CAREER TECHNICAL EDUCATION FACILITIES PROGRAM APPLICATION

FORM A – COVER PAGE (Rev. 8/17)

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Application Log Number	Reviewer Number	Received By	☐ Original Application and Three Copies ☐ USB/Flash Drive

Local Educational Agency Contact

Local Educational Agency (LEA)	CDS Code
San Leandro Unified School District	01 61291 0000000

Printed Name and Title of Contact

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Project Information

Type of Project: ☐ New Construction (including equipment) ☑ Modernization/Reconfiguration (including equipment) ☐ Equipment Only

School Name

San Leandro High School

Name of Career Technical Education Industry Sector

Public Services Pathway

Number of students occupying teaching stations(s) or using equipment (per class period)

35

Proposed Schematic Drawing Attached? ☑ Yes ☐ No

School Site Plan Drawing Attached? ☑ Yes ☐ No

Career Technical Education Pathway			Estimated Total Cost of Project *(See Form B)*
Legal Practices & Emergency Response			$1,406,826
Number of Teaching Stations	**Annual Number of Students Served**	**Square Footage of Project**	**Total Amount of State Funds Requested** *(See Form B)*
4	560	3,800	$703,413

Approval

Date Governing Board Approved CTE Application (Board must approve project no later than November 29, 2017): 11/14/17	Date Advisory Committee (Part 1, Item B) and Feeder Groups and Partners (Part 3) approved the CTE Plan for this project: 11/3/17

Certification

The local educational agency (LEA) certifies that the Advisory Committee pursuant to Education Code Section 8070 has met and approved the CTE Plan, and the other requirements contained in Education Code Section 17078.72, including sections (i) (1 thru 7) have been accomplished, and minutes and other supporting documentation are on file at the LEA's Office. Further, the LEA certifies that the project is on a comprehensive high school site that meets the requirements of Education Code sections 51224, 51225.3, and 51228.

Authorized LEA Representative to initial each Education Code Section.

VC E.C. 8070

The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers.

The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Department of Employment Development.

VC E.C. 17078.72

(a) The Career Technical Education Facilities Program is hereby established to provide funding to qualifying local educational agencies for the purpose of constructing new facilities or reconfiguring existing facilities, including, but not limited to, purchasing equipment with an average useful life expectancy of at least 10 years, to enhance educational opportunities for pupils in existing high schools in order to provide them with the skills and knowledge necessary for the high-demand technical careers of today and tomorrow.

(b) The State Department of Education, in cooperation with the Chancellor's Office of the California Community Colleges, the Labor and Workforce Development Agency, and industry groups, shall develop criteria and pupil outcome measures to evaluate the program. The criteria shall ensure equity, program relevance to industry needs, and articulation with more advanced coursework at the partnering community colleges or private institutions.

(c) The program shall be based on grant applications administered by the board.

(d) Grants shall be allocated on a per-square-foot basis for the applicable type of construction proposed or deemed necessary by the board consistent with the approved application for the project.

(e) New construction grants shall not exceed three million dollars ($3,000,000) per project per schoolsite, inclusive of equipment, and shall only be allocated to comprehensive high schools that have an active Career Technical Advisory Committee pursuant to Section 8070, in either of the following methods:

(1) For a stand-alone project on a per-square-foot basis for the applicable type of construction proposed, based on the criteria established pursuant to subdivision (b), consistent with the approved application for the project.

(2) For new school projects, as a supplement to the per pupil allocation pursuant to Section 17072.10. The supplement is intended to cover excess costs uniquely related to the facilities required to provide the career technical education program or programs.

(f) Modernization grants shall not exceed one million five hundred thousand dollars ($1,500,000) per project per schoolsite, inclusive of equipment and may be awarded to comprehensive high schools or joint power authorities currently operating career technical education programs that have an active Career Technical Advisory Committee pursuant to Section 8070 for the purpose of reconfiguration. For comprehensive high schools, the grant shall be supplemental to the per pupil allocation pursuant to Section 17074.10. The supplement is intended to cover excess costs uniquely related to the facilities required to provide the career technical education program or programs.

(g) (1) A school district shall contribute from local resources a dollar amount that is equal to the amount of the grant of state funds awarded under subdivisions (d), (e), and (f). The required local contribution may be provided by private industry groups, the school district, or a joint powers authority.

(2) A school district shall not be required to demonstrate that it has unhoused pupils or that a permanent school building is more than 25 years old in order to receive a grant under the program.

(h) The program shall allow the required local contribution to be paid over time if sufficient local funds are not immediately available. The board may provide for a repayment schedule consistent with subparagraphs (C) and (D) of paragraph (1) of subdivision (a) of Section 17078.57. The board shall not waive the required local contribution on the basis of financial hardship or on any other basis.

(i) Applications shall meet the criteria developed under subdivision (b) and shall require all of the following:

(1) A clear and comprehensive career technical education plan for each course of study applicable to the instructional space.

(2) Projections of pupil enrollment.

(3) Identification of feeder schools, industry partners, and community colleges or other postsecondary schools participating in the development, articulation, and review of the educational program.

(4) Evidence of approval of the plan by the entities listed in paragraph (3).

(5) The method by which accountability for pupil enrollments and outcomes will be maintained. Outcomes shall include, but are not limited to, certificate completion, the successful entry of pupil to employment in the applicable industry, and successful transition to post-secondary institutions for work in the applicable industry or other areas of study.

(6) Evidence of coordination with all feeder schools, middle schools, and high schools within the area to ensure that the project and programs complement career technical education offerings in the area.

(7) Evidence that upon completion of the project the local educational agency will meet all of its obligations under Section 51228 relating to career technical education.

(j) Applications shall give weight to the number of pupils expected to attend, the cost per pupil, financial participation by industry partners in the construction and equipping of the facility, commitment to accountability for outcomes and participation, the strength and relevance of the educational plans to the needs of industry for qualified technical employees applicable to the economic development needs of the region in which the project will be located, and coordination and articulation with feeder schools, other high schools, and community colleges.

(k) The Office of Public School Construction shall develop and the board shall approve regulations to implement this article on or before April 19, 2007, and the board may promulgate those regulations first on an emergency basis, which shall be effective for no more than 12 months, after which any permanent regulations shall be promulgated in accordance with the Administrative Procedure Act (Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code).

(l) Notwithstanding paragraphs (e) and (f), a project approved pursuant to this section is also eligible for an incentive grant from the funds specified in paragraph (8) of subdivision (a) of Section 101012 if the project meets the criteria prescribed in that section.

E.C. 51224

The governing board of any school district maintaining a high school shall prescribe courses of study designed to provide the skills and knowledge required for adult life for pupils attending the schools within its school district. The governing board shall prescribe separate courses of study, including, but not limited to, a course of study designed to prepare prospective pupils for admission to state colleges and universities and a course of study for career technical training.

E.C. 51225.3

(a) A pupil shall complete all of the following while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school:

(1) At least the following numbers of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:

(A) Three courses in English.

(B) Two courses in mathematics. If the governing board of a school district requires more than two courses in mathematics for graduation, the governing board of the school district may award a pupil up to one mathematics course credit pursuant to Section 51225.35.

(C) Two courses in science, including biological and physical sciences.

(D) Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics.

(E) One course in visual or performing arts or foreign language. For purposes of satisfying the requirement specified in this subparagraph, a course in American Sign Language shall be deemed a course in foreign language.

(F) Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of this code.

(2) Other coursework requirements adopted by the governing board of the school district.

(b) The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary educational institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.

(c) If a pupil completed a career technical education course that met the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of Section 51225.3, as amended by the act adding this section, before the inoperative date of that section, that course shall be deemed to fulfill the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of this section.

(d) This section shall become operative upon the date that Section 51225.3, as amended by the act adding this section, becomes inoperative.

E.C. 51228

(a) Each school district maintaining any of grades 7 to 12, inclusive, shall offer to all otherwise qualified pupils in those grades a course of study fulfilling the requirements and prerequisites for admission to the California public institutions of postsecondary education and shall provide a timely opportunity to each of those pupils to enroll within a four-year period in each course necessary to fulfill those requirements and prerequisites prior to graduation from high school.

(b) Each school district maintaining any of grades 7 to 12, inclusive, shall offer to all otherwise qualified pupils in those grades a course of study that provides an opportunity for those pupils to attain entry-level employment skills in business or industry upon graduation from high school. Districts are encouraged to provide all pupils with a rigorous academic curriculum that integrates academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry.

(c) A school district that adopts a required curriculum that meets or exceeds the model standards developed and adopted by the state board pursuant to Section 51226 shall be deemed to have fulfilled its responsibilities pursuant to subdivision (b).

(d) A school district that adopts a required curriculum pursuant to subdivision (c) that meets or exceeds the model standards developed by the state board pursuant to Section 51226, or that adopts alternative means for pupils to complete the prescribed course of study pursuant to subdivision (b) of Section 51225.3, may substitute pupil demonstration of competence in the prescribed subjects through a practical demonstration of these skills in a regional occupational center or program, work experience, interdisciplinary study, independent study, credit earned at a postsecondary institution, or other outside school experience, as prescribed by Section 51225.3.

Kevin Collins		11/29/2017
Print Name of Authorized LEA Representative	Signature of Authorized LEA Representative	Initials of Authorized LEA Representative
Assistant Superintendent	510-667-3504	11/28/2017
Title	Phone Number	Date

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Form B – Budget Justification Sheet

Appendix A: Identify the industry sector, pathway, sequence of courses Being considered and the CALPADS numbering

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Project Abstract

The Public Service Pathway at San Leandro High School is a career pathway that provides students with opportunities to prepare for careers that serve the community in solving complex issues and providing community based services from a local to international level. Given the promising future of the service based economy, an articulated course of study in this pathway prepares students to serve in a high demand career area that is also inherently filled with meaning, purpose and impact. The San Leandro Unified School District has developed a strategic goal within its 2017-2020 strategic plan, *equity and inclusion through college and career readiness,* that intentionally focuses the district on academically robust and career oriented pathway implementation for its high school students. In particular, this pathway aligns with the district's other key initiative of developing students' capacity for civic engagement at the local, state, national, and international levels. As a consequence of this pathway's alignment with broader organizational goals, the district can confidently ensure the allocation of fiscal and human resources to support strong program implementation.

Students enrolled in this pathway will experience real world, relevant learning through the articulated three course sequences from 10th-12th grade with integrated work based learning opportunities with the city, government, legal firms, hospitals, and other community based organizations. Some of the courses include constitutional law, criminal justice principles, international law, physiology, medical interventions, and emergency response policies and procedures. For both the legal and emergency response services options, 12th grade pathway completers will experience a capstone project which includes a culminating product and public exhibition of work. All pathway courses will be delivered using a project based learning instructional design. In order for students to fully immerse themselves within the project based coursework, facilities enhancements that align with the courses and work based learning would maximize the teaching and learning in the public service pathway. The addition of authentic learning spaces in the form of a courtroom and medical response room will enhance the relevance of the pathway program. These learning spaces will also be utilized by other existing programs such as the San Leandro High School social justice academy and in alignment with our district's health and wellness programming at our Barbare Lee Center, our school based health center.

