

Carl Perkins Application

2016-17

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
- 2016-17 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 Educational 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, 2015–16 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 2016–17 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 three or more of the required targets of performance or has fallen below 60 percent in any one core indicator and is identified as a Priority Improvement Agency. This designation requires the LEA to submit an Action Plan. This form can be found on the CDE [Perkins Forms and Files](#) page. The Action Plan must be submitted along with the annual application. Applications cannot be approved without the submission of an Action Plan.

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 2012-13:	55.34 %	LEA Level 2013-14:	46.20 %	LEA Level 2014-15:	40.39 %
State Level 2014-15:	58.50 %	Required Target:	52.65 %	Met Target:	No

Explanation:

N/A

Strategy to improve performance level:

N/A

Planned activities:

N/A

Funding source: ☒ District ☐ Perkins ☐ Other

Funding Amount: \$1.00

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 2012-13:	52.25 %	LEA Level 2013-14:	52.99 %	LEA Level 2014-15:	49.03 %
State Level 2014-15:	56.00 %	Required Target:	50.40 %	Met Target:	No

Explanation:

N/A

Strategy to improve performance level:

N/A

Planned activities:

N/A

Funding source: ☒ District ☐ Perkins ☐ Other

Funding Amount: \$1.00

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 2012-13:	81.69 %	LEA Level 2013-14:	90.78 %	LEA Level 2014-15:	86.68 %
State Level 2014-15:	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 2012-13:	100.00 %	LEA Level 2013-14:	100.00 %	LEA Level 2014-15:	95.25 %
State Level 2014-15:	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 2012-13:	100.00 %	LEA Level 2013-14:	100.00 %	LEA Level 2014-15:	95.25 %
State Level 2014-15:	92.00 %	Required Target:	82.80 %	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 2012-13:	87.11 %	LEA Level 2013-14:	95.28 %	LEA Level 2014-15:	89.94 %
State Level 2014-15:	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 2012-13:	43.73 %	LEA Level 2013-14:	38.28 %	LEA Level 2014-15:	30.99 %
State Level 2014-15:	37.50 %	Required Target:	33.75 %	Met Target:	No

Explanation:

This is the first year in recent history the district has not obtained this core indicator. At the end of the 2015-16 school year, we have a full-day planned with high school administrators, counselors, and CTE teachers to review CTE data. We realize we have some work to do to ensure our course coding is accurate in Aeries. The district's approach to attracting underrepresented gender groups into pathways that lead to employment in nontraditional fields will be a coordinated effort.

Strategy to improve performance level:

CTE teachers, academic counselors, site administrators, and district administrators will work together to educate parents and students about the CTE opportunities available to all students regardless of their gender. Our job is to help students believe they can be anything they want to be when they graduate from high school if they apply themselves and work hard. College and career readiness is the cornerstone of CTE. Core teachers and CTE teachers are working hand-in-hand to strengthen the relevance of education for students and together we will encourage students to think outside the box and explore nontraditional pathways.

Planned activities:

Academic counselors will encourage students to enroll in nontraditional fields if their aptitude and interest support a nontraditional pathway. When presenting to 8th grade students and parents, high school counselors and teachers will stress that all career paths are open to them. CTE teachers will continue to encourage and welcome underrepresented gender groups of students and review their curriculum through the lens of underrepresented gender groups. Highlighting successful female students in welding, wood, and agriculture and showcasing star males students in the healthcare and early child education fields will also help encourage underrepresented gender groups of students to select those pathways. FFA is a great arena to showcase underrepresented gender groups to the general student population. This will also be a topic covered at the Superintendent's secondary principals meetings so intermediate administrators can contribute to the strategy as well as high school principals.

Funding source: ☒ District ☐ Perkins ☐ Other

Funding Amount: \$100.00

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 2012-13: 37.58 % **LEA Level 2013-14:** 42.86 % **LEA Level 2014-15:** 20.88 %

State Level 2014-15: 29.00 % **Required Target:** 26.10 % **Met Target:** No

Explanation:

Not meeting core indicator 6S1 is a direct correlation to not meeting this core indicator.

Strategy to improve performance level:

Strategies outlined above.

Planned activities:

At the end of the 2015-16 school year, we have a full-day planned with high school administrators, counselors, and CTE teachers to review CTE data. We realize we have some work to do to ensure our course coding is accurate in Aeries.

