



Program Grant Management System (PGMS)

Rocklin Unified (131 - Secondary)

2018-19 Application

Section I - State Assurances and Certifications

Allocation Amount	\$45,438.00
Budgeted Amount	\$45,438.00
Indirect Amount	\$2,163.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 25, 2018 5:00 PM
Application Status	Certified on Sep 17 2018
Fiscal Activity	No Activity
Certified Claims	
Signed GAN Received by CDE	GAN has not been processed or sent to LEA

* 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 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](#)
- [2018-19 Grant Conditions](#)

LEA Sign-off

- ☒ As the duly authorized representative of the local educational agency applying for Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2018–19 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 2018–19 Perkins IV application for funds.

CDE Review and Sign-off

- ☒ **Section Approved**
-

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California Department of Education
1430 N Street
Sacramento, CA 95814

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Program Grant Management System (PGMS)

Rocklin Unified (131 - Secondary)

2018-19 Application

Section II - Representatives of Special Populations

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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: Jordan White
Title I Coordinator Title: Coordinator State & Federal Programs

Limited English Proficiency (English Learner Coordinator)

English Learner Coordinator Name: Sarah Soares
English Learner Coordinator Title: ELD Program Specialist

Disabled (Handicapped) (Special Education Coordinator)

Special Education Coordinator Name: Tammy Forrest
Special Education Coordinator Title: Director of Special Education

Single Parent or Single Pregnant Women (Title IX Coordinator)

Title IX Coordinator Name: Karen Huffines
Title IX Coordinator Title: Director of Elementary Programs & Schools

Gender Equity or Nontraditional Training (Title IX Coordinator)

Title IX Coordinator Name: Karen Huffines
Title IX Coordinator Title: Director of Elementary Programs & Schools

LEA Sign-off

- ☒ As the duly authorized representative of the local educational agency applying for Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2018–19 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 2018–19 Perkins IV application for funds.

CDE Review and Sign-off

- ☒ Section Approved
-

Continue



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Section III - Assessment of Career Technical Education Programs

Allocation Amount	\$45,438.00
Budgeted Amount	\$45,438.00
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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.

Rocklin 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 in English-language arts.

Denominator:

Number of 12th grade CTE concentrators.

LEA Level 2014-15:	LEA Level 2015-16:	N/A	LEA Level 2016-17:	N/A	N/A
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State Level 2016-17:	Required Target:	N/A	Met Target:	N/A	N/A
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1S2 Academic Attainment-Mathematics

Numerator:

Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level in mathematics.

Denominator:

Number of 12th grade CTE concentrators.

LEA Level 2014-15:	LEA Level 2015-16:	N/A	LEA Level 2016-17:	N/A	N/A
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State Level 2016-17:	Required Target:	N/A	Met Target:	N/A	N/A
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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 2014-15:	LEA Level 2015-16:	N/A	LEA Level 2016-17:	N/A	N/A
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State Level 2016-17:	Required Target:	N/A	Met Target:	N/A	N/A
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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 2014-15:	LEA Level 2015-16:	N/A	LEA Level 2016-17:	N/A	N/A
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State Level 2016-17:	Required Target:	N/A	Met Target:	N/A	N/A
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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 2014-15:	LEA Level 2015-16:	N/A	LEA Level 2016-17:	N/A	N/A
State Level 2016-17:	Required Target:	N/A	Met Target:	N/A	N/A

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 2014-15:	LEA Level 2015-16:	N/A	LEA Level 2016-17:	N/A	N/A
State Level 2016-17:	Required Target:	N/A	Met Target:	N/A	N/A

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 2014-15:	LEA Level 2015-16:	N/A	LEA Level 2016-17:	N/A	N/A
State Level 2016-17:	Required Target:	N/A	Met Target:	N/A	N/A

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 2014-15:	LEA Level 2015-16:	N/A	LEA Level 2016-17:	N/A	N/A
State Level 2016-17:	Required Target:	N/A	Met Target:	N/A	N/A

LEA Sign-off

☑ Assessment of Career Technical Education Programs section is complete and ready for CDE review.

