

Carl D. Perkins Career & Technical Education Vocational Education Act (VEA) allocation is \$69,329 for the 2016-2017 school year. Monies are used for CTE courses at LHS.

Program Grant Management System (PGMS)

Lemoore Union High

LEA Profile

Allocation Amount	\$69,329.00
Budgeted Amount	\$69,329.00
Indirect Amount	\$3,301.00 *
Application Due Date	Friday, May 27, 2016 5:00 PM
Application Status	Not Submitted
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

OPUS Coordinator

Name: Debbie Muro
Phone: 559-924-6610 Ext. 202
E-mail: dmuro@luhsd.k12.ca.us

LEA Contact Information

LEA Name:
Lemoore Union High--Secondary
CDS Code: 16-63982-0000000
Vendor Number: 6398
Address: 5 Powell Ave.
Lemoore, CA 93245-2856
Phone: (559) 924-6610
Fax: (559) 924-9212
E-mail: dmuro@luhsd.k12.ca.us

Superintendent

Name: Debbie Muro

Perkins Coordinator Information

The Perkins coordinator contact information can only be updated by the Perkins coordinator. The Perkins coordinator should go to the PGMS Portal and select Account Management listed under My Account to update their contact information.

Perkins Coordinator

Name: Victor Rosa
Title: Coordinator
Phone: (559) 924-6610 **Extension:** 202
Fax: (559) 924-9212
E-mail: dmuro@luhsd.k12.ca.us
Street Address: 5 Powell Avenue
City: Lemoore
State: CA

Zip Code: 93245

Perkins Coordinator Contact During Summer

E-mail: vrosa@luhsd.k12ca.us

Phone: 559-924-6611 Extension:

Fiscal Coordinator Information

The Fiscal Coordinator contact information can only be updated by the fiscal coordinator. The fiscal coordinator should go to the PGMS Portal and select Account Management listed under My Account to update their contact information.

Fiscal Coordinator

Name: David Endo
Title: Fiscal Coordinator
Phone: 559-924-6610 Extension: 206
Fax: 559-924-9212
E-mail: dendo@luhsd.k12.ca.us
Street Address: 5 Powell Ave
City: Lemoore
State: CA
Zip Code: 93245

LEA CTE Advisory Chair Information

The LEA CTE Advisory Chair Information can only be updated by the Perkins coordinator.

Name: Jim Sperlich
E-mail: jimnjc@lemoorenet.com
Phone: 559 924-5138 Extension:

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: Dr. Victor Rosa
 Title I Coordinator Title: Assistant Superintendent

Limited English Proficiency (English Learner Coordinator)

English Learner Coordinator Name: Dr. Victor Rosa
 English Learner Coordinator Title: Assistant Superintendent

Disabled (Handicapped) (Special Education Coordinator)

Special Education Coordinator Name: Dr. Victor Rosa
 Special Education Coordinator Title: Assistant Superintendent

Single Parent or Single Pregnant Women (Title IX Coordinator)

Title IX Coordinator Name: Dr. Victor Rosa
 Title IX Coordinator Title: Assistant Superintendent

Gender Equity or Nontraditional Training (Title IX Coordinator)

Title IX Coordinator Name: Dr. Victor Rosa
 Title IX Coordinator Title: Assistant 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 II

SIGN-OFF FORM FOR REPRESENTATIVES OF SPECIAL POPULATIONS

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) 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.

This form confirms 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. Each special population category must be signed by the LEA's designated administrator or the certificated representative responsible for that program.

Economically Disadvantaged (Title I Coordinator/Administrator)

Printed Name Dr. Victor Rosa Title Assistant Superintendent
Signature  Date 5/2/2016

Limited English Proficiency (English Learner Coordinator/Administrator)

Printed Name Dr. Victor Rosa Title Assistant Superintendent
Signature  Date 5/2/2016


Disabled (Handicapped) (Special Education Coordinator/Administrator)

Printed Name Dr. Victor Rosa Title Assistant Superintendent
Signature  Date 5/2/2016

Single Parent or Single Pregnant Women (Title IX Coordinator/Administrator)


Printed Name Dr. Victor Rosa Title Assistant Superintendent
Signature  Date 5/2/16

Gender Equity or Nontraditional Training (Title IX Coordinator/Administrator)

Printed Name Dr. Victor Rosa Title Assistant Superintendent
Signature  Date 5/2/2016

Displaced Homemaker (Title IX Coordinator/Administrator)

Note: Required only on Section 132 (Adult) applications

Printed Name Dr. Victor Rosa Title Assistant Superintendent
Signature  Date 5/2/2016

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.

