

10.10



Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

To: Board of Trustees
Kingsburg Joint Union High School District

From: Brian Donovan
Career Technical Education Coordinator

Date: May 16, 2024

Re: 2024-2025 Carl Perkins Application

I am requesting board approval of the 2024-2025 Carl Perkins Career & Technical Education application. This document is required by the state of California in order for them to distribute funding to our site in accordance with the guidelines of the Carl D. Perkins Career & Technical Education Improvement Act.

The Kingsburg Joint Union High School District is scheduled to receive \$33,870 in Perkins funding next year to supplement district and other funds that aid in developing, implementing and strengthening programs for career technical education students.

In April, an application form was sent to district CTE teachers, those teachers who responded to the form by the deadline were include in the application for 2024-2025.

If you have any questions or concerns, I can be reached by cell phone (650-255-2873).

Thank you.



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Kingsburg Joint Union High (131 - Secondary)

2024-25 Application

2024-25 Section I - State Assurances and Certifications

Quick Facts Box

Allocation Amount	\$33,870.00
Budgeted Amount	\$33,870.00
Indirect Amount	\$1,612.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 17, 2024 11:59 PM
Application Status	Submitted For Review on May 16 2024
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Certifications Sign-off

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Strengthening Career and Technical Education Act for the 21st Century Act (Perkins V).

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 local educational agencies (LEA) must download them, collect the appropriate signatures (please sign & date even the ones that don't specifically have a space for it), and keep them on file to be available for compliance reviews, complaint investigations, or audits.

- [California Department of Education General Assurances](#)
- [Perkins V Assurances and Certifications](#)
- [2024–25 Grant Conditions](#)

LEA Sign-off

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

CDE Review and Sign-off

CDE Comments

Section Approved

Save

Save and Continue to Section II

Questions: Perkins Support Team | perkins@cde.ca.gov

California Department of Education
1430 N Street
Sacramento, CA 95814

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Kingsburg Joint Union High (131 - Secondary)

2024-25 Application

2024-25 Section II - Stakeholders

Quick Facts Box

Allocation Amount	\$33,870.00
Budgeted Amount	\$33,870.00
Indirect Amount	\$1,612.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
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Special Population Stakeholders

The Strengthening Career and Technical Education For the 21st Century Act (Perkins V) 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 skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.

This form confirms that the LEA coordinators or administrators responsible for each of the programs associated with special population groups listed below have contributed to the LEA's Comprehensive Local Needs Assessment for the 2020–21 Perkins V application.

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

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.

Students with Disabilities (Special Education Coordinator/Administrator)

Name Cindy Schreiner
Title Executive Director of Student Services

Economically Disadvantaged (Title I Coordinator/Administrator)

Name Cindy Schreiner
Title Executive Director of Student Services

Students Preparing for Non-Traditional Fields (Title IX Coordinator/Administrator)

Name Cindy Schreiner
Title Executive Director of Student Services

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

Name Cindy Schreiner

Title Executive Director of Student Services

Out-Of-Workforce Individuals (Title IX Coordinator/Administrator)

Name Cindy Schreiner

Title Executive Director of Student Services

English Language Learners (English Learner Coordinator/Administrator)

Name Cindy Schreiner

Title Executive Director of Student Services

Homeless

Name Cindy Schreiner

Title Executive Director of Student Services

Youth who are In, or who have aged out Of, the foster care system

Name Cindy Schreiner

Title Executive Director of Student Services

Youth with a parent who is on active duty In the military

Name Cindy Schreiner

Title Executive Director of Student Services

Edit

CTE Teacher Matrix

For every CTE teacher in the LEA, enter the following information:

1. CTE-eligible credential

1A) For each CTE teacher assisted w/ Perkins funds, enter the name of the teacher as it appears on the CTE-eligible credential.

1B) Enter the document number of the CTE-eligible credential. We look up 100% of the entries on the CTC website.

1C) Enter the document title of the CTE-eligible credential (i.e., credential type: CTE, Designated Subjects, Vocational, Single Subject, etc).

1D) Enter the subject description of the CTE-eligible credential (i.e., subject authorization). For credentials issued 2008 or later, the subject description should match one of the 15 industry sectors. For credentials issued before 2008 ('Designated Subjects Vocational'), the subject descriptions do not conform to the 15 industry sectors and come from a nearly infinite variety of job titles—type the one from the credential into this field.

2. The subject of the credential matches the pathway assigned.

2A) For each CTE teacher assisted w/ Perkins funds, enter the local name of the site.

2B) Enter the name of the site of the pathway.

2C) Enter the local name of the pathway if it's different from the name of the pathway as coded in CALPADS.

2D) Enter the official CALPADS pathway name; i.e., the name of the CTE Model Curriculum Standards the teacher covers. If the same teacher is assigned to two or more pathways, list him/her two or more times.

1) Teacher Credential and CTE-Eligibility

1A) Teacher's Name

First: Middle: Last:

1B) CTE-Eligible Credential Document Number

1C) Document Title

Select Document Title

1D) Subject Description

Select a subject description

2) Does the Credential Match the Assignment?