CDE Review and Sign-off

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Section IV - Progress Report Toward Implementing the Local CTE Plan

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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. What process is used to annually evaluate the effectiveness of the CTE program and who is involved in the evaluation? How is data (both CTE and non-CTE) used as a component of the evaluation?

We use both E-1 and E-2 data as part of our annual data review. We share the E-1 and E-2 data as well as our annual Perkins Application with our District CTE Advisory meeting where we evaluate our district CTE program and discuss with our committee members on ways to improve the program. Also, on an annual basis we present to our local school board a CTE Update where our CTE data and the district wide CTE program/progress is presented. We compare CTE and Non CTE students in our annual update. We have been focusing on the 11 Elements of a Highly Qualified CTE Program since both Perkins FPM and CTEIG requirements are based on the 11 Elements. This presentation to our board as well as our Carl Perkins Application is on our district website. We are also part of a

county wide CTE consortium that Placer County Office of Education runs where all the districts with CTE programs have joined forces to improve our CTE Pathways using the 11 Elements of a High Quality CTE Program. Each month our consortium meets where we focus on meeting different parts of the 11 elements. From our monthly meetings, we take different parts of the 11 Elements to our county wide CTE PLCs to share with our CTE teachers so that their CTE Pathways incorporate all 11 Elements.

- 2. It is a requirement that the results of annual evaluation be shared with the public in a variety of formats. Doing so with fidelity and creativity shows that a school's stated value of career preparation as the equal to college preparation ("college and careers") is matched by their actions. Describe the variety of formats, venues, and ways in which your results of annual evaluation are shared with the public.**

We share our annual evaluation in many ways so that it is easily accessible to our community. First we share the results with our District Advisory Committee which is held at our high schools each school year. We have industry partners, local business, CTE teachers and students, as well as representation for both site and district administration at these meetings. We also share our CTE evaluation annually at one of our board meetings, usually in April/May. Our director of Secondary Schools presents the update and we typically have CTE teachers and some of their students also involved with the presentation. We have on our district website a CTE Programs tab where we keep the most current CTE board presentation as well as our Carl Perkins application. We are working with both high schools to make digital presentations highlighting the CTE pathways at their site. Rocklin High School has created a CTE video that highlights all their CTE Pathways that includes student presentations and it is on their school website for students and the community to view. They have also created a CTE Brochure that highlights all their CTE Pathways to help students select courses that includes pathway courses. Whitney High School has created a school-wide promo that features every CTE program. They have also re-built their CTE website to link every CTE course where students can view videos, photo gallery, course description, accomplishments, and alumni in the industry. They are also using social media to promote student work, each CTE teacher has a CTE digital business card, and they created a printed rack card that highlights all the CTE courses at their high school. Both high schools have created a current list of all their pathways with all CTE courses listed so that students can select the appropriate course in the sequence. These CTE course & pathway lists were shared at their school showcase nights recently and are updated every school year.

- 3. All Perkins funds are supplemental support for CTE programs. In order to demonstrate that Perkins funds are supplemental and that the district is not supplanting funds, LEAs are to use a specific Goal Code (3800, 6000, 4630) within the Standard Accounting Code Structure. Please describe the funding sources your LEA uses to support CTE programs in the Local Control Funding Formula (LCFF) and how do you ensure that these funds are correctly coded?**

We have included CTE in the LCFF in the Base funding including all CTE teachers' salaries and benefits at our secondary schools. We have also included CTE department budgets in the Base of the LCFF funding. Also included within the LCFF Base are repairs for CTE equipment in our CTE classrooms in our secondary schools. We have also included in our LCAP additional funding from our CTEIG for required appropriate CTE professional development so that we can support our CTE teachers in meeting the 4 required CTE professional development opportunities. Our business office ensures that all CTE purchases have the appropriate specific Goal Code (3800, 6000, 4630) within the Standard Accounting Code Structure for CTE item. We also look for additional grant opportunities when available to enhance our CTE Pathways such as the CTE Facilities Grant. We received funding this year from the last year of the CCPT grant too for two of our CTE Pathways.