Lastly, the San Leandro Unified School District has engaged in this pathway development since 2013, upon receiving the career pathways trust grant. The board of education, the community, the district leadership team, and the site leadership team have demonstrated high degrees of support for the development of this pathway which is scheduled to formally launch in the 2018-2019 school year for the graduating class of 2021. The SLUSD board of education has 1) approved pathway program development and planning 2) approved a graduate profile that aligns with this work and 3) adopted a strategic plan with a pathway focus.

Part 1: Career Technical Education Plan A. Describe the proposed CTE Plan The San Leandro Unified School District is an organization committed to dramatically improving outcomes and closing opportunity gaps for students through its 2017-2020 board approved strategic plan, *Building a Culture of Excellence.* As we consider program planning, facilities needs and student outcomes related to career technical education, it is essential to understand the district's comprehensive vision that supports many of the tenets of high quality career technical education through the implementation of its strategic action plan, local control accountability plan, and overall budget. First, strategic plan goal one, *teach, learn, and achieve,* articulates that every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement. This goal includes two strategic initiatives: 1) responsive, engaging pedagogy and 2) personalized and real-world learning; both align with quality career technical education. The district plans to make progress on its teaching and learning goal via the execution of the following intentional tactics relevant to career technical education: a) project based learning and b) technology integration.Secondly, the strategic plan goal two, *equity and inclusion through college and career readiness,* includes a focused initiative on career exploration. The expectation is that all schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development. The district plans to make progress on its equity and inclusion through college and career readiness goal via the execution of the following intentional tactics: a)implement career pathways and rigorous course programming that combines academic content and applied, career oriented learning b) institutionalize work based learning and internship programs and c) expand career technical education and alternative programs to graduation. The programs designed to increase students' college and career readiness will be nested within our comprehensive high school campus, San Leandro High School.San Leandro High School is the sole comprehensive high school campus in SLUSD that serves approximately 2,600 culturally and linguistically diverse students in the city. SLHS already offers a variety of robust programs for students. SLHS strives to provide challenging, enriching learning experiences for all students through its programmatic options. As part of this commitment to high quality learning, San Leandro High School currently has career technical education facilities for the building and construction trade and arts, media and entertainment on the main footprint of the campus. These facilities allow for the school to offer a robust set of courses in graphic arts, auto mechanics, multimedia and digital arts, broadcasting, computer science, wood technology, machine technology, and CAD solid model. The San Leandro Unified School District has been a recipient of two programmatic grants that have supported extensive research and development in the area of career technical education. The *Career Pathways Trust Grant,* has allowed for SLUSD to engage in course development and building teacher capacity to implement five of the following career pathways: 1) advanced manufacturing 2) public service 3) information communication technology 4) digital media arts and 5) biomedical health. Through this grant, we have adopted A-G career oriented courses into our course catalogue. We have learned how to build

instructional leadership capacity amongst teachers, counselors, site administrators, and district staff for developing more career oriented pathways on the campus. Additionally, the grant has ensured the initial resources for the district to establish industry and community partners. These partnerships are critical to create the internships and work based learning programs that are an essential component of the career pathway model. The *Career Technical Education Incentive Grant,* has allowed the district to strengthen its relationship with our regional occupation program partner, and add additional sections of career technical education classes within the SLHS master schedule. Now, with this depth of organizational learning about high quality CTE implementation, SLUSD seeks to refine and deepen a the Public Service pathway by creating facilities that enhance and deepen pathway implementation. Subsequently, the San Leandro Unified School District is seeking to create the improved facilities and the infrastructure necessary for our emerging Public Service pathway designed to prepare students for the Public Services industry sector. The Public Service and Law pathway has courses in public safety, legal practices, and emergency services, which blend rigorous a-g approved core curriculum with model standards for CTE. The public service pathway exposes students to careers that are provided by government to its citizens, either directly or through the financing of another entity to provide that service. Students interested in the public service pathway have a desire to help support and connect with people and their communities. Careers in public service are unique because they center on challenging issues that define the public agenda and involve the provision of vital services to the public from local to international levels. Students in the public service and law pathway prepare for careers such as public safety, emergency response and legal practices. In order to build the embodied skills and content knowledge necessary for careers in legal practices and emergency response, we propose the construction of two courtrooms and two emergency response rooms. To offer the pathways programming to a significant proportion of our high school students, we will need the facilities enhancements described below: 1) the courtroom classroom 2) the emergency response patient care classroom. The courtroom classroom would create the formal atmosphere of the courtroom in which the field of legal services often works to resolve societal conflicts. Architecturally designing the jury box (chairs), judge's bench, witness chair, the Podium for attorneys to address jury, table space for attorneys, room for a court recorder and camera crew, room to display exhibits, and general seating for spectators will create the gravitas of around mock scenarios that are being adjudicated. Programmatically, the courtroom classroom will serve as a venue for mock trials for the purposes of teaching and learning about careers within our justice system, which may include connections to careers related to audio-visual recording (court recorders and camera crew) and drawing (courtroom sketching). The emergency response/patient care classroom would create the conditions for learning about emergency first response. Emergency first response is a key component of fire rescue services, police services, hospital services, industrial sectors, safety and security, and the many other professions. The room would hold the simulation and practicum equipment necessary to build essential skills required to provide first-on-scene, basic emergency care to people. This kind of classroom design will enable instruction on how to provide immediate care to an ill or injured person and train them to assist emergency response providers.**B. Accessibility to the proposed CTE program for all** The student population at San

Leandro High School represents a diverse group of learners who comprise of English learners (16.9%), students with disabilities (14%), students who are socioeconomically disadvantaged (61.4%), Homeless Youth and Foster Youth (1.6%), Latino(a) students (45.1%), African-American students (16.9%), Filipino (8.6%), and Asian American students (16.6%). The Public Services Pathway at San Leandro High School, alongside existing pathways, will be accessible by either course or entire pathway structure to all students who enroll. The San Leandro High School recruitment efforts, counseling and class schedule development structures are build around a shared value that all students will connect with CTE programming and that the majority will engage in a full CTE (or Careers Pathways Trust) pathway. In fact, the San Leandro High School has a CTE course requirement for high school diploma completion. This shared value positions the district and high school to create resources, supports, and recruitment efforts that allow for all students who have been historically underserved to access CTE. San Leandro Unified School District has engaged in several large scale high school reform efforts in order to rethink and redesign teaching and learning for our students who have been historically underserved, namely: African-American and Latino(a) students, students who are socioeconomically disadvantaged, students who are multilingual learners or English learners, students with disabilities, and our students receiving Foster services. Over the course of our last district strategic plan effort, a Secondary Redesign Committee was developed that comprised of diverse stakeholders not only representing programming for the aforementioned subgroups but also representing the multiple layers of personnel and community members that wrap around students, families, and school. This committee worked in tandem with school staff, the Board, collective bargaining units, and community members to create the following changes that will undergird and support the proposed CTE program the specific subgroups for whom we were intending to create change and access: 1) A new instructional schedule for the high school that includes block scheduling (fewer and longer periods) in order to support students with more hands-on, performance based and real world learning that provides the necessary scaffolding for English learners and students with disabilities 2) Co-teaching model whereby general education content teachers and education specialists co-teach in the content area classes and collaborate to support students with IEPs. This allows our students with with disabilities to be learning in the general education classroom, have access to specialized courses like the ones in the CTE pathway that traditionally would have been unavailable because of their previous tracking into stand-alone resource classes taught by the education specialist. 3) Work-based learning (WBL) course that provides access to students who want to engage in CTE-related WBL outside of the instructional day. This is of importance to the subgroups listed in this section as As our African-American and Latino(a) students have been traditionally underserved, they often need greater access points in their schedule to enrichment and CTE-related coursework. Their instructional can more often impacted by support, tutorial, and/or socioemotional/behavioral health support classes as we aim to repair the opportunity gaps created by inconsistent or poor. 4) An English Language Learner Master Plan with new secondary pathways that connect students to rigorous content and access to CTE pathways, with primary language support. 5) A new College and Career Counseling center located on the high school campus that provides specialized programming and coordination with our Parent/Family facilitators to

outreach to our students who need extra support in building a career and college going plan. This is essential for our students who are Foster youth as the mentorship and built in advisory and connection to WBL and fiscal resourcing is key in order to access the pathway fully and begin building the skills and habits of mind needed to engage in Public Services. **C. Identify professional development, CTE standards, industry certifications** Once we have our courtroom classroom and emergency response/patient care classroom, focused coaching will happen in the actual room so that teachers can learn how to incorporate the features of the classroom space, equipment, and tools into daily teaching and learning activities. SLUSD believes that Project Based Learning (PBL) is a strong methodology that will enable our pathway teachers to integrate content standards, CTE standards, alongside college and careers readiness goals in these new spaces.Therefore, the district is committed to ensuring that all pathway teachers in San Leandro Unified School District receive the highest quality training and implementation support (coaching and leadership development) in Project Based Learning from Buck Institute of Education. By June 2018, all of our teachers will have had the 3-day PBL 101 workshop-style training and leave ready to implement a project that is standards-based instruction correlated to real-world learning and performance based assessments. SLUSD is tethering the professional development for this proposed CTE plan around PBL in order to ensure that all these components are centered and of high quality and that the space is used as a third teacher in this pathway. Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. The skill development that is part of PBL professional learning ties beautifully with the CTE model standards. After completing a project, students understand content more deeply, remember what they learn and retain it longer than is often the case with traditional instruction. Because of this, students who gain content knowledge with PBL are better able to apply what they know and can do to new situations. This is significant for the Public Services Pathway, as competency towards the CTE model standards for both legal services and emergency response is embedded in actual performative, in the field teaching and learning.The learning must be embodied, using the actual equipment, grappling with the potential scenarios and technical knowledge in the industry field and the kind of communication across ethical and legal issues that wrap around services. We know that in the 21st century workplace and in college, success requires more than basic knowledge and skills. Students learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively. Because PBL-based professional learning incorporates technology, teachers and students can not only find resources and information and create products, but also collaborate more effectively, and connect with experts, partners, and audiences around the world. Projects enable students to solve problems and address issues important to them, their communities, and the world. Students learn how to interact with adults and organizations, are exposed to workplaces and adult jobs, and can develop career interests. Parents and community members can also be involved in projects, which will help us better connect to our community and potential new partners. We strongly believe that this kind of core methodology will not only raise the bar around real-world learning, but also allow for more inter-departmental learning at

