

California Department of Education (<http://www3.cde.ca.gov/pgms/prt.aspx>)  
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## Perkins Grant Management System (PGMS)

### LEA Profile

Allocation Amount	\$90,351.00
Budgeted Amount	\$90,351.00
Maximum Indirect Allowable	\$3,300.00
Application Due Date	Monday, June 03, 2013 12:00 AM
Application Status	Not Submitted
Signed GAN Received by CDE	Not Received

### Local Education Agency (LEA) information

#### LEA Contact Information

**LEA Name:**  
Marysville Joint Unified (131 - Secondary)  
**CDS Code:** 58-72736-0000000  
**Address:** 1919 B St.  
Marysville, CA 95901-3731  
**Phone:** (530) 741-8000  
**Fax:**  
**E-mail:** [gtodd@mjud.com](mailto:gtodd@mjud.com)

#### Superintendent

**Name:** Gay Todd

### Perkins Coordinator Information

#### Perkins Coordinator

**Name:** Jami Larson  
**Title:** Coordinator  
**Phone:** 530-749-6160 **Extension:**  
**Fax:** 530-741-7893  
**E-mail:** [jl Larson@mjud.k12.ca.us](mailto:jl Larson@mjud.k12.ca.us)  
**Street Address:** 1919 B Street  
**City:** Marysville  
**State:** CA  
**Zip Code:** 95901

#### Perkins Coordinator Contact During Summer

**Phone:** 530-218-1647 **Extension:**  
**E-mail:** [jl Larson@mjud.com](mailto:jl Larson@mjud.com)

### Fiscal Coordinator Information

#### Fiscal Coordinator

**Name:** Jami Larson

**Title:** Coordinator  
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**Street Address:** 1919 B Street  
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#### LEA CTE Advisory Chair Information

**Name:** Rich Gabel  
**E-mail:** [richg@frankbooth.com](mailto:richg@frankbooth.com)  
**Phone:** 530-749-3729

## Section I - State Assurances and Certifications

### Certifications Sign-off

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

The following Assurances, Certifications, and Grant Conditions are requirements of applicants and grantees as a condition of receiving funds. Applicants do not need to sign and return the general assurances and certification with the application; instead, they must download them, collect the appropriate signatures, and keep them on file to be available for compliance reviews, complaint investigations, or audits.

- ☒ California Department of Education General Assurances (CDE-100A)
- ☒ Drug Free Workplace Certification (CDE-100DF)
- ☒ U.S. Department of Education Debarment and Suspension (ED 80-0014)
- ☒ U.S. Department of Education Lobbying (ED80-0013)
- ☒ Perkins IV Assurances and Certifications (CDE 100)
- ☒ 2011–12 Grant Conditions

### Section I - LEA Sign-off Section

- ☐ Other updates to the local CTE plan can be submitted in narrative form with a reference to the Local CTE Plan chapter, section, and question.

### Section I - CDE Review and Sign-off Section

- ☐ Section I - Section Approved

## Section II - Representatives of Special Populations

### Representatives of Special Populations Sign-off

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

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

After collecting the required signatures, enter the name and title of the person representing each of the special populations listed below.

#### Economically Disadvantaged (Title I Coordinator)

Title I Coordinator Name: Jami Larson  
Title I Coordinator Title: Director Categorical Programs

#### Limited English Proficiency (English Learner Coordinator)

English Learner Coordinator Name: Lenora Tate  
English Learner Coordinator Title: Executive Director Educational Services

#### Disabled (Handicapped) (Special Education Coordinator)

Special Education Coordinator Name: Toni Marquez  
Special Education Coordinator Title: Director Student Services

#### Single Parent or Single Pregnant Women (Title IX Coordinator)

Title IX Coordinator Name: Gay Todd  
Title IX Coordinator Title: Superintendent

#### Gender Equity or Nontraditional Training (Title IX Coordinator)

Title IX Coordinator Name: Gay Todd  
Title IX Coordinator Title: Superintendent

### Section II - LEA Sign-off Section

- ☒ As the duly authorized representative of the local educational agency applying for Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2011–12 funding, I confirm that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have reviewed and approved the 2011–12 Perkins IV application for funds.

### Section II - CDE Review and Sign-off Section

- ☐ Section II - Section Approved

## Section III - Assessment of Career Technical Education Programs

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

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

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

N/A may indicate that the LEA:

- ✖ Failed to report the required data for that indicator
- ✖ Is one of the State Special Schools or California Education Authority
- ✖ Did not receive Perkins funds in the prior year and was not required to report data

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

### 1S1 Academic Attainment-Reading/Language Arts

#### Numerator:

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

#### Denominator:

Number of 12th grade CTE concentrators.