- 4. Describe how your LEA manages the Perkins purchasing process so that all expenditures over \$500 and the highly pilferable items are added to the historical inventory as required by both federal regulations and California Education Code.**

We monitor all expenditures thru our "Inventory Control Process" done every year by our district office staff. Asset tags are attached to items over \$500.00 each. We also keep a separate spreadsheet that includes Perkins federally funded equipment for items over \$500.00 and items that are highly pilferable. This separate spread sheet is updated at least once every two years.

- 5. Please share how student leadership development is included as an integral part of the CTE sequence of courses in pathways offered by your LEA.**

As part of our regional work since we are one of the school districts in the county wide Consortium with CTEIG funding we have been reviewing our progress on meeting the 11 Elements of a High Quality CTE Program. We meet monthly as a consortium with all Placer County Districts and our CTE leaders at our COE office, which lead 4 times a year a county wide CTE PLCs by Industry Sectors. At a recent CTE teacher PLC meeting we worked with our COE CTE regional expert, Sheryl Ryder, who presented the "Leadership in all Pathways" presentation from Learning that works for America that highlights teaching Leadership in CTE Pathways. The presentation covers both CTSOs and how teachers can teach leadership in their classrooms. To survey where our CTE teachers currently are in meeting element # 4 we did a Google Form for our CTE teachers.

Here are a few of the responses we received from our CTE teachers:

1) In which state approved CTSO do your students participate? From the responses received our CTE teachers are participating in the following State Sponsored CTSOs: DECA (Marketing); FHA-Hero (Home Economics); FBLA (business); and Skills USA (covers all pathways).

2) What other Leadership Development opportunities are offered through your program for our students? i.e. public speaking events, training, regional or state officers/representatives delegates for CTSO, etc...

- Bringing into our CTE classrooms outside clients that work in related industries who share leadership applications from their work perspective.
- Internships, "real world" client projects
- Delegates, Regional and State Officers for FCCLA (Formerly FHA-HERO), school pathway advisory committee, Public presentations to community organizations
- Planning on attending Skills state and national conventions to determine if adding Skills will be the best CTSO for my pathway.
- My students use the National Restaurant Association's (NRA) text book "foundations-Level 1" for projects and activities throughout the year. Students in Culinary III Restaurant/Hospitality are required to complete the "Restaurant Project", where they design a restaurant in detail and then present their project to the class. During the Wildcat Café (an on campus café) students take turns working different job positions. As the sous chef, they work as the kitchen manager memorizing recipes and working to supervise other staff members and to help the Executive Chef (the instructor). In the wait staff position, they are responsible for taking customer orders, delivering food and supervising the bus person assigned to them. In the Baking class, the students must work as a team to create quality finished products. They have three portfolios during the year. Two portfolios chronicle their work throughout the semester and one is a professional portfolio which can be used for job exploration.
- Editorial leadership structure, public speaking, presenting at state and national conferences, all budgeting and project completion are student-initiated leadership development opportunities

3) Do your students compete in programs other than your CTSO, please list:

- National Scholastic Press Association, Journalism Education Association. Jostens Publishing, Columbia Scholastic Press Association
- My students have been participating in the (CRA) California Restaurant Association's ProStart program and Culinary Cup since 2008.
- Classroom client competition, classroom client competitions, First Robotics
- National Scholastic Press Association, Journalism Education Association Write-off Competition, Journalism Education Association of Northern California contests (and previously were members of Business Professionals of America with their digital media/photo/design contests), Jostens Photo Contest, Jostens Adobe InDesign Contest, Quill & Scroll contest, Society of Professional Journalists contest
- Maker's Club afterschool, Leadership opportunities in class
- Cyberpatriot events (cybersecurity event sponsored by the Air Force). HP Codewars (programming competition sponsored by Hewlett Packard). First Robotics (Robot building competition to complete tasks).