2A) Site Name

2B) Local Name of Pathway

2C) CALPADS Pathway Name

1A) CTE Teacher's Last Name	1C) Document Title/ 1D) Subject Description	2A) Site Name	2C) CALPADS Pathway	Status	Comments	Action
Calvert, Allexis Kathleen	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Kingsburg High	Agriculture and Natural Resources -- Agriscience	Approved	Expiry 5/1/2028	<input type="button" value="Delete"/> <input type="button" value="Review"/>
Calvert, Allexis Kathleen	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Kingsburg High	Agriculture and Natural Resources -- Animal Science	Approved		<input type="button" value="Delete"/> <input type="button" value="Review"/>
Donovan, Brian	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Kingsburg High	Across Multiple Sectors -- Across Multiple Pathways	Submitted		<input type="button" value="Delete"/> <input type="button" value="Review"/>

Donovan, Brian	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Kingsburg High	Agriculture and Natural Resources -- Agricultural Mechanics	Approved	Expiry 8/1/2024	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Delete</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">Review</div>
Ferguson, Amanda	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Kingsburg High	Agriculture and Natural Resources -- Ornamental Horticulture	Approved		<div style="border: 1px solid black; padding: 2px; display: inline-block;">Delete</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">Review</div>

Export to Excel

LEA Sign-off

As the duly authorized representative of the local educational agency applying for the Strengthening Career and Technical Education for the 21st Century Act, 2024-25 funding, I confirm that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have contributed to the LEA's Comprehensive Local Needs Assessment for this application.

CDE Review and Sign-off

CDE Comments

Section Approved

Save

Save and Continue to Section III

Questions: Perkins Support Team | perkins@cde.ca.gov

California Department of Education
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Sacramento, CA 95814

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Kingsburg Joint Union High (131 - Secondary)

2024-25 Application

2024-25 Section III - State Determined Performance Levels

Quick Facts Box

Allocation Amount	\$33,870.00
Budgeted Amount	\$33,870.00
Indirect Amount	\$1,612.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
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Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
1S1: Four-Year Graduation Rate	88.10%	89.10%	89.10%	91.10%	91.10%
1S2: Extended Graduation Rate	N/A	N/A	N/A	N/A	N/A
2S2: Academic Proficiency in Reading/Language Arts	60.60%	62.00%	62.00%	63.40	63.40%
2S2: Academic Proficiency in Mathematics	33.00%	34.50%	34.50%	36.50%	36.50%
2S3: Academic Proficiency in Science	27.70%	28.20%	28.20	31.20%	31.20%
3S1: Post-Program Placement (Required)	67.20%	68.00%	68.00%	69.40%	69.40%
4S1: Non-traditional Program Concentration (Required)	20.80%	20.80%	20.80%	21.00%	21.00%
5S1: Program Quality – Attained Recognized Postsecondary Credential (Required)	N/A	N/A	N/A	N/A	N/A
5S2: Program Quality – Attained Postsecondary Credits	21.60%	23.90%	23.90	26.20%	26.20%
5S3: Program Quality – Participated in Work-Based Learning	N/A	N/A	N/A	N/A	N/A
5S4: Program Quality - Other	N/A	N/A	N/A	N/A	N/A

The table above lists the State Determined Performance Levels (SDPLs) (formerly State Targets) for every sub-group. Note that future targets are likely to change as actual state-wide performance levels are gathered.

The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English language learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.

For reporting purposes in Perkins V, a 'completer' is defined as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class, and exited secondary education.

Under Perkins V, California defines a 'concentrator' as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class, and exited secondary education.

California's College/Career Readiness Indicator (CCI) tracks graduation cohorts who also meet one or more defined categories. For categories involving CTE completion, the student must have completed a high-quality CTE pathway of not less than 300 hours with a C- or better in the capstone class.

LEA Sign-off

LEA Section Sign-off

CDE Review and Sign-off

CDE Comments

Section Approved

Questions: Perkins Support Team | perkins@cde.ca.gov

California Department of Education
1430 N Street
Sacramento, CA 95814

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Kingsburg Joint Union High (131 - Secondary)

2024-25 Application

2024-25 Section IV - Comprehensive Local Needs Assessment (CLNA) Reporting Template & Local Application Requirements

Quick Facts Box

Allocation Amount	\$33,870.00
Budgeted Amount	\$33,870.00
Indirect Amount	\$1,612.00 *
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Introduction

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires all eligible recipients of Perkins V funds to complete a Comprehensive Local Needs Assessment (CLNA) and use that information to develop the eligible recipient's local application plan. One of the most significant changes within the Perkins V federal legislation is the introduction of the CLNA. Conducting the CLNA is described under Perkins V subsection 134(c), and developing the local application is described in Perkins V subsection 134(b). The CLNA must be completed by eligible grant recipients of Perkins V funds at the beginning of the grant period and updated at least once every two years.

Perkins V requires eligible grant recipients to use a data-driven decision-making process on local planning and spending on career technical education (CTE). The CLNA is a review of a number of elements, including student performance data, especially gaps among sub-groups of special populations; labor market needs; educator development; equity and access for special populations, and program size, scope and quality. To validate the information obtained through the CLNA, an eligible Perkins V grant recipient shall involve a diverse body of stakeholders, including, at a minimum—secondary and postsecondary educators, business and industry partners, parents and students among others. More importantly, local planning, program, and funding decisions must be based on the CLNA with the primary purpose of improving overall performance and reducing performance gaps between different special population subgroups.

