



Program Grant Management System (PGMS)

Mountain View-Los Altos Union High (131 - Secondary)

2021-22 Application

2021-22 Section I - State Assurances and Certifications

Quick Facts Box

Allocation Amount	\$51,427.00
Budgeted Amount	\$51,427.00
Indirect Amount	\$2,448.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 28, 2021 11:59 PM
Application Status	Not Submitted
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	
Activity Log	<input type="text"/> ▼

* 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](#)
- [Drug Free Workplace Certification](#)
- [U.S. Department of Education Debarment and Suspension](#)
- [U.S. Department of Education Lobbying](#)
- [Perkins V Assurances and Certifications](#)
- [2021–22 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

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)



Program Grant Management System (PGMS)

Mountain View-Los Altos Union High (131 - Secondary)

2021-22 Application

2021-22 Section II - Stakeholders

Quick Facts Box

Allocation Amount	\$51,427.00
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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 Kathy Sulaver
Title Director of Special Education

Economically Disadvantaged (Title I Coordinator/Administrator)

Name Teri Faught
Title Associate Superintendent, Educational Services

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

Name Teri Faught
Title Associate Superintendent, Educational Services

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

Name Teri Faught
Title Associate Superintendent, Educational Services

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

Name Teri Faught
Title Associate Superintendent, Educational Services

English Language Learners (English Learner Coordinator/Administrator)

Name Teri Faught
Title Associate Superintendent, Educational Services

Homeless

Name Alba Garza
Title Community Services Coordinator

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

Name Alba Garza
Title Community Services Coordinator

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

Name Teri Faught
Title Associate Superintendent, Educational 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

1B) CTE-Eligible Credential Document Number

1C) 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

Submit Teacher

1A) CTE Teacher's Last Name	1C) Document Title/ 1D) Subject Description	2A) Site Name	2C) CALPADS Pathway	Status	Comments	Action
Byunghoon, Cho	Career Technical Education Teaching Credential -- Arts, Media, & Entertainment	MVLA Freestyle Academy	Arts, Media, and Entertainment -- Production and Managerial Arts	Submitted By LEA		<input type="button" value="Delete"/> <input type="button" value="Review"/>
Florendo, Leo Malqued	Career Technical Education Teaching Credential -- Arts, Media, & Entertainment	MVLA Freestyle Academy	Arts, Media, and Entertainment -- Design, Visual, and Media Arts	Submitted By LEA		<input type="button" value="Delete"/> <input type="button" value="Review"/>
Parkinson, Leslie Jacqueline	Career Technical Education Teaching Credential -- Arts, Media, & Entertainment	MVLA Freestyle Academy	Arts, Media, and Entertainment -- Design, Visual, and Media Arts	Submitted By LEA		<input type="button" value="Delete"/> <input type="button" value="Review"/>
Taylor, Matthew Clawson	Career Technical Education Teaching Credential -- Arts, Media, & Entertainment	MVLA Freestyle Academy	Arts, Media, and Entertainment -- Design, Visual, and Media Arts	Submitted By LEA		<input type="button" value="Delete"/> <input type="button" value="Review"/>

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, 2021-22 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



Program Grant Management System (PGMS)

Mountain View-Los Altos Union High (131 - Secondary)

2021-22 Application

2021-22 Section III - State Determined Performance Levels

Quick Facts Box

Allocation Amount	\$51,427.00
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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 Rereading 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	67.20%	68.00%	68.00%	69.40%	69.40%

4S1: Non-traditional Program Concentration	20.80%	20.80%	20.80%	21.00%	21.00%
5S1: Program Quality – Attained Recognized Postsecondary Credential	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

Save

Save and Continue to Section IV



Program Grant Management System (PGMS)

Mountain View-Los Altos Union High (131 - Secondary)

2021-22 Application

2021-22 Section IV - Comprehensive Local Needs Assessment (CLNA)
Reporting Template & Local Application Requirements

Quick Facts Box

Allocation Amount	\$51,427.00
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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 population; 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 complete¹ 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?

Freestyle has its own advisory meeting schedule, specific to the three pathways offered at Freestyle. Both of our comprehensive high schools also have advisory committees that meet typically three times a year. We are now in the process of moving toward at least one joint, district-wide meeting every year to discuss matters that cut across all our programs. The meeting on 4/30/2021 was designed to calibrate our perceptions about the three programs in our district and help everyone understand the basics that qualify a program to be considered a high-quality CTE Program. Members present at 4/30/2021 Meeting Brigitte Sarraf Adam Anderson Dilloughery, Brendan Leo Florendo Ly Nguyen Lydia Conoway Marcey Winawer Stephen Hine Adam Anderson Jeanne Yu Brent Smith Sarah Alvarado Scott Murray Theresa Dunlap (Maximum 5000 Characters)

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>.