4) Have you found online resources to help promote/teach leadership in your CTE Pathway: Since we have been talking about providing leadership and leadership development in our CTE classrooms, I wanted to share this website. Our COE has provide us with information on CTSO and the option of providing high quality leadership being taught in class. I started using thrively.com this year, after meeting the CEO/Owner at a CTA grant event. This company is student centered, strength based and focused on the whole child. I have found their materials and analysis to be better than any CTSO materials I have ever used (FFA and SkillsUSA). I think this is something we need to focus on developing as a core competency within all of our CTE Pathways.

6. Outside of serving on your district CTE Advisory Committee, describe the involvement of business and industry partners in your CTE pathways.

We strongly recommend each CTE teacher work with industry partners in their own CTE pathway and to invite them to their own classroom/pathway advisory committee. This partnership is very important in keeping the CTE curriculum current with industry standards and with the equipment used by our CTE students.

We recently showcased one of our CTE programs, Advanced Manufacturing, when Donna Wyatt, CDE Director came out to visit one of our high schools. We invited four industry partners to the event who all spoke to the audience which included board members, CTE students, teachers, administrators and one of our local Assemblyman as well as our local newspaper/TV stations. Our local industry partners spoke of the importance of having current state of the art equipment as well as curriculum. We noticed that the industry partners were able to help instruct our students during the shop demo (which was lead by our CTE students) since we use the same equipment and software that the local Advanced Manufacturing Businesses use. Both local industry partners also offer internships to our students as well as hire local students from our Advanced Manufacturing Program. At the end of the CTE event we toured the two local manufacturing shops with Donna Wyatt from CDE, our CTE teacher, and our district CTE Coordinator.

Please download the [CTE Teacher Matrix](#).

LEA Sign-off

- ✓ Progress Report Toward Implementing the Local CTE Plan section is complete and ready for CDE review.

CDE Review and Sign-off

- ✓ Section Approval
-

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Rocklin Unified (131 - Secondary)

2018-19 Application

Section V - Sequence of Courses to Be Funded

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This section displays the budget expenditures for each pathway in an industry sector.

Program Detail

This section is used to budget expenditures for each pathway in an industry sector.

Site Name	Industry Sector	Career Pathway	Budget Amount	Action
Across All Sites	Across Multiple Sectors	Across	\$2,163.00	Detail
Whitney High	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$6,722.00	Detail
Whitney High	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$13,179.00	Detail
Whitney High	Arts, Media, and Entertainment	Production and Managerial Arts	\$6,027.00	Detail
Whitney High	Building and Construction Trades	Residential and Commercial Construction	\$8,144.00	Detail
Whitney High	Education, Child Development, and Family Services	Education	\$1,201.00	Detail
Whitney High	Hospitality, Tourism, and Recreation	Food Service and Hospitality	\$1,716.00	Detail

Whitney High	Marketing, Sales, and Services	Entrepreneurship/Self Employment	\$6,286.00	Detail
		Total	\$45,438.00	

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]

Rocklin 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

LEA Sign-off

☒ Sequence of Courses to Be Funded section is complete.

CDE Review and Sign-off

CDE Comments

Comment Date/Time	Comment
6/18/2018 8:15:34 AM	Thank you for the response identifying teachers for the pathways in question.
6/15/2018 11:03:56 AM	Who teaches the Food Service & Hospitality pathway and Entrepreneurship/Self Employment pathway. These are not listed on the teacher matrix submitted. Please advise to ccowan@cde.ca.gov. Thank you.

☒ Section Approval

Continue



Program Grant Management System (PGMS)

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Section VI - Budget and Expenditure Schedule

Allocation Amount	\$45,438.00
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Object Code	At Least 85% of the grant must be spent in these areas						Not to exceed 10% of total expenditure	Not to exceed 5% of total expenditure	Total
	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care for Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation and Data Development	(G) Career and Academic Guidance and Counseling for Students Participating in CTE Programs	(H) Administration or Indirect Costs	
1000 Certificated Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 Classified Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 Employee Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 Books/Supplies	<u>\$36,845.00</u>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	<u>\$36,845.00</u>
5000 Services/Operating Expenses	<u>\$6,430.00</u>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	<u>\$6,430.00</u>
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>\$2,163.00</u>	<u>\$2,163.00</u>
Total	\$43,275.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,163.00	\$45,438.00

CDE Review and Sign-off

☐ Section Approved

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Section VII - Local CTE Plan Update

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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 2018-19?

