



**CALIFORNIA DEPARTMENT  
OF EDUCATION**

**TONY THURMOND**  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

January 24, 2019

School Site: Ann Sobrato High School
Sector: Agriculture and Natural Resources
Score of Project: 120.5
<b>Passed</b>

Steve Betando, Superintendent  
Morgan Hill Unified School District  
Morgan Hill, CA 95037

Dear Steve Betando :

Subject: Career Technical Education (CTE) Bond Application Results

Congratulations to the school staff, students, teachers, parents, business partners, key stakeholders and community, for preparing a CTE plan that can be considered for funding under the CTE Facilities Program (Education Code 17078.72).

Your application received a score of 120.5 out of 141.

This letter does not constitute funding approval. The next step is to submit an Application for CTE Facilities Funding (Form SAB 50-10) to the Office of Public School Construction (OPSC) for funding consideration no later than Friday, February 15, 2019. Be sure to include a copy of this approval letter as part of your application to the OPSC. The scope and budget of the project submitted to OPSC must be consistent with the application approved by the California Department of Education (CDE). For more information, you may contact your OPSC Project Manager at 916-376-1771, or go to the OPSC Web site at <http://www.opsc.dgs.ca.gov>.

If your application is selected to be funded, the architectural plans for your project may require approval by the CDE School Facilities and Transportation Services Division and/or DGS Division of the State Architect. For more information about the application and approval processes for each agency, please refer to the

Steve Betando, Superintendent  
January 24, 2019  
Page 2

following websites: <http://www.cde.ca.gov/ls/fa/sf/planreview.asp> and <http://www.dgs.ca.gov/dsa/Home.aspx>. If the application is not selected for funding, you may resubmit your CTE application for the next round of funding.

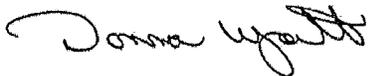
You may appeal the score results. Appeals shall be limited to the grounds that the CDE failed to correctly apply the standards for reviewing the application as specified in this application. A letter from the district superintendent shall be required indicating the nature of the appeal must be received (not postmarked) by 5:00 p.m., Friday, February 1, 2019.

If you wish to file an appeal, submit a letter to:

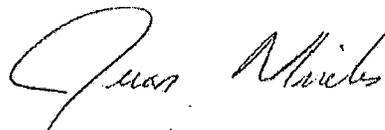
Career Technical Education Application Review Team  
School Facilities and Transportation Services Division  
California Department of Education  
1430 N Street, Suite 1201  
Sacramento, CA 95814

If you have questions or need further assistance regarding the application process, please call Fred Yeager, School Facilities and Transportation Services Division, at (916) 322-2470. If you have questions specific to the CTE portion of the process, please call Michelle McIntosh, Career and College Transition Division, at (916) 322-5050.

Sincerely,



Donna Wyatt  
Director  
Career and College Transition Division



Juan Mireles  
Director  
School Facilities and  
Transportation Services Division

DW/JM:jg

Application Log No. 1419



**CAREER TECHNICAL EDUCATION FACILITIES PROGRAM  
COST ESTIMATE GUIDELINE**

APPLICATION NUMBER:										Estimate Reference
Category	Plan Location	Item	Quantity	Unit	Unit Cost	Architect's Estimate	Comments			Saylor Publications, Inc. Current Construction Costs
		Striping	1		\$3,000.00	\$3,000				
		Curb Allowance	1		\$10,000.00	\$10,000				
		Miscellaneous Site Improvements				\$0				
		Irrigation, Sprinkler Head Systems	11,886		\$3.50	\$41,601				
		Landscaping	11,886		\$7.00	\$83,202				
		Landscaping- Misc	1		\$10,000.00	\$10,000				
		Fencing	1		\$10,000.00	\$10,000				
		<i>Sub Total</i>				\$666,439				

**CAREER TECHNICAL EDUCATION FACILITIES PROGRAM  
COST ESTIMATE GUIDELINE**

APPLICATION NUMBER:										Estimate Reference	
Category	Plan Location	Item	Quantity	Unit	Unit Cost	Architect's Estimate	Comments			Saylor Publications, Inc. Current Construction Costs	
<b>Division 3 Concrete</b>											
		Precast Concrete				\$0					
		Specialty Concrete				\$0					
		Excavation & Backfill				\$0					
		Concrete Curb	334		\$40.00	\$13,368					
		Foundation forms				\$0					
		Spread Footings and beams	8,400		\$15.00	\$126,000					
		Forms, Slab on Grade	8,400		\$22.00	\$184,800					
		Reinforcing steel				\$0					
		Concrete placement				\$0					
		Slab Finishes				\$0					
		Vertical surface Finishes				\$0					
		Insulating Decks				\$0					
		Fiber Deck				\$0					
						\$0					
		<b>Sub Total</b>				<b>\$324,168</b>					
<b>Division 4 Masonry</b>											
		Brick Masonry				\$0					
		Concrete Unit Masonry				\$0					
						\$0					
		<b>Sub Total</b>				<b>\$0</b>					
<b>Division 5 Metals</b>											
		Brace frame steel structure	8,400		\$30.00	\$252,000					
		Yard Canopy structure	2,895		\$20.00	\$57,900					
		Metal Decking roof/canopy	11,295		\$7.00	\$79,065					
		Soffit at Canopy	2,895		\$15.00	\$43,425					
		Hangers, clips brackets	11,295		\$4.00	\$45,180					
		Exterior walls	6,605		\$55.00	\$363,264					
		Exterior wall panel	204		\$90.00	\$18,360					
		Stage Platform	1,777		\$25.00	\$44,430					
		Ramps	18		\$120.00	\$2,160					
		Steps	95		\$35.00	\$3,318					
		Misc. Metalwork	8,400		\$0.25	\$2,100					
		<b>Sub Total</b>				<b>\$477,570</b>					
<b>Division 6 Carpentry</b>											
		Rough Carpentry	8,400		\$0.25	\$2,100					
		Vertical Framing, Walls				\$0					
		Horizontal Framing				\$0					
		Misc. Framing & Materials				\$0					
		Sheathing				\$0					
		Carpentry Specialties				\$0					