our comprehensive high school as CTE-certified teachers work alongside core content teachers, educational specialists, English language development coaches to design learning for the universal learner. Alongside PBL-based professional development and coaching, we are supporting our CTE pathway teachers and support staff to develop an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, skill preparation in the industry, and preparation for postsecondary education and training. This kind of aforementioned professional development begins with deep investigation and work into the CTE model curriculum standards with a lens for where our current courses need to be re-worked (and re-submitted to a-g approval) in order to better prepare students for hands-on professional learning experiences focus creating learning experiences that integrates classroom, laboratory, and project- and work-based instruction. Since standards in this sector are designed to prepare students for technical training, postsecondary education, and entry-level employment, professional development will include instructional content area skills as they relate to the history of health care, legal and ethical issues, triage and emergency responsibilities as well as the kind of legal and ethical issues, responsibilities, and habits of practice necessary to engage professionally in Public Services. The CTE pathways teachers and support staff will also attend local CTE focused meetings, work groups, industry partner advisory meetings and trainings, and engage in the already scheduled professional development linked to career and college readiness: AVID, Naviance training and UCCI course writing, and community college pathway course dual enrollment workshops. We are currently in the hiring process for a career pathway coordinator whose focus will be to connect to local business, companies, and organizations in order to help align our Public Service Pathway coursework, capstone, and work-based learning opportunities with preparation for work-based certifications. Liaising with community based organizations, from law firms to major hospitals to social service agencies has helped inform us about the current demands around careers in both emergency services and legal services. Our pathway teachers and support staff will receive field based professional development that is co-designed with our industry-based advisory board so that we can ensure coursework preparation that dovetails with industry recognized benchmarks, certifications, and licenses. In particular, we are currently with our Eden Area ROP center to bring the resources needed for work certification to our current programming and build internal capacity through this partnership. In additions to working with community based businesses and organizations, our professional development plan includes collaborative learning with our local community colleges and state colleges.Strong partnerships with higher educational institutions are required in order to build the professional development network and infrastructure to ensure work certification awareness for our pathway staff, quality field based training for our classroom based teachers and opportunities for dual enrollment for students. We have recently created a position at the high school that focuses on this connective work as it relates to designing the professional learning opportunities within and outside the school day for Public Service Pathway staff. **D. History of proposed CTE program and fiscal support** San Leandro Unified School District has a long history of developing and creating infrastructure for CTE programs at San Leandro High School. While many neighboring school district's decreased CTE programming during the past recession, SLUSD was fortunate to

prioritize and even approve funding measures to construct and improve CTE facilities for the industrial and manufacturing pathways. In addition to ongoing funding our high school receives from Carl D. Perkins and the California Partnership Academy, our district allocates general funds towards staffing, instructional materials, professional development and upkeep of facilities in order to maintain a high quality program so that it withstands the ebb and flow of state funding. For the past few years, our high school has also benefitted from the Career Pathway Trust grants, which has helped expand CTE pathway programming in the form of creating more UCCI based courses that centralize CTE standards and create a more broad based approach to both work based learning and dual enrollment opportunities. Through these funds, alongside contributions from the general fund to sustain the human resources and materials that sidecar to these initiatives, SLUSD has revised core content and CTE courses for UC a-g approval to ensure students' college readiness. SLUSD also offers ongoing professional development to CTE credential teachers on the Model Curriculum Standards, the elements of a high-quality CTE program, and on industry relevant work based learning projects. This level of teacher development and program quality and evaluation is important to us as an organization. A recent example of how we have created internal fiscal and human resourcing using general funds, in order to not be grant dependent is reflected in our development of a 9th grade semester long college and career seminar class that provides students an exploration of the different career pathway options, not only offered at SLHS, but also available at the local community college and area CSU/UC campuses. Whereas the content embedded in this course would previously have been available only to student in certain career specific courses or in afterschool or weekend venues, now all student have access. Through our longstanding partnerships and advisories with Eden Area Regional Occupational Center, local businesses and community based organizations, SLUSD is positioned to engage in new programming and develop systems to sustain and support high quality CTE pathways.**E. Provide evidence of how the proposed CTE program/project will be supported and sustained through your district's Local Control Accountability Plan (LCAP).** In the San Leandro Unified School District, the strategic plan goals serve as the same five focus goals of the district's Local Control Accountability Plan (LCAP). As stated in previous sections, our strategic goals provide the umbrella for our programmatic initiatives that support the implementation of high quality career technical education programs/pathways. The following goals, key initiatives and tactics from our district's LCAP align with this project: *GOAL #1: Teach, Learn, and Achieve: Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement. Key Initiatives & Tactics: 1. Standards Aligned Instruction and Assessment 2. Responsive, Engaging Pedagogy a. Implement Project-Based Learning so that every student experiences at least two project based units every academic year b. Integrate technology consistently through the adopted blended learning suite 3. Personalized and Real-World Learning a. Promote an instructional delivery model that develops the global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) b. Promote and support teaching practices and learning experiences focused on civic engagement GOAL #2: Equity and*

Inclusion through College and Career Readiness Expectation: All schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development. Key Initiatives & Tactics:1. College Connections a. Inspire students to attend public and/or private colleges by establishing a K-12 college-going culture across classrooms b. Systematize college and career counseling programming experiences and outcomes. Unleash scholarship and other financial support tools so students access fiscal resources d. Strengthen the connection between general education and special education services to improve postsecondary options for our students with special needs e. Increase the reclassification rates of English Learners in order to ensure access to college going course programming f. Expand specialized programs such as the Two Way Bilingual Immersion, S.T.E.M, and other programs that enhance learning and provide students with a competitive edge when considering college and career opportunities g. Implement strategic parent education efforts about how to support student success at home 2. Career Exploration a. Implement career pathways and rigorous course programming that combines academic content and applied, career oriented learning b. Institutionalize work based learning and internship programs c. Expand career technical education and alternative programs to graduation 3. Socioemotional Development a. Promote prevention and intervention programs that focus on health, wellness and positive personal, social development.

Part 2: Projections of Student Enrollment A. Provide the projected number of students served The total number of students anticipated to enroll in the Public Service Pathway will be approximately 600. This grant will substantially enhance the facilities in way that actualizes real world learning, rigor and relevance for the enrolled students. SLUSD has projected this enrollment based on three variables: 1) enrollment projection methodology utilized for annual staffing based upon contractual class size limitation in the collective bargaining agreement 2) analysis of 3 year trends of enrollment patterns at San Leandro High School and 3) expressed pathway interest. **B. Describe the Enrollment Procedures for the Proposed Project** The following enrollment procedures will be implemented for the proposed project: 1) pathway exposure through 9th grade college and career seminar course, counselor led pathway workshops and Naviance career exploration tools 2) pathway recruitment via enrollment fairs and/or counselor led activities 3) nesting pathway courses in student four year plans 4) master schedule development 5) three year course sequence 10th-12th grade and completion of the senior year capstone course

Part 3: Identification of Feeder Schools and Partners A. Identify Feeder Schools and Partners for the Proposed Project San Leandro High School is nested in the middle of our two feeder middle schools, John Muir and Bancroft Middle as well as our two community college partners, Chabot College in Hayward and Laney College in Oakland. Through our Career Pathways Trust grants, we have established an ongoing collaboration with our Community College partners during our quarterly Law & Public Service Local Action Pathway Team meetings. We have established career pathway exposure programs at both our middle schools with our partnership with Eden ROP that consist of business tours and guest speakers and hands on learning projects in career pathways. The San Leandro Chamber of Commerce directly supports career pathways with consistent job shadows, business tours, guest speakers and internships. For the past three summers, local businesses and the City of San Leandro Mayor's office have provided summer internship specifically focusing on the careers in public service. Partners have supported, added input and has approved the proposed CTE project. See Appendix B and C.

Part 4: The Accountability Plan A. Describe the school's accountability plan for enrollment and expected outcome(s) SLHS projects enrolling 600 students in the Public Service Pathway annually. All students will minimally earn an industry recognized certifications pursuant to legal services and emergency response services. Students are also eligible to concurrently in community college classes at both Laney College and Chabot College. All 600 students will be provided systematic opportunities for work-based learning experiences in the given pathway sector through the district leveraging its strategic partnerships. Summer internships, internships during other periods of school closures, and work based learning programs during the instructional year will position students to be workforce ready. The expectation is that all pathway completers will transition into a 2 year community college, 4 year public or private university or into the career related public service workforce. **B. Describe how the proposed CTE project will enhance or expand the school's efforts to meet or exceed its obligations pursuant to EC Section 51228** Through the Public Services Pathway, San Leandro High School will offer students in grades 9-12 a course of study that includes ample opportunity to gain entry-level, industry certified, employment skills in emergency response services and legal services upon graduation from high school. Alongside this opportunity, students will also engage in rigorous academic curriculum that meets high school graduation requirement, a-g eligibility for the UC system and CSU eligibility. This dual lift, preparing students for both career and college is part of our district strategic plan and guides all of our course of study and pathway development work.

Part 5: Educational Specifications and Equipment/Space Requirements A. Project Description: The proposed legal project will be located in typical 950 sq. ft. classrooms with an open design and instructional area equipped as a mock courtroom. Storage and built in cabinet spaces are provided for instructional materials and legal texts. The space will be equipped with professional equipment for each instructional space to provide a comprehensive and realistic Courtroom. The proposed medical project will be located in typical 950 sq. ft. classrooms with an open design and the following instructional areas: A classroom with a general student training and teaching area of 500 sq. ft. adjacent and open to several training stations which occupy the remaining area of the 950 sq. ft. classroom. Storage and built in cabinet spaces are

provided for the equipment. The space will be equipped with professional equipment for each instructional space to provide a comprehensive Emergency Response Patient Care Program. **B. School Site Plan** The school site plan and first floor plan are enclosed. The site plan shows the existing building and access points, the First Floor plan shows the location of the classroom. **C. Schematic Drawing:** Courtroom schematic is enclosed. The floor plan for the facility with the proposed space, and the location of the equipment. The approximate square footage of each space is: 1) Classroom 950 sq. ft. and the integral training area which include a Judges Bench, Clerk/Recorder station, witness chair, podium, audio video aids (NIC in grant), Jury Box, Plaintiff and Defense stations and General Seating. Storage and cabinetry is provided to secure teaching aids and legal texts on a daily basis. The Emergency Response Patient Care Room schematic is enclosed.The approximate square footage of each space is: 1) Classroom 950 sq. ft. and the adjacent training areas with hand wash and equipment washing facilities. Storage and cabinetry is provided for the equipment. **D. Space Requirements** The courtroom space is designed to make use of a typical classroom instructional space with a common teaching and training area. Storage is provided by built in cabinets and has a capacity of over 125 sq. ft. The storage is provided so that only equipment in use is present in the training area and to provide secure storage. The teaching and training areas will be equipped with specialized equipment chosen for the program. The schematic design shows the space and the labeled areas. The emergency response space is designed to make use of a typical classroom instructional space with a common teaching and training area. Storage is provided by built in cabinets and has a capacity of over 150 sq. ft. The storage is provided so that only equipment in use is present in the training area and can be secured on a daily basis. The teaching and training areas will be equipped with specialized equipment chosen for the program. The schematic design shows the space and the labeled areas. **E. Facilities/Equipment Planning Process** The conceptual design of the four rooms has been a collaborative planning process including instructional staff, administrators, industry specialist, architect, construction manager and estimator. The intent is to provide a comprehensive legal and patient care careers facility designed to optimize experiential learning. An Advisory Committee of school district, school site, and community members has actively contributed to the design of both the classrooms and and Public Service Pathway content. **F. Program and Space Justification** The proposed courtroom and emergency response patient care classroom will provide the students with real-world experience on the school campus, and prepare them for high quality internships and employment in the East Bay. The entire CTEFP design is based meeting the competencies cited in the District's and the course outlines. A minimum of six periods of personal wellness and health professions classes will be offered per day, with 33 students per class. Students will work collaboratively with 3-5 students per group while practicing skills pertinent to the health profession. The spaces identified in the schematic design support the professional learning environment necessary for preparing students for successful industry and postsecondary placement.

