16.09	\$33,476
Child, Family, and School Social Workers	Bachelor's Degree	285	\$23.59	\$49,069
Special Education Teachers, Secondary School	Bachelor's Degree	98	\$44.36	\$92,274
Librarians and Media Collections Specialists	Bachelor's Degree	78	\$31.20	\$64,906
Kindergarten Teachers, Except Special Education	Bachelor's Degree	68	\$38.95	\$81,009

Education Level: High School Community College Associate Degree or Certificate Bachelor's Degree











⁵ READY Career Education Poster, Inland Empire/Desert Regional Consortium




2022 HIGH-QUALITY OCCUPATIONS



Health

With an increasing population and longer life expectancy, the health sector's employment needs will continue to grow. Health care employment refers to careers in public and private hospitals, medical facilities, ambulatory health centers, long-term and residential care facilities, as well as public health and safety agencies. ⁶ This sector aligns with the CDE health science and medical technology sector.










High-Quality Health Occupations	Education Level	Annual Job Openings	Median Hourly Earnings	Median Annual Earnings
Registered Nurses	 Community College Associate Degree or Certificate	2,382	\$52.44	\$109,072
Licensed Vocational Nurses	 Community College Associate Degree or Certificate	789	\$28.69	\$59,683
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	 Bachelor's Degree	543	\$25.70	\$53,453
Medical and Health Services Managers	 Bachelor's Degree	490	\$59.33	\$123,398
Clinical Laboratory Technologists and Technicians	 Community College Associate Degree or Certificate	182	\$24.77	\$51,517
Dental Hygienists	 Community College Associate Degree or Certificate	164	\$47.66	\$99,138
Radiologic Technologists and Technicians	 Community College Associate Degree or Certificate	162	\$40.35	\$83,924
Psychiatric Technicians	 Community College Associate Degree or Certificate	132	\$30.25	\$62,925
Respiratory Therapists	 Community College Associate Degree or Certificate	131	\$36.40	\$75,713
Physical Therapist Assistants	 Community College Associate Degree or Certificate	127	\$31.46	\$65,438




Education Level:  High School  Community College Associate Degree or Certificate  Bachelor's Degree



2022 HIGH-QUALITY OCCUPATIONS

Additional health occupations are available to students in the local economy. The occupations below represent jobs that do not meet the strict in-demand or high-wage (\$24.36 or greater per hour) criteria established in this study but that are expected to have at least 50 annual job openings. Criteria not met are *italicized*.

In-Demand or High-Wage Health Occupations	Education Level	Annual Job Openings	Median Hourly Earnings	Median Annual Earnings
Massage Therapists		291	<i>\$20.33</i>	<i>\$42,277</i>
Phlebotomists		209	<i>\$21.82</i>	<i>\$45,382</i>
Pharmacy Aides		167	<i>\$13.82</i>	<i>\$28,749</i>
Surgical Technologists		91	<i>\$27.22</i>	<i>\$56,607</i>
Dietitians and Nutritionists		90	<i>\$36.51</i>	<i>\$75,938</i>
Diagnostic Medical Sonographers		74	<i>\$45.65</i>	<i>\$94,956</i>
Occupational Therapy Assistants		74	<i>\$32.56</i>	<i>\$67,726</i>
Health Education Specialists		72	<i>\$29.39</i>	<i>\$61,125</i>
Occupational Health and Safety Specialists		63	<i>\$41.81</i>	<i>\$86,960</i>

Education Level:  High School  Community College Associate Degree or Certificate  Bachelor's Degree



2022 HIGH-QUALITY OCCUPATIONS



Information & Communication Technologies/Digital Media (ICT/DM)

Job activities in the information & communications technologies (ICT)/digital media sector range from protecting computer infrastructure from cyber-attacks to the latest offerings in digital entertainment. This sector aligns with the CDE information & communication technologies and arts, media, and entertainment sectors.











