

CAPISTRANO UNIFIED SCHOOL DISTRICT
33122 Valle Road
San Juan Capistrano, CA 92675
BOARD OF TRUSTEES
Special Meeting

November 20, 2019

Open Session Immediately Following Regular Board Meeting

AGENDA

RECORDING OF SCHOOL BOARD MEETINGS

In accordance with Board Policy 9324, Board Minutes, all Regular School Board Meetings will be audio recorded.

CALL TO ORDER – ROLL CALL

PLEDGE OF ALLEGIANCE

ADOPTION OF THE AGENDA

DISCUSSION/ACTION ITEMS

**1. CAREER TECHNICAL EDUCATION FACILITIES PROGRAM DISCUSSION/
APPLICATION: ACTION**

The District is requesting Career Technical Education Facilities Funding to build a state-of-the-art facility at Aliso Niguel High School to house the Biotechnology pathway instruction as well as project-based and work-based learning experiences. Approval of the Career Technical Education Facilities Program Application will provide a maximum of \$3 million for this new construction project.

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EXHIBIT 1

CUSD WIG 1: Teaching and Learning - Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

Contact: Susan Holliday, Associate Superintendent, Education Services

Staff Recommendation

It is recommended the Board President recognize Susan Holliday, Associate Superintendent, Education Services, to present this item.

Following discussion, it is recommended the Board of Trustees approve the Career Technical Education Facilities Program Application.

Motion by _____ Seconded by _____

ADJOURNMENT

Motion by _____ Seconded by _____

**THE NEXT REGULAR MEETING OF THE BOARD OF TRUSTEES IS
WEDNESDAY, DECEMBER 11, 2019, 7:00 P.M.
AT THE CAPISTRANO UNIFIED SCHOOL DISTRICT OFFICE BOARD ROOM
33122 VALLE ROAD, SAN JUAN CAPISTRANO, CALIFORNIA**

For information regarding Capistrano Unified School District, please visit our website:

www.capousd.org

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS PRESENT AT THIS MEETING

We are pleased you can be with us at this meeting, and we hope you will return often. Your visit assures us of continuing community interest in our schools.

The members of the Board of Trustees of this District are locally elected state officials, who serve four-year terms of office, and who are responsible for the educational program of our community from grades kindergarten through twelve. They are required to conduct programs of the schools in accordance with the State of California Constitution, the State Education Code, and other laws relating to schools enacted by the Legislature, and policies and procedures which this Board adopts.

The Board is a policy-making body whose actions are guided by the school district's Mission and Goals. Administration of the District is delegated to a professional administrative staff headed by the Superintendent.

The agenda and its extensive background material are studied by each member of the Board for at least two days preceding the meeting. Board Members can call the administrative staff for clarification on any item, and many of the items on the agenda were discussed by the Board during previous meetings. These procedures enable the Board to act more effectively on agenda items than would otherwise be possible.

WHAT TO DO IF YOU WISH TO ADDRESS THE BOARD OF TRUSTEES

CLOSED SESSION: In accordance with Education Code § 35146 and Government Code § 54957, the Board may recess to Closed Session to discuss personnel matters which they consider inadvisable to take up in a public meeting.

Members of the public shall have an opportunity to address the Board regarding items on the agenda to be considered during Closed Session prior to the Board adjourning the meeting to Closed Session. Individual presentations are limited to a maximum of three minutes; however, the time assigned for individual presentations could be fewer than three minutes depending upon the total number of speakers who wish to address a specific agenda topic.

ORAL COMMUNICATIONS (Non-Agenda Items): Regular, scheduled meetings of the Board shall have a portion of each meeting devoted to Oral Communications. Oral Communications, will take place following Special Recognitions. The total time for the Oral Communications portion of regular meetings shall be twenty minutes. Individual presentations are limited to a maximum of three minutes per individual but could be less if there are a large number of Oral Communication speakers. Legally, the Board may not take action on items raised by speakers under Oral Communications. The Board may, however, at its discretion, refer items to the administration for follow-up or place topics on a future Board agenda.

ORAL COMMUNICATIONS (Agenda Items): Members of the public shall also have an opportunity to address the Board on Open Session agenda items before their consideration by the Board. Individual presentations for the Consent Calendar are limited to a maximum of five minutes for all Consent Calendar items. Individual presentations for Discussion/Action agenda items are limited to a maximum of three minutes however; the time assigned for individual presentations could be fewer than three minutes depending upon the total number of speakers, who wish to address a specific agenda topic. The total time for presentations shall be limited to twenty minutes per agenda topic, unless the Board grants additional time. The Board shall hear all presentations after any staff comments but prior to the formal discussion by Board members of the agenda topic under consideration.

Once an agenda item has been opened for public comment, no additional "Request to Address the Board of Trustees" cards shall be accepted for that topic unless otherwise approved by the Board. When addressing a specific item on the agenda, the Board may vote to allow additional public speaker time for an individual Discussion/Action item.

PUBLIC HEARINGS: Any time the Board schedules a separate public hearing on a given topic, it shall not hear speakers on that topic before the public hearing, except as to the scheduling of the hearing, nor shall it hear speakers after the hearing, except as to changes in the recommended action at the time of the hearing.

REASONABLE ACCOMMODATION

In order to help ensure participation in the meeting of disabled individuals, appropriate disability-related accommodations or modifications shall be provided by the Board, upon request, in accordance with the Americans with Disabilities Act (ADA). Persons with a disability who require a disability-related accommodation or modification, including auxiliary aids and services in order to participate in a Board meeting, shall contact the Superintendent or designee in writing by noon on the Friday before the scheduled meeting. Such notification shall provide school district personnel time to make reasonable arrangements to assure accessibility to the meeting.

**CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT**

To: Board of Trustees

From: Susan Holliday, Associate Superintendent, Education Services

Prepared by: Patricia Romo, Executive Director, College and Career Advantage

Date: November 20, 2019

Board Item: Career Technical Education Facilities Program Application

HISTORY

The Career Technical Education Facilities Program is established to provide funding to qualifying local educational agencies for the purpose of constructing new facilities or reconfiguring existing facilities to enhance educational opportunities for students 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.