# CAREER TECHNICAL EDUCATION FACILITIES PROGRAM COST ESTIMATE GUIDELINE

APPLICATION NUMBER:										Estimate Reference
Category	Plan Location	Item	Quantity	Unit	Unit Cost	Architect's Estimate	Comments			
		Finish Carpentry				\$0		Saylor Publications, Inc. Current Construction Costs		
		Beams, trusses				\$0				
		Stairs, Wood				\$0				
		Rough Hardware				\$0				
<i>Sub Total</i>						\$2,100				

# CAREER TECHNICAL EDUCATION FACILITIES PROGRAM COST ESTIMATE GUIDELINE

APPLICATION NUMBER:										
Category	Plan Location	Item	Quantity	Unit	Unit Cost	Architect's Estimate	Comments	Estimate Reference		
	↔	<b>Division 7 Thermal &amp; Moisture Protection</b>								Saylor Publications, Inc. Current Construction Costs
		Waterproofing				\$0				
		Thermal & Sound Insulation Roofing	8,400		\$2.00	\$16,800				
		Standing Seam-Bldg	8,400		\$24.00	\$201,600				
		Standing Seam - canopy	2,895		\$20.00	\$57,900				
		Roof flashing	888		\$22.00	\$19,536				
		Composite Building Panels				\$0				
		Metal Fascia	444		\$40.00	\$17,760				
		Roof Ladder	1		\$3,000.00	\$3,000				
		Caulking & Sealants	11,348		\$1.00	\$11,348				
						\$0				
		<b>Sub Total</b>				<b>\$327,944</b>				
	↔	<b>Division 8 Doors, Windows &amp; Glass</b>								
		Ext Hollow Metal Doors & Frames				\$0				
		HM Single door	2		\$2,300.00	\$4,600				
		HM Double door	2		\$4,600.00	\$9,200				
		Glazed rolling doors	3		\$15,000.00	\$45,000				
		Double gate at yard	1		\$5,000.00	\$5,000				
		Int. HM Doors and Frames				\$0				
		HM Single door	3		\$2,200.00	\$6,600				
		HM Double door	1		\$4,400.00	\$4,400				
		Single door -Glazed	2		\$3,000.00	\$6,000				
		Interior glazing	480		\$80.00	\$38,400				
		Wood Door Specialties				\$0				
		Special Doors				\$0				
		Vinyl, Windows & Doors				\$0				
		Aluminum, Windows & Doors	300		\$105.00	\$31,500				
		Metal canopy Fascia	180		\$80.00	\$14,400				
		Metal cap at yard walls	17		\$50.00	\$850				
		Glass & Glassing				\$0				
		Misc Metals	9,848		\$2.00	\$19,696				
						\$0				
		<b>Sub Total</b>				<b>\$185,646</b>				
	↔	<b>Division 9 Finishes</b>								
		Studs				\$0				
		Furring				\$0				
		Lathing				\$0				
		Interior partitions	4,248		\$18.00	\$76,464				
		Wall Finishes								
		Paint	14,839		\$1.25	\$18,549				
		Ceramic Tile	436		\$24.00	\$10,464				

**CAREER TECHNICAL EDUCATION FACILITIES PROGRAM  
COST ESTIMATE GUIDELINE**

APPLICATION NUMBER:										Estimate Reference
Category	Plan Location	Item	Quantity	Unit	Unit Cost	Architect's Estimate	Comments			Saylor Publications, Inc. Current Construction Costs
		Plywood at Elec	576		\$5.00	\$2,880				
		Plywood furring to ext walls	6,605		\$11.00	\$72,653				
		Gypsum Wall board, Secularities				\$0				
		Ceramic Tile				\$0				
		Terrazzo				\$0				
		Gyp Ceilings	227		\$25.00	\$5,675				
		Floor Finishes				\$0				
		Raised Platform finish	2,962		\$8.00	\$23,696				
		Sealed Conc	6,605		\$2.00	\$13,210				
		Base	160		\$4.50	\$718				
		Threshold-Transition	112		\$20.00	\$2,232				
		Painting & Wall covering				\$0				
		Plastic & Factory Finish Wall Surfaces				\$0				
		<i>Sub Total</i>				\$226,541				

**CAREER TECHNICAL EDUCATION FACILITIES PROGRAM  
COST ESTIMATE GUIDELINE**

APPLICATION NUMBER:										Estimate Reference
Category	Plan Location	Item	Quantity	Unit	Unit Cost	Architect's Estimate	Comments			Saylor Publications, Inc. Current Construction Costs
<b>Division 10 Specialties</b>										
		Toilet Partitions & Compartments	320		\$25.00	\$8,000				
		Toilet Accessories				\$0				
		Towel dispenser	3		\$500.00	\$1,500				
		Toilet Paper Disp	2		\$130.00	\$260				
		Seat Cover Disp	2		\$230.00	\$460				
		Grab Bars	4		\$370.00	\$1,480				
		Soap Disp	3		\$130.00	\$390				
		Mirrors	12		\$35.00	\$420				
		Knox box	1		\$500.00	\$500				
		Signs								
		Exterior	1		\$5,000.00	\$5,000				
		Interior	20		\$150.00	\$3,000				
		Misc. Building Specialties	8,400		\$0.15	\$1,260				
		Fire Ext-Surface	2		\$275.00	\$550				
		Fire Ext-Recessed	1		\$500.00	\$500				
		SS Shelf	1		\$220.00	\$220				
		Markerboards	2		\$2,500.00	\$5,000				
		Railings	65		\$220.00	\$14,300				
						\$0				
						\$0				
						\$42,840				
		<b>Sub Total</b>				\$42,840				
		<b>Division 11 CTE Program Equipment to be supplied on separate sheet.</b>								
		<b>Sub Total</b>				\$0				
		<b>Division 12 Furnishings</b>								
		Blinds & Shades	700		\$12.00	\$8,400				
		Cabinets & Laminated Plastic Tops	25		\$900.00	\$22,500				
		Tops				\$0				
		Carpets				\$0				
		Draperies & Curtains				\$0				
		Other				\$0				
						\$0				
		<b>Sub Total</b>				\$30,900				
		<b>Division 13 Special Construction</b>								
		Special Construction				\$0				
		Prefabricated Structures				\$0				
						\$0				
		<b>Sub Total</b>				\$0				
		<b>Division 14 Conveying Systems</b>								
		Conveying Systems				\$0				
						\$0				