Funding source: ☒ District ☐ Perkins ☐ Other

Funding Amount: \$1.00

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. Considering all funds expended in your LEA on CTE (Perkins, CTEIG, CCPT, Ag Incentive), how do you ensure a coordinated effort for your CTE programs?

All CTE funding sources are coordinated through a central district office to ensure a consolidated effort. In addition to Perkins, Ag Incentive, and LCFF CTE funding, this year the district was part of a successful Pathways Grant. The CTE Incentive Grant will also be orchestrated through Categorical Programs.

2. How do you ensure that Perkins funds are used to Improve, Enhance, and Expand your CTE programs?

Eligible CTE teachers are required to complete a mini application for Perkins funding each year that outlines how the equipment, instructional materials, or supplemental textbooks they are requesting will improve, enhance, and expand CTE programs. Teachers justify each proposed expenditure based on the supplemental enrichment and alignment with industry it provides to students.

3. Describe the types of professional development afforded to the CTE teachers to ensure that they are current in their industry sector.

During the 2015-16 school year, we provided a robust professional development schedule tailored specifically to CTE teachers. In addition to encouraging CTE teachers to participate in the array of professional development trainings provided through Educational Services, we carved out four full additional days of CTE onsite learning through a partnership with Tri-County ROP. Topics covered: 11 Elements of a High Quality CTE Program, CTE Model Curriculum Standards and Alignment, NOCTI Testing, Student Support and Leadership Development, SkillsUSA, and Bridging the Divide Between College and Career Readiness with ConnectEd. CTE teachers, academic counselors, and administrators participated in the Educating for Careers Conference. Three teachers have been accepted to the Health Workforce Initiative 2016 Summer Institute designed to provide health pathway teachers an "on the ground" understanding of workplace and college trends that will affect their students. The week-long institute will include both classroom seminars and externships to strengthen understanding of workplace practices and policies to increase relevant student learning.

4. Share with us who your CTE teachers are and what type of credential they have that allows them to teach the CTE course(s) to which they are assigned. Complete and email the CTE Teacher Template/Matrix to your CDE consultant and enter the date you sent it below in the answer field.

Emailed matrix to Sherry Davis.

LEA Sign-off Section

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
	Education, Child Development, and Family Services	Child Development	\$3,750.00
	Transportation	Systems Diagnostics, Service, and Repair	\$2,100.00
Across All Sites	Across Multiple Sectors	Across	\$26,973.00
Across All Sites	Agriculture and Natural Resources	Agricultural Mechanics	\$2,695.00
Across All Sites	Agriculture and Natural Resources	Agriscience	\$14,040.00
Across All Sites	Agriculture and Natural Resources	Ornamental Horticulture	\$9,400.00
Across All Sites	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$37,255.00
Across All Sites	Building and Construction Trades	Cabinetry, Millwork, and Woodworking	\$17,130.00
Across All Sites	Health Science and Medical Technology	Healthcare Operational Support Services	\$.00
		Total	\$113,343.00

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 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	\$17,085.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,085.00
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	\$710.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$710.00
4000 Books/Supplies	\$79,680.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$79,680.00
5000 Services/ Operating Expenses	\$0.00	\$3,500.00	\$0.00	\$0.00	\$0.00	\$600.00	\$0.00	\$0.00	\$4,100.00
6000 Capital Outlay	\$6,690.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$6,690.00
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$5,078.00	\$5,078.00
Total	\$86,370.00	\$21,295.00	\$0.00	\$0.00	\$0.00	\$600.00	\$0.00	\$5,078.00	\$113,343.00

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 ?

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

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy



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Program Grant Management System (PGMS)

Marysville Joint Unified

Application

Budget Detail Report

Site Name	Industry Sector	Career Pathway	Object Code	Description	Budget Category	Narrative	Amount
	Education, Child Development, and Family Services	Child Development	4000 Books/Supplies	Computer/Hardware	(A) Instruction	Fifteen Chromebooks would allow students the ability to check out the portable devices and take them into their community-based extended classrooms to access reference materials when they are rotating through preschools and day care centers. While in the classroom, the teacher will use Chromebooks to expand and supplement lessons through the integration of technology and create a diversified learning environment. Chromebooks will be used by students to create multimedia presentations in the classroom and facilitate collaboration. Chromebooks will also be used to access lectures in the field of Child Development. These Chromebooks would complete a class set when partnered with Chromebooks purchased by the district. (MHS)	\$3,750.00
	Transportation	Systems Diagnostics, Service, and	4000 Books/Supplies	Instructional Materials	(A) Instruction	In order to keep pace with the automobile industry, students need to know how to use a digital volt ohm meter. Ten meters, cases, and	\$2,100.00