Since 2006, self-evaluation by staff at Freestyle has been based on elements of -Student-Centered Delivery of Services -Equity -Access -Leadership at All Levels -High-Quality, Integrated Curriculum and Instruction - Skilled Instruction and Educational Leadership, informed by Professional Learning -Career Exploration and Student Supports -Appropriate Use of Data and Continuous Improvement -Cross-System Alignment -Strong Partnerships with Industry We will strive to also include -Intentional Recruitment and Marketing (Promotion, Outreach, and Communication) -Sustained Investments and Funding through Mutual Agreements In addition to using the 11 Elements, we use the feedback from our Industry Partners to assess and validate the quality and effectiveness of our programs.
(Maximum 5000 Characters)

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?

Pre-COVID, our end-of-the-year Showcase Unit for Seniors brings Industry Professionals and our students together where industry professionals review and offer feedback on student work and ways to improve for the next phase of their career. We will bring back industry professionals again in Spring 2022 for our Showcase Unit assuming health conditions allow it.
(Maximum 5000 Characters)

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?

The district is part of an SWF consortium that provides us access to Earn and Learn, an East Bay organization that helps connect schools and students with WBL opportunities. Our next district-wide meeting was going to be training for Advisory Committee members on the Earn/Learn Platform and an opportunity to gain input from our Industry Partners on how to best go forward in connecting with companies to forge relationships that will make work-based learning a reality.
(Maximum 5000 Characters)

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

Freestyle has been the shining star in the district is successfully preparing students for careers in the three pathways that Freestyle offers. Many of our graduates enter post-secondary schools with majors in the area of their chosen pathways. While attending Freestyle, every student is also dual-enrolled in a Community College class. Many of our students are offered paid contracts for work projects they do for private businesses and companies while enrolled at Freestyle. Our data includes: 76% of 2020-2021 students received post-secondary credit. 97% of the Freestyle Class of 2020 attended college. 2 students did not report post high school plans. 66% of 2019-2020 students received post-secondary credit. 100% of the Freestyle Class of 2019 attended college. 61% of 2018-2019 students received post-secondary credit. 98% of the Freestyle Class of 2018 attended college. 1 student did not report post-high school plans. 62% of 2017-2018 students received post-secondary credit.
(Maximum 10000 Characters)

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

All students at Freestyle choose either Design, Film, or Animation as their strand of concentration. In addition to classes in their chosen field, each student then enrolls in Digital Media and English for a total of 3 classes each of the 2 years they attend Freestyle Academy as a Junior and a Senior. Classroom facilities limit the student numbers to 80 Juniors and 80 Seniors for a total of 160 maximum students. In addition, students at Freestyle are also students at two different comprehensive schools within the MVLA District.
(Maximum 5000 Characters)

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

Freestyle has three highly developed pathways. The program has cutting-edge equipment and the pathways were developed on the basis of Labor-market data, designating these fields as high-wage, high-need. All students at Freestyle choose either Design, Film, or Animation as their strand of concentration. In addition to classes in their chosen field, each student then enrolls in Digital Media and English. Classroom facilities at Freestyle Academy limit the program size to 3 CTE Programs of Study - Design, Film Production, and Animation with a maximum of 160 students.
(Maximum 5000 Characters)

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

All of the district's teachers either have the appropriate CTE credential or are in the process of obtaining one, as is the case with one employee. Most of our teachers have been with us for years. Professional Development is

provided at different levels, mostly sponsored through our Curriculum Institute. This includes compensating our staff to attend conferences and workshops; take course work required for the completion of their credentials; meet on a regular basis to share best practices; attend events sponsored by local industries, and work collaboratively with our Community College Partners on the expansion of our pathways. Because of the unique curriculum at Freestyle Academy, Professional Development for staff is at an individual level utilizing resources such as Linked In Learning video tutorials and other online resources specific for each staff members' needs. Software and hardware updates often require staff to keep up to date on the latest additions and modifications. The Freestyle Program has not recently expanded with more classes justifying no need for more recruitment of teachers. Retention of current staff is of utmost importance for continuity for students and the program. Staff are in unending discussions about curriculum changes based on student performance and current trends in the industry.
(Maximum 5000 Characters)