Part 6: Budget Justification/Detail Sheet Form B, see attached.

A. Provide the estimated annual capital cost per student and the rationale/method We estimate that there will be 150 students enrolled in the the combined programs each year. With an estimated total construction cost of $1,406,827 for modernization of four

classrooms, the capital cost per student would be $9,379. Amortizing the $9,379 per student over a twenty year time span (assuming 150 students enrolled per year), gives an annual capital cost per student of $469.**B. Describe the financial participation and the ongoing support plan** The district will be working with local partners, including Kaiser Hospital and local legal firms, in outfitting and equipping the four classrooms. Any donations from these businesses would not be included in the total district matching funds applied to the service academy. **C. Describe the efforts taken to ensure business and industry input and collaboration** During our recent industry and stakeholder collaboration meetings, the proposed project was discussed and input was collected on current industry standards of equipment needs and space designs for public service pathways. Input was collected from administrators, parents, staff, students, architects, and our construction manager to design a courtroom and emergency response room that is cost effective and optimal for student learning. **D. Describe the process used to fund via the "best value" method** District staff worked with a construction project management team to review the proposed project and equipment list. Construction costs and estimates were based on recent similar construction projects and industry standards. The district employs best value method when selecting contractors and subcontractors for its projects. The District anticipates obtaining the Division of the State Architect approval of the plans and specifications for the modernization of the facility. Upon DSA approval, SLUSD anticipates compiling with the public contract code for proper bidding methods. **E. Describe the steps that will be taken to ensure the ongoing costs of maintenance and upkeep will be sustained after the grant funds are no longer available** The district chose long lasting and durable surfaces and equipment that are known for their longevity and low maintenance requirement. The district has a dedicated team of custodians and maintenance workers who ensure our buildings remain in good repair and are protected for future use. The district has a custodial allocation formula to ensure adequate ratios for the four classrooms included in this project.

Part 7: Unique Conditions San Leandro High School has a main campus and satellite campus approximately two blocks away. Having one campus host the pathway will reduce student travel within the instructional day for pathway enrollees, estimated to be approximately 600 of the 2600 students at SLHS.

CAREER TECHNICAL EDUCATION FACILITIES PROGRAM APPLICATION

FORM B – BUDGET JUSTIFICATION/DETAIL SHEET (Rev. 8/17)

Use additional sheets as necessary.

Local Education Agency	Name of Sector and Pathway
San Leandro Unified School District	Public Services Pathway

Provide sufficient detail to justify the budget. The budget justification page(s) must provide all required information even if the items have already been identified and discussed in another section. For each project or equipment description, list the associated costs. The scope and budget in this application must be consistent with the funding application submitted to Office of Public School Construction. Equipment without a 10-year life span and supplies are not eligible to participate in the California Technical Education Facilities Program.

Facilities Description and Cost

Public Service Emergency Response Facilities Description and Cost

DIV. 02 EXISITING CONDITIONS		Labor cost	Material cost	TOTAL
DESCRIPTION	QTY	unit cost	unit cost	Labor & Material
General protection, finishes & Equipment	1	1800	600	2,400
Demolition for blocking, backboxes	7	200		1,400
Partial Removal Of (E) Ceiling Light Fixtures	6	50	-	300
Partial Removal Of Existing Ceiling Tiles	30	5	-	150
Partial Removal Of Existing Ceiling devices	4	60	-	240
Protect Existing Fire Alarm devices	2	60	-	120
Remove existing flooring	500	1.25	-	625
Removal Of Existing Markerboard	2	60	-	120
Removal Of Existing Wall Mounted items	9	55	-	495
DIV. 02 EXISITING CONDITIONS: SUBTOTAL				5,850
DIV. 03 CONCRETE		Labor cost	Material cost	TOTAL
DESCRIPTION	QTY	unit cost	unit cost	Labor & Material

sawcut, trench, re-compact, place for plumbing	1	4500	1690	6,190
DIV. 03 CONCRETE : SUBTOTAL				6,190
DIV. 04 Masonry		Labor cost	Material cost	TOTAL
DESCRIPTION	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
No Work				
DIV. 04 Masonry : SUBTOTAL				-
DIV. 05 METALS		Labor cost	Material cost	TOTAL
DESCRIPTION	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
Misc. Metals	12	150	122	3,264
DIV. 05 METALS : SUBTOTAL				3,264
DIV. 06 WOOD, PLASTIC AND COMPOSITES		Labor cost	Material cost	TOTAL
DESCRIPTION	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
Wood trim	180	7	6	2,340
Blocking	120	22	16	4560
DIV. 06 WOOD, PLASTIC AND COMPOSITES: SUBTOTAL				6,900
DIV. 08 OPENINGS		Labor cost	Material cost	TOTAL
DESCRIPTION	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
Doors-NA				
Windows-NA				
DIV. 08 OPENINGS : SUBTOTAL				0
DIV. 09 FINISHES		Labor cost	Material cost	TOTAL
DESCRIPTION	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
Floor Finishes				
Patch existing Concrete floor and grind smooth	500	6	4	5,000
Ceiling Materials				

Alter grid replace ceiling tiles, fit to new conditions	250	11	3	3,500
Wall Finishes				
5/8" Type "X" GWB at all blocking/back box locations	450	2.05	3.07	2,304
Wall paint	2,325	1.1	0.5	3,720
Tack Board	20	150	50	4000
Exterior Finishes				
N/A				
DIV. 09 FINISHES: SUBTOTAL				**18,524**

DIV. 10 SPECIALTIES		**Labor cost**	**Material cost**	**TOTAL**
DESCRIPTION	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
White and Marker Boards	3	180	325	1515
Combo Paper Towel Dispenser/Trash Receptacle	2	160	244	808
Equipment Mounting Bracket	3	140	90	690
				0
Signage				0
Room Identification Sign	1	25	77	102
Tactile 'Exit Route' Sign	1	25	150	175
Tactile Exit Sign	1	25	160	185
DIV. 10 SPECIALTIES: SUBTOTAL				**3,475**

DIV. 11 EQUIPMENT		**Labor cost**	**Material cost**	**TOTAL**
DESCription-Subtotal Not Shown In Total Materials and Labor	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
Personal Protection Equipment	32	16	225	7712
AED Training Unit	2	100	770	1740
Equipment Bag-Complete	6	16	563	3474
CPR-Manequin	2	32	800	1664
Examination Table	4	100	1179	5116
Patient Care bed, adjustable, electric	4	150	1969	8476
Back-Board	4	16	225	964
Treatment cabinet, mobile unit	6	125	996	6726
Patient Gurney	4	150	6995	28580
Sharps disposal	4	50	19.99	279.96
First Aid Kits	6	8	99	642

DIV. 23 MECHANICAL: SUBTOTAL				**39,530**
DIV. 26 ELECTRICAL		**Labor cost**	**Material cost**	**TOTAL**
DESCRIPTION	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
Wiring and Conduit for 20 Amp Circuit	4	1460	640	8,400
110, 20 Amp Duplex Socket	8	150	32	1,456
DIV. 26 ELECTRICAL: SUBTOTAL		**Labor cost**	**Material Cost**	**9,856**
DESCRIPTION	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
Lighting				
Down Light	6	180	325	3,030
2'x4' LED Fixture	4	165	325	1,960
Emergency 2'x2' Lighting Fixture	2	215		430
Emergency Exit point	2	140		280
Lighting switch Devices	4	80		320
Lighting Control integration and system expansion	1	4500	4800	9,300
Dimmer Switch	2			0
				0
				0
DIV. 26 ELECTRICAL: SUBTOTAL				**15,320**
DIV. 27 COMMUNICATIONS		**Labor cost**	**Material cost**	**TOTAL**
DESCRIPTION	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
Data Outlet W/ 2 Cat-6 Rated Rj-45 Jacks	4	110	45	1
Digitalkeypad for Security System	1	650	325	975
Door Contact Switch For Security System	2	45	32	154
PA Speakers	2	110	325	870
Digital Dual Hdmi point	2	300	225	1,050
Security System Motion Sensor	2	150	110	520
Telephone Outlet W/ Rj-45 Jack	1	125	32	157
DIV. 27 COMMUNICATIONS: SUBTOTAL				**3,727**
DIV. 28 ELECTRONIC SAFETY & SECURITY		**Labor cost**	**Material cost**	**TOTAL**

Modular Storage System	4	64	563	2508
Cubicle track and curtain	4	180	300	1920
Trauma Supplies	6	100	750	5100
DIV. 11 Equipment: SUBTOTAL				**74,902**
DIV. 12 FURNISHINGS		**Labor cost**	**Materia l cost**	**TOTAL**
DESCRIPTION	**QTY-LF**	**unit cost**	**unit cost**	**Labor & Material**
Sink Base	3.6	62	310	1,339.20
Full Ht. Cabinets, locking	18	45	405	8,100.00
Base Cabinet with plam Counter, locking	24	62	310	8,928.00
Upper Cabinets, locking	12	38	220	3,096.00
Desks and Tables	32	12	250	8,384.00
DIV. 12 FURNISHINGS: SUBTOTAL				**29,847.20**
DIV. 22 PLUMBING		**Labor cost**	**Materia l cost**	**TOTAL**
DESCRIPTION	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
HVAC				
AC Retrofit	1	21540	17990	39,530
VENT WATER PIPES INSTALLATION				
				0
Freestanding Sink	1	1200	3200	4,400
Sink, waste and Drain-stops ADA insul	1	720	650	1,370
3" diameter	54	32.37	71.55	5,612
WASTE , WATER PIPES INSTALLATION				
4" diameter	80	31.13	20.77	4,152
Floor Cleanout, size 3" diameter.	2	265	154.64	839
WATER SUPPLY				
3/4" copper pipe	45	14.94	9.23	1,088
3/4" copper pipe	150	14.94	9.23	3,626
Water Hammer Arrestor, 1" diameter	1	72.21	99.24	171
Gate valve, 3/4" diameter	2	64	32	192
DIV. 23 MECHANICAL: SUBTOTAL				**60,980**
DIV. 26 ELECTRICAL		**Labor cost**	**Materia l cost**	**TOTAL**