BACKGROUND INFORMATION

The District proposes to expand and enhance the Health Science and Medical Technology Sector Biotechnology Pathway at Aliso Niguel High School with an emphasis of obtaining certification through Irvine Valley College. These classes will be articulated/dual enrolled resulting in high school students earning college credit while taking courses on the high school campus. The District will offer lab classes during the Summer months that will be dual enrolled with Irvine Valley College. This pathway has expanded from one section of Biotechnology in 2017 to 3 sections in 2019. There is a need to expand the pathway to include a capstone course and lab courses that meet the requirements of the college certificate.

CURRENT CONSIDERATIONS

The District is requesting Career Technical Education Facility Program (CTEFP) Funding to build a state-of-the art facility at Aliso Niguel High School to house the Biotechnology pathway instruction as well as project-based and work-based learning experiences. The District recently obtained Division of State Architects approval to construct a new 23,741 square foot Science Technical Engineering and Mathematics (STEM) facility, and the proposed CTEFP project will help fund the new construction of STEM specific spaces.

FINANCIAL IMPLICATIONS

Approval of the Career Technical Education Facilities Program Application will provide a maximum of \$3 million for the new construction project at Aliso Niguel High School.

STAFF RECOMMENDATION

It is recommended the Board President recognize Susan Holliday, Associate Superintendent, Education Services, to present this item.

Following discussion, it is recommended the Board of Trustees approve the Career Technical Education Facilities Program Application.

PREPARED BY: Patricia Romo, Executive Director, College and Career Advantage

APPROVED BY: Susan Holliday, Associate Superintendent, Education Services



Career Technical Education Facilities Program Application

Form A - Cover Page (Revised 8/19)

Section 1: California Department of Education Use Only

Application Log Number: _____

Reviewer Number: _____

Received Date: _____

Original Application and Four Copies: ☐ USB Flash Drive Included: ☐

Section 2: Local Educational Agency Contact Information

Local Educational Agency (LEA) :

Capistrano Unified School District

CDS Code:

30664640000000

Printed Name and Title of Contact:

Patricia Romo, Executive Director

Address:

33122 Valle Road

City: San Juan Capistrano

Zip Code:

92675

County:

Orange

Telephone Number:

949-234-9477

Fax Number:

949-248-9718

Email Address:

PJRomo@capousd.org

Section 3: Project Information

Type of Project:

New Construction (including equipment): ☒

Modernization/Reconfiguration (including equipment): ☐

Equipment Only: ☐

School Name:

Aliso Niguel High School

Name of Career Technical Education Industry Sector (Note: Only one industry sector per application will be accepted):

Health, Science and Medical Technology

Career Technical Education Pathway(s):

Biotechnology

Proposed Schematic Drawing Attached?: Yes ☒ No ☐

School Site Plan Drawing Attached: Yes ☒ No ☐

Estimated Total Cost of Project (See Form B): \$10,954,576.00

Total Amount of State Funds Requested (See Form B): \$3,000,000.00

Number of students occupying teaching stations or using equipment (per class period): 36

Number of Classrooms in Project: 8

Annual Number of Students Served: 216

Square Footage of Project: 10,294

Section 4: Approval

Date Governing Board Approved CTE Application (Board must approve project no later than November 27, 2019): November 20, 2019

Section 5: 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.

E.C. 8070 P.R.

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.

E.C. 17078.72 P.R.

(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 P.R.

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 P.R.

(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 P.R.

(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.

Print Name of Authorized L E A Representative: Patricia Romo

Signature of Authorized L E A Representative: Patricia Romo

Initials of Authorized L E A Representative: P.R.

Title: Executive Director

Phone Number: 949-234-9477

Date: 11-18-19

Aliso Niguel High School – S.T.E.M. Building Project

Part 1: Career Technical Education Plan Narrative

A. Capistrano Unified School District (CUSD) proposes to expand and enhance the Health Science & Medical Technology Sector Biotechnology Pathway at Aliso Niguel High School with an emphasis of obtaining certification through Irvine Valley College. These classes will be articulated/dual enrolled resulting in high school students earning college credit while taking courses on the high school campus. In addition, we will offer lab classes during the summer months that will be dual enrolled with IVC. This pathway has expanded from one section of Biotechnology in 2017 to three sections in 2019. There is a need to expand the pathway to include a capstone course and lab courses that meet the requirements of the college certification. In addition, the plan to expand the Biotechnology pathway is based on (i) the district's documented need to expand CTE offerings to expose students to a broad range of careers; (ii) strong evidence that the Biotechnology pathway aligns with the career interests of a high percentage of ANHS students; and (iii) regional labor market information that documents significant workforce demand for highly skilled employees in Health Science & Medical Technology.

The courses in the developing pathway will be:

Introduction to Biotech (lecture and lab) (CalPADS 7910)

Biotech Basic Lab Skills (CalPADS 7911)

Advanced Biotechnology (CalPADS 7912)

Chemistry 3

Biology 10 or

Pass the AP Chemistry test

Capistrano USD is requesting CTEFP funding to build a state-of-the-art facility at Aliso Niguel High School to house the Biotechnology pathway instruction as well as project- and work-based learning experiences. CUSD has recently obtained DSA approval to construct a new 23,741SF STEM facility, and the proposed CTEFP project will fund the new construction of STEM-specific spaces only (i.e., spaces to house Biotech introductory, concentrator, and capstone classes, Medical Courses, and after school Biotechnology instruction and hands-on project-/work-based learning). As described throughout the proposal narrative, the ANHS Biotech pathway's program of study will (i) provide a rigorous sequence of CTE courses that introduce students to a range of

Capistrano Unified School District
Aliso Niguel High School- S.T.E.M. Building Project

Biotechnology-related careers; (ii) articulate with related postsecondary pathway segments through partnership with the Irvine Valley College; (iii) provide dual enrollment opportunities in partnership with Irvine Valley and other Community Colleges, enabling students to earn a certificate in Biotechnology and up to 30 college credits by the time they graduate high school; (iv) provide opportunities for students to earn industry-recognized certifications; and (v) offer authentic work-based learning opportunities (e.g., job shadowing, internships) in partnership with local and regional business and industry partner sites to provide students with opportunities to apply Biotechnology skills.