<b>LEA Level 2009-10:</b>	48.17 %	<b>LEA Level 2010-11:</b>	43.98 %	<b>LEA Level 2011-12:</b>	41.95 %
<b>State Level 2011-12:</b>	50.50 %	<b>Required Target:</b>	45.45 %	<b>Met Target:</b>	No

#### Explanation:

In reviewing CAHSEE scores and cross referencing 12th grade students taking CTE concentrator courses, it is noted Lindhurst High School is below the target for students at or above the proficient level. To address this issue, we have examined not only the overall scores but more importantly the subgroups. One subgroup in particular, student with disabilities, reported a high percentage of students who did not pass with a proficient score.

#### Strategy to improve performance level:

In order to try to address this issue, we will implement strategies beginning in the 10th grade to help prepare students for success with the CAHSEE and other academic tests, but most importantly to prepare students for a successful and productive life after high school. All RSP students will take general education English classes, and professional development will be provided to help strengthen skills to close the achievement gap.

#### Planned activities:

All RSP students will take general education English. This will provide a less restrictive environment and give them access to content experts in the area of English/Language Arts. In order to support this endeavor, para educators will be assigned to classes with high concentrations of students with disabilities to provide more concentrated and focused time for struggling students. Three sections will be targeted for the added instructional support. In addition, professional development will be provided to teachers to focus on instructional strategies to close the achievement gap.

**Funding source:** ☒ District ☐ Perkins ☐ Other

**Funding Amount:** \$42,000.00

### 1S2 Academic Attainment-Mathematics

#### Numerator:

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

#### Denominator:

Number of 12th grade CTE concentrators.

<b>LEA Level 2009-10:</b>	52.06 %	<b>LEA Level 2010-11:</b>	44.68 %	<b>LEA Level 2011-12:</b>	52.61 %
<b>State Level 2011-12:</b>	43.50 %	<b>Required Target:</b>	39.15 %	<b>Met Target:</b>	Yes

### 2S1 Technical Skill Attainment

**Numerator:**

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

**Denominator:**

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

<b>LEA Level 2009-10:</b>	92.18 %	<b>LEA Level 2010-11:</b>	93.18 %	<b>LEA Level 2011-12:</b>	87.23 %
<b>State Level 2011-12:</b>	88.00 %	<b>Required Target:</b>	79.20 %	<b>Met Target:</b>	Yes

**3S1 Secondary School Completion****Numerator:**

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

**Denominator:**

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

<b>LEA Level 2009-10:</b>	99.31 %	<b>LEA Level 2010-11:</b>	100.00 %	<b>LEA Level 2011-12:</b>	100.00 %
<b>State Level 2011-12:</b>	90.71 %	<b>Required Target:</b>	81.64 %	<b>Met Target:</b>	Yes

**4S1 Student Graduation Rate****Numerator:**

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

**Denominator:**

Number of 12th grade CTE concentrators.

<b>LEA Level 2009-10:</b>	99.31 %	<b>LEA Level 2010-11:</b>	100.00 %	<b>LEA Level 2011-12:</b>	100.00 %
<b>State Level 2011-12:</b>	83.50 %	<b>Required Target:</b>	75.15 %	<b>Met Target:</b>	Yes

**5S1 Secondary Placement****Numerator:**

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

**Denominator:**

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

<b>LEA Level 2009-10:</b>	90.61 %	<b>LEA Level 2010-11:</b>	85.90 %	<b>LEA Level 2011-12:</b>	87.45 %
<b>State Level 2011-12:</b>	92.93 %	<b>Required Target:</b>	83.64 %	<b>Met Target:</b>	Yes

**6S1 Non-traditional Participation****Numerator:**

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

**Denominator:**

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

<b>LEA Level 2009-10:</b>	35.19 %	<b>LEA Level 2010-11:</b>	35.12 %	<b>LEA Level 2011-12:</b>	41.44 %
<b>State Level 2011-12:</b>	35.00 %	<b>Required Target:</b>	31.50 %	<b>Met Target:</b>	Yes

**6S2 Non-traditional Completion****Numerator:**

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

**Denominator:**

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

LEA Level 2009-10:	27.32 %	LEA Level 2010-11:	37.24 %	LEA Level 2011-12:	34.42 %
State Level 2011-12:	21.50 %	Required Target:	19.35 %	Met Target:	Yes

### Section III - LEA Sign-off Section

☒ Assessment of Career Technical Education Programs section is complete and ready for CDE review.

