

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

### Sacramento City Unified (131 - Secondary)

#### LEA Profile

|                                   |                                  |
|-----------------------------------|----------------------------------|
| <b>Allocation Amount</b>          | \$489,442.00                     |
| <b>Budgeted Amount</b>            | \$489,442.00                     |
| <b>Indirect Amount</b>            | \$15,970.00 *                    |
| <b>Application Due Date</b>       | Tuesday, May 05, 2015 5:00 PM    |
| <b>Application Status</b>         | Certified on May 20 2015 12:13PM |
| <b>Fiscal Activity</b>            | N/A                              |
| <b>Signed GAN Received by CDE</b> | Not Received                     |

\* Subject to change based on Capital Outlay and actual expenditures

### Local Education Agency (LEA) information

#### LEA Contact Information

**LEA Name:**

Sacramento City Unified (131 - Secondary)

**CDS Code:** 34-67439-0000000

**Address:** 5735 47th Ave.  
Sacramento, CA 95824-4528

**Phone:** (916) 643-9000

**Fax:** (916) 399-2058

**E-mail:** [superintendent@scusd.edu](mailto:superintendent@scusd.edu)

#### Superintendent

**Name:** José Banda

### Perkins Coordinator Information

#### Perkins Coordinator

**Name:** Joseph Stymeist

**Title:** Coordinator

**Phone:** 916-643-9201

**Extension:**

**Fax:** 916-643-9210

**E-mail:** [stymeisj@scusd.edu](mailto:stymeisj@scusd.edu)

**Street Address:** 5735 47th Avenue

**City:** Sacramento

**State:** CA

**Zip Code:** 95824

**Perkins Coordinator Contact During Summer**

**Phone:** 916-296-0956 **Extension:**  
**E-mail:** [stymeisj@scusd.edu](mailto:stymeisj@scusd.edu)

**Fiscal Coordinator Information**

**Fiscal Coordinator**

**Name:** Ken Forrest  
**Title:** CBO  
**Phone:** 916-643-9055 **Extension:**  
**Fax:**  
**E-mail:** [Ken-Forrest@scusd.edu](mailto:Ken-Forrest@scusd.edu)  
**Street Address:** 5735 47th Avenue  
**City:** Sacramento  
**State:** CA  
**Zip Code:** 95824

**LEA CTE Advisory Chair Information**

**Name:** Thomas Burruss  
**E-mail:** [tomburruss@comcast.net](mailto:tomburruss@comcast.net)  
**Phone:** 916.392.0154

## 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: Lisa Hayes  
Title I Coordinator Title: Director, State & Federal Programs

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

English Learner Coordinator Name: Vanessa Girard  
English Learner Coordinator Title: Director, Multilingual Literacy (ELL)

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

Special Education Coordinator Name: Beck Bryant  
Special Education Coordinator Title: Director, Special Education

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

Title IX Coordinator Name: Cancy McArn  
Title IX Coordinator Title: Assistant Superintendent, Human Resources & Employee Compensation Services

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

Title IX Coordinator Name: Cancy McArn  
Title IX Coordinator Title: Assistant Superintendent, Human Resources & Employee Compensation Services

### 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.

Sacramento City 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 2011-12:** 41.95 %    **LEA Level 2012-13:** 42.90 %    **LEA Level 2013-14:** 42.37 %

**State Level 2013-14:** 58.00 %    **Required Target:** 52.20 %    **Met Target:** No

#### Explanation:

SCUSD is an urban school district with a significant percentage of English Learners in grades 9-12. In addition, the English-language arts portion of the California High School Exit Examination (CAHSEE) requires a passing score of 350 in order to graduate; however, Perkins reporting requires scores of 380 and above to be counted as passing. Once our students reach or exceed the minimum passing score of 350, there is no incentive for them to retake the test to reach the Perkins requirement. The high population of EL students in CTE programs and the additional 30 point requirement makes it challenging to achieve passage rates required by Perkins.