**CAREER TECHNICAL EDUCATION FACILITIES PROGRAM  
COST ESTIMATE GUIDELINE**

APPLICATION NUMBER:										Estimate Reference
Category	Plan Location	Item	Quantity	Unit	Unit Cost	Architect's Estimate	Comments			Saylor Publications, Inc. Current Construction Costs
<b>Division 15 Mechanical</b>										
						\$0				
		Allow for HVAC	8,400		\$35.00	\$294,000				
		Allow for Welding Exhaust	1		\$480,000.00	\$480,000				
		Water Closets	2		\$1,800.00	\$3,600				
		Lavs	2		\$1,600.00	\$3,200				
		Utility Sink	1		\$1,600.00	\$1,600				
		Mop Sink	1		\$2,500.00	\$2,500				
		Rough in Domestic Water	6		\$1,700.00	\$10,200				
		Hose Bibbs	3		\$1,600.00	\$4,800				
		Floor Drains	4		\$2,250.00	\$9,000				
		Rough in Sanitary waste systems	6		\$1,875.00	\$11,250				
		Water Heater	1		\$6,000.00	\$6,000				
		Circ Pump	1		\$880.00	\$880				
		Expansion Tank	1		\$750.00	\$750				
		EWI Instahot	1		\$1,500.00	\$1,500				
		Compressed air	1		\$20,000.00	\$20,000				
		Gutter	300		\$35.00	\$10,500				
		Downpipes	5		\$900.00	\$4,500				
		Miscellaneous Equipment	1		\$12,000.00	\$12,000				
		Controls				\$0				
		Duct Work, Grills & Registers				\$0				
		Piping & Insulation				\$0				
		Fittings				\$0				
		Valves & Specialties				\$0				
		Insulation, Piping				\$0				
		Fire Protection Systems				\$0				
		Sprinkler System-Interior	8,400		\$6.00	\$50,400				
		Sprinkler System-Interior	2,895		\$4.00	\$11,580				
		<b>Sub Total</b>				\$938,260				
<b>Division 16 Electrical</b>										
		Total Electrical Work , Buildings				\$0				
		Estimates				\$0				
		Distribution				\$0				
		Distribution Panels to 600v				\$0				
		Transformers				\$0				
		Raceway & Wire, Combined				\$0				
		Under floor Distribution Systems				\$0				
		Lighting/Branch wiring	9,848		\$15.00	\$147,717				
		Conduit & Wire				\$0				
		Signal & Communications Systems	9,848		\$4.00	\$39,391				
		Fire alarms	9,848		\$4.00	\$39,391				
		Fees, Permits, Testing				\$0				

**CAREER TECHNICAL EDUCATION FACILITIES PROGRAM  
COST ESTIMATE GUIDELINE**

APPLICATION NUMBER:								Estimate Reference	
Category	Plan Location	Item	Quantity	Unit	Unit Cost	Architect's Estimate	Comments	Saylor Publications, Inc. Current Construction Costs	
		Equipment, Power	48		\$2,500.00	\$120,000			
		Equipment, Switchgear & Transformers				\$0			
		Equipment, High Voltage Transformers				\$0			
		Service Sections				\$0			
		Service & Distribution, Switchboards	9,848		\$8.00	\$78,782			
		Convenience power	9,848		\$4.00	\$39,391			
		Breakers				\$0			
		Transformers, Dry, Low Voltage				\$0			
		1240/240v, 1ph, 3w				\$0			
		Breaker Types, 240v Max				\$0			
		Plug-In Circuit Breakers, Type So				\$0			
		Special Gear				\$0			
		PVC, RSC, IMC & AL Raceway				\$0			
		Elbows & Fittings				\$0			
		ENT Raceway, Terminations & Elbows				\$0			





# Career Technical Education Facilities Program Application

Form A - Cover Page (Revised 3/18)

## Section 1: California Department of Education Use Only

Application Log Number: \_\_\_\_\_

Reviewer Number: \_\_\_\_\_

Received Date: \_\_\_\_\_

Original Application and Three Copies:       USB Flash Drive Included:

## Section 2: Local Educational Agency Contact Information

Local Educational Agency (LEA) :  
Morgan Hill Unified School District

CDS Code:  
43 69583 0000000

Printed Name and Title of Contact:  
Steve Betando, Superintendent

Address:  
15600 Concord Circle

City:  
Morgan Hill

Zip Code:  
95037

County:  
Santa Clara

Telephone Number:  
(408) 201-6001

Fax Number:  
(408) 201-6006

Email Address:  
betandos@mhusd.org

### Section 3: Project Information

**Type of Project:**

New Construction (including equipment):

Modernization/Reconfiguration (including equipment):

Equipment Only:

School Name:

Ann Sobrato High School

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

Agriculture and Natural Resources

Career Technical Education Pathway(s):

Agricultural Mechanics

Proposed Schematic Drawing Attached?: Yes  No

School Site Plan Drawing Attached: Yes  No

Estimated Total Cost of Project (See Form B): \$6,522,251

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

Number of students occupying teaching stations or using equipment (per class period): 90

Number of Classrooms in Project: 3

Annual Number of Students Served: 450

Square Footage of Project: 7,000

## Section 4: Approval

Date Governing Board Approved CTE Application (Board must approve project no later than October 19, 2018):

9/18/2018

## 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 SB

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 SB

(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** *SB*

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** *SB*

(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 *SB*

(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: STEVE BOTANNO

Signature of Authorized L E A Representative: 

Initials of Authorized L E A Representative: 

Title: SUPERINTENDENT

Phone Number: 408 201 6000

Date: 10/17/2018



# CAREER TECHNICAL EDUCATION FACILITIES PROGRAM GRANT APPLICATION

---



Agriculture and Natural Resources Sector  
Agricultural Mechanics pathway

October 17, 2018  
5th Funding Cycle

---

## TABLE OF CONTENTS

	Page #
Project Abstract .....	1
Part 1: Career Technical Education Plan .....	2
Part 2: Projections of Student Enrollment .....	5
Part 3: Identification of Feeder Schools and Partners .....	7
Part 4: The Accountability Plan .....	7
Part 5: Educational Specifications and Equipment/Space Requirements .....	9
Part 6: Budget Justification/Detail Sheet .....	11
Part 7: Unique Conditions .....	12
School Site Plan .....	13
Schematic Drawing .....	18
Form B: Budget Justification/Detail Sheet .....	20
Form B: Detailed Equipment List .....	22
Appendix A: Identification of Industry Sector, Pathway & Sequence of Courses .....	24
Appendix B: Identification of Feeder Schools and Partners .....	25
Letters from Community Partners .....	26
Appendix C: School Board Approval .....	34