The goal of the CLNA is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve performance and decrease performance gaps. Identifying priority needs is the first in a series of closely tied steps that also include understanding root causes that contribute to the areas of need, selecting evidence based strategies that address those areas, preparing for and implementing selected strategies, and evaluating whether those strategies are addressing improvement needs and achieving desired results.

Directions

Each question below is meant to be a concise and complete summary of the CLNA developed by each local educational agency (LEA). The [Workbook To Accompany the CLNA Reporting Template](#) offers a more In-depth exploration of each question from the [CLNA Reporting Template](#) to guide and inspire LEAs as they engage their required stakeholders in the construction of their CLNA. Each section is based on a separate requirement from the Perkins V law, Section 134(b)(1–9) and subsection c, of what must be contained in a CLNA and a local Perkins application.

The responses from the seven questions in the 'CLNA Reporting Template' and the subsequent eight questions in the 'Meeting the Perkins V Local Application Requirements' are required to be:

1. Included in the annual Perkins renewal application via the California Department of Education's (CDE) online Program Grant Management System, Section IV
2. Printed and signed by the LEA Perkins Coordinator and Stakeholder/CTE Advisory Committee Chairperson, to be kept on file and available for compliance reviews, reviews, complaint investigations, or audits, along with all other evidence of a complete CLNA process.

CLNA Reporting Template

1. Section 134(c)(d)(e): Stakeholder Consultation on the CLNA, Dates, Content, and Membership:

- i. **What was the date of the eligible grant recipient's most recent district-wide CTE Advisory or Stakeholder Engagement meeting that served as the source for constructing the LEA's CLNA?**

The date of the last district wide CTE Advisory committee was Tuesday December 19, 2023
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- ii. **The basis for that meeting should have included a discussion/agreement of the eligible grant recipient's Perkins V accountability indicators plus a self-evaluation, as detailed in the "Workbook to Accompany the CLNA Reporting Template." Was the eligible grant recipient's previous self-evaluation based on the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) "11 Elements of a High-Quality CTE Program" aka the "CTE Self-Review," the CTEIG Self Review Rubric, or Workbook to Accompany the CLNA Reporting Template? How will the eligible grant recipient move towards the 12 Essential Elements of a High-Quality College and Career Pathway, which are supported by the Guiding Policy Principles to Support Student-Centered K-14+ Pathways, established by the California Workforce Pathways Joint Advisory Committee (CWPJAC)? The Guiding Policy Principles to Support Student-Centered K-14+ Pathways can be found on the CWPJAC's web page at, <https://www.cde.ca.gov/ci/ct/gi/guidingpps.asp>.**

The advisory committee used the "11 Elements of a High-Quality CTE Program" document for the review tool at that meeting. At the time of the meeting, as the document becomes official, our advisory group will use the crosswalk provided through some of the Perkins Zoom meetings to transfer over to the new annual review tool. Some of the feed

back from the advisory committee was to continue to work towards full participation in a CTSO, we increased over the last year primarily due increase in enrollment in CTE programs, as well as an increase in competitions and CTSO activities that students were interested in. The advisory group sees the CTSO component as being important. We have also identified more potential dual enrollment and certification opportunities in the future. The Advisory committee also reviewed the components of the new CTE State plan. The Advisory Committee also reviewed participation in CTSO activities for relevant content to help build student leadership within the CTE course pathways.

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iii. What is the date of the eligible grant recipient's next district-wide CTE Advisory or Stakeholder Engagement meeting that will review, evaluate, & identify needs per Section 134(c), Comprehensive Needs Assessment, and Section 134(e), Continued Consultation?

date will be in early June the exact date has not been identified yet. We will be hosting this meeting to review class numbers and pathways in preparation for the fall semester. Notices and invites will go out through a direct mail and email two weeks before the meeting. A follow up reminder will go out two days ahead of the meeting to all members who have and have not RSVP'd for the meeting to ensure attendance of all of our stakeholders. We may have pathway or department specific advisory meetings to further look at class size or programmatic details based upon those industry areas over the summer months of July or early

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iv. For the meeting reported in question 1A, were all required categories of stakeholders present? If not, list which categories of stakeholders were missing and describe the effort in getting them there. What will be done to ensure they will be present for the next stakeholder engagement meeting to update the CLNA and to evaluate the effectiveness of previous strategies chosen?

Unfortunately not all of our stakeholders were present. Our local workforce development was missing. We will be working to get our date on their calendar earlier as well as follow up with additional communication in order to make sure they were be in attendance next time. These group members are hard to get in attendance they are in demand. We will be conducting additional an additional survey to make sure we are hearing the voices of these members and presenting them with informational updates throughout the year.