#### Strategy to improve performance level:

ALL SCUSD CTE Teachers have demonstrated proficiency in teaching English Language Learners and hold with a CLAD certificate or equivalent certification. As in years past, SCUSD CTE Teachers receive training throughout the school year on strategies and methods to work with special population students. Perkins funding for the 2015-16 school year will include provisions for continued professional development activities in this area.

#### Planned activities:

SCUSD will continue to offer CTE teachers professional development opportunities in the area of effective instruction. These sessions are planned for a summer inservice in August and other sessions to be held in the Fall and Spring semesters made available through the Sacramento County Office of Education (SCOE). We will continue to focus our training in instructional strategies to support the California Common Core State Standards reading and writing in CTE classrooms through Common Planning Time (CPT) sessions held monthly at school sites. SCOE also offers technical support to SCUSD upon request.

**Funding source:**     **District**     **Perkins**     **Other**

**Funding Amount:** \$10,000.00

### 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 2011-12:</b>   | 51.70 % | <b>LEA Level 2012-13:</b> | 42.90 % | <b>LEA Level 2013-14:</b> | 55.37 % |
| <b>State Level 2013-14:</b> | 52.00 % | <b>Required Target:</b>   | 46.80 % | <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 2011-12:</b>   | 94.13 % | <b>LEA Level 2012-13:</b> | 91.86 % | <b>LEA Level 2013-14:</b> | 72.90 % |
| <b>State Level 2013-14:</b> | 90.00 % | <b>Required Target:</b>   | 81.00 % | <b>Met Target:</b>        | No      |

**Explanation:**

The reduced percentage reported in this area for this this year is due in part to inaccuracies that were introduced into the district's newly implemented Student Information System (SIS) that occurred during data migration. Another factor is the recent changes in requirements for E-1 reporting that this year disallowed the counting of students in various career-related programs not taught by a CTE credentialed teacher.

**Strategy to improve performance level:**

Correct the anomalies in the district's SIS related to incorrect state codes assigned to CTE and non CTE courses.

**Planned activities:**

Assign personnel to dedicated time toward correcting inaccuracies in the SIS.

**Funding source:**     **District**     **Perkins**     **Other**

**Funding Amount:**    \$7,500.00

## 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 2011-12:</b>   | 90.36 % | <b>LEA Level 2012-13:</b> | 86.79 % | <b>LEA Level 2013-14:</b> | 78.81 % |
| <b>State Level 2013-14:</b> | 92.50 % | <b>Required Target:</b>   | 83.25 % | <b>Met Target:</b>        | No      |

**Explanation:**

The reduced percentage reported in this area for this this year is due in part to inaccuracies that were introduced into the district's newly implemented Student Information System (SIS) that occurred during data migration. Another factor is the recent changes in requirements for E-1 reporting that this year disallowed the counting of students in various career-related programs not taught by a CTE credentialed teacher.

**Strategy to improve performance level:**

Correct the anomalies in the district's SIS related to incorrect state codes assigned to CTE and non CTE courses.

**Planned activities:**

Assign personnel to dedicated time toward correcting inaccuracies in the SIS. (see 2S1 for funding information)

**Funding source:**     **District**     **Perkins**     **Other**

**Funding Amount:**    \$0.00

## 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 2011-12:</b>   | 90.36 % | <b>LEA Level 2012-13:</b> | 86.79 % | <b>LEA Level 2013-14:</b> | 78.81 % |
| <b>State Level 2013-14:</b> | 85.00 % | <b>Required Target:</b>   | 76.50 % | <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 2011-12:</b>   | 97.48 % | <b>LEA Level 2012-13:</b> | 91.43 % | <b>LEA Level 2013-14:</b> | 48.48 % |
| <b>State Level 2013-14:</b> | 94.00 % | <b>Required Target:</b>   | 84.60 % | <b>Met Target:</b>        | No      |

**Explanation:**

The reduced percentage reported in this area for this this year is due in part to inaccuracies that were introduced into the district's newly implemented Student Information System (SIS) that occurred during data migration. Another factor is the recent changes in requirements for E-1 reporting that this year disallowed the counting of students in various career-related programs not taught by a CTE credentialed teacher.