The primary goal of the CTEFP project is to construct the CTE facilities required to establish the new Biotechnology pathway. Key five-year objectives are as follows: (1) The Biotechnology pathway will enroll 90 students in Year 1, 120 students in Year 2, and 150 students per year starting in Year 3 (2) Beginning in the 2022-23 school year, 30 students per year will complete the Biotechnology capstone course, earn a college certification, and be classified as pathway completers. (3) At least 20 pathway completers per year will successfully transition into postsecondary institutions within six months of graduation for more advanced study in a pathway-related degree program or another area of study.

The CUSD Executive Director of Career and Technical Education monitors all of the district's teachers to ensure they are authorized to teach assigned subjects. When hiring new CTE teachers, CUSD considers only applicants who hold a designated subjects CTE credential in the appropriate industry sector. 100% of CTE CalPADS coded courses are taught by teachers that hold a CTE credential. According to U.S. Department of Labor projections, Health Science and Medical Technology is the highest growing employer based on industry need. In Orange County, the 2020 Workforce Indicators Report of Key Findings shows that Healthcare and Social Assistance available positions will continue to grow over the next 10 years. Over 190,000 positions have been posted in the past 12 months. Health Professionals is a high growth labor market in Orange County with an expected increase of 48%. Health Aides, Technicians, and Wellness positions are expected to increase by 30%. CUSD is prepared to meet the needs of the workforce by providing training and pathways to postsecondary training in these highly needed sectors.

Space is limited at the high school and does not allow us to expand the current Biotechnology pathway program. This new building will provide the space for a state of the art lab and classroom with industry standard equipment to provide training that is current and relevant to industry needs.

B. Accessibility to the Biotechnology program will be achieved through the channels that we have in place for all CTE programs. Support is provide in a variety of ways including career counseling and scheduling, working with Student Support administrators and counselors, advertising to all students on campus, offering after school courses for those that can't attend during the regular bell schedule, and additional training for teachers to modify instruction to meet the needs of all students. Aliso Niguel High

Capistrano Unified School District
Aliso Niguel High School- S.T.E.M. Building Project

School leadership recognizes that equal access to the Biotechnology pathway begins with a strategic outreach and recruitment plan that target all student populations. Outreach and recruitment will include the following strategies: (i) intentionally composing a diverse Biotechnology Advisory Board with members who have experience working with special student populations, such as foster youth, students with disabilities, and English Learners; (ii) disseminating digital and print Biotechnology marketing materials published in English and Spanish; (iii) coordinating with district and school personnel who specialize in serving students from special populations (EL Coach, Foster youth coordinators and counselors, special education teachers) to develop outreach materials and events that target students from these groups; (iv) providing early and ongoing counselor-led sessions to assist all ANHS feeder school students in exploring career options and Biotechnology pathway opportunities; and (v) delivering PIVA pathway presentations (in English and Spanish) at special events attended by students and parents (e.g., open houses, registration meetings). In addition to early and ongoing recruitment targeting all student populations, the ANHS Biotechnology program will establish support structures and services so that all students have equal opportunity to successfully complete the pathway. ANHS will ensure the Biotechnology teacher is supported by one of College and Career Advantage's (ROP) three instructional coaches, the EL Coach, the Foster Youth Coordinator, and special education staff to ensure the teacher appropriately differentiates instruction, modifies projects, and accommodates each student. The new facility will be wheelchair accessible and fully ADA compliant, and CUSD will use wheelchair-accessible buses, when necessary, to ensure all students can participate in off-campus activities. CUSD will provide paraprofessionals to support the teacher when students with significant special needs require more intensive support.

C. Professional development will also take place in collaboration with Irvine Valley College to provide the teacher with the current curriculum and training in new and emerging technology used in this field. In addition, CUSD partners with a JPA ROP, College and Career Advantage, which provides regular professional development in CTE related requirements on a regular basis. Teachers from all CTE offerings are invited to attend.

ANHS administrators collaborate with the JPA ROP to develop an annual district-wide CTE professional development calendar that addresses teacher and staff training needs identified through surveys, observations, focus groups, and PLC meetings. These efforts ensure that professional development aligns with district and school-wide priorities and CTE requirements while addressing the individual needs of teachers and staff. CUSD recognizes that intensive and ongoing professional development will be critical to maximizing the use of CTEFP-funded facilities, and the professional development to be provided to the Biotechnology teacher will meet or exceed the four activities per year recommended in CDE's 11 Elements of a High-Quality CTE Program. All CTE courses including Biotechnology are utilizing curriculum that is aligned to the CTE Model Curriculum Standards and the Career Readiness Standards. Staff Professional Development is held annually to review and standards and collect

examples of rigorous and relevant instruction and student learning. College and Career Advantage (ROP) provides regular meeting time for teachers to collaborate on instructional practices and outcomes. The course will combine classroom lecture with collaborative project-based learning activities in the lab so that students begin to gain knowledge and skills related a range of careers. Students are able to complete the pathway, earn a college certificate, earn college credit and gain employment as a medical lab technician, a research analyst, biomedical sales representatives, biomedical scientist, and many other career positions. Through self-directed research and guest presentations from industry professionals, students will explore a variety of positions.

