

2015-16 Carl Perkins Application List of Expenditures

Pathway: Agriscience

Multi-Media Instructional Components

Current DVD's highlighting careers in Forestry, Soil Science, and Natural Resources will replace ones from 1996 and focus on modern technology and careers. Soil science is a component of the agriculture curriculum that will be strengthened as we transition to the new agriculture courses structure. Using a Map and Compass will provide additional instruction for the Forestry Challenge Team which works with Soper Wheeler Tree Farm. The guidebook will help students read topographic maps and perfect their compass skills which are paramount to the competition. The DVD "Powering the Future" will be partnered with the handbook "Basics of Aquaculture Production" to teach alternative energy sources to meet the growing demand of our culture.

DVD's on advanced animal genetics, artificial insemination in cattle, beef breed identification, ruminant digestive systems, and other topics will serve as reference materials for multiple lessons. With the new common core standards, new generation science standards, and new agriculture standards these engaging visual lessons will provide another approach to learning. PowerPoint lessons on know your cattle, common animal diseases, and the external anatomy of livestock will further expand the curriculum.

Soil Samples and Equipment

Soil and water test kits will allow students to test soil and water and learn how to adjust conditions.

Teaching Aids

To teach is to learn twice. Students teaching peers and younger students is becoming an increasingly evident research-supported model to engage students as partners in education and cement learning. Instructional supplies for teaching environmental science to elementary and middle school aged children in our district will be secured. Examples include: Animal Track Cards, "Wet in the City" curriculum, and native plant stories.

Ultra Sound Machine and Stethoscopes

An ultrasound machine will allow students to monitor the pregnancy of the animals at our school farm. We have a sow and several goats that we breed each year. This would be a very interesting and desirable skill for our students to learn and take with them into the industry after high school. Currently we hire an ultrasound technician to come to the school and the students do not get to necessarily be a part of the diagnosis. A class set of stethoscopes will be used to take vital signs and monitor the health of animals.

Models

Purchase of livestock body part models and plant part models including rumen, cow reproductive, and flower models will be used when teaching anatomy lessons as well as plant science lessons. These models would give students a better understanding of what the inside of these animals and organs look like. They will be able to touch and feel as well as see the details of these models and in turn gain a better understanding of the topic at hand.

Blocking and Fitting Stands and Turn Table Chute

A goat/sheep blocking and fitting stand with goat stanchion and a squeeze turn table chute will allow students to groom sheep and goats for livestock shows. They will also safely provide for livestock maintenance necessities such as trimming hooves, checking teeth, and washing animals.

Pathway: Ornamental Horticulture

Multi-Media Instructional Components

DVD's and instructional supplies will create visual lessons in plant propagation, landscaping design, and floriculture. In working with the California Farm Bureau and the California Agriculture in the Classroom "Farm to

Fork” program, students need to know the importance of California agriculture to meet the needs of society both locally and globally.

Soil Samples and Equipment

Soil analyzers and moisture meters will be used on various projects in the greenhouses, 12 raised beds, and arboretum. Students will learn how to test soil for nutrient composition and moisture to determine what nutrients to apply and when and how much to water. In today’s draught conditions, watering aspects are becoming increasingly important.

Greenhouse Supplies

Tool racks, plant and display benches, a hanging scale, gardening tools, double tier metal deck wagon, and replacement wheels for garden carts will provide students with equipment to enhance their learning experience, stay organized, and expand their current production of plants as students propagate the arboretum that was designed in consultation UC Davis. The tiered benches will allow more space for students to start seeds and grow native water-wise plants as well as succulents. Light/water sensitive plants will thrive in this environment. Low profile benches will allow plants that are currently residing on the greenhouse floor a place to sit where they can drain. Benches will also add more space to allow students the opportunity to plant new varieties and learn more about plant propagation. An EZ-Grow Hanging Plant Display will hold 32 hanging baskets.

Supplemental Textbook

Plant and Soil Science Fundamentals combines the basic knowledge of plant and soil science, in an easy to read and teach format, and provides practical "real world" application of information learned. This book will provide resources for English learners and lower-level students.

Floral and Horticulture Tools

These items will help our classroom laboratory be more functional and more closely resemble a working floral shop/greenhouse environment. Items will allow students to display their floral design products. Floral cutlery sets and stem cutters will allow students to have access to the tools needed to design and prune potted plants. A four tiered stand, Procona four container floral display stand, and wheelbarrow flower display will hold and display potted plants and flower bouquets.