**Strategy to improve performance level:**

Correct the anomalies in the district's SIS related to incorrect state codes assigned to CTE and non CTE courses.

**Planned activities:**

Assign personnel to dedicated time toward correcting inaccuracies in the SIS. (see 2S1 for funding information)

**Funding source:**     **District**     **Perkins**     **Other**

**Funding Amount:** \$0.00

## 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 2011-12:</b>   | 43.85 % | <b>LEA Level 2012-13:</b> | 41.28 % | <b>LEA Level 2013-14:</b> | 39.53 % |
| <b>State Level 2013-14:</b> | 37.50 % | <b>Required Target:</b>   | 33.75 % | <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.

|                           |         |                           |         |                           |         |
|---------------------------|---------|---------------------------|---------|---------------------------|---------|
| <b>LEA Level 2011-12:</b> | 40.23 % | <b>LEA Level 2012-13:</b> | 37.74 % | <b>LEA Level 2013-14:</b> | 29.82 % |
|---------------------------|---------|---------------------------|---------|---------------------------|---------|

**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

- 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.**

Currently we have two pathways participating in HOSA (Hiram Johnson High School and Health Professions High School). Leadership development activities are included in every CTE course outline and is an integral part of the curricula. As part of the 2015-16 Perkins plan we will be implementing SkillsUSA on several campuses to further support and enhance leadership development in our classrooms.

- 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.**

All pathways supported with Perkins funds consist of either a course sequence or program of study taught by individuals possessing a designated subjects or CTE teaching credential authorizing them to teach these courses. Many of our CTE teachers are practitioners outside of the classroom and can provide documentation of their activities; however, over the last two years we have used Perkins funding to provide for teacher externships in both 40 hour experiences in the summer and one-day externships during the school year. This year, all CTE teachers will be required to participate in a summer externship or a fall and spring one day externship or provide documentation of at least 12 hours of work experience in their field.

- 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.**

Advanced Culinary Arts is the capstone program in the Green Academy at Rosemont High School. This course is articulated with American River College (ARC). Students who earn an A or B in the class are able to obtain a Los Rios student identification number to get college credit for course HM310 (Calculations in the Food Service Industry). On average 18 to 24 students in this class qualify for post-secondary credit.

Advanced Digital Media is the capstone course in the Arts, Media, and Entertainment pathway at Luther Burbank High School (LBHS). This course is articulated with the RTVF330 (Basic Film/Video Tech) course at Consumes River College (CRC). The final exam in the high school course is aligned with the college course final exam. Last year 16 students achieved the minimum 80% score to earn three college credit hours at CRC. Prior years average 18-22 students earning these credits. Because of the newly installed studio equipment at LBHS, the instructor will be able to move forward in establishing an additional articulation agreement at CRC for RTVF331 (TV Studio Production) and is expected to be approved for next school year.

Construction Tech II is the capstone course in the Construction and Design pathway at LBHS. This course is articulated with CONST102 (Introduction to Construction Practices) at CRC. Students who earn an A or B in the class are able to obtain a Los Rios student identification number to get college credit for the CONST102 course. Students who earn an A or B in the class are able to obtain a Los Rios student identification number to get college credit for the CONST102 class. On average 12-15 students in this class qualify for post-secondary credit.

Automotive Mechanic Technician II is the capstone course in the Auto Tech program at John F. Kennedy High School (JFK). This course is articulated with both the AT100 (Technical Basics for the Automotive Professional 4-units) and AT107 (Employability Skills for Technical Careers 2-units) at ARC for a total of 6 units of college credits. Students who earn an A or B in the class are able to obtain a Los Rios student identification

number to get college credit for both of these classes. On average 22-25 students in this class qualify for post-secondary credit.