DESCRIPTION	QTY	unit cost	unit cost	Labor & Material
Wiring and Conduit for 20 Amp Circuit	6	1460	640	12,600
110, 20 Amp Duplex Socket	6	150	32	1,092
1 Ph. 20A Exhaust Fan	1	450	550	1,000
DIV. 26 ELECTRICAL: SUBTOTAL		**Labor cost**	**Material Cost**	**14,692**
DESCRIPTION	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
Lighting				
Down Light	8	180	325	4,040
2'x4' LED Fixture	6	165	325	2,940
Emergency 2'x2' Lighting Fixture	2	215		430
Emergency Exit point	2	140	65	410
Lighting switch Devices	4	80	32	448
Lighting Control integration and system expansion	1	4500	4800	9,300
Dimmer Switch	2	180	85	530
				0
				0
DIV. 26 ELECTRICAL: SUBTOTAL				**18,098**
DIV. 27 COMMUNICATIONS		**Labor cost**	**Material cost**	**TOTAL**
DESCRIPTION	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
Data Outlet W/ 2 Cat-6 Rated Rj-45 Jacks	6	110	45	930
Digitalkeypad for Security System	1	650	325	975
Door Contact Switch For Security System	2	45	32	154
PA Speakers	2	110	325	870
Digital Dual Hdmi point	2	300	225	1,050
Media Controller	1	150	325	475
Hdmi Wallplate	2	150	100	500
Av System	1	1850	6500	8,350
Augmented Reality	1			0
Security System Motion Sensor	2	150	110	520
Telephone Outlet W/ Rj-45 Jack	1	125	32	157
DIV. 27 COMMUNICATIONS: SUBTOTAL				**13,981**
DIV. 28 ELECTRONIC SAFETY & SECURITY		**Labor cost**	**Material cost**	**TOTAL**
DESCRIPTION	**QTY**	**unit cost**	**unit**	**Labor &**

			cost	Material
DIV. 28 ELECTRONIC SAFETY & SECURITY: SUBTOTAL				**0**
MATERIALS AND LABOR SUBTOTAL		**Labor cost**	**Materia l cost**	**TOTAL**
DESCRIPTION	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
Subtotal Materials and Labor				**181,801**
Division 11 Equipment Total				**74,902**
Subtotal Materials and Labor + Equipment				**256,703**
Sales Tax (Material Only)	9.00%			23,103
Total Materials and Labor w/ Equipment				**279,806**
General Conditions percentage in lieu of all Division one items				
DESCRIPTION	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
Total Materials and Labor				**279,805.96**
General Conditions	9.00%			25,182.54
Contractor Overhead and Profit-Bonds	9.00%			25,182.54
Construction Contingency	10.00 %			27,980.60
Architectural Costs	8.00%			22,384.48
Escalation to March, 2018	6.00%			16,788.36
Inspection	1.00%			2,798.06
DSA Fee's	0.70%			1,958.64
Estimate Subtotal				**402,081.17**
Cost Estimate for TWO Emergency Response Rooms				804,162.34

Public Service Legal Facilities Description and Cost

The Facility is a newer existing building suitable to accommodate the proposed CTE Program. Improvements will include task lighting, renewal/replacement of finishes, teaching accessories, furnishings and equipment as required to support the program.

DIV. 1 General Requirements/Conditions	Labor cost	Material cost	TOTAL
Please note General Requirement percentages are applied to the subtotal of Construction costs			

DIV. 02 EXISITING CONDITIONS-general Demolition		Labor cost	Material cost	TOTAL
DESCRIPTION	QTY	unit cost	unit cost	Labor & Material
General protection, finishes & Equipment	1	1800	600	2,400
Demolition for blocking, backboxes	6	200		1,200
Partial Removal Of (E) Ceiling Light Fixtures	8	50	-	400
Partial Removal Of Existing Ceiling Tiles	25	5	-	125
Partial Removal Of Existing Ceiling devices	5	60	-	300
Protect Existing Fire Alarm devices	3	60	-	180
Remove existing flooring	500	1.25	-	625
Remove/salvage Existing Markerboards	2	60	-	120
Removal Of Existing Wall Mounted items	7	55	-	385
DIV. 02 EXISITING CONDITIONS: SUBTOTAL				5,735

DIV. 03 CONCRETE		Labor cost	Material cost	TOTAL
DESCRIPTION	QTY	unit cost	unit cost	Labor & Material
N/A	0			0
DIV. 03 CONCRETE : SUBTOTAL				0

DIV. 04 Masonry		Labor cost	Material cost	TOTAL
DESCRIPTION	QTY	unit cost	unit cost	Labor & Material
N/A				
DIV. 04 Masonry : SUBTOTAL				-

DIV. 05 METALS		Labor cost	Material cost	TOTAL
DESCRIPTION	QTY	unit cost	unit cost	Labor &

				Material
Misc. Metals	9	150	122	2,448
DIV. 05 METALS : SUBTOTAL				**2,448**
DIV. 06 WOOD, PLASTIC AND COMPOSITES		**Labor cost**	**Material cost**	**TOTAL**
DESCRIPTION	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
Wood trim	225	7	6	2,925
Blocking	90	22	16	3,420
DIV. 06 WOOD, PLASTIC AND COMPOSITES: SUBTOTAL				**6,345**
DIV. 08 OPENINGS		**Labor cost**	**Material cost**	**TOTAL**
DESCRIPTION	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
Doors-NA				
Windows-NA				
DIV. 08 OPENINGS : SUBTOTAL				**0**
DIV. 09 FINISHES		**Labor cost**	**Material cost**	**TOTAL**
DESCRIPTION	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
Floor Finishes				
Ceiling Materials				
Alter grid replace ceiling tiles	200	11	3	2,800
Wall Finishes				
5/8" GWB at blocking/back box locations	375	2.05	3.07	6,641
Wall paint	2,325	1.1	0.5	3,720
Tack Board	22	150	50	4,400
Exterior Finishes				
N/A				-
DIV. 09 FINISHES: SUBTOTAL				**17,561**
DIV. 10 SPECIALTIES		**Labor cost**	**Material cost**	**TOTAL**
DESCRIPTION	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
White and Marker Boards	3	180	325	1,515

				0
Equipment Mounting Bracket	2	140	90	460
				0
Signage				0
Room Identification Sign	1	25	77	102
Tactile 'Exit Route' Sign	1	25	150	175
Tactile Exit Sign	1	25	160	185
DIV. 10 SPECIALTIES: SUBTOTAL				**2,437**
DIV. 11 EQUIPMENT		**Labor cost**	**Material cost**	**TOTAL**
DESCription-Subtotal Not Shown In Total Materials and Labor	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
Jury Box	1	800	16800	17,600
				0
Judges Bench w/witness and clerk stations	1	1250	22400	23,650
				0
Attorney and DA tables	2	200	4200	8,800
				0
Chairs/Benches	18	22	250	4,896
				0
Podium	1	2300	4500	6,800
				0
Court Recorder desk/area	1	1100	4800	5,900
				0
				0
DIV. 11 Equipment: SUBTOTAL				**67,646**
DIV. 12 FURNISHINGS		**Labor cost**	**Material cost**	**TOTAL**
DESCRIPTION	**QTY-LF**	**unit cost**	**unit cost**	**Labor & Material**
Full Ht. Cabinets, interior shelving, locking	8	45	405	3,600
Base bookshelf Cabinet with plam Counter, locking	18	62	310	6,696
Upper Cabinets, locking	12	38	220	3,096
Desks and Tables	32	12	250	8,384
DIV. 12 FURNISHINGS: SUBTOTAL				**21,776**
DIV. 22 PLUMBING		**Labor cost**	**Material cost**	**TOTAL**
DESCRIPTION	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
HVAC				
AC Retrofit	1	21540	17990	39,530

DESCRIPTION	QTY	unit cost	unit cost	Labor & Material
DIV. 28 ELECTRONIC SAFETY & SECURITY: SUBTOTAL				**0**

MATERIALS AND LABOR SUBTOTAL		Labor cost	Material cost	TOTAL
DESCRIPTION	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
Subtotal Materials and Labor				**124,735**
Division 11 Equipment Total				**67,646**
Subtotal Materials and Labor + Equipment				**192,381**
Sales Tax (Material Only)	9.00%			17,314
Total Materials and Labor				**209,695**

General Conditions percentage in lieu of all Division one items				
DESCRIPTION	**QTY**	**unit cost**	**unit cost**	**Labor & Material**
Total Materials and Labor				**209,695**
General Conditions	9.00%			18,873
Contractor Overhead and Profit-Bonds	9.00%			18,873
Construction Contingency	10.00 %			20,970
Architectural Costs	8.00%			16,776
Escalation to March, 2018	6.00%			12,582
Inspection	1.00%			2,097
DSA Fee's	0.70%			1,468
Estimate Subtotal				**301,332**
Cost Estimate for TWO Courtrooms				602,664

State Funding Guidelines: Under *Education Code* Section 17078.72, the state grant maximum is $3 million for new construction and $1.5 million for modernization career technical education projects.

Loan From the State: Under *State Allocation Board Regulations* Section 15859.194, LEAs may request a loan up to $3 million for new construction and $1.5 million for modernization CTE projects from the Office of Public School Construction.