D.CUSD CTE has partnered with Laguna Beach USD in a JPA ROP, College and Career Advantage for the past 50 years. The three partners have developed integrated CTE pathways and programs that are available to students during and after the bell schedule to accommodate all students. Serving approximately 51,000 students in the K12 region, approximately 18,000 are high school students. Currently, over 12,000 high school students and 5,000 middle school students are participating in CTE pathway courses. Thirty CTE pathways are offered in the JPA ROP region to high school and middle school student. Because they are often duplicated on each campus, approximately 17-20 CTE pathways are available to students on each high school site, with 35 classes available after school to fill in any pathway gaps on the campus itself. The Biotechnology pathway program is offered at three comprehensive high school sites in CUSD through the partnership with ROP and Irvine Valley College. Funds have been used through the Career Technical Education Incentive Grant, the California Career Pathways Trust Grant, and the Carl D. Perkins Grant over the past five years. At ANHS, facility restrictions have limited the expansion of the pathway program. These funds will allow us to further build upon the success of this highly valuable program. The partnership of CUSD, LBUSD, and CCA meets the 11 elements of a high quality CTE program and has documented evidence on file in the CCA/CTE office. CTEIG funds will be utilized to purchase equipment and supplies to prepare the new classroom/lab for the Biotechnology pathway courses.

E. The District LCAP identifies CTE as a priority for years to come. CTE is included in planning budget, funds are allocated, classes are planned and identified, and Pathways are identified in the LCAP. The pages of the LCAP that identify CTE are included in the CTEIG application to CDE annually and on file in the CCA/CTE office. The LCAP report is updated and presented to the Board of Trustees annually by the Associate Superintendent of Education Services. Student outcomes are reported on in a variety of methods including CTEIG grant reports, Perkins reports, Board reports, and meetings with stakeholders. Student outcomes are summarized to show the number of enrollments, completers, pathway completers, and special population data.

Part 2: Projections of Student Enrollment

A. The Biotechnology pathway will enroll 90 students in Year 1 , 120 students in Year 2, and 150 students per year starting in Year 3 (2) Beginning in the 2022-23 school year, 30 students per year will complete the Biotechnology capstone course, earn a college certification, and be classified as pathway completers. (3) At least 20 pathway completers per year will successfully transition into postsecondary institutions within six months of graduation for more advanced study in a pathway-related degree program or another area of study. Projections are based on current enrollment and interest surveys. Additional courses will be added in the pathway as the program expands.

B. Students enroll through the district portal after meeting with Academic Advisors. Enrollment in CTE programs has continued to grow each year with approximately 6,000 students enrolled in 2016 to approximately 17,000 students enrolled in 2019. This is mainly due to integrated and cohesive pathways, classrooms and labs that have been developed or enhanced using CTEIG funds, marketing and promotional materials, staff manning tables and providing presentations at events across the region. This is an exciting opportunity for students to earn both college credit and high school credit, and graduate with a college certificate. The credits earned can apply to an Associate's Degree and transfer to CSU or UC, along with private four year institutions. In addition, there are entry level jobs available after completing the pathway. South Orange County has multiple corporations who specialize in Biomedical, Biopharmaceutical, and have medical laboratories that employ technicians. Students in this pathway truly have multiple options available to them upon graduation from high school. Career Guidance Specialists and Counselors will promote and enroll students in coming years. Marketing videos and materials will be created to showcase the pathway resulting in a college certificate. The first Biotechnology course has grown exponentially over the past three years. We expect that students will be guided into the next level courses each year with two concentrator sections and one or two capstone sections. Students are already asking for the more advanced pathway courses on their campus.

Part 3: Identification of Feeder Schools and Partners

Please see Appendix B for an outline of the feeder schools and partners in this pathway partnership.

CUSD serves students in a 200 mile radius. There are no similar Biotechnology pathways available to our students outside of the JPA school districts. CUSD partners with the local community colleges on all dual enrollment or articulated courses. Biotechnology is only offered at Irvine Valley College in the region.

Part 4: The Accountability Plan

A. Based on student outcomes to date within the Biotechnology pathway, we expect approximately 30 students per year to complete the entire pathway including the required college courses to earn a college certificate from IVC.

Based on follow-up data to date within the Biotechnology pathway, we expect approximately 5 students to be employed in a related field, and 30 students to continue to community college or a four year university annually.

CUSD gathers follow-up data for the E-2 process of Perkins through phone calls, emails, student reporting, and teacher's data tracking. In addition, the use of the Career and Technical Education Management Application (CATEMA) provides follow-up information as to the number of students who transition to Saddleback College upon completion of high school CTE pathways. Reports are kept on file in the CCA/CTE office. This information is reported to CDE through the Perkins process, CTEIG reporting, and K12 Strong Workforce Program reporting.

B. By providing classroom/lab space for the Biotechnology pathway, the district will be able to expand and enhance CTE pathways at Aliso Niguel High School to allow for the growing student population. In addition to Biotechnology, ANHS will be adding courses in Patientcare pathways with courses in Medical Core, Medical and Hospital Careers, and a Medical Internship course. These CTE courses serve all student populations and increase graduation rates, college-going rates, and provide future employees for the workforce in CA and the nation. CTE courses at CUSD provide 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. 100% of CTE courses within CUSD meet the standards outlined in the CTE Model Curriculum Standards and the Career Readiness Standards. CUSD also adopts alternative means for pupils to complete the prescribed course of study pursuant to subdivision (b) of Section 51225.3, through 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.

Aliso Niguel High School – S.T.E.M. Building Project

Part 5: Educational Specifications and Equipment/Space Requirements

A. Project Descriptions

The Aliso Niguel High School Science, Technology, Engineering, and Mathematics (S.T.E.M.) Building project has involved a number of pre-construction phases, all carefully planned, scheduled and executed so that the campus can remain operational during the course of construction. The District recently obtained DSA approval and has formally bid the project and is in the process of awarding the contract to the apparent low bidder.

The S.T.E.M. Building project consists of a new building totaling 23,741SF. The project saw the construction of a new student S.T.E.M. building, that housed 4 science labs outfitted with acid waste lines, fume hoods and 21st century technology and 2 science classrooms that will serve as a hands on teaching area as well as lecture space. Between each laboratory and science classroom there are supporting work rooms that have joint-use areas that have fume hoods, chemical storage cabinets, refrigeration areas, goggle cabinets, drying racks, and sinks.