**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 district's advisory committee that is responsible for ROP/CTE programs is composed of 28 individuals who are parents, teachers, students, community leaders, and individuals from eight different industry sectors. The primary purpose of this committee is to develop recommendations for our ROP/CTE programs and provide liaison between the district and local employers. In addition, this body approves Perkins funding for expenditures already recommended and approved by course level advisory committees. Typically, this group meets once a year to examine the current state of affairs, make recommendations, and approve funding. At the last meeting the group entertained the possibility of meeting twice a year, once in spring and once in fall. We plan to implement this process beginning this fall.

Currently there is no board policy outlining the duties and responsibilities of this body; however, the advisory committee strives to meet all of the requirements described in Section 8070 of the California Education Code.

Agenda from 2014-15 Advisory Meeting:

Sacramento City Unified School District  
Career Technical Education Department

District-Wide Advisory Committee Meeting  
February 2, 2015  
4:00-6:00 pm

Sacramento City Unified School District  
Serna Center  
5735 47th Avenue  
Sacramento, CA 95824

Agenda

4:00 p.m. Welcome and Introductions

4:10 p.m. Program Updates  
SCUSD's Graduate Profile Progress  
Capital Academies and Pathways Update (CAP)  
California Career Pathways Trust Round 2  
LCFF and LCAP  
Middle School Outreach and Pathway Marketing  
Approval of 2014/2015 Carl Perkins Application for Funding  
Approval of Expenditures  
Labor Market Update

4:15 p.m. Community Update, Input, Assessment  
Work Based Learning Opportunities  
Other items as determined by participants

5:00 p.m. Adjournment

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Our local EDD advisory member, George Marly, Labor Market Consultant, shares labor market data with the committee to keep members informed and help guide the work of the committee.

## 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       |
|-------------------------------------|---|--|---------------------|
| Across All Sites                    | Across Multiple Sectors                           | Across                                   | \$119,249.00        |
| American Legion High (Continuation) | Building and Construction Trades                  | Residential and Commercial Construction  | \$ .00              |
| American Legion High (Continuation) | Business and Finance                              | Business Management                      | \$2,650.00          |
| American Legion High (Continuation) | Hospitality, Tourism, and Recreation              | Food Service and Hospitality             | \$2,000.00          |
| C. K. McClatchy High                | Arts, Media, and Entertainment                    | Design, Visual, and Media Arts           | \$2,500.00          |
| C. K. McClatchy High                | Hospitality, Tourism, and Recreation              | Food Service and Hospitality             | \$ .00              |
| Hiram W. Johnson High               | Arts, Media, and Entertainment                    | Design, Visual, and Media Arts           | \$2,000.00          |
| Hiram W. Johnson High               | Engineering and Architecture                      | Engineering Design                       | \$ .00              |
| Hiram W. Johnson High               | Health Science and Medical Technology             | Biotechnology                            | \$ .00              |
| Hiram W. Johnson High               | Marketing Sales and Service                       | Entrepreneurship/Self Employment         | \$72,949.00         |
| John F. Kennedy High                | Arts, Media, and Entertainment                    | Design, Visual, and Media Arts           | \$2,500.00          |
| John F. Kennedy High                | Engineering and Architecture                      | Engineering Design                       | \$83,865.00         |
| John F. Kennedy High                | Hospitality, Tourism, and Recreation              | Food Service and Hospitality             | \$5,000.00          |
| John F. Kennedy High                | Transportation                                    | Systems Diagnostics, Service, and Repair | \$2,000.00          |
| Luther Burbank High                 | Arts, Media, and Entertainment                    | Design, Visual, and Media Arts           | \$5,850.00          |
| Luther Burbank High                 | Building and Construction Trades                  | Residential and Commercial Construction  | \$16,400.00         |
| Luther Burbank High                 | Marketing Sales and Service                       | Professional Sales                       | \$8,900.00          |
| Luther Burbank High                 | Public Services                                   | Legal Practices                          | \$ .00              |
| New Technology High                 | Arts, Media, and Entertainment                    | Design, Visual, and Media Arts           | \$558.00            |
| New Technology High                 | Engineering and Architecture                      | Architectural Design                     | \$48,275.00         |
| New Technology High                 | Engineering and Architecture                      | Engineering Design                       | \$ .00              |
| New Technology High                 | Information and Communication Technologies        | Software and Systems Development         | \$53,545.00         |
| Rosemont High                       | Arts, Media, and Entertainment                    | Design, Visual, and Media Arts           | \$4,618.00          |
| Rosemont High                       | Building and Construction Trades                  | Residential and Commercial Construction  | \$ .00              |
| Rosemont High                       | Education, Child Development, and Family Services | Child Development                        | \$ .00              |
| Rosemont High                       | Engineering and Architecture                      | Engineering Design                       | \$5,750.00          |
| Rosemont High                       | Hospitality, Tourism, and Recreation              | Food Service and Hospitality             | \$7,641.00          |
| Sacramento Cha                      | Arts, Media, and Entertainment                    | Design, Visual, and Media Arts           | \$11,078.00         |
| School of Engineering & Sciences    | Engineering and Architecture                      | Engineering Technology                   | \$32,114.00         |
| West Campus                         | Information and Communication Technologies        | Information Support and Services         | \$ .00              |
|                                     |   | <b>Total</b>                             | <b>\$489,442.00</b> |