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

Freestyle serves all students. The program was created with a vision to offer high-quality programs that have the power to re-engage the “disenfranchised” student, often students who are bored or who have not been able to find anything to be passionate about. Freestyle offers an abundance of opportunities for students with latent passion in the areas of design, communication, photography, illustrations, web design, music composition, film, and animation. Our CTE programs at the comprehensive high schools all include classes that are specifically designed to attract and be accessible to ELL and SPED students. All juniors and seniors who meet the requirements have the ability to apply and attend Freestyle. Freestyle admits students on a lottery system when the number of applicants exceeds maximum capacity. Freestyle actively recruits students from all backgrounds and places extra attention on recruiting females, English learners, Students with Disabilities, and Socio-Economically Disadvantaged students. All students in Freestyle use the same professional standard equipment purchased with the Perkins grant to make their artistic vision become reality. The ease of use with this equipment will support a higher success with all students including special populations, with all their projects eliminating possible rendering pitfalls, tech issues, and delays with 4K video editing and rendering. Such problems often lead to the feeling of not being successful with video projects. Equipment and software can be adjusted for ease of use for any student who requires it.
(Maximum 5000 Characters)

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

Freestyle provides access to all students, including special populations, to find their passion in the digital media arts. Although Freestyle classes are not specifically designed for special populations, the curriculum can be easily modified for individuals in a special population.
(Maximum 5000 Characters)

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.

Any student, including special populations, who completes the Freestyle Program is prepared for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings. All of our project-based curricula require various 21st Century Skills that we emphasize: Visual Literacy, Technological Literacy, Creativity, Self Direction, High Productivity, Teaming and Collaboration, Social and Civic Responsibility, and Risk Taking.
(Maximum 5000 Characters)

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

According to the California Labor Market Information, the industries taught at Freestyle Academy are in alignment with the top paying and fastest growing non-medical occupations and job openings projected for 2016-2026
(Maximum 5000 Characters)

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.

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: 1.

- 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.**

Freestyle actively recruits students of all populations to their CTE course offerings through email lists, video advertisements to all district students, online gallery exhibitions of student work, and peer-to-peer student recruiting. The Freestyle website <https://freestyleacademy.rocks> features an FAQ page, student testimonials, alumni information, equipment information, curriculum information, class information, galleries of student productions, and of course application information. At other comprehensive schools in the district, a large TV featuring a 17-hour loop of student projects is prominently placed in the school library so that interested students can see past student productions.

(Maximum 5000 Characters)

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 Freestyle website (<https://freestyleacademy.rocks/about>) relates the Freestyle curriculum with career information with the updated 2021 Otis College Report on the Creative Economy (<https://www.otis.edu/creative-economy/2021/entertainment-digital-services>)

(Maximum 5000 Characters)

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.

All of the Freestyle project-based curriculum requires various 21st Century Skills that we emphasize in all of our projects: Visual Literacy, Technological Literacy, Creativity, Self Direction, High Productivity, Teaming and Collaboration, Social and Civic Responsibility, and Risk-Taking to ensure students are receiving a well-rounded education. Staff created our various projects with the intent of integrating coherent and rigorous content aligned with challenging academic standards.

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 this content of this section.

Freestyle provides access to all students, including special populations, to find their passion in the digital media arts. Although Freestyle classes are not specifically designed for special populations, the curriculum can be easily modified for individuals in a special population. Projects can and have been trimmed for special populations with fewer requirements. The degree of modification depends on the needs of the individual.
(Maximum 5000 Characters)

- 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 this content of this section.**

Freestyle provides opportunities for students to engage in work-based learning opportunities on a volunteer basis. Often community members seek help from Freestyle students with their digital media projects (websites, photography, graphic design, audio editing, video editing, etc.). Community members request help through (https://freestyleacademy.rocks/community_projects) and staff matches interested students with the project. Since 2013 we have had 190 community requests for help with digital projects. We keep these opportunities as volunteer projects because students already have a lot on their plates and only those that have the time to work on these projects are encouraged to submit their name for the project.
(Maximum 5000 Characters)

- 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 this content of this section.**

Since 2016, Freestyle has partnered with Foothill College to provide the opportunity to gain postsecondary credit while still attending high school. Freestyle students, in 2 years, can earn up to 10 Quarter Units for free by voluntarily participating in the Freestyle Foothill Program (<https://freestyleacademy.rocks/foothill>). These are statistics about Freestyle students who have received post-secondary credit: -76% inf 2020-2021 -66% inf 2019-2020 -61% inf 2018-2019 -62% inf 2017-2018
(Maximum 5000 Characters)