		Repair				test lead sets will upgrade the curriculum to provide industry standard relevancy for students. (LHS)	
Across All Sites	Across Multiple Sectors	Across	1000 Certificated Salaries	Other - Provide Details	(B) Professional Development	Targeted professional development opportunities for CTE teachers will be designed to allow teachers to collaborate with other CTE and core academic teachers through partnerships with Tri-County ROP and Connected. Externships for all CTE teachers will be reintroduced in 2016-17 to ensure teacher's employment experience, outside of education, is current and relevant in order to provide students with effective and meaningful career instruction. Teachers will work three days (24-hours) as an intern with an approved provider. Teachers will provide a written summary of the externship and relate how the experience will impact their class. They will also create a lesson plan/activity, including CTE Model Curriculum Standards, linking the experience with the classroom.	\$16,085.00
Across All Sites	Across Multiple Sectors	Across	1000 Certificated Salaries	Sub Pay - Provide Details	(B) Professional Development	Substitutes will allow CTE teachers to attend professional development.	\$1,000.00
Across All Sites	Across Multiple Sectors	Across	3000 Employee Benefits	Other - Provide Details	(B) Professional Development	Associated benefits with identified salaries.	\$710.00
Across All Sites	Across Multiple Sectors	Across	5000 Services/Operating Expenses	Other - Provide Details	(F) Research Eval Data	Student tracking software.	\$600.00
Across All Sites	Across Multiple Sectors	Across	5000 Services/Operating Expenses	Travel & Convention	(B) Professional Development	CTE teachers and administrators will attend the Educating for Careers Conference. With an unparalleled number of breakout sessions, information will be obtained on Perkins administration, teacher effectiveness, improving student academic attainment, CTE Model Curriculum Standards, and closing the achievement gap to assist in orchestrating a successful and relevant CTE program.	\$3,500.00
Across All Sites	Across Multiple Sectors	Across	7000 Indirect Costs	Indirect Costs	(H) Administration	Indirect costs.	\$5,078.00

Across All Sites	Agriculture and Natural Resources	Agricultural Mechanics	4000 Books/Supplies	Equipment - Provide details	(A) Instruction	A torch kit will enhance students' ability to cut through or gouge thick metal with ease. Students will be better equipped to set up and cut their welding certification. Smaller torchers do not have the ability to gouge. (LHS)	\$530.00
Across All Sites	Agriculture and Natural Resources	Agricultural Mechanics	4000 Books/Supplies	Instructional Materials	(A) Instruction	New angle grinders will expand our welding shop's depth of tools. These high end grinders will extend the lifespan of the grinders and provide enhanced durability and reliability. A joint jigger and hole saw kit will expand our shops ability to build custom projects for students. We don't currently have equipment to notch tube and many student projects involve tubes for a clean fit. (LHS)	\$2,165.00
Across All Sites	Agriculture and Natural Resources	Agriscience	4000 Books/Supplies	Equipment - Provide details	(A) Instruction	Equipment will be added to the outdoor learning environment to further develop and expand animal projects and allow more students to be involved with hands on learning. 5 foot show box to organize and store tack for livestock projects and shows. Wire kennel kit with cover to house turkey projects as there has been a significant increase in the number of student poultry projects in the last couple of years. Shade cover for livestock pasture area for student and class goat projects. (LHS) 3D printing would introduce the latest technology into ag classrooms. Animal anatomy lessons would take on a whole new shape with the printer. Agriculture machinery and equipment could be printed plus students could learn to design equipment. Students could create 3D printed insect traps to collect insects in and around agriculture crops as well as create 3dponics, an urban farming system that uses 3D parts and recyclables to grow vegetables. These lessons would allow students hands-on experiences they cannot get from a textbook. Students would learn the benefits of being an agriculture entrepreneur. The 3D printer could also be used for the CA State Agriscience Fair. (MHS)	\$6,400.00
Across All	Agriculture and Natural	Agriscience	4000 Books/Supplies	Instructional Materials	(A) Instruction	Four heavy duty wheelbarrows will be purchased to allow more students to	\$950.00