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2. Section 134(c)(2)(A): Student Performance on Required Performance Indicators (Disaggregated):

- i. Responses must include a description of which of the seven required evaluative data “Indicators” from Section 3 in which the LEA has not made progress towards meeting the State Determined Performance Levels (SDPLs).**
- ii. For each of those “Indicators,” list the strategies for improvement that have been in place for three or more years, and describe how the LEA will change those strategies in order to meet the SDPLs.**
- iii. Finally, include a description of any other performance metrics used by the LEA, quantitative or qualitative, by which to measure and track improvements to the LEA’s CTE program and summarize the LEA’s performance across those metrics.**

We have reviewed the data. Our 4 year graduation rate is outstanding. Being a small single school district, our staff does an amazing job with high school graduation and academic proficiency. Two indicators that we will be working on are 5S2 - Attained Post secondary credits. Currently we have a number of dual enrollment opportunities however, some students seem concerned with the college rigor. During the recruiting and enrollment processes, the positives and negatives are discussed. Some of our high school instructors are hesitant to enroll freshman in a dual enrollment course. During the 2023-2024 school year, about 19% of our CTE Students took a dual enrollment class which was an increase over last years data. We were short of our performance level by about 1%. Being a small school district, this was a matter of a few students. We will be researching additional dual credit possibilities for junior and senior students. Another challenge in this process was our newly hired Criminal Justice teacher did not meet the criteria to be a dual enrollment instructor, so we were unable to dual enroll those courses with our local community colleges. We did streamline the college registration process, currently a outreach coordinator comes to the high school and helps students sign up for dual enrollment college admission. This is helpful, however students do have a form to return with parent signature to enroll in the college level course. It will be suggested that all dual enrollment instructors create a handout for families so that can be shared easily outlining the positive benefits students receive from college credit. Another indicator that we will be working on is 4S1 - Non Traditional Program Concentration. Although we have at least 3 non traditional student in each course area, and we have seen the numbers improving from at least one in each course area a year ago, we are not at the 20% goal level in all of our pathways individually, however as a total district we exceed that goal. Some areas that we have identified to improve individual pathways that are below the goal are, guest speakers, women in the trades workshops, past program graduates, and non traditional students helping during recruitment. 5S3 is another indicator we wish to work on. Currently the Agriculture Program focuses on work based learning and has a number of students in placement or entrepreneurship type work programs. Other CTE Pathways on campus lack data in this area. Currently those pathways that are not reporting this data are not receiving funding. We hope that this will encourage those pathways to help with the data collection in this and other areas such as graduate follow ups Graduate follow ups are conducted each January, the survey results have seen more participation in the

last few years, but improvements here should still be made. Other performance metrics that we look at to help track quality and improvement is: Number of students requesting CTE Courses. Participation in CTSO, specifically leadership activities, and competitions above the local level

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3. Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students

Program at Kingsburg High School is nearing capacity, all other pathways there is some room for growth. We continue to ensure access to all students. We have worked diligently during scheduling our classes to ensure students have access to a variety of CTE pathways and academic courses at Kingsburg High School. We continue to look at providing additional Dual Enrollment Opportunities with our partners at Reedley College and Fresno City College. We have a couple of CTE classes that currently do not qualify for Perkins funding, we are looking at ways to complete those pathways. We are also looking into strengthening some of our pathways with additional courses. This year we added an Agriculture Communications class, we are looking at strengthen that program to create its own pathway. A position to hire a Digital Arts and Media teacher has been posted, we are waiting to see quality applicates for that area as a potential area of growth of a new pathway and dual enrollment opportunities.

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4. Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study

We have evaluated our progress in implementing our CTE Program of Study. We are working on some action items that will benefit our programs like increase data collection, and increasing the number of industry recognized certifications that are offered with in our programs. We will continue to evaluate our programs and make adjustments and changes as needed. We learned that we needed to review our CALPADS data and compare to our learning management system, unfortunately some data that was added into our LMS did not upload correctly to CALPADS.

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5. Section 134(c)(2)(D): Improving recruitment, retention, and training of CTE teachers and paraprofessionals, including underrepresented groups

Currently we are seeking a Criminal Justice teacher through the Valley ROP Program. Other then that our class sizes are stable and programs are stable. Our staff represents another of different groups. Our school culture, climate and students as well as administration are amazing and help to retain our CTE professionals. The Agriculture department was able to attended a number of in person professional development this spring. Our needs assessment identified strengths and gaps regarding

recruitment, retention and training of CTE Professionals, including those from underrepresented groups. Our strengths are the Kingsburg Joint Union High School District has a variety of CTE Programs with individuals made up of a number of sub groups. The district has 15 CTE Staff members hired through KJUHS or VROP. Because we are a small single school district we have a few gaps. Not every sub group or race will be represented in district or VROP staff. This is a challenge due to the number of CTE courses offered and the number of sections for each course. Retention is typically strong for our staff members. The Kingsburg Joint Union High School District and Valley Regional Occupation Program pride themselves with hiring quality teachers and providing them with ample opportunities for professional development to become successful. Each CTE Teacher receives CTE professional development annually through the Valley Regional Occupation Program or through other industry recognized trainings.

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6. Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students. In your summary of the discussion with Stakeholders, you must describe each of the following three points. Strategies to overcome barriers that result in:

i. improve rates of access to, or performance gaps in, the courses and programs for special populations;

Our needs assessment included discussions on how our CTE programs can improve our progress toward improving equal access and equity for all students. At this time students are only turned away from the classes if they are full. Our district provides its best effort through teachers and counseling staff to make sure that does not happen. In the Agriculture Program where it happens most of the time, students will still be able to stay within the agriculture pathways, they will just be taking one class instead of 2 at the same time. Our counseling staff has done a better job of pathways to track students through CTE programs, and preventing students from only taking the capstone course.