Pathway: Agriculture Mechanics

Media Blasting Booth

This piece of equipment will be vital in assisting students in passing their welding certifications by prepping the materials. It will also assist in prepping all student projects that come off our CNC table by removing mill scale and dross.

Field Cultivator

The cultivator will allow students to prep the fields for planting by opening the soil to allow for aeration and disking. It will help improve efficiency in getting our crop in the ground. It is another implement students will learn how to hook up to a three-point system and operate.

Pathway: Healthcare Operational Support Services

Portable Treatment Table and Portable Cart

A portable treatment table and cart would allow student trainers to tape student athletes on the athletic fields.

Supplemental Textbooks

An updated version of Athletic Taping and Bracing is the premier text for athletic taping and bracing. The new edition retains its emphasis on the techniques most commonly used by athletic trainers and therapists while integrating the science of anatomy and injury mechanisms with the practice of athletic taping and bracing. Plus,

the new edition expands on traditional taping by including methods for rigid strap taping and elastic kinesiology taping.

Ice Machine Model

Providing ice to student athletes is a huge first aid need. Having an accessible ice machine would be a tremendous benefit to student trainers as they work beside doctors on the sidelines.

Automated External Defibrillator (AED) Trainer

The Red Cross AED Training meets the latest guidelines for First Aid and CPR/AED. Trainers will allow students to practice and test their skills during the CPR and First Aid Unit. In addition, the trainers would allow students to get certified through the American Red Cross during class as opposed to taking a course outside of school.

Visual Learning Guides

The supplemental book, Anatomical Visual Guide to Sports Injuries, will explain the anatomical and injury concepts along with visuals of the injury and rehab. Basic Athletic Training is another supplemental book that provides comprehensive beginner and intermediate-level instruction on the principles of sports medicine and athletic training. A muscled knee joint model will provide an anatomical graphic demonstration of the knee. The Bone and Muscle Challenge review cards will be used when students are reviewing the muscle and bones units.

Manipulatives

A Body Fat Analyzer will bring the nutrition unit to life as students determine their own body fat. Penlights will be used during the concussion unit to measure the reaction of the pupil in the eye. During the vital signs unit, students learn to measure and monitor blood pressure with regular cuffs, automatic blood pressure arm monitors will allow them to check their accuracy. A variety of ankle and wrist braces will allow students to work with various braces to stabilize injuries in skills sessions during class.

Pathway: Cabinetry, Millwork and Woodworking

Powermatic Lathes, Stronghold Chuck, Stronghold Adapter, PSI Wood Products Face Plate, PSI Woodworking Wood Lathe Chisel Set

Students will use the wood lathes to make table legs, segmented bowls, solid wood bowls, wooden plates, and replacement spindles for chairs or antiques. The above items will upgrade equipment that was purchased in the 1960's.

Computer Numerically Controlled (CNC) Router

This piece of equipment will expand the curriculum and instruction to include computer-driven equipment typically found in industry. Students will have the ability make wood signs. This piece of equipment provides another opportunity to modernize the woodshop. This CNC router would include the cutter set necessary to make a wide range of shapes and 3D software.

Pathway: Design, Visual, and Media Arts

This printer will allow students to model 3D objects in 3D software, export their models, and print them using the 3D printer.

9000 PC Internet Camera Webcam with 2.0-Megapixel Video Resolution and Carl Zeiss Lens Optics

Stop motion is an animation technique to make a physically manipulated object or persona appear to move on its own. The object is moved in small increments between individually photographed frames, creating the illusion of movement when the series of frames is played as a continuous sequence. Students use clay, paper, or any material and take one picture after the other creating a mini movie. This camera will upload directly to the student's computer providing an advantage when creating several different types of animations. Students will learn file formats, frames per second, resolution, and several aspects of photography from these cameras.

27 x 27-Inch Screen LED-lit Monitor

Larger viewing areas will allow for more detailed models, animations, and visual effects. Students need a larger display for viewing two windows, watching tutorials, and using 3D software at the same time. In addition this will enhance students' productivity and creativity.