## PROJECT ABSTRACT

Morgan Hill Unified School District (MHUSD) is a diverse, rural and suburban district historically populated by ranchers that is 52% Hispanic and covers a remarkable service area of 296 square miles, from South Bay suburban neighborhoods of San Jose to the cities of Morgan Hill and Gilroy. MHUSD is a multi-lingual district that counts 27 world languages spoken at home, with the majority of English Learners speaking Spanish. MHUSD educates 9,133 students at two comprehensive high schools, two middle schools, two K-8 elementary/middle school campuses, and six K-5 elementary campuses. MHUSD will modernize high school facilities at Ann Sobrato High School (ASHS) with student population of 1,462 to enhance students' industry credentials and build career skills through the **Agriculture and Natural Resources (ANR)** industry sector in the **Agricultural Mechanics** (Ag Mechanics) pathway. MHUSD proposes to enhance and expand the existing Ag Mechanics pathway at ASHS.

More students are interested in the current Ag Mechanics pathway than the physical classroom space accommodates. Surrounded by local farms, ASHS hosts a Future Farmers of America (FFA) with hundreds of students as active members. MHUSD seeks to provide the highest quality, industry-standard equipment and shop spaces for students studying to become agriculture equipment operators, farm equipment mechanics and service technicians, agricultural engineers, welders and equipment fabricators. A new, 7,000 square foot building and modern indoor-outdoor workshop, livestock pens and classroom space at ASHS will ensure expansion of ASHS's Ag Mechanics pathway, providing student access to state-of-the-art ANR instruction and equipment.

MHUSD is posed to provide a match of \$3 million due to successful local bond Measure G for construction of a new ANR facility at ASHS that will house industry-relevant equipment and workshops for students seeking to become the next generation of ANR workers in California. New student work spaces will combine industry-standard machines and tools with exceptional teaching to meet community demand for more skilled agricultural mechanics and welders. ASHS currently offers the following Ag Mechanics pathway courses: concentrator Agricultural Mechanics and capstone Agricultural Welding with a total of 90 students in 2017-18. The new Ag Mechanics building will allow pathway expansion to include a capstone course in Advanced Agricultural Welding where students will be able to pursue American Welding Society (AWS) industry certification for Certified Welder (CW).

CTEFP funds will enable MHUSD to create a lecture hall for 30 students and two concurrent workshop spaces where students will design, form and fabricate, test and finish products. Industrial-style roll-up doors will open to an outdoor CTE learning extension area and intake bay for equipment. Up to three classes may work in the spaces simultaneously, providing ample opportunities for the program to more than double enrollment. New construction in support of the pathway will fully prepare students for thousands of viable agricultural mechanics occupations in this vast, largely rural region dominated by farmland.

## PART 1: Career Technical Education Plan

### A. Proposed CTE plan:

- See **Appendix A** for Ag Mechanics sequence of pathway courses and CALPADS numbering.
- **Steps to ensure a CTE credentialed teachers**

Ann Sobrato High School (ASHS) in Morgan Hill Unified School District (MHUSD) employs one full-time teacher (1.0 FTE) credentialed in Agriculture, Travis Wyrick, who currently teaches both Agricultural Mechanics (Ag Mechanics) and Agricultural Welding (Ag Welding) courses. ASHS will hire two additional CTE-credentialed teachers to expand the Ag Mechanics pathway with current industry experience.

- **Labor market demand for highly qualified technical employees**

The City of Morgan Hill, Santa Clara South County and Bay Area are working to identify and recruit employees in the fields of agricultural mechanics, including agricultural engineers, equipment fabricators, equipment mechanics and welders, to keep up with high demand. National food company Kettle Cuisine built an 86,000-square-foot food manufacturing facility in Morgan Hill in 2009, with an industry-leading system that includes machinery to prepare produce, meat and dairy for consumers. Upkeep of their industrial machines used to produce their famous soups requires skilled local workers who understand how food sources and machinery interact. ASHS students in the Ag Mechanics pathway—especially learning in the planned state-of-the-art classroom and workspaces proposed in this application—gain technical skills and the mechanical know-how to keep agricultural machinery running smoothly.

From equipment mechanics to student welders who progressively learn to work on more complex mechanical and welding projects, ASHS CTE Ag Mechanics pathway students will become industry certified to meet the demand for workers in the mechanical and welding fields of agriculture. Computer-Controlled Machine Tool Operators, Metal and Plastic (28.6 % growth, SOC 51-4011), and Plumbers, Pipefitters and Steamfitters (31.6% growth, SOC 51-) are among the industries projected to grow the fastest based on new jobs through 2024 in the region, for jobs requiring high school diplomas and industry-specific training<sup>1</sup>. The number of jobs for Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic (SOC 51-4012), is projected to grow by 34.3% through 2024. Meanwhile, Welders, Cutters, Solderers, and Brazers are expected to grow 3.7% through 2024 (SOC 51-4121), and Structural Metal Fabricators and Fitters (SOC 51-2041) are expected to grow 17.9% in the same timeframe. Regional demand will continue for general Maintenance and Repair Workers (SOC 49-9071), with projected 10.5% job growth, and jobs for Industrial Machinery Mechanics are expected to grow 20.7% (SOC 49-9041)<sup>2</sup>.

- **Rationale for CTE new construction**

Limited programs in the region offer students training in welding and agriculture. ASHS currently has one welding shop space that includes a classroom. To meet industry workforce needs, the student workspace at ASHS requires a modernized layout,

upgrading of electrical and ventilation systems to meet current safety requirements, additional welding booths, and new welding and machining equipment.

The Ag Mechanics pathway facilities include a welding shop at ASHS, which does not meet current industry standards. Ag Mechanics equipment and facilities are outdated and insufficient to properly train students to meet industry expectations and requirements. The existing ventilation system can only support up to six welding booth stations and class sizes are often as large as 36 students. Many of the metal working equipment need repair or replacement, and the current layout and air filtration system is outdated and inadequate to provide a properly ventilated environment.