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ii. providing programs that are designed to enable special populations to meet the local levels of performance;

Programs at Kingsburg High School help to reinforce key concepts that are taught in our core classes. We feel that students who take courses in our CTE pathways benefit from the real world hands on experiences. This can directly benefit out special population students by provided them, motivation, career reinforcement and opportunities, job skills, and hands on differentiated instructions to help students learn in a variety of modalities. CTE classes teach a variety of core class concepts reinforcing necessary skills in English, Reading, Math and Sciences. In some cases we have cross curricular programs to help further benefit those students. Many of our teachers will provide college and career counseling for their students to help meet their future educational needs.

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iii. providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

CTE and CTSO opportunities and activities will be provided to all students. All students are encouraged to participate in CTE classes. All of our classes are aligned with in demand high wage industry sectors. Students in our CTE pathways are prepared for post high school employment through career planning and preparation assignments. Our special population students are given extra encouragement and assistance to resolve barriers that may prevent them from otherwise being able to participate in programs that lead to certifications, apprenticeships or programs that lead to employment opportunities. This encouragement is done through our counseling staff, our college and career coordinator and our special education department. Recently our Special Ed department has been listing CTE goals on IEPs. Students are participating in local, region and state competitions that really showcase the work based skills that they learn, and judged by industry representatives. Recently the Valley ROP group we belong to, hosted a CTE and CNA Job fair for their program completers. Students attending the Job Fair were to bring resumes, cover letters and be prepared to interview with local businesses for a job to start upon graduation.(

(Maximum 5000 Characters \cong 2.78 pages)

7. Section 134(c)(2)(B)(ii): Alignment to Labor Market Information

InformationAnnually our programs review local Labor Market Data for Fresno, Tulare and Kings Counties, the three counties we serve students from. We consult the labor market data to ensure our pathways are relevant to the jobs and industries available in the area we serve. We also work with our advisory committee members to identify content within those pathways that are new and upcoming to stay up to date with what is currently going on in the workforce around us. We utilize this data to identify areas to invest in new equipment and supplies to keep our students competitive in the workforce upon completing our programs.

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Local Application Requirements

Once the LEA completes their CLNA Reporting Template above, the LEA must use that information to address the nine separate required elements identified within the Perkins V legislation. The elements are provided below and must be completed by the LEA and then entered along with the CLNA Reporting Template into the CDE online Program Grant Management System, Section 4.

1. Section 134(b)(2)(A-C) refers to information on the CTE course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one program of study approved by a State under Section 124(b)(2). Indicate how the results of the CLNA:

- i. informs the selection of the specific CTE programs and activities selected to be funded;**
- ii. describes any new programs of study the eligible recipient will develop and submit to the State for approval;**
- iii. shows how students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study.**

During the early spring before the PGMS portal opens, the Perkins Coordinator sends out a request for Perkins funds to ALL CTE Pathway teachers. Based upon the returned requests a budget is developed. The requests also have areas for pathway teachers to provide data and highlights about their programs. After the Perkins application has been approved, CTE Teachers and provided information about their requests being approved. Our programs do an amazing job of promoting our CTE Programs to our 8th grade feeder schools. Our Agriculture Program in addition to sending out mailers to all incoming 8th grade students, hosts Agriculture Days at all of our feeder schools, The Agriculture Department brings students from special populations and non traditional students to help with presentations. Members of all departments will set up recruitment tables at our 8th grade parent nights to help build awareness of their programs. A number of our programs also mail out or provide digital recruitment information to our feeder school. Our current students on campus learn about CTE courses in a number of ways. If they are already in a pathway, CTE teachers provide guidance as to the remaining opportunities within that pathway. We have a college and career counselor that does an amazing job of highlighting all of our CTE programs so students can identify classes they are interested in. Finally I think the most beneficial form of students learning about course offerings is word of mouth. When our current CTE students have a positive experience, they tell their friends and family. This helps immensely in students selecting CTE courses. At this time we have no new programs of study that we are developing or submitting for state approval.

(Maximum 5000 Characters \cong 2.78 pages)

2. Section 134(b)(3)(A-C) refers to how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will use the information provided through the CLNA to describe the following:

- i. career exploration and career development coursework, activities, or services;**

- ii. **career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations;**
- iii. **an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.**

The Fresno County Workforce Development board provides CTE Internships and Scholarships to a growing number of programs at Kingsburg High School. It was first started in the Manufacturing and Welding Pathways and has since grown to the Health Sciences as well. These are in partnership with the Valley ROP district that we are a member of, and both Fresno City and Reedley Community Colleges. The local workforce development groups also work closely with our College and Career center on campus to get information out about employment opportunities as well as post high school educational opportunities. We invite the Workforce Development Groups from Fresno, Kings and Tulare County to our college and career fair that are held each fall. College and career guidance is presented to students on a number of levels. It is provided by CTE teachers at the pathway level. It is provided by our outstanding representative in our College and Career Center on campus. They provide career guidance, academic planning and other assistance when students have questions about colleges, universities, career tech programs post high school, and some assistance with dual enrollment issues. Students also have academic counselors that routinely provide guidance and structure to course work, encouraging students to identify and enroll in CTE pathways that they are interested in. In addition our Director of Student Services works with our special population students to ensure access to CTE classes and pathways. In all of our agriculture classes, Work Based Learning through a Supervised Agriculture Experience is a graded component of the classes.