High-Quality Information & Communication Technologies/Digital Media Occupations	Education Level	Annual Job Openings	Median Hourly Earnings	Median Annual Earnings
Software Developers and Software Quality Assurance Analysts and Testers	Bachelor's Degree	552	\$46.96	\$97,680
Telecommunications Equipment Installers and Repairers, Except Line Installers	High School	354	\$27.84	\$57,905
Computer User Support Specialists	High School	293	\$27.91	\$58,056
Computer Systems Analysts	Bachelor's Degree	201	\$41.92	\$87,191
Computer and Information Systems Managers	Bachelor's Degree	180	\$62.70	\$130,417
Telecommunications Line Installers and Repairers	High School	145	\$27.78	\$57,776
Network and Computer Systems Administrators	High School	131	\$41.66	\$86,660
Writers and Authors	Bachelor's Degree	125	\$26.34	\$54,795
Web Developers and Digital Interface Designers	High School	123	\$28.76	\$59,811




Education Level: High School Community College Associate Degree or Certificate Bachelor's Degree



2022 HIGH-QUALITY OCCUPATIONS

Additional ICT/DM occupations are available to students in the local economy. The occupations below represent jobs that do not meet the strict in-demand or high-wage (\$24.36 or greater per hour) criteria established in this study but that are expected to have at least 50 annual job openings. Criteria not met are *italicized*.

In-Demand or High-Wage Information & Communication Technologies/Digital Media Occupations	Education Level	Annual Job Openings	Median Hourly Earnings	Median Annual Earnings
Graphic Designers		195	\$21.54	\$44,813
Photographers		136	\$23.06	\$47,965
Computer Network Support Specialists		78	\$28.48	\$59,248
Computer Network Architects		63	\$55.22	\$114,857
Audio and Video Technicians		60	\$27.96	\$58,164
Editors		59	\$25.12	\$52,247
Electronics Engineers, Except Computer		54	\$58.36	\$121,387
Database Administrators and Architects		52	\$48.40	\$100,674
Computer Programmers		52	\$42.70	\$88,823
Producers and Directors		51	\$34.19	\$71,119

Education Level:  High School  Community College Associate Degree or Certificate  Bachelor's Degree



2022 HIGH-QUALITY OCCUPATIONS



Public Safety

Public safety career cluster services are generally provided by local, state, and federal government entities for the benefit of residents.⁷ This sector aligns with the CDE public services sector.

High-Quality Public Safety Occupations	Education Level	Annual Job Openings	Median Hourly Earnings	Median Annual Earnings
Police and Sheriff's Patrol Officers	2	575	\$50.40	\$104,827
Correctional Officers and Jailers	2	515	\$40.98	\$85,242
Firefighters	2	284	\$32.43	\$67,461
Miscellaneous First-Line Supervisors, Protective Service Workers	2	161	\$25.72	\$53,499
Probation Officers and Correctional Treatment Specialists	3	114	\$41.59	\$86,502

Education Level: High School Community College Associate Degree or Certificate Bachelor's Degree

Additional public safety occupations are available to students in the local economy. The occupations below represent jobs that do not meet the strict in-demand or high-wage (\$24.36 or greater per hour) criteria established in this study but that are expected to have at least 50 annual job openings. Criteria not met are *italicized*.

In-Demand or High-Wage Public Safety Occupations	Education Level	Annual Job Openings	Median Hourly Earnings	Median Annual Earnings
Security Guards	1	3,275	\$15.09	\$31,394
Public Safety Telecommunicators	2	93	\$30.17	\$62,751
Detectives and Criminal Investigators	2	92	\$50.85	\$105,775
First-Line Supervisors of Correctional Officers	2	57	\$50.90	\$105,878

Education Level: High School Community College Associate Degree or Certificate Bachelor's Degree



⁷ "Public Safety and Service," California Community Colleges Career Education

2022 HIGH-QUALITY OCCUPATIONS



Retail, Hospitality, & Tourism

The retail, tourism, & hospitality sector encompasses lodging, restaurants, retail stores, theme parks, cruise lines, and other tourism services. Retail trade primarily engages in the sale of merchandise, while the hospitality and tourism sector primarily provides services related to lodging, food service, and local attractions. * This sector aligns with the CDE hospitality, tourism, and recreation and fashion and interior design sectors.

High-Quality Retail, Hospitality, & Tourism Occupation	Education Level	Annual Job Openings	Median Hourly Earnings	Median Annual Earnings
Chefs and Head Cooks	Community College	161	\$26.46	\$55,036
Education Level: High School Community College Bachelor of Science Degree				

Additional retail, hospitality, & tourism occupations are available to students in the local economy. The occupations below represent jobs that do not meet the strict in-demand or high-wage (\$24.36 or greater per hour) criteria established in this study but that are expected to have at least 50 annual job openings. Criteria not met are *italicized*.