Each science lab has been designed to be oversized at 1,458SF and the 2 science classrooms/lecture spaces are designed at 1,471SF while the workroom supporting spaces are 380SF. These spaces will support the growth and development of our students and will provide hands on learning areas as well as fully functional lecturing spaces.

B. School Site Plan

See attached Drawings

C. Schematic Drawing

See attached Drawings

D. Space Requirements

Capistrano Unified School District is a strong proponent of the CTE Program and has implemented this program at each of our campuses. Our program has been developed and honed utilizing the guiding principles of the CTE Program:

1. Inclusion
2. Students and the economy
3. Preparation for success
4. Career planning and management
5. Integration
6. Programs of study
7. Innovation and quality
8. Future orientation

9. Collaboration

The Aliso Niguel High School project was designed and constructed in the spirit of the CTE Program, aligning itself with the Vision Statement of the program, "Career technical education engages all students in a dynamic and seamless learning experience resulting in their mastery of the career and academic knowledge and skills necessary to become productive, contributing members of society."

Each space allocated to the CTE Program at Aliso Niguel High School was designed and constructed to nurture and advance the learning experiences of our students with the main focus being hands on Science. The oversized labs and classrooms will allow for proper room to perform hands on experiments, utilize state-of-the-art equipment, and to learn vital CTE skills.

The attached schematic drawings provide the square footage of all CTEFP-funded spaces and label all instruction areas.

Square Footage: Science Laboratories = 5,832SF; Science Classrooms/Lectures = 2,942SF; Workrooms = 1,520SF
Total Square Footage: 10,294SF

E. Facilities/Equipment Planning Process

The planning and programming process for the Science and Engineering Buildings began in 2016. The planning and design committee was comprised of a member of the community, teachers that would be occupying/teaching in the spaces, the site principal, the facilities department, and District department heads. The process was based on 4 main pillars:

1. Communication and Collaboration Foster Parent and Community Involvement
2. Career-Focused Programs within Small Schools
3. Student-Centered; High Expectations for All; Personalization
4. Innovative Thinking and 21st Century Technology

These 4 categories encompass global ideas that spark student engagement and advancement in the learning place while ensuring community, parental, and industry involvement. Within these 4 pillars, it is our goal to ensure that the Science and Engineering buildings are career focused, includes participation from individuals in the industry and that our curriculum is delivered to each student through project based, hands-on, and case study activities. Our guiding principles for transforming our campus into a Career Technical Education Program has focused around facilitating collaboration of student groups (small and large), emphasizing problem solving and critical thinking.

As a result of proper programming and planning, our committee was able to align industry standards with our design. The construction of this building showcases

how the educational activities each student now engages in emphasizes career focused activities.

F. Program and Space Justification

Program and space justification: CTEFP-funded spaces will house all Biotechnology CTE course work, and an outline matching each Biotechnology course with projected use of CTEFP-funded spaces is provided in Table 2. The Biotechnology Laboratory has a maximum occupancy of 36 students and will facilitate Biotechnology student research and application of methods of study and experimentation. The classroom allows a section (30 students) to participate in hands-on activities that promote student mastery of competencies related to Biotechnology in three levels of the program, introductory, concentrator, and advanced. Biotechnology students may also work in the classroom/lab during class hours in afterschool and summer scheduled courses in Biotechnology. Our hope is to provide a full working laboratory facility and offer college level courses in addition to the high school courses for students at other CUSD high schools to attend during those afterschool and summer courses. In addition, internships will be developed to allow students to participate in further work-based learning and pathway-related work experience.

Table 2: Outline of Biotechnology use of CTEFP funded space				
Course:	# of Sections	# of Students	Total Students	Space
Intro to Biotechnology	3	30	90	C
Biotechnology Lab Skills	2	30	60	L
Advanced Biotechnology	1	30	30	L
	6		180	

*C=Classroom

*L=Laboratory

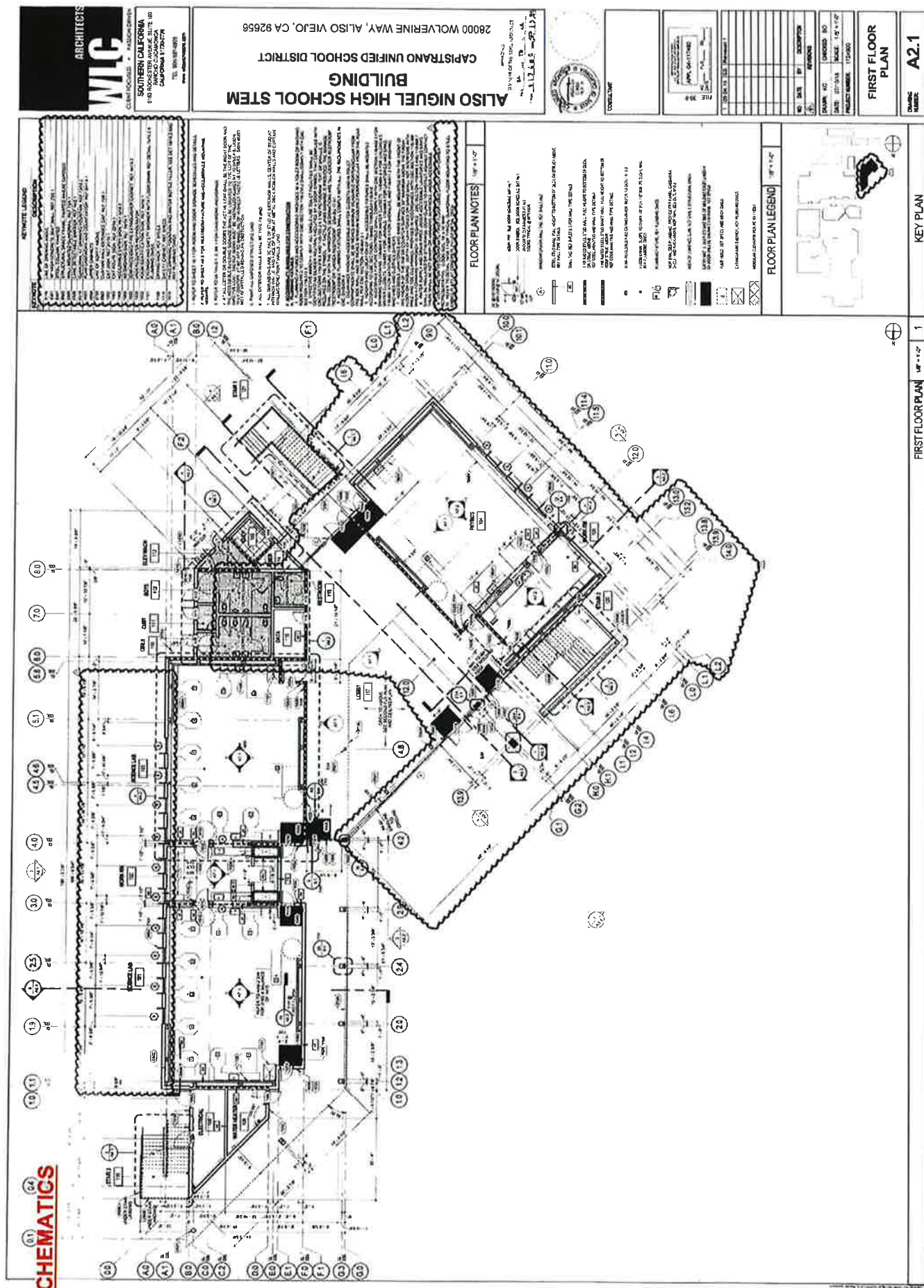
Part 6: Budget Justification/Detail Sheet (Form B)