(Maximum 5000 Characters \cong 2.78 pages)

3. **Section 134(b)(4): describe how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965). Use the information provided through the CLNA to answer the content of this section.**

Kingsburg High School utilizes California CTE Standards for all of its CTE Courses. CTE Teachers reinforce core academic skills in a number of ways through the CTE Anchor Standards. CTE teachers and Core teachers work through PLCs on campus to help provide rigorous training that helps bridge between both CTE and Core areas. Kingsburg High School provides a number of CTE Pathways to allow students to choose career options that they are interested in and our master schedule allows students the ability to take CTE electives in addition to their core, college prep classes. CTE classes provide

relevant examples of how core curriculum is used in a practical and hands-on way. CTE classes not only teach students skills needed for careers in their chosen pathway, but rigorous concepts in Math, English, Science and Social Sciences. Students completing CTE pathways at Kingsburg High School.

4. Section 134(b)(5)(A-D): describe how the eligible recipient will:

- i. provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;**
- ii. prepare CTE participants for non-traditional fields;**
- iii. provide equal access for special populations to CTE courses, programs, and programs of study; and**
- iv. ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Use the information provided through the CLNA to answer the content of this section.**

Use the information provided through the CLNA to answer this content of this section.

Our special population students will have equal access to all CTE pathways. We pride ourselves in having a master schedule with very few conflicts. We review our master schedule on a yearly basis to ensure the best possible schedule. Students first priority is always high school graduation, then the students can chose from the variety of CTE and other electives provided by our school. Discrimination is not tolerated at Kingsburg High School. We want to ensure a safe and productive learning environment for all of our students including our special populations. We can ensure that none of our students will be discriminated against for any basis. Kingsburg High School works to recruit students into the non-traditional fields and break the stigma that comes with some of those fields. Welding is not just for young men/boys but encouraging young ladies to join those classes. We try to put non-traditional student pictures on our promotional materials so that everyone feels welcome to our pathways and encourages ALL students to join and gain high wage employable skills. Kingsburg High School CTE Staff works with their local industry partners to ensure that all of our students including our special population students are learning the necessary skills to find high-skill, high-wage and in demand jobs. A number of our students are starting to select CTE classes based upon signs for work on the side of the highway from our industry partners. By working with our advisory partners are CTE teachers can keep up with the latest industry demands, needs, equipment, programs and protocols. This helps our CTE teachers ensure that our students are prepared for post high school employment or career preparation programs.

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- 5. Section 134(b)(6): describe the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable. Use the information provided through the CLNA to answer the content of this section.**

A number of work based learning opportunities are currently present to students at Kingsburg High School. Every student in the Agriculture Department has an Agriculture Experience project. A balance of these projects are entrepreneurship projects and work experience projects. CTE programs on campus are working with local industry representatives to provide hands on skills training during and after school to students. One of the challenges to WBL is labor laws that restrict students from performing certain tasks on the job site, while we can provide that instruction at the high school level. We are working with our Valley ROP partners to develop strategies to increase these opportunities including mini grants to aid in the development of WBL partnerships with our local industry representatives. Post COVID we are working on potential job shadowing days to help provide those career connections for our students.

(Maximum 5000 Characters \cong 2.78 pages)

- 6. Section 134(b)(7): describe how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. Use the information provided through the CLNA to answer the content of this section.**

A number of our CTE pathways have classes that provide postsecondary credit (Dual Enrollment) that is transferable at Reedley College or Fresno City College. We continue to explore new course offerings to provide these opportunities. Currently we have post-secondary credit opportunities in the following areas, Animal Science, Ornamental Horticulture/Floral, Agriculture Mechanics, Criminal Justice, CNA, Photography, Stage Craft, Firefighting, Automotive, Aviation and others. We work closely with Valley ROP to help facilitate these classes with our local community partners. Valley ROP works with the CTE programs at these institutions and provides department meetings between the high school and college faculty to ensure that our school continues to teach these college classes to the same rigor.

(Maximum 5000 Characters \cong 2.78 pages)

- 7. Section 134(b)(8): describe how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional**

development, of teachers, faculty, administrators, and specialized instructional support personnel. Use the information provided through the CLNA to answer the content of this section.

Turnover of CTE teachers at Kingsburg High School is very minimal over the last 10 years. We do work with Valley ROP to provide CTE teachers for some of our pathways. Valley ROP has the ability to provide our district with part time CTE teachers that can also be a part time teacher in another nearby school district. Valley ROP also helps provide professional development annually through in-services they provide in the fall and spring. Valley ROP also provides Dual Enrollment meetings and workshops between high school and community college faculty. Annually Valley ROP provides program updates to our Administration and School Board. A counseling walk through and program information is also facilitated by our partners at Valley ROP. Our Agriculture Program works closely with local Community Colleges and Universities to receive professional development and training. Our agriculture staff also attends professional development annually from the California Agriculture Teachers Association and the Agriculture Education Unit at the Department of Ed.