In-Demand or High-Wage Retail, Hospitality & Tourism Occupations	Education Level	Annual Job Openings	Median Hourly Earnings	Median Annual Earnings
First-Line Supervisors of Retail Sales Workers	Community College	1,678	\$20.83	\$43,322
Food Service Managers	Community College	593	\$23.63	\$49,145
Gambling Dealers	High School	369	\$13.38	\$27,837
Hotel, Motel, and Resort Desk Clerks	High School	332	\$14.27	\$29,680
Merchandise Displayers and Window Trimmers	High School	162	\$15.92	\$33,114
Meeting, Convention, and Event Planners	Bachelor's Degree	110	\$22.74	\$47,303
First-Line Supervisors of Gambling Services Workers	Community College	95	\$28.31	\$58,886
Interior Designers	Bachelor's Degree	61	\$30.17	\$62,747
Education Level: High School Community College Associate Degree or Certificate Bachelor's Degree				








8. "North American Industry Classification System (NAICS)," U.S. Census Bureau




2022 HIGH-QUALITY OCCUPATIONS

AG

Agriculture and Additional Sectors

The agriculture, water, and environmental technologies sector is more than just agricultural production. Programs in this sector are varied from animal science to agricultural wholesale trade, environmental services, and veterinary services.⁹ This sector aligns with the CDE agriculture and natural resources sector. Occupations that do not fit into the priority and emerging sector classifications are labeled as "Other" in the following tables.

Additional High-Quality Occupations	Priority & Emerging Sectors	Education Level	Annual Job Openings	Median Hourly Earnings	Median Annual Earnings
Compliance Officers	Additional	 Bachelor's Degree	260	\$35.17	\$73,147
Paralegals and Legal Assistants	Additional	 Community College Associate Degree or Certificate	246	\$27.01	\$56,191
Clergy	Additional	 Bachelor's Degree	234	\$28.75	\$59,805
Postal Service Mail Carriers	Additional	 High School	216	\$28.28	\$58,828
Directors, Religious Activities and Education	Additional	 Bachelor's Degree	128	\$27.13	\$56,432












Education Level:  High School  Community College Associate Degree or Certificate  Bachelor's Degree






⁹ "READY Career Education Viewbook," Inland Empire/Desert Regional Consortium

2022 HIGH-QUALITY OCCUPATIONS

Additional occupations are available to students in the local economy. The occupations below represent jobs that do not meet the strict in-demand or high-wage (\$24.36 or greater per hour) criteria established in this study but that are expected to have at least 50 annual job openings. Criteria not met are *italicized*.

Additional In-Demand or High-Wage Occupations	Priority & Emerging Sectors	Education Level	Annual Job Openings	Median Hourly Earnings	Median Annual Earnings
Animal Caretakers	Ag		631	\$14.19	\$29,520
Interviewers, Except Eligibility and Loan	Additional		300	\$19.13	\$39,796
Coaches and Scouts	Additional		280	\$16.80	\$34,943
First-Line Supervisors of Housekeeping and Janitorial Workers	Additional		273	\$21.06	\$43,801
Eligibility Interviewers, Government Programs	Additional		272	\$24.17	\$50,280
First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	Ag		266	\$23.52	\$48,930
Veterinary Assistants and Laboratory Animal Caretakers	Ag		195	\$16.48	\$34,286
Tree Trimmers and Pruners	Ag		192	\$15.33	\$31,894
Pest Control Workers	Ag		185	\$23.97	\$49,855
Residential Advisors	Additional		181	\$15.72	\$32,695
Helpers—Installation, Maintenance, and Repair Workers	Additional		162	\$15.56	\$32,363
Library Technicians	Additional		148	\$22.29	\$46,355
Court, Municipal, and License Clerks	Additional		141	\$22.06	\$45,889
Library Assistants, Clerical	Additional		139	\$16.90	\$35,153
Environmental Scientists and Specialists, Including Health	Ag		86	\$40.31	\$83,848
Music Directors and Composers	Additional		59	\$24.84	\$51,670
Actors	Additional		58	\$27.89	\$58,011
Postal Service Clerks	Additional		56	\$24.61	\$51,187

Education Level:  High School  Community College Associate Degree or Certificate  Bachelor's Degree

2022 HIGH-QUALITY OCCUPATIONS

Data Sources

California Community College Chancellor's Office Priority and Emerging Sectors, Centers of Excellence for Labor Market Research, EMSI 21.4 University of Washington Self-Sufficiency Standard 2021

Data Definitions

The **Inland Empire/Desert Region** is the Riverside-San Bernardino-Ontario MSA. Riverside and San Bernardino counties combined.