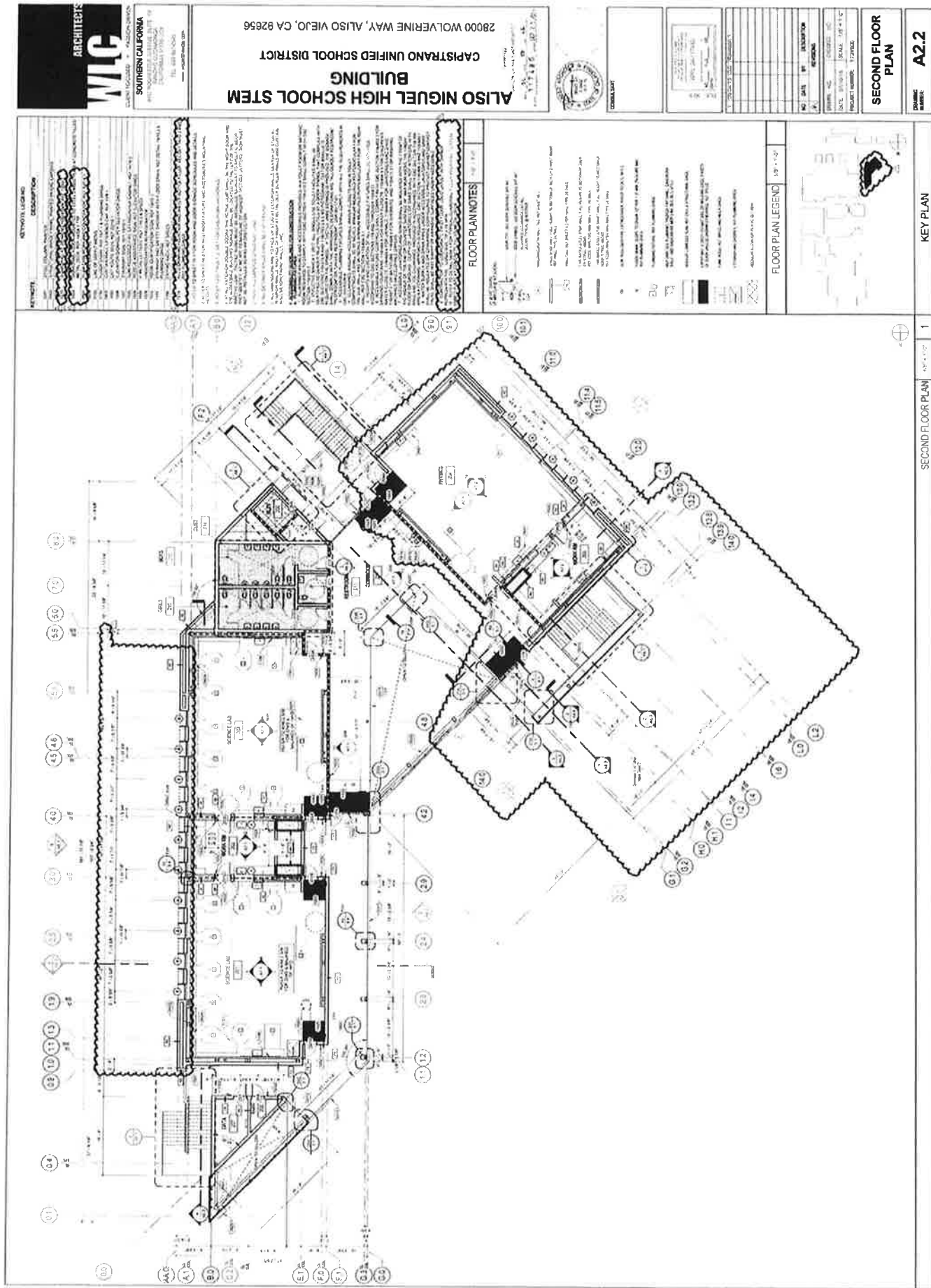
A. Best Value Method

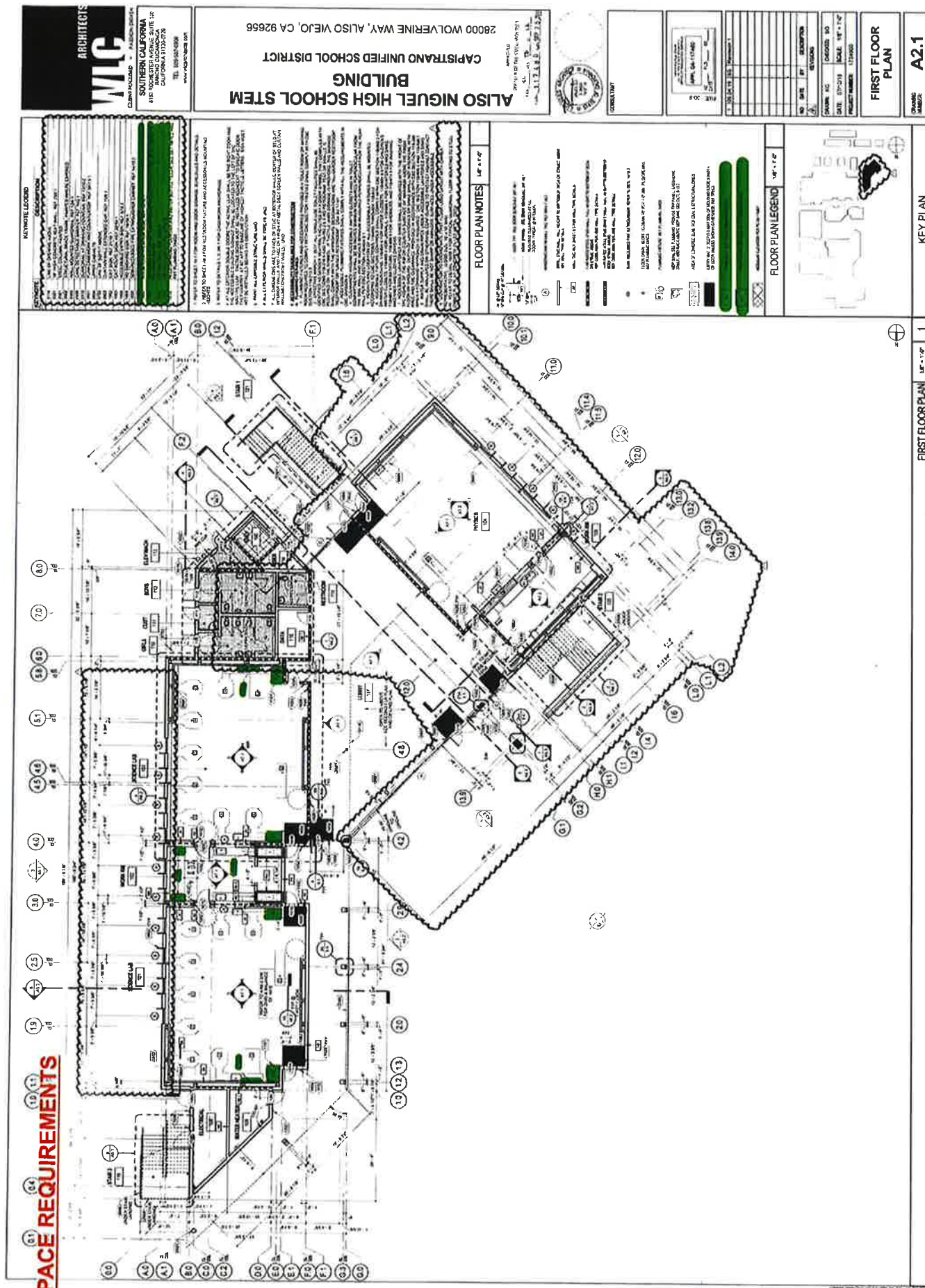
The District opted to use the traditional hard bid delivery method in order to ensure that we received the best value during the construction of our project. Hard Bid is a delivery method best used to ensure that the District is receiving the best price from the first day of construction throughout the entirety of the project. In our experience the best way to manage costs on a hard bid project is to develop peer competition thus reducing overhead and profit margins. The District implemented qualifications and quantitative (construction cost) selection requirements that would ultimately lead to the best value for our project through the prequalification of all contractors and selective trade contractors. By pre-qualifying contractors and then having said firms compete for construction costs, we found that overhead and profit margins were competitive and the bid results