### 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]

**Sacramento City 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)<br>Instruction<br>(Including Career<br>Technical<br>Student<br>Organizations) | (B)<br>Professional<br>Development | (C)<br>Curriculum<br>Development | (D)<br>Transportation<br>and Child Care<br>for<br>Economically<br>Disadvantaged<br>Participants | (E)<br>Special<br>Populations<br>Services | (F)<br>Research<br>Evaluation<br>and Data<br>Development | (G)<br>Career and<br>Academic<br>Guidance<br>and<br>Counseling<br>for Students<br>Participating<br>in CTE<br>Programs | (H)<br>Administration<br>or Indirect<br>Costs |                     |
| 1000 Certificated Salaries       | \$10,500.00   | \$25,700.00                        | \$0.00                           | \$0.00  | \$0.00                                    | \$0.00   | \$0.00  | \$0.00  | \$36,200.00         |
| 2000 Classified Salaries         | \$0.00  | \$0.00                             | \$0.00                           | \$0.00  | \$0.00                                    | \$12,000.00  | \$0.00  | \$0.00  | \$12,000.00         |
| 3000 Employee Benefits           | \$0.00  | \$7,590.00                         | \$0.00                           | \$0.00  | \$0.00                                    | \$2,200.00   | \$0.00  | \$0.00  | \$9,790.00          |
| 4000 Books/Supplies              | \$260,715.00  | \$0.00                             | \$0.00                           | \$0.00  | \$0.00                                    | \$0.00   | \$0.00  | \$0.00  | \$260,715.00        |
| 5000 Services/Operating Expenses | \$71,042.00   | \$11,900.00                        | \$0.00                           | \$6,500.00  | \$0.00                                    | \$300.00   | \$0.00  | \$0.00  | \$89,742.00         |
| 6000 Capital Outlay              | \$65,025.00   | N/A                                | N/A                              | N/A   | N/A                                       | N/A  | N/A   | N/A   | \$65,025.00         |
| 7000 Indirect Costs              | N/A   | N/A                                | N/A                              | N/A   | N/A                                       | N/A  | N/A   | \$15,970.00                                   | \$15,970.00         |
| <b>Total</b>                     | <b>\$407,282.00</b>   | <b>\$45,190.00</b>                 | <b>\$0.00</b>                    | <b>\$6,500.00</b>   | <b>\$0.00</b>                             | <b>\$14,500.00</b>                                       | <b>\$0.00</b>   | <b>\$15,970.00</b>                            | <b>\$489,442.00</b> |

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**

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

California Department of Education  
1430 N Street  
Sacramento, CA 95814

Web Policy