Will the LEA request a loan from the state? ☐ Yes ☒ No

Project Cost Breakdown

a. LEA Cash Match: **$703,413**

b. State Funding: **$703,413**

c. Loan from State: **$0.00**

d. Total Amount of State Requested: **$703,413**
Total (b + c)

Estimated Total Cost of Project

If yes, please provide the amount in section c.	Total (a + d) **$1,406,826**

Appendix A

Identify the industry sector, pathway, sequence of courses being considered and the CALPADS numbering

Industry Sector	Public Service

Pathway	231 - Law Practices (SJA Academy)			
Sequence of courses	Introductory	Concentrator	Concentrator	Capstone
	Social Justice 1	Social Justice Activism		Quest: Social Justice
CALPADS #	2798	2798		2798

Pathway	232 - Public Safety (ROP)			
Sequence of courses	Introductory	Concentrator	Concentrator	Capstone
				Criminal Justice
CALPADS #				8412

Pathway	233 - Emergency Response (ROP)			
Sequence of courses	Introductory	Concentrator	Concentrator	Capstone
				First Responders
CALPADS #				8422

Pathway				
Sequence of courses	Introductory	Concentrator	Concentrator	Capstone
CALPADS #				

Pathway				
Sequence of courses	Introductory	Concentrator	Concentrator	Capstone
CALPADS #				

Appendix A

Identify the industry sector, pathway, sequence of courses being considered and the CALPADS numbering

Industry Sector	Health Science and Medical Technology

Pathway	198 - Biomedical Health (Patient Care) (Planning)			
Sequence of courses	Introductory	Concentrator	Concentrator	Capstone
	Biohealth 1	Physiology		Sports Medicine or Genetics & Biotech
CALPADS #	7920	7921		Pending

Pathway	198 - Biomedical Health (Patient Care) (ROP)			
Sequence of courses	Introductory	Concentrator	Concentrator	Capstone
				Dental Assisting
CALPADS #				7922

Pathway				
Sequence of courses	Introductory	Concentrator	Concentrator	Capstone
CALPADS #				

Pathway				
Sequence of courses	Introductory	Concentrator	Concentrator	Capstone
CALPADS #				

Pathway				
Sequence of courses	Introductory	Concentrator	Concentrator	Capstone
CALPADS #				

Appendix B

List the membership of the advisory committee required pursuant to California *Education Code* Section 8070

Name	Address	Phone Number	Email	Position/Affiliation
Nicole Hankton	120 Estudillo Ave San Leandro, CA 94577	510-317-1400	nicoleh@sanleandrochamber.com	Marketing and Membership Manager/ San Leandro Chamber of Commerce
Dr. Reginald Richardson	2200 Bancroft Ave, San Leandro, CA 94577	510-618-4600	regrichardson@slusd.us	Co-Principal/San Leandro High School
Dr. Ronald Richardson	2200 Bancroft Ave, San Leandro, CA 94577	510-618-4600	rorichardson@slusd.us	Co-Principal/San Leandro High School
Sonal Patel	2255 Bancroft Ave, San Leandro, CA 94577	510-667-3503	spatel@slusd.us	Senior Director of Educational Services/San Leandro Unified School District
Tyson E. Nichols	2200 Bancroft Ave, San Leandro, Ca 94577	510-618-4600	tnichols@slusd.us	Public Service Law Pathway Teacher/San Leandro High School
Joanne Clark	Barbara Lee Health and Wellness Center 2255 Bancroft Ave, San Leandro, CA 94577	510-667-3552	joanneclark@slusd.us	Director of Prevention and Intervention Services/ San Leandro Unified School District
Linda Granger	26316 Hesperian Blvd., Hayward, CA 94545	510-293-2900	lgranger@edenrop.org	Superintendent/ Eden Area ROP
Evan Goldberg	26316 Hesperian Blvd., Hayward, CA 94545	510-293-2930	egoldberg@edenrop.org	Grants Coordinator/Eden Area ROP

Mary T. Hernandez	401 B. Street Suite 2010, San Diego, CA 92101	619-564-8400	mhernandez@ghslaw.com	GARCIA HERNANDEZ SAWHNEY Law (LLP)
Leyla Marandi	Healthier Generation.org	949-330-3945	leyla.marandi@healthiergeneration.org	Healthy Schools Program Manager/Northern California Alliance for a Healthier Generation
Eric Vollmer	Hayward Fire Department 777 B St, Hayward, CA 94541	510-714-0854	eric.vollmer@hayward-ca.gov	First Responder/Hayward Fire Department
Sal Jacquez	Mission Valley ROP 5019 Stevenson Blvd. Fremont, CA 94538	510-657-1865	sjacquez@mvrop.org	First Responder Fire Tech Program/MVROP

Appendix C

Identification of Feeder Schools and Partners

Name	Title	Name of School/Organization	Phone Number	Feeder School/Middle School	High School/ROCP	Student	Parent	Counselor	Community Member	Business/Industry Member	Community College	Other Stakeholder	**Participated in:**	Development of CTE Project	Articulation/Dual/Concurrent Enrollment	Review and Approval of CTE Plan
Valentin Del Rio	Principal	Bancroft MS/SLUSD	510-618-4380	✓										✓		✓
Vernon Walton	Principal	John Muir MS/SLUSD	510-618-4400	✓										✓		✓
Reginald Richardson	Co-Principal	San Leandro HS/SLUSD	510-618-4600		✓									✓		✓
Stephen Brady	Principal	Lincoln HS/SLUSD	510-618-4460		✓									✓		✓
Wanda Armstrong	Counselor	San Leandro/SLUSD	510-618-4460					✓							✓	
Nicole Hankton	Manager	SL Chamber of Commerce	510-317-1400						✓					✓		
Susan Benz	Project Mgr.	Chabot College	510-723-7101		✓						✓				✓	
Rebecca LaCocque	Grant Mgr.	Peralta/Laney College	510-834-5740								✓				✓	
Leyla Marandi	Prog. Mgr	Healthier Generation.org	949-330-3945									✓				

Appendix D

CTE Industry Sectors and Pathways

Agriculture and Natural Resources • Agricultural Business • Agricultural Mechanics • Agriscience • Animal Science • Forestry and Natural Resources • Ornamental Horticulture • Plant and Soil Science	**Health Science and Medical Technology** • Biotechnology • Patient Care • Health Care Administrative Services • Health Care Operational Support Services • Public and Community Health • Mental and Behavioral Health
Arts, Media, and Entertainment • Design, Visual, and Media Arts • Performing Arts • Production and Managerial Arts • Game Design and Integration	**Hospitality, Tourism, and Recreation** • Food Science, Dietetics, and Nutrition • Food Service and Hospitality • Hospitality, Tourism, and Recreation
Building and Construction Trade • Cabinetry, Millwork, and Woodworking • Engineering and Heavy Construction • Mechanical Systems Installation and Repair • Residential and Commercial Construction	**Information and Communication Technologies** • Information Support and Services • Networking • Software and Systems Development • Games and Simulation
Business and Finance • Business Management • Financial Services • International Business	**Manufacturing and Product Development** • Graphic Production Technologies • Machining and Forming Technologies • Welding and Materials Joining • Product Innovation and Design
Education, Child Development, and Family Services • Child Development • Consumer Services • Education • Family and Human Services	**Marketing, Sales, and Services** • Marketing • Professional Sales • Entrepreneurship/Self-Employment
Energy, Environment, and Utilities • Energy and Power Technology • Environmental Resources • Telecommunications	**Public Services** • Public Safety • Emergency Response • Legal Practices
Engineering and Architecture • Architectural Design • Engineering Technology • Engineering Design • Environmental Engineering	**Transportation** • Operations • Structural Repair and Refinishing • Systems Diagnostics and Service
Fashion and Interior Design • Fashion Design and Merchandising • Interior Design • Personal Services	

2017
Board of Directors

Executive Committee

Chair of the Board
Jerry Garcia
State Farm Insurance

Immediate Past Chair
Garry Offenberg
Pacific Farms

Vice-Chair Finance
Anthony Thompson
California Bank of Commerce

Directors

Robbin Beebe
CEO, Divine Home Care

Edmond Chan
COO, Kaiser Permanente

Ken Carbone
Owner, Dolphin Graphics

Gordon Galvan
Developer, Galvan & Associates

Emilio Garcia
Owner, 440 Creates

Surlene Grant
Principal, Envirocom

David Grodin
Owner, Grodin Financial

Shannon Hackley
Principal, Shannon Leigh Assoc

James Jackson
CAO, Alameda Health Systems

Gaye Quinn
Quorum Real Estate

Steve Song
Owner, Fit Dailey

Martha Treia
CEO, UrbanBloc

Dow Tunis
VP Sales, Drake's Brewing CO

Carrie Wright
Community Relations, Alameda County Industries

President/CEO
Emily Griego

120 Estudillo Ave
San Leandro, CA 94577
(510)317-1400
Sanleandrochamber.com

"Speaking for Business

SAN LEANDRO CHAMBER OF COMMERCE

Listening to the Community"

State of California
California Department of Education
Career and College Transition Division
School Facilities and Transportation Services Division
1430 N Street
Sacramento, CA 95814

To Whom It May Concern:

As the Career Pathways liaison for the San Leandro Chamber of Commerce since 2016, we directly support and partner with San Leandro Unified School District to provide work based learning opportunities for students in the Public Service Pathway and it is my pleasure to serve as an advisor for San Leandro High School's Public Service Pathway. The proposed CTEFP grant will greatly enhance San Leandro High School's ability to provide students with industry relevant, problem solving instruction, and prepare them for postsecondary college and careers opportunities.

As an advisor for this pathway, we will participate in the following:

1. connecting professionals who can give recommendations on facilities/equipment;
2. recommending strategies to align the CTE curriculum with Model Curriculum Standards;
3. providing recommendations regarding relevant work-based learning (WBL)
4. activities;
5. providing recommendations on strategies to enhance student outreach/recruitment
6. to the pathway.

We are committed to supporting the pathway in an advisory capacity with curriculum design, work-based learning opportunities, and ongoing collaboration.

Thank you for your consideration.

Sincerely,

Nicole Hankton
Marketing & Membership Manager

SAN LEANDRO HIGH SCHOOL

2200 Bancroft Avenue
San Leandro, CA 94577
(510)618-4600
(510)347-1064 FAX

Reginald Richardson, Principal
Ronald Richardson, Principal
Zachary Kahn, Asst. Principal
Keziah Moss, Asst. Principal
Kristin Glenchur, Asst. Principal

State of California
California Department of Education
Career and College Transition Division
School Facilities and Transportation Services Division
1430 N Street
Sacramento, CA 95814

To Whom It May Concern:

As the Co-Principal for San Leandro High School since 2014, it is my pleasure to serve as an advisory committee member for San Leandro High School's Public Service Pathway. We have worked collaboratively with staff, families and the community in order to provide robust career technical education and career pathway programming at San Leandro High School. The proposed CTEFP grant will greatly enhance San Leandro High School's ability to provide students with industry relevant problem solving instruction, and prepare them for postsecondary college and careers opportunities.

As an advisor for this pathway, I will participate in the following:

1. providing recommendations on facilities/equipment;
2. recommending strategies to align the CTE curriculum with Model Curriculum Standards;
3. providing recommendations regarding relevant work-based learning (WBL) activities;
4. discussing ways to establish articulation and/or dual enrollment;
5. providing recommendations on strategies to enhance student outreach/recruitment to the pathway.