### Section III - CDE Review and Sign-off Section

☐ Section III - Section Approval

## Section IV - Progress Report Toward Implementing The Local CTE Plan

The implementation of each LEA's local Career Technical Education (CTE) plan directly affects the implementation of the State CTE Plan. Through the five-year duration of Perkins IV, 2008–2013, LEAs will report on the progress they have made toward implementation of their local CTE plan. This progress report is an opportunity to reflect on the goals outlined in the local CTE plan as well as noting the successes and challenges that occurred during the previous school year.

Additionally, the LEA should set measurable CTE outcomes for the next school year based on the needs of the CTE students and programs offered by the LEA and the results of the core indicator data reported in Section III.

LEA personnel must respond to the following questions:

### LEA Response

1. In the 2012-13 application (Section IV, question 3), the LEA identified at least three goals from the local CTE plan on which it would focus during the 2011–12 school year. What progress has the LEA made toward achieving those specific goals? How has the LEA improved, enhanced, or expanded CTE for students during 2012-13?

The District updated the 2008-12 Local Plan for Career Technical Education during the 2012-13 school year.

The District maintained active partnerships with community and regional employment efforts to continue to provide opportunities for students and staff. It is important to continue active levels of participation on collaborative community committees that pertain to workforce development. The District was represented on the North Central Counties Consortium Youth Council which serves as an advisory body to the regional Workforce Investment Board. The Director of Categorical Programs served as Vice Chair of the Youth Council during the 2012-13 school year. In addition to regular meetings, the District provided input on a Youth Council Work Ready Certificate Taskforce. The North Central Counties Career Technical Education Consortium is another example of a regional CTE committee that the District participated with during the 2012-13 school year. The District also remained dedicated to committed participation on the Tri-County ROP Steering Committee. In addition to bi-monthly Steering Committee meetings, the Principal of Marysville High School and the Director of Categorical Programs represented the District on a working budget taskforce that met on a more frequent basis. The relationships identified above translated into opportunities for our students and staff through increased funding, participation in community college articulation events, and increased professional development offerings. These associations have improved, enhanced, and expanded resources for our CTE programs.

Focus on professional development opportunities tailored for CTE teachers. The District invested in several professional development activities for CTE teachers during the 2012-13 school year. Carl Perkins dollars were reserved to create opportunities to foster the continued growth and development of CTE teachers and bring workplace relevance to the classroom. Unfortunately, not as many teachers took advantage of the growth options as anticipated. Invitations were extended to all CTE teachers on three occasions throughout the year. A three-day externship was offered to raise the quality of the CTE instruction by connecting directly with business and industry. All CTE teachers were encouraged to arrange a twenty-four hour externship with an approved employer certified in the industry sector applicable to the ROP instructor's discipline. A stipend was provided for participation. Upon completion of the externship, CTE teachers provided a written summary of the experience and articulated how it impacted their class. They were then challenged to create a lesson plan/activity, complete with CTE standards, linking the experience to the classroom. And finally, an evaluation of the externship was required. The externship program proved to expand the teachers' scope of knowledge and sharpen their understanding of current workforce trends. Three externships were completed. Four teachers and one administrator took advantage of the myriad of professional development strands offered at the Educating for Careers Conference. With more than 170 breakout sessions, the unequalled CTE professional development opportunity centered on teacher effectiveness, improving student academic attainment, and closing the achievement gap. We did not meet the goal of having 50% of all CTE teachers participate in at least one strategic professional development opportunity outside of their traditional teaching obligations, but all CTE teachers were encouraged to participate through three separate invitations.

2. What criteria, data, or practices are used in your district for determining improvements in career technical education programs?

Articulation efforts with the local community college are fostered through our participation with the North Central Counties Career Technical Education Consortium. Tri-County ROP also works diligently to help the District establish articulation agreements with community colleges throughout the region. Individual teachers also work with industry sector counterparts at the postsecondary level to create linkages to provide 2 plus 2 agreements for high school students. Even though we have several articulated classes, this is an area where the District will reinvest efforts.

ROP Early Childhood Education (Yuba Community College)  
 ROP Landscaping and Ornamental Horticulture (Woodland Community College)  
 ROP Photography (Butte Community College)  
 ROP Small Business and Entrepreneurial Leadership (Butte Community College)  
 ROP Welding Technology (Yuba Community College)

3. Describe the Professional Development activities provide to the CTE teachers that are specific to ensuring the teacher stays current with their own technical skills.