Lemoore Union High (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 2012-13:	59.30 %	LEA Level 2013-14:	52.20 %	LEA Level 2014-15:	52.35 %
State Level 2014-15:	58.50 %	Required Target:	52.65 %	Met Target:	No

Explanation:

Strategy to improve performance level:

Planned activities:

Funding source: District Perkins Other

Funding Amount: \$0.00

1S2 Academic Attainment-Mathematics

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:	55.79 %	LEA Level 2013-14:	48.68 %	LEA Level 2014-15:	50.00 %
State Level 2014-15:	58.00 %	Required Target:	50.40 %	Met Target:	No

Explanation:

Strategy to improve performance level:

Planned activities:

Funding source: District Perkins Other

Funding Amount: \$0.00

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:	96.73 %	LEA Level 2013-14:	97.83 %	LEA Level 2014-15:	100.00 %
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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: 94.12 %
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: 94.12 %
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: 84.21 % LEA Level 2013-14: 88.56 % LEA Level 2014-15: 84.91 %
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: 28.32 % LEA Level 2013-14: 25.83 % LEA Level 2014-15: 34.23 %
State Level 2014-15: 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 2012-13: 21.09 % LEA Level 2013-14: 39.74 % LEA Level 2014-15: 39.39 %
State Level 2014-15: 29.00 % Required Target: 26.10 % 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. **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?**

CTE has been a major focus in our district for years and we are excited that CTE has become popular again in both college in career readiness and in funding. We ensure a coordinated effort by meeting with our advisory boards on a regular basis, giving CTE teachers a strong voice in curricular decisions, and promoting our CTE programs to all stakeholders. Keeping everyone apprised to what we offer and the success of our programs, we are able to ensure all of our programs are functioning at high levels. In addition, our programs complete the CTE Self Review Tool to evaluate our programs and ensure progress toward meeting the 11 elements of a high quality program.

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

Again, using the Self Review Tool to evaluate our programs and having transparency through our Advisory, allows us to focus on improvement and expansion. Because our CTE programs are deeply based, their funding is deeply rooted in our budget and further addressed in our LCAP. This ensures that Perkins funds are truly used for those extras that expand and enhance our programs.

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

CTE teachers are provided with a variety of opportunities from Project Based Learning to Work Based Learning to specific industry sector trainings like CITEA. Project Based Learning (PBL) in particular, has been a major focus for our CTE teachers which has had a major influence on non CTE programs as well. CTE teachers attend local, regional, and state conferences regularly to ensure they stay current.

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.**

- Boam, Matthew SS-SOCIAL SCIENCE/RESOLUTION
- Boyer, Terry- SS-INDUSTRIAL ARTS
- Buller, Scott - STSP-BUSINESS
- Clarke, Howard SS-AG
- Foote, Jon SS-PE/ENGLISH
- Lee, Rachelle SS-BUSINESS
- Mize, Lafonne SS-HOME EC
- Moreno, Matthew SS-AG
- Prefontaine, Michael INTERN-FSU-INDUSTRIAL ARTS
- Saporetti, Deanna SS-HOME EC

The CTE Teacher Template/Matrix was emailed to our CDE consultant on April 28, 2016.

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	\$7,629.00
Lemoore High	Agriculture and Natural Resources	Agricultural Mechanics	\$11,450.00
Lemoore High	Agriculture and Natural Resources	Ornamental Horticulture	\$5,750.00
Lemoore High	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$4,250.00
Lemoore High	Building and Construction Trades	Cabinetry, Millwork, and Woodworking	\$6,850.00
Lemoore High	Education, Child Development, and Family Services	Education	\$4,450.00
Lemoore High	Engineering and Architecture	Engineering Technology	\$9,850.00
Lemoore High	Fashion and Interior Design	Fashion Design and Merchandising	\$4,450.00
Lemoore High	Hospitality, Tourism, and Recreation	Food Service and Hospitality	\$4,450.00
Lemoore High	Information and Communication Technologies	Information Support and Services	\$4,200.00
Lemoore High	Marketing Sales and Service	Entrepreneurship/Self Employment	\$6,000.00
		Total	\$69,329.00

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]

Lemoore Union High 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	\$0.00
2000 Classified Salaries	\$0.00	\$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	\$0.00
4000 Books/Supplies	\$44,550.00	\$0.00	\$2,800.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$48,350.00
5000 Services/ Operating Expenses	\$7,000.00	\$10,678.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,678.00
6000 Capital Outlay	\$0.00	N/A	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	N/A	\$3,301.00	\$3,301.00
Total	\$51,550.00	\$10,678.00	\$2,800.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$3,301.00	\$3,301.00	\$69,329.00

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](#)