We are committed to supporting the pathway in an advisory capacity with curriculum design, work-based learning opportunities, and ongoing collaboration.

Thank you for your consideration.

Sincerely,

SAN LEANDRO HIGH SCHOOL

2200 Bancroft Avenue
San Leandro, CA 94577
(510)618-4600
(510)347-1064 FAX

Reginald Richardson, Principal
Ronald Richardson, Principal
Zachary Kahn, Asst. Principal
Keziah Moss, Asst. Principal
Kristin Glenchur, Asst. Principal

State of California
California Department of Education
Career and College Transition Division
School Facilities and Transportation Services Division
1430 N Street
Sacramento, CA 95814

To Whom It May Concern:

As the Co-Principal for San Leandro High School since 2014, it is my pleasure to serve as an advisory committee member for San Leandro High School's Public Service Pathway. We have worked collaboratively with staff, families and the community in order to provide robust career technical education and career pathway programming at San Leandro High School. The proposed CTEFP grant will greatly enhance San Leandro High School's ability to provide students with industry relevant problem solving instruction, and prepare them for postsecondary college and careers opportunities.

As an advisor for this pathway, I will participate in the following:

1. providing recommendations on facilities/equipment;
2. recommending strategies to align the CTE curriculum with Model Curriculum Standards;
3. providing recommendations regarding relevant work-based learning (WBL) activities;
4. discussing ways to establish articulation and/or dual enrollment;
5. providing recommendations on strategies to enhance student outreach/recruitment to the pathway.

We are committed to supporting the pathway in an advisory capacity with curriculum design, work-based learning opportunities, and ongoing collaboration.

Thank you for your consideration.

Reginald Richardson

Sincerely,

Eden Area ROP

26316 Hesperian Blvd., Hayward, CA 94545• 510.293.2900• www.edenrop.org

Linda Granger, Superintendent

November 28, 2017

State of California
California Department of Education
Career and College Transition Division
School Facilities and Transportation Services Division
1430 N Street
Sacramento, CA 95814

To Whom It May Concern:

As the Grant Coordinator for Eden Area Regional Occupational Center since 2014, I directly support and partner with San Leandro Unified School District to provide work based learning opportunities and coordination of our California Career Pathway Trust (CCPT Round 2) grant. It is my pleasure to serve as an advisor for San Leandro High School's Public Service Pathway. The proposed CTEFP grant will greatly enhance San Leandro High School's ability to provide students with industry relevant, problem solving instruction, and prepare them for postsecondary college and careers opportunities.

As an advisor for this pathway, I will participate in the following:

1. providing recommendations on facilities/equipment;
2. recommending strategies to align the CTE curriculum with Model Curriculum Standards;
3. providing recommendations regarding relevant work-based learning (WBL) activities;
4. **discussing ways to establish articulation and/or dual enrollment;**
5. **providing recommendations on strategies to enhance student outreach/recruitment to the pathway.**

I am committed to supporting the pathway in an advisory capacity with curriculum design, work-based learning opportunities, coordination and ongoing collaboration.

Thank you for your consideration.

Sincerely,

Lisa Goldberg

Eden Area ROP

26316 Hesperian Blvd., Hayward, CA 94545• 510.293.2900• www.edenrop.org

Linda Granger, Superintendent

State of California
California Department of Education
Career and College Transition Division
School Facilities and Transportation Services Division
1430 N Street
Sacramento, CA 95814

To Whom It May Concern:

As the Superintendent for Eden Area Regional Occupational Center since 2013, I directly support and partner with San Leandro Unified School District in the development and implementation of their pathways. It is my pleasure to serve as an advisor for San Leandro High School's Public Service Pathway. The proposed CTEFP grant will greatly enhance San Leandro High School's ability to provide students with industry relevant, problem solving instruction, and prepare them for postsecondary college and careers opportunities.

As an advisor for this pathway, I will participate in the following:

1. providing recommendations on facilities/equipment;
2. recommending strategies to align the CTE curriculum with Model Curriculum Standards;
3. providing recommendations regarding relevant work-based learning (WBL) activities;
4. discussing ways to establish articulation and/or dual enrollment;
5. providing recommendations on strategies to enhance student outreach/recruitment to the pathway.

We are committed to supporting the pathway in an advisory capacity with curriculum design, work-based learning opportunities, and ongoing collaboration.

Thank you for your consideration.

Sincerely,

Linda Granger

SAN LEANDRO UNIFIED SCHOOL DISTRICT

Mike McLaughlin, Ed.D.
Superintendent

EDUCATIONAL SERVICES
Rosanna Mucetti, Ed.D., Deputy Superintendent

State of California
California Department of Education
Career and College Transition Division
School Facilities and Transportation Services Division
1430 N Street
Sacramento, CA 95814

To Whom It May Concern:

As a career pathway and summer internship teacher for San Leandro High School, it is my pleasure to serve as an advisory committee member for San Leandro High School's Public Service Pathway. I have worked collaboratively with staff, families and the community in order to offer students relevant career focused internships in the areas of public service, biomedical health, advanced manufacturing, digital media and information communication technologies. The proposed CTEFP grant will greatly enhance San Leandro High School's ability to provide students with industry relevant problem solving instruction, and prepare them for postsecondary college and careers opportunities in the public service industry.

As an advisor for this pathway, I will participate in the following:

1. providing recommendations on facilities/equipment;
2. recommending strategies to align the CTE curriculum with Model Curriculum Standards;
3. providing recommendations regarding relevant work-based learning (WBL) activities;
4. discussing ways to establish articulation and/or dual enrollment;
5. providing recommendations on strategies to enhance student outreach/recruitment to the pathway.

I look forward to supporting the pathway in an advisory capacity with curriculum design, work-based learning opportunities, and ongoing collaboration.

Sincerely,
Tyson E. Nichols
San Leandro High School
Yearbook/Journalism/Internship Instructor

SAN LEANDRO UNIFIED SCHOOL DISTRICT

Educational Services Division
Sonal Patel, Senior Director
2255 Bancroft Ave. San Leandro, CA 94577
Tel. (510) 667-3503 FAX: (510) 297-0508

Nov 28, 2017

State of California
California Department of Education
Career and College Transition Division
School Facilities and Transportation Services Division
1430 N Street
Sacramento, CA 95814

To Whom It May Concern:

As the Senior Director of Education Services for San Leandro Unified School District, It is my pleasure to serve as an advisory committee member for San Leandro High School's Public Service Pathway. The San Leandro Unified School District has developed a strategic goal within its 2017-2020 strategic plan, *equity and inclusion through college and career readiness,* that intentionally focuses the district on academically robust and career oriented pathways. This Public Service pathway aligns with the district's other key initiative of developing students' capacity for civic engagement at the local, state, national, and international levels. The proposed CTEFP grant will greatly enhance San Leandro High School's ability to provide students with industry relevant problem solving instruction and prepare them for postsecondary college and careers opportunities.

As an advisor for this pathway, I will participate in the following:

1. providing recommendations on facilities/equipment;
2. recommending strategies to align the CTE curriculum with Model Curriculum Standards;
3. providing recommendations regarding relevant work-based learning (WBL) activities;
4. discussing ways to establish articulation and/or dual enrollment;
5. providing recommendations on strategies to enhance student outreach/recruitment to the pathway.

Thank you for your consideration.

Sincerely,

Sonal Patel, Senior Director

SAN LEANDRO UNIFIED SCHOOL DISTRICT

Michael Mc Laughlin, Ed. D.
Superintendent

510-297-0508

Intervention & Prevention Services
Joanne Clark, Director
2251 Bancroft Ave, San Leandro, CA 94577
Telephone 510-667-3552 / Fax

State of California
California Department of Education
Career and College Transition Division
School Facilities and Transportation Services Division
1430 N Street
Sacramento, CA 95814

To Whom It May Concern:

As the Director of Prevention and Intervention for San Leandro Unified School District, It is my pleasure to serve as an advisory committee member for San Leandro High School's Public Service Pathway. Since 2014, I have managed the California Career Pathway Trust grants that have been awarded to San Leandro Unified and directly support San Leandro High School's Career Technical Education programs. The proposed CTEFP grant will greatly enhance San Leandro High School's ability to provide students with industry relevant problem solving instruction, and prepare them for postsecondary college and careers opportunities.

As an advisor for this pathway, I will participate in the following:

1. providing recommendations on facilities/equipment;
2. recommending strategies to align the CTE curriculum with Model Curriculum Standards;
3. providing recommendations regarding relevant work-based learning (WBL) activities;
4. discussing ways to establish articulation and/or dual enrollment;
5. providing recommendations on strategies to enhance student outreach/recruitment to the pathway.

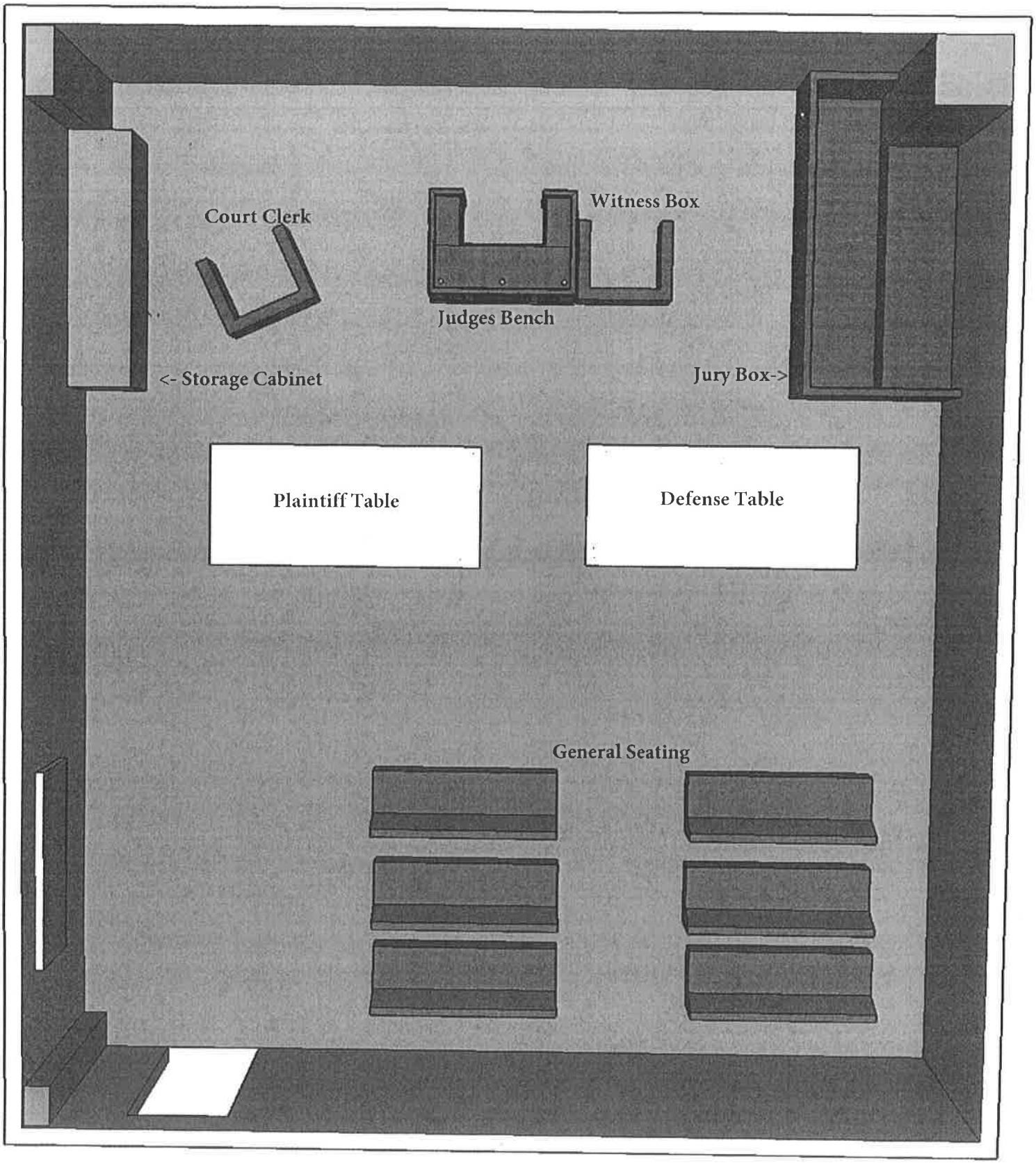
I am committed to supporting the pathway in an advisory capacity with curriculum design, work-based learning opportunities, and ongoing collaboration.