Macro Photography Camera, Lens, Speed Lite, and Extender

Macro Photography will expose students to extreme close-up photography, usually of very small subjects, in which the size of the subject in the photograph is greater than life size. They will also experiment with creating photos in which the size of the subject on the image sensor is life size or greater. "Macro" lenses specifically designed for close-up work, with a long barrel for close focusing and optimized for high reproduction ratios, are one of the most common tools for macro photography. Macro lenses can focus continuously to infinity as well and can provide excellent optical quality for normal photography and achieve higher magnification than life size, enabling photography of the structure of small insect eyes, snowflakes, and other minuscule objects.

All-In-One Audio/Video Mixer, Headset, and Camcorder

Students will have access to a complete portable HD studio in a single unit. Students will learn how to integrate an audio mixer, video switcher, multi-viewer touch screen, and USB video/audio streaming into a stand-alone device. Students will be able to produce media for school events such as sports, dances, morning announcements, graduations, school news feeds, and lunch time events. Students will get exposure to live media as it connects to real life situations and meet outdoor and indoor applications for career training. The headset and camcorder will be compliment the new mixer.

Computers with expanded memory and processing capacity

High-end design programs such as Adobe Design Premium CS5 and Sony Vegas Pro require faster processors and technology that is standard for most classrooms. Faster computers with graphic abilities will keep students engaged as the enhanced models will be able to keep pace with the graphic design software and eliminate the drag time. It is hard to keep students interested in projects and the momentum building when the standard-issue computers are routinely freezing and shutting down. The expanded memory will allow students to work simultaneously in multiple design programs.

Program Grant Management System (PGMS)

Marysville Joint Unified (131 - Secondary)

LEA Profile

Allocation Amount	\$105,387.00
Budgeted Amount	\$105,387.00
Indirect Amount	\$5,018.00 *
Application Due Date	Friday, May 01, 2015 11:59 PM
Application Status	Submitted For Review on 4/21/2015 1:01:50 PM
Fiscal Activity	N/A
Signed GAN Received by CDE	Not Received

* Subject to change based on Capital Outlay and actual expenditures

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) 741-6000
Fax:
E-mail: gtodd@mjustd.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@mjustd.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: jlaron@miusd.com

Fiscal Coordinator Information

Fiscal Coordinator

Name: Jami Larson
Title: Coordinator
Phone: 530-749-6160 **Extension:**
Fax: 530-741-7893
E-mail: jlaron@miusd.k12.ca.us
Street Address: 1919 B Street
City: Marysville
State: CA
Zip Code: 95901

LEA CTE Advisory Chair Information

Name: Rich Gabel
E-mail: 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; Every year, the LEA 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
- ☐ Drug Free Workplace Certification
- ☐ U.S. Department of Education Debarment and Suspension
- ☐ U.S. Department of Education Lobbying
- ☐ Perkins IV Assurances and Certifications
- ☐ 2015–16 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

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 requires local educational agencies (LEAs) to implement strategies to overcome barriers that may be lowering special population students' rates of access to or success in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the activities needed to prepare these students for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency.

Download the [Sign-off Form](#) for Representatives of Special Populations, collect the appropriate signatures, and keep the form on file to be available for compliance reviews, complaint investigations, or audits.

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 of Categorical Programs

Limited English Proficiency (English Learner Coordinator)

English Learner Coordinator Name: Lenora Tate
English Learner Coordinator Title: Executive Director of Ed Services

Disabled (Handicapped) (Special Education Coordinator)

Special Education Coordinator Name: Toni Vernier
Special Education Coordinator Title: Director of 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, 2014–15 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 2014–15 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.

LEA Level 2011-12:	41.95 %	LEA Level 2012-13:	55.34 %	LEA Level 2013-14:	46.20 %
State Level 2013-14:	58.00 %	Required Target:	52.20 %	Met Target:	No

Explanation:

When analyzing testing data, it is important to look closely at our subgroups to get a full understanding of what the data means and reasons for the shortfall of students achieving proficient or advanced (380) on the California Exit exam. Looking at our data, note must be taken to our high percentage of English Learners (EL) and Special Education Students. Both district and state averages for both of those two subgroups makes up a total of roughly 20% of 10th graders taking the Exit Exam; however, those two subgroups at Lindhurst High School comprise between 30%-40% of the total student population taking the test. The Exit Exam is an unmodified exam and treats all students the same regardless of potential inequities based on diagnosed cognitive disabilities or limited exposure/learning of the English Language.