☐ Yes ☒ No

LEA Sign-off

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

CDE Review and Sign-off

Continue to Application Status

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Fiscal Activity	No Activity
Certified Claims	
Signed GAN Received by CDE	GAN has not been processed or sent to LEA

* Subject to change based on Capital Outlay and actual expenditures

Application Overall Status

Application Over All Status: Certified by the Superintendent

This application is certified by the LEA's Superintendent on Sep 17 2018 12:07PM.

Sections	Perkins' Coordinator Progress	CDE Progress	Superintendent Progress
LEA Profile	Submitted	Approved	Certified
Section I	Submitted	Approved	Certified
Section II	Submitted	Approved	Certified
Section III	Submitted	Approved	Certified
Section	Submitted	Approved	Certified

IV			
Section V	Submitted	Approved	Certified
Section VI	Submitted	Approved	Certified
Section VII	Submitted	Approved	Certified

California Department of Education
 1430 N Street
 Sacramento, CA 95814

Web Policy



Program Grant Management System (PGMS)

Rocklin Unified (131 - Secondary)

2018-19 Application

LEA Profile

Allocation Amount	\$45,438.00
Budgeted Amount	\$45,438.00
Indirect Amount	\$2,163.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 25, 2018 5:00 PM
Application Status	Certified on Sep 17 2018
Fiscal Activity	No Activity
Certified Claims	
Signed GAN Received by CDE	GAN has not been processed or sent to LEA

* Subject to change based on Capital Outlay and actual expenditures

Review and update the information below. When complete, use the top menu to navigate through the application.

Local Education Agency (LEA) Information

LEA information can be updated through the Online Public Update for Schools (OPUS). LEAs should have authorized LEA CDS coordinators notify the California Department of Education (CDE) of updates to information contained in the Public School Directory, such as contact information, personnel, agency name, school type, grade span, etc. The OPUS authorized coordinators are not the same as the Perkins coordinators. Refer to the [OPUS-CDS Application and Resources](#) for more information.

OPUS Coordinator

Name: Diane Noonan
Phone: 916-630-2234
E-mail: dnoonan@rocklinusd.org

LEA Contact Information

LEA Name: Rocklin Unified--Secondary
CDS Code: 31-75085-0000000
Vendor Number: 7508

Locale Code 21 (Visible to CDE Only)
Application Id: 3469 (Visible to CDE Only)
PGMS Id: S0744-218 (Visible to CDE Only)

Address: 2615 Sierra Meadows Dr.
Rocklin, CA 95677-2811
Phone: (916) 624-2428
Fax: (916) 630-2229
E-mail: rstock@rocklinusd.org

Superintendent

Name: Roger Stock

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: Jordan White
Title: Coordinator
Phone: 916-630-3307 **Extension:**
Fax: 916-630-2226
E-mail: jwhite@rocklinusd.org
Street Address: 2615 Sierra Meadows Drive
City: Rocklin
State: CA
Zip Code: 95677

Perkins Coordinator Contact During Summer

E-mail: jkwhite9@gmail.com
Phone: 916-337-4140 **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: Cheri Richards
Title: Fiscal Coordinator
Phone: 916-630-2245 **Extension:**
Fax: 916-624-6193
E-mail: crichards@rocklin.k12.ca.us
Street Address: 2615 Sierra Meadows Drive
City: Rocklin
State: CA
Zip Code: 95677

LEA CTE Advisory Chair Information

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

Name: David Bills

E-mail: dbills@jessup.edu

Phone: 916-257-2522

Extension:

[Update](#)

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)