Thank you for your consideration.

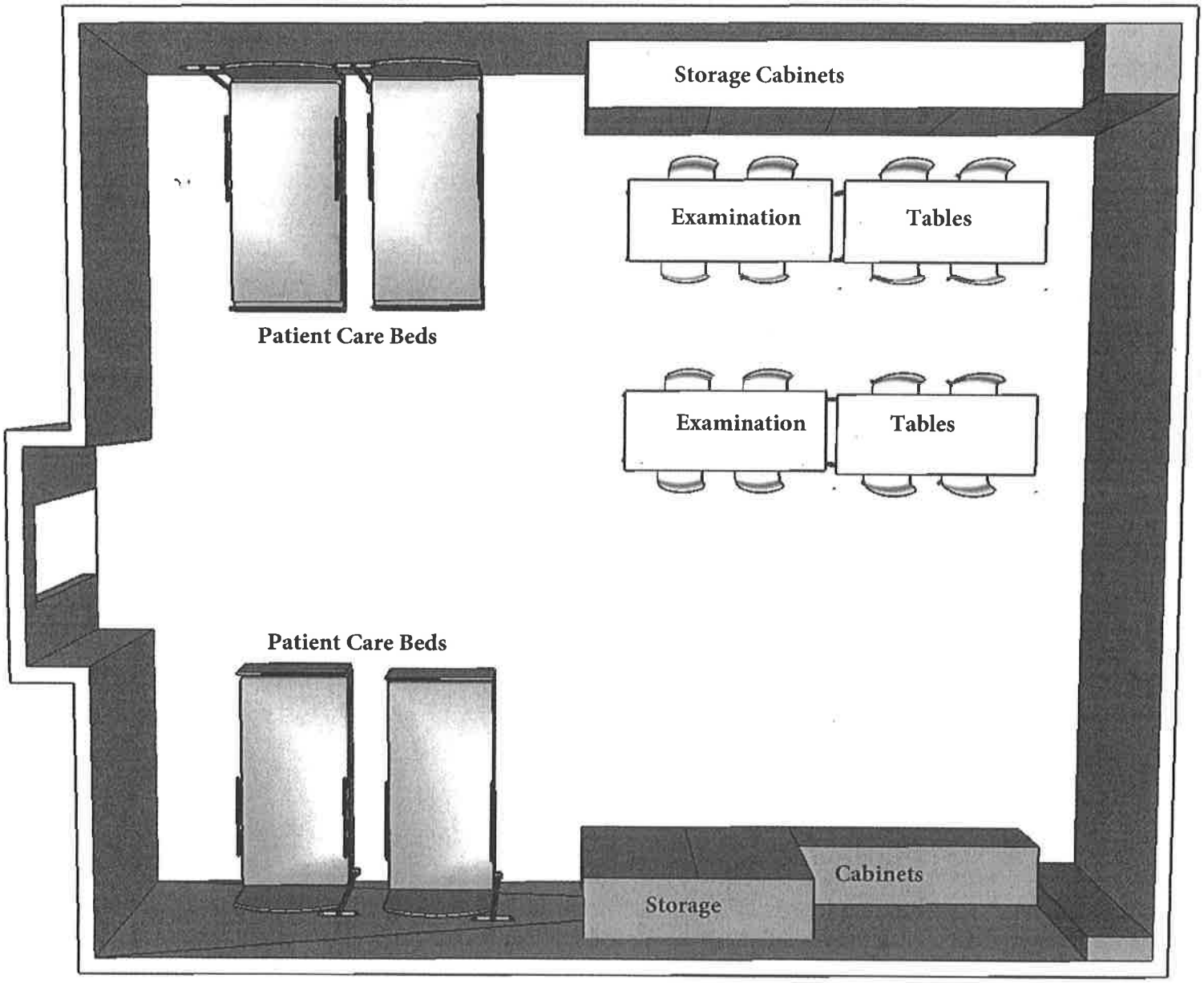
Sincerely,

Joanne Clark
Director
Prevention and Intervention Services
Educational Services Division
San Leandro Unified School District
Email: joanneclark@slusd.us

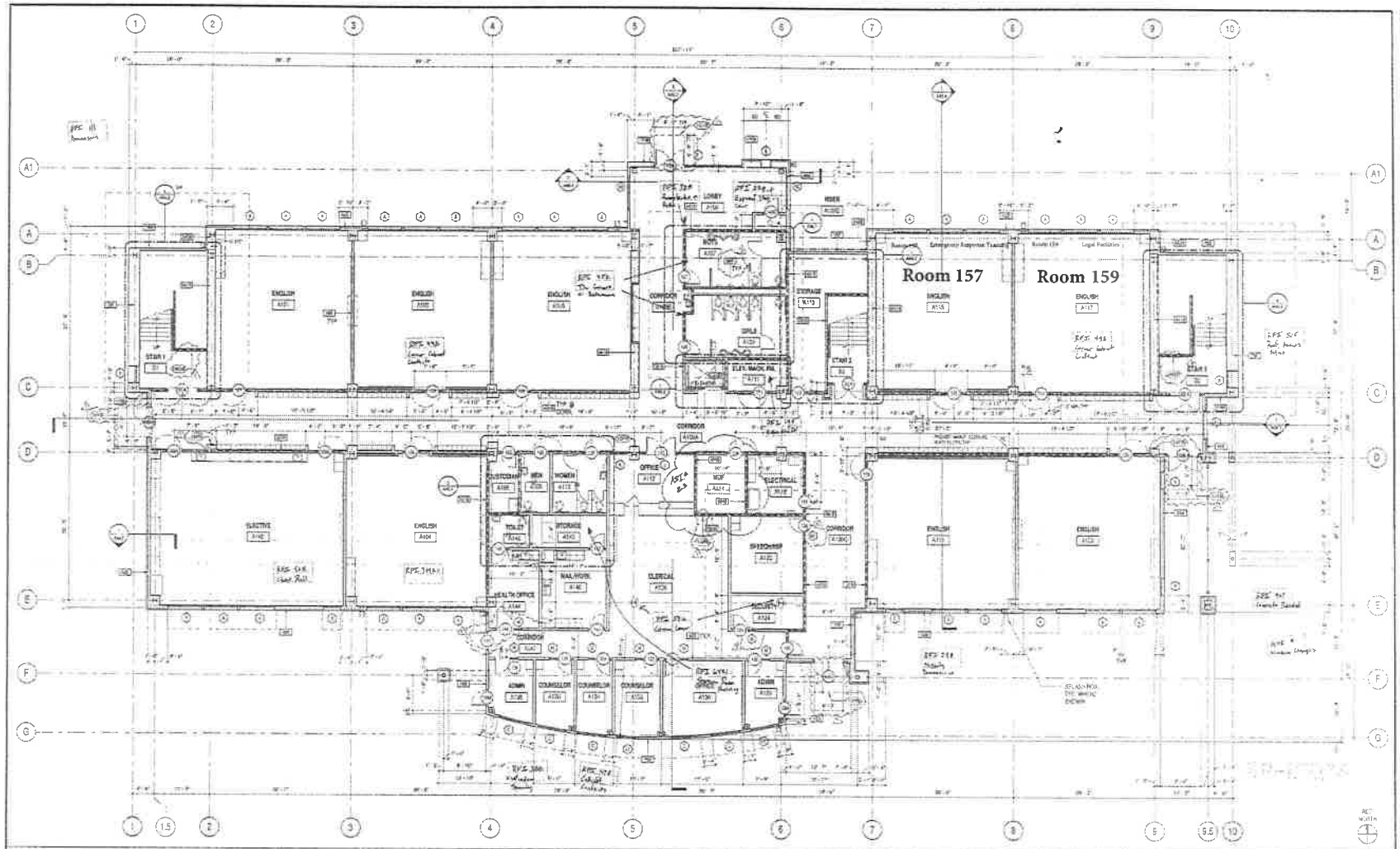
Schematic #1 Courtroom Classroom



Schematic #2 Emergency Response Patient Care Classroom



Schematic # 3 Classroom Identification



FIRST FLOOR PLAN 1

KEYNOTES

10UB	DROP ACCESS PANEL W/ STITCH MODEL LITHONIA OR APPROVED EQUAL. PRIME AND PAINT TO MATCH ADJACENT WALL
10FS	FIRE EXTINGUISHER WITH CERTIFICATION TAG FOR RECESSED MOUNTED CABINET, SEE 2010.2. FOR SEMI-RECESSED, SEE 1810.2.
10WM	WALK-OFF MAT, 3/4" REAR DEPTH RUBB

KEYNOTES | GENERAL NOTES | WALL LEGEND

LEARNING

SLUSD
SAN LEANDRO UNIFIED SCHOOL DISTRICT

9TH GRADE CAMPUS
SAN LEANDRO UNIFIED SCHOOL DISTRICT

WLC Architects

BAY ARTS

CLASSROOM BLDG - FIRST FLOOR PLAN

DRAWING NUMBER AA2.1

CONFORMED SET