Strategy to improve performance level:

With the realization of our significantly disproportionately high subgroups of students at potentially at a disadvantage when taking the Exit Exam, the District is working to adjust not only the delivery of English and Mathematics in its regular classes but implement specific and strategic intervention course designed for our two largest subgroups. These courses are being designed after not only analyzing our student data and cognitive testing for our Special Education population but also extensive research and training English Learners.

Planned activities:

English intervention courses are begin created that go beyond basic "ELD" instruction. These courses are designed to not just address California High School standards but create a format and delivery system that by design is more intense to "backfill" student's holes in learning and understanding the English Language. The courses will be titled Academic Language Development. In addition before and after school tutoring is and will be continued to be made available to not only our subgroup populations but our population as a whole.

Funding source: ☒ District ☐ Perkins ☐ Other

Funding Amount: \$20,000.00

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.

LEA Level 2011-12:	52.61 %	LEA Level 2012-13:	52.25 %	LEA Level 2013-14:	52.99 %
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State Level 2013-14: 52.00 % Required Target: 46.80 % Met Target: 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.

LEA Level 2011-12: 87.23 % LEA Level 2012-13: 81.69 % LEA Level 2013-14: 90.78 %

State Level 2013-14: 90.00 % Required Target: 81.00 % Met Target: 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.

LEA Level 2011-12: 100.00 % LEA Level 2012-13: 100.00 % LEA Level 2013-14: 100.00 %

State Level 2013-14: 92.50 % Required Target: 83.25 % Met Target: 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.

LEA Level 2011-12: 100.00 % LEA Level 2012-13: 100.00 % LEA Level 2013-14: 100.00 %

State Level 2013-14: 85.00 % Required Target: 76.50 % Met Target: 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.

LEA Level 2011-12: 87.45 % LEA Level 2012-13: 87.11 % LEA Level 2013-14: 95.28 %

State Level 2013-14: 94.00 % Required Target: 84.60 % Met Target: 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.

LEA Level 2011-12: 41.44 % LEA Level 2012-13: 43.73 % LEA Level 2013-14: 38.28 %

State Level 2013-14: 37.50 % Required Target: 33.75 % Met Target: 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 2011-12:	34.42 %	LEA Level 2012-13:	37.58 %	LEA Level 2013-14:	42.86 %
State Level 2013-14:	1.00 %	Required Target:	0.90 %	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. All CTE programs supported with Perkins funds are required to teach student leadership development as an integral part of their CTE sequence of courses curriculum and teach all aspects of industry. There are 6 State sponsored Career Technical Student Organizations (CTSOs). There are two primary services provided by CTOSs. These are CTE teacher professional development with access to student leadership development materials and student competition activities. Here is a list of all CTOSs where the LEA has a membership for CTE teacher professional development:

- ☒ DECA
- ☒ FBLA
- ☒ FFA
- ☒ FHA-HERO
- ☒ HOSA
- ☒ SkillsUSA

Please indicate which CTOS the LEA has a membership in for CTE teacher professional development. If the LEA's industry pathways do not participate in a state sponsored CTOS, please share how student leadership development is included as an integral part of the CTE sequence of courses in those pathways.

Both MHS and LHS have active Future Farmers of America chapters. MHS is fully engaged in Students for the Advancement of Global Entrepreneurship (SAGE) even though it is not a State sponsored CTOS. The District plans to add a SkillsUSA chapter at both high schools during the 15-16 school year. SkillsUSA is a partnership of students, teachers, and industry working together to ensure America has a skilled workforce. SkillsUSA helps students excel through educational programs, events, and competitions that support CTE in the nation's classrooms.

2. Please discuss the steps that your agency takes to ensure that each pathway being supported by Perkins funds is taught by a properly CTE credentialed teacher with a valid credential with (recent) documented occupational experience outside of education in the pathway they teach.

The MJUSD Personnel Department ensures that each pathway being supported by Perkins funds is taught by a properly CTE credentialed teacher with a valid credential and recent documented occupational experience outside of education in the pathway they teach. The District offers externships to teachers to assist in keeping their industry experience in alignment with current industry trends to make their instruction relevant.