(Maximum 5000 Characters \cong 2.78 pages)

8. **Section 134(b)(9): describe how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps. Use the information provided through the CLNA to answer this content of this section.**

Once disparities and gaps in performance is identified, a root cause analysis will be conducted to see if it is something that is a one time factor such as a change in assignment, a new class addition or an ongoing issue. This analysis will be shared with district administration, instructors, advisory members and stakeholders for ideas and potential solutions to disparities and gaps. I am fairly confident that some meaningful change will be made in 3 years time. If meaningful progress has not been made in 3 fiscal years, programs should be reevaluated and a new root cause analysis should be conducted and shared with admin, instructors, and stakeholders for new fresh ideas on how to make improvements through the advisory process.

(Maximum 5000 Characters \cong 2.78 pages)

LEA Sign-off

- Section IV - Comprehensive Local Needs Assessment (CLNA) Reporting Template & Local Application Requirements is complete and ready for CDE review.**

CDE Review and Sign-off

CDE Comments

Section Approved

Save

Save And Continue To Section V

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Kingsburg Joint Union High (131 - Secondary)

2024-25 Application

2024-25 Section V - Budget Builder

Quick Facts Box

Allocation Amount	\$33,870.00
Budgeted Amount	\$33,870.00
Indirect Amount	\$1,612.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 17, 2024 11:59 PM
Application Status	Submitted For Review on May 16 2024
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Line Item Detail

This section is used to input budget expenditures for each industry sector and budget category.

Line Item Number	Industry Sector	CLNA Component	Object Code	Budget Category	Narrative	Budget Amount	Action
1	Across Multiple Sectors	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	7000 Indirect Costs	(H) Administration	The Kingsburg Joint Union High School District will claim the maximum allowable indirect cost during the 2024-2025 budget year	\$1,612.00	Detail
2	Agriculture and Natural Resources	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	1000 Certificated Salaries	(A) Instruction	During the 2024-2025 School year a portion of Perkins Funds will be used to cover the cost of Sub Teachers while Agriculture Teachers are supervising Students on Ag Career Related Field Trips, Workshops, Leadership Conferences and Career Development Events and Competitions	\$9,500.00	Detail

3	Agriculture and Natural Resources	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	3000 Employee Benefits	(A) Instruction	During the 2024-2025 school year a portion of Perkins funds will be used to cover the cost of sub benefits while Agriculture Teachers are supervising students on Ag Career related field trips, workshops, leadership conferences and career development events and competitions.	\$2,100.00	Detail
4	Agriculture and Natural Resources	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	4000 Books/Supplies	(A) Instruction	A portion of Perkins funds will be used for Agriculture Leadership Packets for all students in the Agriculture Department. Funds will be matched with the California Agriculture Incentive Grant	\$1,650.00	Detail

5	Agriculture and Natural Resources	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	4000 Books/Supplies	(A) Instruction	During the 2024-2025 school year a portion of Perkins funds will be spent to enhance instruction in the AgriScience pathway. Supplies will be purchased so that every student has access to items needed to master animal science concepts. Specific Items include but are not limited to, lab equipment, livestock handling equipment, and materials for animal science course. Materials needed for into to ag and animal science classes that go above and beyond what the Kingsburg Joint Union High School District supplies to all departments	\$2,000.00	<u>Detail</u>
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6	Agriculture and Natural Resources	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	4000 Books/Supplies	(A) Instruction	During the 2024-2025 school year, Perkins funds will be used to provide equipment and lab supplies for the Ornamental Horticulture Pathway. No materials purchased through Perkins funds will be sold through any fundraising efforts of the program. Instructional materials include but are not limited to hand tools, lab specimens, demonstration supplies, industry specific tool and equipment recommended by local advisory committee members.	\$2,000.00	<u>Detail</u>
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7	Agriculture and Natural Resources	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	4000 Books/Supplies	(A) Instruction	<p>During the 2024-2025 school year a portion of Perkins funds will be spent to enhance instruction in the Ag Mechanics Pathway. Instructional supplies will be purchased to ensure that every student has access to those items which are needed to master agriculture mechanics concepts and acquire career technical education skills. Specific Items include but not limited to, assorted hand and power tools, new technology in welding and fabrication, Certification programs, materials and supplies to train students after district funds are exhausted. These funds will be used in all agriculture mechanics classes to provide materials necessary for 9th-12th grade students to master concepts with wood, metal, pvc, copper wire or tubing, and a variety of metal materials.</p>	\$3,363.00	Detail
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8	Agriculture and Natural Resources	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	5000 Services/Operating Expenses	(A) Instruction	Perkins funds will be used to pay for the rental of a copy machine used outside of the regular school day for student leadership organization activities. Although the school does provide copy machines for classroom and student leadership use, the facilities where they are located is not always available to staff before 7am or after 4pm on weekdays and not at all on weekends. the copy room is also not always available during summer, spring or winter breaks due to the nature of most student leadership actives they are held outside of the normal school day or on weekends/evenings. the use of a reliable copy machine is necessary during these times for the efficient functioning of our student leadership organization.	\$1,645.00	<u>Detail</u>
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9	Agriculture and Natural Resources	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	5000 Services/Operating Expenses	(A) Instruction	During the 2024-2025 year, a portion of Perkins funds will be used to pay for the travel expenses of Agriculture Pathway Teachers and FFA Advisors while attending student leadership and CTSO activities such as the Chapter Officer Leadership Retreat, State FFA Leadership Conference, Made for Excellence and Advanced Leadership Academy Conferences and other leadership conferences and CTSO meetings, career and leadership development events and activities that Agriculture Teachers and FFA Advisors are providing student supervision at.	\$5,500.00	Detail
10	Agriculture and Natural Resources	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	5000 Services/Operating Expenses	(B) Professional Development	During the 2024-2025 year, a portion of Perkins funds will be used to cover the costs associated with Agriculture Instructors attending Professional Development such as the California Agriculture Teachers Assn. Summer Conference, CATA Regional Meetings and workshops, the SJR Region Roadshow professional development and other professional development related to CTE and Ag Education	\$4,500.00	Detail