An **occupation** is a set of activities or tasks that employees are paid to perform. Employees that perform essentially the same tasks are in the same occupation, whether or not they work in the same industry. Some occupations are concentrated in particular industries, and others are found in many industries. For example, jobs for registered nurses are concentrated in the health care industry sector, but these jobs may also exist in educational industries. Inversely, payroll and timekeeping clerks jobs have representation in every industry. The Standard Occupational Classification (SOC) System classifies each occupation according to the tasks and duties of each job. Definitions for occupations and sample job titles are available at Onet. The Center of Excellence can provide assistance in identifying occupations.

Education-Level Categories:

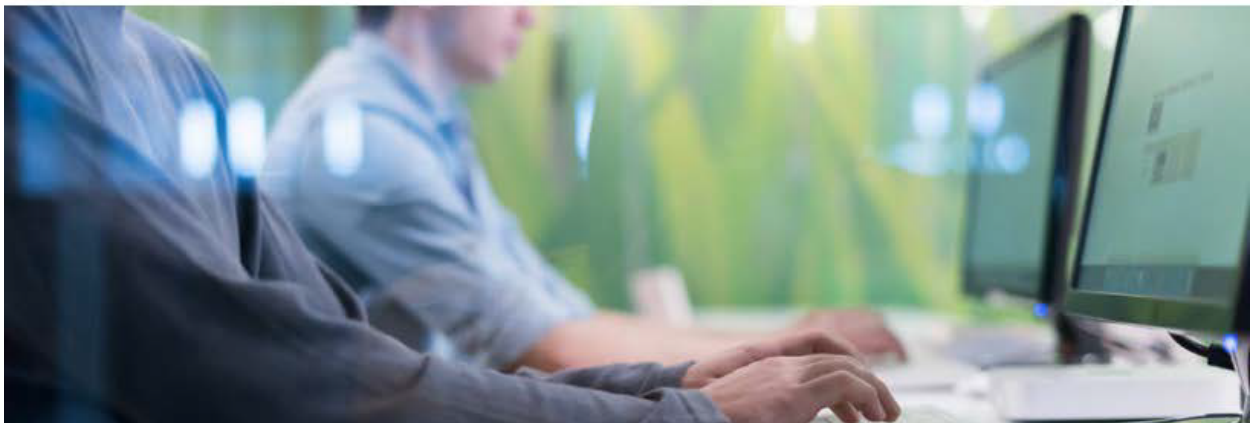
- **High School-level:** Occupations that typically require a high school diploma to enter employment. These occupations represent opportunities available to students who are ready to work after obtaining a high school diploma.
- **Community College-level:** Occupations that mostly require some college, a postsecondary certificate, or an associate degree. These are occupations relevant to community college training.
- **Bachelor's Degree-level:** Occupations that mostly require a bachelor's degree or higher. These occupations are mostly trained by four-year colleges and universities.

Annual Job Openings are calculated by the sum of projected growth and replacement jobs ($\text{Growth} + \text{Replacements} = \text{Openings}$). Growth captures the change in the total number of workers employed in an occupation, while replacement jobs are estimates of workers permanently leaving an occupation and needing to be replaced by new hires. A combination of both numbers indicates total openings for the time frame divided by the number of projection years.

Median Hourly Earnings are the 50th percentile hourly earnings for each occupation.

High-Wage (Self-Sufficiency Wage): The University of Washington estimates that the self-sufficiency standard for a single adult with one school-age child is \$24.36 per hour or \$51,452 annually in Riverside County; \$23.73 per hour or \$50,119 annually in San Bernardino County. For this study, the higher hourly earnings requirement in Riverside County is adopted as the self-sufficiency standard for the two-county region.

In-Demand: Occupations that are projected to have at least 100 annual job openings over the next five years.



CLNA Review and Affirmation

I have reviewed this CLNA document and confirm, to the best of my knowledge, that it is complete and meets the requirements set forth in Perkins V.

Jeffrey Dunagan

Eligible Grant Recipient's Advisory/Stakeholder Chair—Printed Name

Jeffrey Dunagan

Eligible Grant Recipient's Advisory/Stakeholder Chair —Signature

05/01/2023

Date

Jerry Kaufer, Coordinator of College & Career Readiness

Eligible Grant Recipient's Perkins Coordinator—Printed Name

Jerry Kaufer

Eligible Grant Recipient's Perkins Coordinator—Signature

April 24, 2023

Date