- 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 this content of this section.**

Pre-COVID, our end-of-the-year Showcase Unit for Seniors brings Industry Professionals and our students together where industry professionals review and offer feedback on student work and ways to improve for the next phase of their career. In addition to providing feedback to students, we ask the industry professional to provide program feedback to teachers. This is our version of an Advisory Board where professionals in the industry and at higher institutions see our student work and give valuable feedback to staff about our process and results. We hope to bring back industry professionals again in Spring 2022 for our Showcase Unit assuming health conditions allow it. Because of the unique curriculum at Freestyle Academy, Professional Development for staff is at an individual level utilizing resources such as Linked In Learning video tutorials and other online resources specific for each staff members' needs. Software and hardware updates often require staff to keep up to date on the latest additions and modifications. The Freestyle Program has not recently expanded with more classes justifying no need for more recruitment of teachers. Retention of current staff is of utmost importance for continuity for students and the program. Staff is in unending discussions about curriculum changes based on student performance and current trends in the industry.
(Maximum 5000 Characters)

- 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.**

All of the district's teachers either have the appropriate CTE credential or are in the process of obtaining one, as is the case with one employee. Most of our teachers have been with us for years. Professional Development is provided at different levels, mostly sponsored through our Curriculum Institute. This includes compensating our staff to attend conferences and workshops; take course work required for the completion of their credentials; meet on a regular basis to share best practices; attend events sponsored by local industries, and work collaboratively with our Community College Partners on the expansion of our pathways. All of the district's teachers either have the appropriate CTE credential or are in the process of obtaining one, as is the case with one employee. Most of our teachers have been with us for years. Professional Development is provided at different levels, mostly sponsored through our Curriculum Institute. This includes compensating our staff to attend conferences and workshops; take course work required for the completion of their credentials; meet on a regular basis to share best practices; attend

events sponsored by local industries, and work collaboratively with our Community College Partners on the expansion of our pathways.
(Maximum 5000 Characters)

LEA Sign-off

Progress Report Toward Implementing the Local CTE Plan section 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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[Web Policy](#)



Program Grant Management System (PGMS)

Mountain View-Los Altos Union High (131 - Secondary)

2021-22 Application

2021-22 Section V - Budget Builder

Quick Facts Box

Allocation Amount	\$51,427.00
Budgeted Amount	\$51,427.00
Indirect Amount	\$2,448.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 28, 2021 11:59 PM
Application Status	Not Submitted
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	
Activity Log	<input type="text"/> ▼

* Subject to change based on Capital Outlay and actual expenditures

Line Item Detail

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

Line Item Number	Site Name	Industry Sector	Career Pathway	Budget Amount	Action
1	Across All Sites	Arts, Media, and Entertainment	Across Multiple Pathways	\$51,427.00	Detail
Total				\$51,427.00	

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]

Mountain View-Los Altos 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



Program Grant Management System (PGMS)

Mountain View-Los Altos Union High (131 - Secondary)

2021-22 Application

2021-22 Section V - Budget Builder

Quick Facts Box

Allocation Amount	\$51,427.00
Budgeted Amount	\$51,427.00
Indirect Amount	\$2,448.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 28, 2021 11:59 PM
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Approved Claims	
Activity Log	<input type="text"/> ▼

* Subject to change based on Capital Outlay and actual expenditures

Industry Sector: Arts, Media, and Entertainment

Pathway: Across Multiple Pathways

Add Budget Detail

Use this section to add expenditures for Across Multiple Pathways Pathway.

Object Code: ▼

Program Detail

List of courses detail

Object Name	4000 Books/Supplies
Budget Description	Computer/Hardware
Budget Category	(A) Instruction
Budget Amount	\$37,189.00
CLNA Component	Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students
Student Categories	General Population (all CTE participants)
Narrative	(21) Computers, (20) Wacom Intuos Pro S, (15) Camera storage cards, (20) Microphones, (1) Dust collection system, (1) Sewing and embroidery machine, (1) Photo printer, (30) Flash reflectors, (10) Digital recorders + cases, (1) CNC router kit, table, and accessories, (1) 4k projector, (15) Camera lighting kits
Action	Edit Delete