	Total	\$33,870.00	
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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]

Kingsburg Joint Union High (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

Provide justification for not maintaining a historical inventory system that meet all of the above points.

LEA Sign-off

Sequence of Courses to Be Funded section is complete.

CDE Review and Sign-off

CDE Comments

Section Approved

Save

Save and Continue to Section VI

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Kingsburg Joint Union High (131 - Secondary)

2024-25 Application

2024-25 Section VI - Budget Viewer

Quick Facts Box

Allocation Amount	\$33,870.00
Budgeted Amount	\$33,870.00
Indirect Amount	\$1,612.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 17, 2024 11:59 PM
Application Status	Submitted For Review on May 16 2024
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

To add a site/sector/pathway or line item, go to Section V.

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	<u>\$9,500.00</u>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,500.00
2000 Classified Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 Employee Benefits	<u>\$2,100.00</u>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,100.00
4000 Books/Supplies	<u>\$9,013.00</u>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,013.00
5000 Services/ Operating Expenses	<u>\$7,145.00</u>	<u>\$4,500.00</u>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,645.00
6000 Capital Outlay	\$0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$0.00
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<u>\$1,612.00</u>	\$1,612.00
Total	\$27,758.00	\$4,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,612.00	\$33,870.00

CLNA Component Grouped by Object Code

Object Code	Section 134(c)(d)(e): Stakeholder Consultation on CLNA, Dates, Content, Membership	S134(c)(2)(A): Student Performance on Required Performance Indicators (Disaggregated)	S134(c)(2)(B)(ii): Program Size, Scope, and Quality to Meet the Needs of All Students	S134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study	S134(c)(2)(D): Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups	S134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students	S134(c)(2)(B)(ii): Alignment to Labor Market Information (LMI)	Object Code Total
1000 Certificated Salaries	\$.00	\$.00	\$9,500.00	\$.00	\$.00	\$.00	\$.00	\$9,500.00
3000 Employee Benefits	\$.00	\$.00	\$2,100.00	\$.00	\$.00	\$.00	\$.00	\$2,100.00
4000 Books/Supplies	\$.00	\$.00	\$9,013.00	\$.00	\$.00	\$.00	\$.00	\$9,013.00
5000 Services/Operating Expenses	\$.00	\$.00	\$11,645.00	\$.00	\$.00	\$.00	\$.00	\$11,645.00
7000 Indirect Costs	\$.00	\$.00	\$1,612.00	\$.00	\$.00	\$.00	\$.00	\$1,612.00
	\$0.00	\$0.00	\$33,870.00	\$0.00	\$0.00	\$0.00	\$0.00	\$33,870.00

Student Categories Targeted Grouped by Object Code

Object Code	General Population (All CTE Participants)	Individuals With Disabilities	Individuals From Economically Disadvantaged Families, Including Low-income Youth and Adults	Individuals Preparing for Nontraditional Fields	Single Parents, Including Single Pregnant Women	Out-of-workforce Individuals	English Language Learners	Homeless Individuals	Youth Who Are In, Or Who Have Aged Out Of, The Foster Care System	Youth With A Parent Who Is On Active Duty In The Military	Object Code Total

1000 Certificated Salaries	\$9,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,500.00
3000 Employee Benefits	\$2,100.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,100.00
4000 Books/Supplies	\$9,013.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,013.00
5000 Services/Operating Expenses	\$11,645.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,645.00
7000 Indirect Costs	\$1,612.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,612.00
	\$33,870.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$33,870.00

Continue to Section VII

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Kingsburg Joint Union High (131 - Secondary)

2024-25 Application

Local CTE Program Changes Update

Quick Facts Box

Allocation Amount	\$33,870.00
Budgeted Amount	\$33,870.00
Indirect Amount	\$1,612.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 17, 2024 11:59 PM
Application Status	Submitted For Review on May 16 2024
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Local CTE Plan Update

Are there any major changes made to the LEA's CTE program for 2024-25, e.g.:

- 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.

Yes No

LEA Sign-off

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

CDE Review and Sign-off

CDE Comments

Section Approved

Save

Save and Continue to Application Status

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