The Director of Categorical Programs attended the CTE Model Curriculum Standards Train the Trainer instruction along with other administrators from the Yuba-Sutter region. A collaborative implementation training is being designed by the District, Tri-County ROP, Sutter County Superintendent's Office, and the Yuba City Unified School District. We are currently carving out 2013-14 dates to share the CTE Model Curriculum Standards with teachers in an action-based training that will showcase the relevancy of CTE and stress the importance of CTE when implementing the Common Core Standards. The knowledge will empower CTE teachers and provide the confidence to create collaborative discussion with core academic teachers. The desire is to have CTE teachers in the Marysville Joint Unified School District join with CTE teachers in neighboring districts to provide more diversity and a greater exchange of ideas during the trainings to make the implementation of the newly revised CTE Model Curriculum Standards as fluid and effective as possible.

4. Identify at least three measurable outcomes from the local CTE plan on which the LEA will focus in 2013–14.



Concentrate on articulation agreements. The Marysville Joint Unified School District will direct energy into fortifying the number of established written articulation agreements with postsecondary schools for the District's capstone classes.

Evaluate and Strengthen the CTE Advisory Committee. The Marysville Joint Unified School District will evaluate the CTE Advisory Committee to ensure all industry sectors being taught in the Marysville Joint Unified School District are represented. The Committee has experienced some attrition during the last two years that requires us to reevaluate our composition. We will hopefully be successful in recruiting a couple of new members who will balance our committee makeup and continue the tradition of active involvement by leaving their fingerprints on our CTE programs in various aspects as our current members have. The new committee composition will be presented to the Marysville Joint Unified School District Board of Trustees for their approval in preparation for the 2013-14 school year.

Implementation of the CTE Model Curriculum Standards. Professional development will be provided to CTE teachers introducing them to the CTE Model Curriculum Standards and implementation strategies. The District will partner with Tri-County ROP, Sutter County Superintendent's Office, and the Yuba City Unified School District to create and deliver a dynamic action-based training that will showcase the relevancy of CTE and stress the importance of CTE when implementing the Common Core Standards.

## Section IV - CDE Review and Sign-off Section

### Section IV - Section Approval

### Section V - Sequence of Courses to Be Funded

This section is used to budget expenditures for each Pathway in an Industry Sector.

#### Add Program

Only those Pathways identified in an LEA's approved Local CTE Plan, or submitted in a revision to the Local Plan may be supported by Perkins IV funds.

#### Program Detail

Site Name	Industry Sector	Career Pathway	Budget Amount
Across All Sites	Across Multiple Sectors	Across	\$7,075.00
Across All Sites	Agriculture and Natural Resources	Agricultural Mechanics	\$13,144.00
Across All Sites	Agriculture and Natural Resources	Agriscience	\$15,200.00
Across All Sites	Agriculture and Natural Resources	Ornamental Horticulture	\$13,498.00
Across All Sites	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$31,581.00
Across All Sites	Building and Construction Trades	Cabinetry, Millwork, and Woodworking	\$6,333.00
Across All Sites	Health Science and Medical Technology	Healthcare Operational Support Services	\$3,520.00
<b>Total</b>			<b>\$90,351.00</b>

### Section V - CDE Review and Sign-off Section

☐ Section V - Section Approval

## Section VI - Budget and Expenditure Schedule

Object Code	At Least 85% of the grant must be spent in these areas						Not to exceed 10% of total expenditure	Not to exceed 5% of total expenditure	Total
	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care for Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation and Data Development	(G) Career and Academic Guidance and Counseling for Students Participating in CTE Programs	(H) Administration or Indirect Costs	
1000 Certificated Salaries	\$0.00	\$4,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,500.00
2000 Classified Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 Employee Benefits	\$0.00	\$575.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$575.00
4000 Books/Supplies	\$59,227.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$59,227.00
5000 Services/ Operating Expenses	\$0.00	\$3,800.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$200.00	\$5,000.00
6000 Capital Outlay	\$21,049.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$21,049.00
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$0.00	\$0.00
<b>Total</b>	<b>\$80,276.00</b>	<b>\$8,875.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,000.00</b>	<b>\$0.00</b>	<b>\$200.00</b>	<b>\$90,351.00</b>

☐ Section VI - Section Approved

## Section VII - Local CTE Plan Update

Applicants may update their local CTE plans annually, if necessary. This is a good time to review local CTE plan benchmarks and make adjustments to reflect progress or additions to the CTE program. This is particularly important if:

- New courses have been added to an existing program sequence.
- New sequences of courses have been developed for an existing industry sector.
- A new industry sector and the corresponding sequences of courses have been developed.

## Section VII - LEA Sign-off Section

- Local CTE Plan benchmarks are reviewed to reflect progress or additions to the CTE program.

## Section VII - CDE Review and Sign-off Section

- Section VII - Section Approved

Questions: Perkins Support Team | [perkins@cde.ca.gov](mailto:perkins@cde.ca.gov) | 916-324-5706

California Department of Education  
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Web Policy