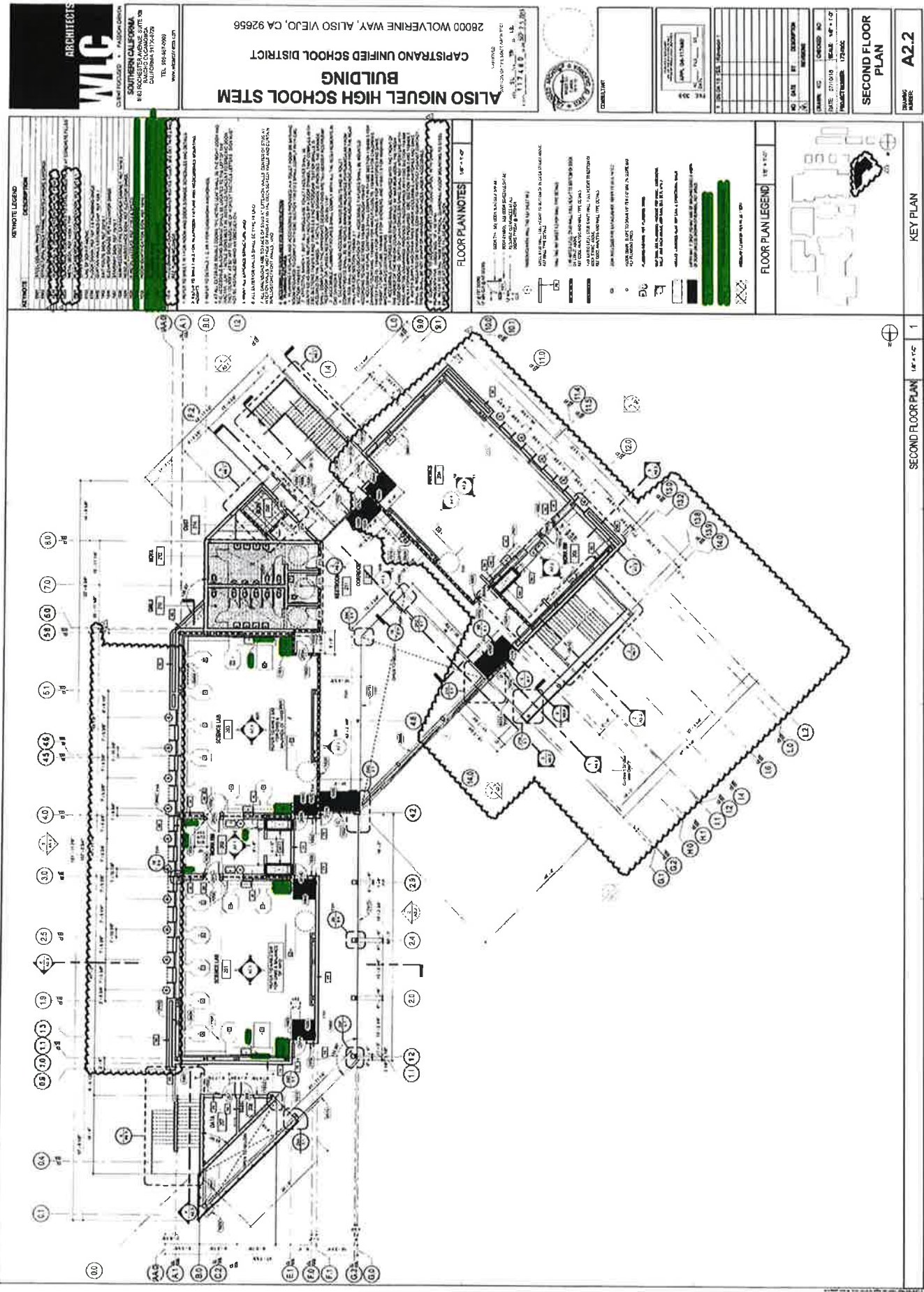
were tremendous. The District received 10 bids on bid opening day and the split between all bids was very competitive.

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CAREER TECHNICAL EDUCATION FACILITIES PROGRAM APPLICATION

FORM B – BUDGET JUSTIFICATION/DETAIL SHEET (Rev. 3/18)

Local Education Agency: Capistrano Unified School District

Name of Industry Sector: Health Science and Medical Technology

Name of Pathway(s): Biotechnology

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 expenditure type, 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 are not eligible.

Expenditure Type	Cost
Construction Cost Estimate:	\$10,954,576
Equipment Total Cost** (list expenditures on a separate spreadsheet. See below)	0
Site Development Cost Estimate:	0
Estimated Total Cost of Project	\$ 10,954,576.00

****For Equipment Expenditures:** On a separate piece of 8 1/2 by 11 paper, list each equipment item using the following format:

Equipment Description	Make	Model	Quantity	Price	Subtotal
CTEIG will be utilized					
to purchase equipment					
and supplies					

Equipment Total Cost: _____

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 regardless of the total cost of the project.

Loan From the State: Under State Allocation Board Regulations Section 15859.194, LEAs may request a loan for their CTE projects from the Office of Public School Construction (OPSC). The loan repayment term will be ten years with interest. For more information, visit the OPSC website at <http://www.dgs.ca.gov/opsc/Programs/careertechnicaleducationfacilitiesprogram.aspx>

Appendix A

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

Industry Sector: Health, Science and Medical Technology

Pathway 1: Biotechnology

Sequence of Courses

Introductory: Introduction to Biotech

CALPADS #: 7910

Concentrator 1: Biotech Basic Lab Skills

CALPADS #: 7911

Concentrator 2: _____

CALPADS #: _____

Capstone: Advanced Biotechnology

CALPADS #: 7912

Pathway 2: _____

Sequence of Courses

Introductory: _____

CALPADS #: _____

Concentrator 1: _____

CALPADS #: _____

Concentrator 2: _____

CALPADS #: _____

Capstone: _____

CALPADS #: _____

Pathway 3: _____

Sequence of Courses

Introductory: _____ CALPADS #: _____

Concentrator 1: _____ CALPADS #: _____

Concentrator 2: _____ CALPADS #: _____

Capstone: _____ CALPADS #: _____

Appendix B

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
Aliso Viejo Middle School			949-831-2622	XX												
Don Juan Avila Middle School			949-362-0348	XX												
Saddleback College			949-582-4500								XX					
Irvine Valley College			949-451-5100								XX					

Appendix C

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

Arts, Media, and Entertainment

- Design, Visual, and Media Arts
- Performing Arts
- Production and Managerial Arts
- Game Design and Integration

Building and Construction Trade

- Cabinetry, Millwork, and Woodworking
- Engineering and Heavy Construction
- Mechanical Systems Installation and Repair
- Residential and Commercial Construction

Business and Finance

- Business Management
- Financial Services
- International Business

Education, Child Development, and Family Services

- Child Development
- Consumer Services
- Education
- Family and Human Services

Energy, Environment, and Utilities

- Energy and Power Technology
- Environmental Resources
- Telecommunications

Engineering and Architecture

- Architectural Design
- Engineering Technology
- Engineering Design
- Environmental Engineering

Fashion and Interior Design

- Fashion Design and Merchandising
- Interior Design
- Personal Services

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

Hospitality, Tourism, and Recreation

- Food Science, Dietetics, and Nutrition
- Food Service and Hospitality
- Hospitality, Tourism, and Recreation

Information and Communication Technologies

- Information Support and Services
- Networking
- Software and Systems Development
- Games and Simulation

Manufacturing and Product Development

- Graphic Production Technologies
- Machining and Forming Technologies
- Welding and materials Joining
- Product Innovation and Design

Marketing, Sales, and Services

- Marketing
- Professional Sales
- Entrepreneurship/Self-Employment

Public Services

- Public Safety
- Emergency Response
- Legal Practices

Transportation

- Operations
- Structural Repair and Refinishing
- Systems Diagnostics and Service