The agricultural mechanics industry has a high demand for employees with industry certification as welders. The new building brings in industry-standard welding equipment, new air filtration and ventilation system, metal inert gas (MIG) and arc welding workstations to accommodate 30 students, fume hoods for the welding workshop areas and MIG and arc welding stations. All areas are wheelchair accessible and mirror on a small-scale workshops of local manufacturing companies, including industry partner Creative Manufacturing Solutions of Morgan Hill.

#### **B. Accessibility to CTE program for ALL students**

- **MHUSD commitment ALL students' opportunities to participate in CTE**

MHUSD is committed to ensuring that all students are given the opportunity to participate in all CTE programs, activities and experiences of their choice offered at their school. Special attention is given to outreach to socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth. All high school students in MHUSD must complete at least one CTE course as part of their A-G graduation requirements.

#### **C. Professional development, CTE Model Curriculum Standards, and Industry recognized/validated certification(s):**

- **Teacher professional development integrates CTE facilities into curriculum**

The teacher currently teaching the Ag Mechanics pathway program has taken part in ongoing professional development (PD) through the California Agriculture Teachers Association (CATA). The teacher will also work with industry representatives whenever new equipment is purchased or donated for the shop and will continue to receive the necessary professional development on the safety and use of all new equipment. With PD within the school district, as well as industry training provided by local companies and mentoring from manufacturing leaders, the teacher will have access to the support needed to use and manage the new learning space and equipment being proposed.

- **CTE Model Curriculum Standards**

MHUSD's Ag Mechanics pathway aligns to CTE Model Curriculum Standards set forth for the Agriculture and Natural Resources sector under Agricultural Mechanics. Subject-related standards under the ANR Ag Mechanics that are covered in class are B1 through B9 and B12. Currently subject standards B10 & B11 cannot be taught in the existing facility due to them requiring gasoline, and existing facilities pose safety risks to students due to poor ventilation and outdated equipment. MHUSD's existing Agricultural

Welding course relates strongly with the Manufacturing and Product Development (MPD) sector, Welding and Materials Joining pathway. The subject standards the Ag Welding class relates to are MPD C1.0-C6.3, which includes using current technology in the design process of manufacturing welded parts and products; understanding the physical qualities of various industrial materials and how these qualities affect the ability of the materials to be processed; welding assembly; and understanding different welding tools and systems to produce industry standard results.

- **Industry recognized/validated certification(s)**

With the proposed new facilities and equipment, the enhanced Ag Mechanics pathway courses will allow all students to pursue and meet requirements for the American Welding Society (AWS) industry certification for Certified Welder (CW).

The current Ag Mechanics teacher and MHUSD administrators are increasing students' access to industry recognized certifications. MHUSD broadens student access by working with Precision Exams<sup>3</sup>, which offers Industry Aligned CTE Exams. Exams for Electrical, Plumbing, Construction, Welding, and 21st Century Skills are available for students in 2018-19. MHUSD's coordination with Gavilan College has resulted in after-school courses in Blueprint Reading and MIG welding taught by a local manufacturing company shop foreman. Ann Sobrato HS and MHUSD have partnered with Gavilan Community College and local manufacturing company, Creative Manufacturing Solutions, to host an evening course in Blueprint Reading and Welding. The course provides work-based learning dual enrollment to high school students and job skills training for community members. These partnerships increase certifications available for students, and link students with industry professionals through work-based learning.

#### **D. History of CTE program and funding sources in MHUSD**

MHUSD's CTE Ag Mechanics pathway has been supported through the following funding sources: Agriculture Incentive Grant, Career Technical Education Incentive Grant (CTEIG), Carl. D. Perkins, California Career Pathways Trust, (CCPT), Regional Occupational Centers/Programs (ROC/P), Title I funding sources. In the past, the Agriculture Incentive Grant has been used to fund supplies and tools, equipment, professional development, field trips, vehicle fuel, vehicle insurance, and vehicle repairs. The CTEIG funded a teacher's salary, extra duty contract for the Ag teacher for FFA, supplies and tools, equipment, and repairs. Carl. D. Perkins funds have been used to support substitutes, extra duty contract for the Ag teacher for student engagement opportunities, non-consumable supplies and tools, equipment, professional development, and field trips. The CCPT grant has funded supplies and tools, equipment, membership packets, professional development, farm equipment, and vehicles. Title I funding helps address the needs of 38.5% of MHUSD's 9,133 students who qualify for free or reduced meals, a higher percentage than the County average for school districts. About 14.6% of MHUSD's students are English learners. MHUSD is committed to college and career success for every student, and its graduation rate of nearly 95% reflects its focus on student progress.

**E. Evidence of CTE program supported and sustained in LCAP**

- **How the proposed CTE project will be included in the LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle.**

All CTE programs in MHUSD are supported through the LCAP as of 2017-18, when other funding sources including CTEIG and ROC/P were no longer funded by the State. CTE will remain in the LCAP for MHUSD as CTE is a graduation requirement for students, and is supported by the local governing school board and Superintendent. The image below illustrates MHUSD's LCAP commitment to fund CTE pathways over the next several years<sup>4</sup>.

1.4.5.a	2017-18--Supplies and equipment in support of Career/Technical Education	2018-19	2019-20
Amount	Total: \$986,238	\$811,438	\$811,438
Source	Water Pathways: \$50,000, Perkins: \$43,298, , ROP: \$167,581, AIG: \$23,375, CTEIG: \$293,581 LCFF Base : \$408,403	Perkins: \$38,969 AIG \$22,469 LCFF Base \$750,000	Perkins: \$38,969 AIG \$22,469 LCFF Base \$750,000
Budget Code	LCFF Base: 010-0000-0-xxxx-00-6000-635xxx-xxx-0000 CTEIG: 060-6387-0-4XXX thru 5XXX-00-6000-xxxx-635xxx-xxx-0000 Perkins: 060-3650-0-4XXX thru 5XXX -00-3800-xxxx-365000-000-0000 WIP: 060-0010-0-4XXX thru 5XXX -00-3800-xxxx-001000-000-0000 ROP: 010-0000-0-4XXX thru 5XXX -00-6000-xxxx-635xxx-xxx-0000 AIG: 060-7010-0-4XXX thru 5XXX -00-3800-xxxx-701000-xxx-0000		
2017-18	Notes: Grants phasing out and large conversion to LCFF Base funding reflected in the next two years.		