Sites	Resources						simultaneously work with animal science projects as well as horticulture projects. (LHS) An egg incubator and egg turner will allow students to hatch eggs in the classroom following lessons on chicken development and reproduction. Soil class examples and a Soil Science Simplified reference book would be used during soil science labs to help determine the soil type of an area. A pedestal sign will be used for FFA activities. (MHS)	
Across All Sites	Agriculture and Natural Resources	Agriscience	6000 Capital Outlay	Equipment - Provide details	(A) Instruction	The Sport 10 Irriland irrigation hose reel will allow students to work with the new irrigation technique. Students will learn how to calibrate and adjust for accurate watering of crops and fields on the school farm. This water reel, when calibrated correctly, will put out a precise amount of water reducing waste and reinforce the need to conserve natural resources. This product will allow our school farm to grow lush pastures and cover crops that will increase the organic matter of our soils when incorporated back into the ground. Efficient watering of our pastures and fields could ultimately increase the livestock numbers on the school farm creating more learning opportunity for students. (LHS)	\$6,690.00	
Across All Sites	Agriculture and Natural Resources	Ornamental Horticulture	4000 Books/Supplies	Equipment - Provide details	(A) Instruction	Students will not only receive first-hand knowledge of the scientific principles that govern plant growth and physiology, but they will have the opportunity to apply that knowledge to help plants reach their full potential with an educational hydroponics system. In a well-managed hydroponic system, plants typically mature two to three times faster than in soil. Students will produce bumper crops of gourmet-quality produce. Furthermore, students can experiment with the effect of horticulture lighting, water quality, growing media, essential elements, pH, EC, carbon dioxide, supplementation, and other factors that influence plant growth and vigor. (LHS)	\$2,200.00	
Across All Sites	Agriculture and Natural Resources	Ornamental Horticulture	4000 Books/Supplies	Instructional Materials	(A) Instruction	Students are anxious to "grow" their textbook learning. After meeting with the Maintenance and Grounds departments, it was determined	\$7,200.00	

						that a vinyl fence is necessary to allow students to build raised beds as a dual outdoor lab and campus beautification project. Students will work with district staff to build the fence and raised beds. A mini tiller, sprayers, rakes and pruners will be secured for student use as they maintain the raised beds. A socket set will be used during construction of the raised beds and other projects. A jigsaw will be used for cutting pumpkins for floral arrangements. Tiered benches will allow more space for students to start seeds and grow native water-wise plants. A horticulture labeling system will be used to make educational labels for plants in production and to identify plants in public walkways and raised beds. Strip tags, light pot stakes, pressure-sensitive sticker labels, and 4x5" signs can be generated from the system. Hydroponics grow trays, pots, and a variety of seeds will be used in the hydroponics lab. A 12 outlet air pump and air stone disc will be used to vitalize, circulate, and oxygenate the hydroponic systems. A series of videos will supplement lectures and class activities with informative DVDs created for the classroom to capture students' attention and improve comprehension. Videos on fertilizer, dirt, soil science, pruning fruit trees, and cacti will drive home key learning points, expand upon details not covered in the textbook, demonstrate what cannot be shown inside a classroom, and add texture and color to lessons. (MHS)	
Across All Sites	Arts, Media, and Entertainment	Design, Visual, and Media Arts	4000 Books/Supplies	Computer/Hardware	(A) Instruction	High-end design programs such as Adobe Design Premium CS5 and Sony Vegas Pro require faster processors and more memory than standard classroom technology. Faster computers 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 momentum building when computers are routinely freezing and shutting down. The expanded memory will allow students to work	\$6,000.00