Object Name	5000 Services/Operating Expenses
Budget Description	Other - Provide Details
Budget Category	(A) Instruction
Budget Amount	\$11,790.00
CLNA Component	Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students
Student Categories	General Population (all CTE participants)
Narrative	Software licenses for Pro Tools, screenwriting and, digital painting
Action	Edit Delete

Object Name	7000 Indirect Costs
Budget Description	Indirect Costs
Budget Category	(H) Administration
Budget Amount	\$2,448.00
CLNA Component	Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students
Student Categories	General Population (all CTE participants)
Narrative	Indirect Cost
Action	Edit Delete

Overall Subtotal: \$51,427.00

[Continue to Sequence of Courses](#)

[Continue to Budget and Expenditure Schedule](#)

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Program Grant Management System (PGMS)

Mountain View-Los Altos Union High (131 - Secondary)

2021-22 Application

2021-22 Section VI - Budget Viewer

Quick Facts Box

Allocation Amount	\$51,427.00
Budgeted Amount	\$51,427.00
Indirect Amount	\$2,448.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 28, 2021 11:59 PM
Application Status	Not Submitted
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	
Activity Log	<input type="text"/>

* 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	\$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	\$37,189.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$37,189.00
5000 Services/ Operating	\$11,790.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,790.00

Expenses									
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	\$2,448.00	\$2,448.00
Total	\$48,979.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,448.00	\$51,427.00

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
4000 Books/Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$37,189.00	\$0.00	\$37,189.00
5000 Services/Operating Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,790.00	\$0.00	\$11,790.00
7000 Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,448.00	\$0.00	\$2,448.00
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$51,427.00	\$0.00	\$51,427.00

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
4000 Books/Supplies	\$37,189.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$37,189.00
5000 Services/Operating Expenses	\$11,790.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,790.00
7000 Indirect Costs	\$2,448.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,448.00
	\$51,427.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$51,427.00

Continue to Section VII



Program Grant Management System (PGMS)

Mountain View-Los Altos Union High (131 - Secondary)

2021-22 Application

Local CTE Program Changes Update

Quick Facts Box

Allocation Amount	\$51,427.00
Budgeted Amount	\$51,427.00
Indirect Amount	\$2,448.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 28, 2021 11:59 PM
Application Status	Not Submitted
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	
Activity Log	<input type="text"/> ▼

* 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 2021-22, 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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Program Grant Management System (PGMS)

Mountain View-Los Altos Union High (131 - Secondary)

2021-22 Application

2021-22 Status

Quick Facts Box

Allocation Amount	\$51,427.00
Budgeted Amount	\$51,427.00
Indirect Amount	\$2,448.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 28, 2021 11:59 PM
Application Status	Submitted For Review on May 17 2021
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	
Activity Log	Teri Faught (Perkins Coordinator), Application Submitted fo <input type="checkbox"/>

* Subject to change based on Capital Outlay and actual expenditures

Application Over All Status: Submitted For Review on 05/17/21 at 05/17/21

This application has been finalized and submitted to CDE for review. This application has not been approved by CDE.

Sections	Perkins' Coordinator Progress	CDE Progress	Superintendent Progress
LEA Contacts	Submitted	Accepted	Not Submitted
Section I	Submitted	Pending	Not Submitted
Section II	Submitted	Pending	Not Submitted
Section III	Submitted	Pending	Not Submitted
Section IV	Submitted	Pending	Not Submitted
Section V	Submitted	Pending	Not Submitted
Section VI	Submitted	Accepted	Not Submitted
Section VII	Submitted	Pending	Not Submitted

Task	By Whom	Deadline
PGMS/Perkins/Application tab opens	CDE	F 02/28/2021
Initial LEA submission <ul style="list-style-type: none"> ■ Sections I-VII = "LEA Sign Off" checkboxes ■ Status tab = "Submit" button 	LEA Perkins Coordinator	F 05/14/2021
Initial CDE review <ul style="list-style-type: none"> ■ Reopens for edits, with feedback, when needed. ■ Revises & resubmits by re-clicking the "LEA Sign Off" checkboxes 	CDE Consultant/LEA Perkins Coordinator	F 06/18/2021
CDE approval	CDE Consultant	F 06/18/2021
LEA Superintendent's approval	LEA Superintendent	W 06/30/2021
CDE sends GAN for LEA Superintendent's signature	CDE Analyst	Th 07/01/2021
LEA sends GAN signed by LEA Superintendent to CDE	LEA Perkins Coordinator	ASAP