- **How the proposed CTE project will be included in the LEA's LCAP summary for the first fiscal year following the grant award.**

MHUSD will continue its commitment to strengthening CTE pathways for all students. The MHUSD LCAP currently propose a 3% growth target for CTE programs districtwide to boost college and career readiness. MHUSD projects this target will be surpassed by Ag Mechanics pathway due to its planned state-of-the-art building and new industry-standard equipment to support student learning in Ag Mechanics, including welding and livestock care.

**PART 2: Projections of Student Enrollment**

**A. Provide the projected number of students served:**

- **Total annual number of CTE students attend Ag Mechanics pathway programs**

Courses offered	2018-2019 (Current)	Year 1 (Projected)	Year 2 (Projected)	Year 3 (Projected)	Year 4 (Projected)	Year 5 (Projected)
<b>Enrollment / # of sections of Agricultural Mechanics Courses</b>						
Agricultural Mechanics (current concentrator)	32	30 / 1	60 / 2	90 / 3	120 / 4	150 / 5
Agricultural Welding (current capstone)	30	30 / 1	60 / 2	90 / 3	120 / 4	150 / 5
Advanced Agricultural Welding (NEW capstone)	new	30 / 1	60 / 2	90 / 3	120 / 4	150 / 5
<b>TOTAL</b>		90	180	270	360	450

Currently, the Ag Mechanics CTE teacher teaches Introduction to Ag Mechanics at 30-

32 students per class, and Ag Welding with 24 to 30 upperclassmen per year for a total of five sections at any time. The new CTE Advanced Ag Welding course to be added will allow ASHS to reach 450 students annually in the Agricultural Mechanics pathway.

- **Method used to project student enrollment for the first 5 school years of implementation of the proposed CTE project, beginning with the first school year grant funds are allocated**

The staffing ratio in MHUSD is 29:1, and the projected class size is 30 students. Sustainable funding through MHUSD's LCAP and General Fund support an agriculture teacher who can teach courses in the Ag Mechanics pathway. With the total student population of 1,462 at ASHS in 2017-18, the projection of 450 students for the Ag Mechanics pathway in five years is about 31% of the student population. While this is significant, ASHS expects continued strong student interest in Agricultural Mechanics, in particular with a new 7,000 square foot building dedicated to providing real-world, state-of-the-art experiences for students in the CTE pathway. In addition, ASHS' current Future Farmers of America (FFA) club has over 500 student members. There is high student interest with waitlists for enrollment into both Ag Mechanics and Ag Welding courses. Students want to take these courses but the current building and classrooms pose physical limitations to accommodating interested students in Ag Mechanics courses.

#### B. Describe the Enrollment Procedures for the Proposed Project:

- **Policies and procedures that will be used to ensure that the projected student enrollment will be met and sustained**

Projected student enrollment is 450 students over time for the enhanced Ag Mechanics pathway. ASHS and others at MHUSD will offer extracurricular opportunities to create a sense of excitement around the pathways, and new construction of labs and student work spaces will encourage participation in student competitions and in industry programs including FFA competitions, which draw hundreds of ASHS students to create interest and excitement around Agricultural Mechanics. Recurring activities include an annual Agriscience Fair that is popular with ASHS students.

Other recruitment strategies include ASHS Ag Mechanics hosting tours of the new facilities with new industry-standard equipment to get 8<sup>th</sup> graders, parents, and community members excited about the enhanced pathway program. Continued engagement with local businesses to provide tours, mentoring, internships, curriculum advice and jobs is a top priority for MHUSD through ongoing CTE Advisory Committee meetings.

- **Specific details of the activities the guidance and counseling staff will conduct in the recruitment and enrollment of all students for the proposed CTE project**

High school counselors are trained annually on the priority and process to schedule students in sequential CTE courses. Both comprehensive high schools have a CTE pathway map with sequential courses that include capstone courses. In order to ensure sequential scheduling in CTE courses and submit accurate CTE CALPADS data at the end of each school year, high school counselors and registrars mark all students on a

career pathway when they are enrolled in their first CTE course in high school through MHUSD's Student Information System (Aeries).

### **PART 3: Identification of Feeder Schools and Partners**

#### **A. Identify Feeder Schools and Partners for the Proposed Project:**

- **See Appendix B for list of all feeder schools and partners**
- **Geographic proximity of similar CTE programs**

Currently, there are few programs that offer welding in geographic proximity at the high school and community college level. The closest high school programs to Ann Sobrato High School are North Salinas High School and Salinas High School in Salinas to the south, about 45 miles outside the District. Silicon Valley CTE also offers welding courses for high school students, which are closer to the north at a distance of approximately 20 miles. These are not considered competing programs because MHUSD students do not attend these programs or high schools.

The closest community college welding programs are Evergreen Valley College in San Jose 17 miles to the north, DeAnza Community College 37 miles north, and Hartnell College 45 miles to the south. The program offered at Evergreen Valley College is designed to support its Automotive Mechanics courses and focus on MIG welding and chop saw work. Each of these college programs could complement ASHS' program by offering a postsecondary pathway to welding and additional industry certifications.

### **PART 4: The Accountability Plan**

#### **A. Accountability plan for enrollment and expected outcome(s)**

- **Expected number of students who will complete or qualify for a CTE industry recognized Certification or Certificate**

The expected number of ASHS students who will enroll in the enhanced Ag Mechanics pathway program is 450 students annually. Of those students, it is anticipated 30% or 135 students will complete or qualify for a CTE industry-recognized Certification or Certificate as a Certified Welder by the American Welding Society.

With new equipment and expansive welding areas in the new Ag Mechanics building, the pathway will expand to include Advanced Agricultural Welding. The current Ag Mechanics teacher at ASHS is pursuing a plan for the high school to become an AWS Accredited Testing Facility. This will allow still more students the opportunity to earn industry-recognized certification in welding at ASHS.

- **Expected number of students to enter employment in a related industry, apprenticeship program or military service**

The number of students expected to enter employment in a related industry, apprenticeship program or military service is estimated to be around 80 out of 157 students. This estimate is based on MHUSD's current student participation in the CTE Ag Mechanics pathway.