Across All Sites	Arts, Media, and Entertainment	Design, Visual, and Media Arts	4000 Books/Supplies	Equipment - Provide details	(A) Instruction		\$26,100.00
						<p>simultaneously in multiple design programs. Four computers with expanded memory and processing capacity will be secured.</p> <p>Inspired by a partnership with KCRA, a campus TV studio is being designed. In addition to housing donated equipment from the TV station, district CTE and Perkins funds will combine to provide a working set. The interactive studio will allow students to learn on industry standard equipment. A bank of adjustable stage LED lights that can be controlled via smartphones or local controls will smoothly adjust brightness and color temperature. A Canon EOS 5D Mark III camera with accessory kit will be used by students to capture full HD video in the studio. A 100-400mm telephoto zoom lens will capture images on CompactFlash Type I and II cards, compatible with cards of 2GB capacity and larger consecutive shooting allows the capture of 3.0 frames per second for up to 60 consecutive JPEG or 17 RAW frames in a burst. A Panasonic AG-DVX200 4K Camcorder with accessory kit will allow students to record 4K to MP4 or MOV and offers AVCHD for HD video recording. Footage can easily be integrated into postproduction workflows in the new studio. The integrated 13x Leica zoom lens features three lens rings that will allow students to master manual control over focus and zoom. A 65-inch Smart LED TV will compliment TVs already in the classroom to mirror the configuration in industry. Incredible detail on this ultra high definition TV improves detail and color reproduction and optimizes multiple zones across the screen for greater depth. UHD upscaling enhances details and optimized picture quality. An entry-level prompter package including teleprompter software, hand scroll control, and custom carry case will allow students to look more professional in their live and recorded video production. Video and audio cables to connect the equipment and set the stage for student productions are necessary. (LHS)</p>	

						Rolling Trimmers are designed for safety and accuracy when students are trimming their projects. Four paper cutters in varying sizes will allow multiple students to trim their projects at the same time and improve classroom time management. (MHS)	
Across All Sites	Arts, Media, and Entertainment	Design, Visual, and Media Arts	4000 Books/Supplies	Instructional Materials	(A) Instruction	Inspired by a partnership with KCRA, a campus TV studio is being designed. The following materials and supplies will be incorporated. A telephoto extender will multiply the focal length of Canon cameras that will be used in the studio. A circular polarizer will be placed in front of the camera lens to manage reflections and suppress glare from the studio lights. (LHS) Easels and art frames will be used by students to create and showcase their projects around campus and in the community. Students produce an art show that supports their CTSO activities. The art show is growing in popularity and incorporates elementary and middle school students in the endeavor. It partners high school students with younger students as they mentor, encourage, and expose younger students to CTE. Rolling Trimmers are designed for safety and accuracy when students are trimming their projects. Four paper cutters in varying sizes will allow multiple students to trim their projects at the same time and improve classroom time management. (MHS)	\$5,155.00
Across All Sites	Building and Construction Trades	Cabinetry, Millwork, and Woodworking	4000 Books/Supplies	Computer Software	(A) Instruction	CNC Routers, purchased with Perkins funding, are used to make signs and 2-dimensional cuts at both high schools. The machines are capable of 3-dimensional carving, but require 3D software and a dedicated computer system. Aspire 3D software would allow students to experience additional real-world application that integrates computer control and machine operation. (LHS and MHS)	\$4,000.00
Across All Sites	Building and Construction Trades	Cabinetry, Millwork, and Woodworking	4000 Books/Supplies	Computer/Hardware	(A) Instruction	High-end, 3D design programs require faster processors and more memory than standard classroom technology. Five high-performance computers will be purchased to create	\$7,500.00

						workstations for students to create 3D projects. The enhanced models will be able to keep pace with the graphic design software and eliminate the drag time. (LHS)	
Across All Sites	Building and Construction Trades	Cabinetry, Millwork, and Woodworking	4000 Books/Supplies	Equipment - Provide details	(A) Instruction	A large format printer or plotter would allow students to produce an array of projects including furniture designs, architectural designs, and presentations that expand beyond traditional printing methods available at the school. (LHS) A lettering and engraving CNC bit router collection will expand the functionality of the CNC Router purchased with Perkins funding and provide students additional opportunities to express their creativity and skills in sign making and project building. (MHS)	\$2,540.00
Across All Sites	Building and Construction Trades	Cabinetry, Millwork, and Woodworking	4000 Books/Supplies	Instructional Materials	(A) Instruction	#2 Pine is used for basic and intermediate wood instruction because it is economical and allows students to obtain proficiency with machine and tool use. Maple, Walnut, Cherry, Alder, and Red Oak hardwood would allow advanced students to create projects with greater aesthetic value and improve student pride and concern for accuracy and quality while enhancing and improving instruction. Construction of classical hardwood furniture would elevate student skills. With 83% free and reduced lunch at the site, Perkins funding would allow students to work on specialized materials that would otherwise not be an option. (LHS) An array of bit sets and saw blades will allow students to work on varied projects and hone their skills as they expand their abilities. Specialized materials will allow students to drill flat bottom holes and assemble cabinets and chairs. Because student safety remains paramount, saw breaks will be secured for table saws. (MHS)	\$3,090.00
						Total	\$113,343.00

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