3. List and describe each CTE pathway that includes an industry based exam as the final for the program and/or post-secondary credit for the capstone course. Provide details relating to the CTE Pathway, school, capstone course, and industry exam/postsecondary credit sponsor, how many students successfully meet one/both of these.

The MJUSD articulates classes with Yuba Community College, Woodland Community College, and Butte Community College. These classes afford high school students post-secondary credit for the capstone course. Yuba Community College: ROP Welding, ROP Early Childhood Careers, and ROP Auto Tech. Woodland Community College: ROP Ornamental Horticulture. Butte College: ROP Small Business Ownership and Management, ROP Graphic Communications, ROP Photography, and ROP 3D Animation.


4. Discuss the composition and purpose of your District Advisory Committee including how often they meet; whether there is a board policy outlining duties and responsibilities. Additionally, comment on how you are able to utilize information provided by your local EDD advisory member or his/her equivalency.

The MJUSD Board of Trustees appoints a career technical education advisory committee annually to develop recommendations on the program and to provide liaison between the district and potential employers. The impressive committee consists of representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Employment Development Department. We have active participation from EDD as well as the Yuba County Economic Development Coordinator to provide information on high-demand, high-wage jobs. In fact, when applying for the Pathways Grant the Pathway we selected the Agriculture Mechanics career pathway to focus on due to the labor market information provided at our advisory committee meetings. The committee meets twice a year.

LEA Sign-off Section

12

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	\$16,068.00
Across All Sites	Agriculture and Natural Resources	Agricultural Mechanics	\$6,100.00
Across All Sites	Agriculture and Natural Resources	Agriscience	\$7,600.00
Across All Sites	Agriculture and Natural Resources	Ornamental Horticulture	\$17,250.00
Across All Sites	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$28,869.00
Across All Sites	Building and Construction Trades	Cabinetry, Millwork, and Woodworking	\$18,300.00
Across All Sites	Health Science and Medical Technology	Healthcare Operational Support Services	\$11,200.00
Marysville High	Education, Child Development, and Family Services	Child Development	\$.00
		Total	\$105,387.00

Inventory Verification

Each LEA maintains a historical inventory system, which contains the description, name, serial or other identification number, acquisition date, original cost, and percentage of federal participation in the cost, location, use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred \$500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown. [CEC 35268]

Marysville Joint Unified (131 - Secondary) conducts a historical inventory verification at least every 2 years for all of the following:

- ☒ Description
- ☒ Name
- ☒ Serial or other identification number
- ☒ Acquisition date
- ☒ Original cost
- ☒ Location (room)
- ☒ Use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred \$500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown.

☒ Yes No

Teacher Qualification

All CTE courses must be taught by an appropriately credentialed teacher as determined by the California Commission on Teacher Credentialing. The following are required for a teacher to be considered appropriately credentialed CTE teacher:

- ☒ Possesses a standard secondary, single-subject or designated-subject credential which authorizes the teaching of the CTE course(s) to which s/he is assigned, (a Single Subject, Designated Subject, Single Subject with Subject matter Authorization, New Career Technical Education Credential by industry sector)
- ☒ Has employment experience, outside of education, in the career pathway addressed by the CTE program or other evidence of equivalent proficiency. [CTE State Plan]

☒ All teachers in my LEA are appropriately credentialed CTE teachers

LEA Sign-off Section

☒ Sequence of Courses to Be Funded section is complete.

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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 Books/Supplies	\$89,319.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$89,319.00
5000 Services/Operating Expenses	\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$1,050.00	\$0.00	\$0.00	\$11,050.00
6000 Capital Outlay	\$0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$0.00
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$5,018.00	\$5,018.00
Total	\$89,319.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$1,050.00	\$0.00	\$5,018.00	\$105,387.00

☐ Section VI - Section Approved

Section VII - Local CTE Plan Update

Applicants may update their local CTE plans annually, if necessary. Review the 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.

Are there any changes made to the local CTE plan for 2015-16?

Yes ☐ No ☒

Section VII - LEA Sign-off Section

- ☒ Local CTE Plan Update section is complete and ready for CDE review.

Section VII - CDE Review and Sign-off Section

- ☐ Section VII - Section Approved

Questions: Perkins Support Team | perkins@cde.ca.gov | 916-324-5706

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[Web Policy](#)