- **Expected number of students to successfully transition into postsecondary institutions for more advanced study in CTE program**

Based on historic graduation rates in MHUSD, it is expected that 94% of pathway seniors will successfully transition into postsecondary institutions for more advanced study in Ag Mechanics. At ASHS, the total number of students completing Ag Mechanics courses and preparing to enter postsecondary institutions at the end of 2017 was 39<sup>5</sup>.

- **Process school will use to gather, analyze, and disseminate data to CDE**

MHUSD analyzes and disseminates student data to the state based on a process laid out in its LCAP. MHUSD offers Naviance to all parents and students in grades 6-12. The online program allows students to explore and investigate careers and colleges, including postsecondary and career technical training institutions where students can further their area of CTE study. Naviance also allows MHUSD to track student pathways upon graduation. The Class of 2018 is currently attending: four-year college, 52.3%; two-year college, 40.1%; military, 3.1%; trade school, 2.5%. Beginning with the Class of 2019, MHUSD will collect data on majors and/or career pathways students intend to pursue and makes data available to the California Department of Education (CDE).

Through data made available via Naviance and certification exams, ASHS will analyze the data and create a summary to share with stakeholders. Updates to this CTE program are typically shared with Board Members, CTE Advisory Committees, industry partners, and published on the MHUSD website, newsletter, and press releases. Stakeholders, including MHUSD's Educational Services division, CTE Advisory Committee, MHUSD Board of Education and Parent Advisory Committee, thoroughly reviewed the current year LCAP, reviewing data from a progress update report. This review included a line-by-line progress update by the responsible administrator for each LCAP service, and an accounting of expenditures.

#### **B. How CTE project will enhance or expand efforts in EC Section 51228.**

MHUSD Board Policy 6143 for secondary education states that *"the district shall offer all otherwise qualified students in grades 7-12 a course of study that prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry."*

Students enrolled in the courses supported by the planned new construction 7,000-square-foot classroom and welding shop/Agricultural Mechanics building at ASHS will develop career skills in preparation for the thousands of anticipated jobs in the growing area of manufacturing and agriculture in Southern Santa Clara County through 2024. Gaining skills through a sequence of CTE courses with capstone work in Agricultural Mechanics will prepare students for careers in the local workforce as they transition to postsecondary and career technical training institutions or mid- to high-skill and wage jobs in the welding and manufacturing industry. Students will learn skills aligned to the model CTE curriculum standards as outlined by the California Department of Education. Students will also complete job skill certifications through Precision Exams and industry-recognized AWS Certified Welder certification for Advanced Ag Welding that they will carry with them as they seek employment in the ANR industry.

## **PART 5: Educational Specifications and Equipment/Space Requirements**

### **A. Project Description:**

- **General overview of the scope of the construction/equipment project**

New construction of a 7,000-square-foot single story structure will provide space for three Ag Mechanics classrooms to run concurrently, and include indoor and outdoor instructional space. A main classroom with seating will be 1,500 square feet, and will connect to an observation deck where students, faculty and industry guests can watch learning unfold on an expansive indoor shop floor designed for skill building. The building's work flow is inspired by research that the current CTE teacher, school administrators, and industry partners conducted to directly echo the agricultural workplace. The space includes storage for both livestock equipment and welding materials. On the shop floor, the building includes an equipment crane that extends the length of the floor to help move heavy materials and motors. A processing area allows students to receive documents and process warranties and work orders. Two labs for welding and fabrication connect to an outdoor bulk storage area for large materials received at the site. A final fabrication area for forming or joining prepares student work for testing and finishing stages. The building is handicapped accessible, with a wheelchair lift and complete access across the shop floor and classroom. Ag Mechanics foundational skills require students to understand soil drainage and moisture levels/land surveying, as well as properly care for livestock and maintain and build tractor engines and other machines. Students will have access to toolkits and stations to accomplish these tasks. Roll up garage doors for full ventilation and partially covered livestock pens complete the indoor/outdoor construction.

- **Existing space conversions/demolitions/expansions and constraints**

There are no constraints to carrying out this new construction. Ample open space exists on campus within the city limits of Morgan Hill. MHUSD has matching funds available through a voter approved general obligation bond, Measure G.

### **B. School Site Plan:**

- **Copy of school site plan and label all applicable buildings**

Please refer to the attached Site Plan with all applicable buildings in the project labeled, pedestrian access and services delivery routes identified.

### **C. Schematic Drawing:**

- **Schematic drawing of the floor plans with dimensions of proposed space(s) and/or location of equipment**

Please refer to the attached Schematic Drawing floor plan of the proposed new building with dimension of spaces and location of equipment shown.

#### D. Space Requirements:

- **Summarize instructional and support spaces**

The Ag Mechanics building will comprise of (1) 1,500-square-foot classroom with space for 30 students and nine additional indoor workshop spaces, ranging in size from a 221-square-foot cutting shop to a 596-square-foot processing center with sanitizing equipment, livestock health check stations and soil testing equipment. Up to 90 students may receive instruction concurrently in the building at three different locations, including the large classroom and shop floor stations. A staff office, secure storage and first aid station, as well as full wheelchair accessibility are part of the design. Students will have access to a fabrication area, plasma cutter, testing and demonstration spaces, welding equipment, covered outdoor spaces for livestock care and grooming, well-ventilated workspaces, industry standard mechanical and electrical systems, and multiple exterior connections.

- **Square footage of area(s) used for equipment, lecture space and hands-on teaching spaces.**

Please refer to the attached Schematic Drawing floor plan of the proposed new building with dimension of spaces and location of equipment shown. Overall building square footage is 7,000 including specialized student instructional spaces.

- **Schematic drawing of the floor plan(s)**

Please refer to the attached Schematic Drawing floor plan of the proposed new building with dimension of spaces and location of equipment shown.

#### E. Facilities/Equipment Planning Process:

- **Planning process and level of industry partnership engagement used to develop educational space and equipment needs.**

Planning for the new Ag Mechanics building and sequenced CTE course curriculum in agricultural mechanics and welding included engaging industry partners through the CTE Advisory Committee, meetings with students and parents interested in Ag Mechanics, feedback from faculty and school administrators and the Morgan Hill Chamber of Commerce. Industry professionals played a significant role in design charrettes, identifying key equipment and providing feedback on course curriculum and industry certifications. The welding AWS certification was deemed critical during this process as a key piece for students to be hired for projects that involve public safety. The certification requires a minimum amount of work hours, multiple layers of written and physical skills-based tests. Students are graded on the effectiveness of their welding skills and their product's ability to withstand breakage per industry standards.

- **Evidence educational space/equipment aligns with industry standards**

Every piece of equipment MHUSD purchases will mirror what is used in Ag Mechanics industry and meets industry standards. MHUSD developed the new building's educational specifications based on feedback from its industry-represented CTE Advisory Committee and current CTE faculty on what the spaces should look like. The building is an outgrowth of MHUSD's Facilities Master Plan, which is based on feedback

from CTE advisory partners for expenditures from previous grants. Industry partners worked with educators to design a Facilities Master Plan, and then follow through on recommendations to construct the new Ag Mechanics building at ASHS.

**F. Program and Space Justification:**

- **Project supports CTE program activities and students expected to serve**

This proposed CTEFP for new facilities for the Ag Mechanics pathway will accommodate 450 students to learn and pursue their interest in the ANR industry sector while having access to industry-standard Ag Mechanics equipment and state-of-the-art facilities.

- **Space correlates with CTE coursework and number of students**

In ASHS's new CTE Ag Mechanics building, the large, 1,500-square-foot classroom will accommodate 30 students at a time and be connected to a shop floor with various design and testing spaces. An observation deck will oversee the shop floor so faculty can manage the flow of instruction and make adjustments as needed. Curriculum and delivery will occur in the classroom and on the shop floor, and students will build and implement what they have learned in the classroom in cutting, welding, testing, fabricating and processing centers in the building. The building design aligns with MHUSD's goal to help students along the process of ideation, designing, prototype modeling, and completing sequentially more complex tasks in ag mechanics.

- **Number of students per class**

By year five after the new Ag Mechanics building opening, the space will educate 450 students, averaging around 150 students per teacher among three teachers with each teacher teaching five sections (assuming 30 students per class). During one class period, three courses with up to 30 students each may be taught concurrently within and around the building for a total of 90 students.

**PART 6: Budget Justification/Detail Sheet (Form B)**

**A. Estimated annual capital cost per student and the rationale/method used for calculating this cost.\***

The cost per pupil is based on the total construction plus equipment cost divided by the number of students served over a 5-year period (450 students served per year x 5 years = 2,250 students) divided by 5 years is \$579.75 per student annually. (Construction cost \$6,522,251 / 2,250 students / 5 years = \$579.75 /student)

**B. Financial and ongoing support of all business and industry partners. (See letters of support as an additional Appendix).**

The financial participation and the ongoing support plan of all business and industry partners in constructing and equipping the proposed CTE facility will continue to be in an advisory capacity to the CTE leadership team at MHUSD. In addition, the industry partners have hosted student interns in the summers and serve as mentors to students and faculty. The in-kind contribution has been their time in participating in regular CTE Advisory Meetings (as evidenced by letters of support found in the Appendix).

### **C. Efforts taken to ensure business and industry input and collaboration**

To determine equipment needs for this grant, regular quarterly CTE Advisory meetings are hosted by ASHS as a venue to ask industry and business partners to provide input on curricula as well as feedback on equipment purchases for CTE pathways. In addition, CTE teachers are encouraged to visit industry facilities to keep current on state-of-the-art equipment and technology used in business and industry such as tours of and meetings with local colleges, universities, and Ag Mechanics industry partners.

### **D. Process used to ensure that all grant fund expenditures are “best value”**

MHUSD will procure all items in accordance with Administrative Regulations of the Board policy, which outlines the policies and procedures for all MHUSD purchases. In addition, MHUSD will follow all Federal and State required legal codes related to the procurements, which shall be sought from sources believed to be able to offer the best price, consistent with quality, service, and intended use.

### **E. Steps to ensure ongoing costs of maintenance and upkeep are sustainable**

Most ongoing costs of maintenance and upkeep outside of the manufacturer’s warranty will be the responsibility of each site, and will come from the general fund. Large items, such as vehicles or those with many moving parts, may be covered under the general maintenance budget. Preventive maintenance agreements will be put in place to assure effective and efficient use of equipment throughout its useful life.

## **PART 7: Unique Conditions**

MHUSD’s landscape features quintessentially beautiful rolling hills and farmland amid pockets of high-tech companies, quaint, historic neighborhoods and family-owned wineries. Because of the vastness of MHUSD, family income levels vary by community, from a median income of \$100,900 in Morgan Hill and \$108,611 in San Martin to \$84,351 in Gilroy<sup>6</sup>.

MHUSD educates a diverse, multilingual student body across a vast region of the state in southern Santa Clara County. Eighty-six (86) MHUSD high school students have attained the elite Seal of Biliteracy. MHUSD is proud to be a Santa Clara County Office of Education demonstration site for the Multi-Tiered System of Supports (MTSS), providing individualized student progress reports, learning-level content and socioemotional support for students and families through expanded counseling services and partnerships with community-based organizations. MHUSD is well aware of its unusual location at the nexus of farmland and high-tech innovation. By investing in its CTE pathway in Agricultural Mechanics and a state-of-the-art classroom and workshop building, MHUSD and the CDE are promoting every student’s potential and supporting the local economy by educating skilled workers to meet industry demand.

<sup>1</sup> EDD. LMI Division. “2014-2024 Occupational Employment Projections San Jose-Sunnyvale-Santa Clara Metropolitan Statistical Area (by occupation).”

<sup>2</sup> CA Employment Development Dept. Labor Market Information. “2014-2024 Comparison of Growing Occupations By Entry Level Education, San Benito and Santa Clara Counties.”  
[https://www.labormarketinfo.edd.ca.gov/file/indproi/sjos\\$.highlights.pdf](https://www.labormarketinfo.edd.ca.gov/file/indproi/sjos$.highlights.pdf)

<sup>3</sup> Precision Exams are industry-aligned CTE exams that help students validate the knowledge and skills they gained in the classroom. <https://www.precisionexams.com/>

<sup>4</sup> MHUSD. Local Control Accountability Plan and Annual Update. 2018-19. <https://goo.gl/2QQH6g>.

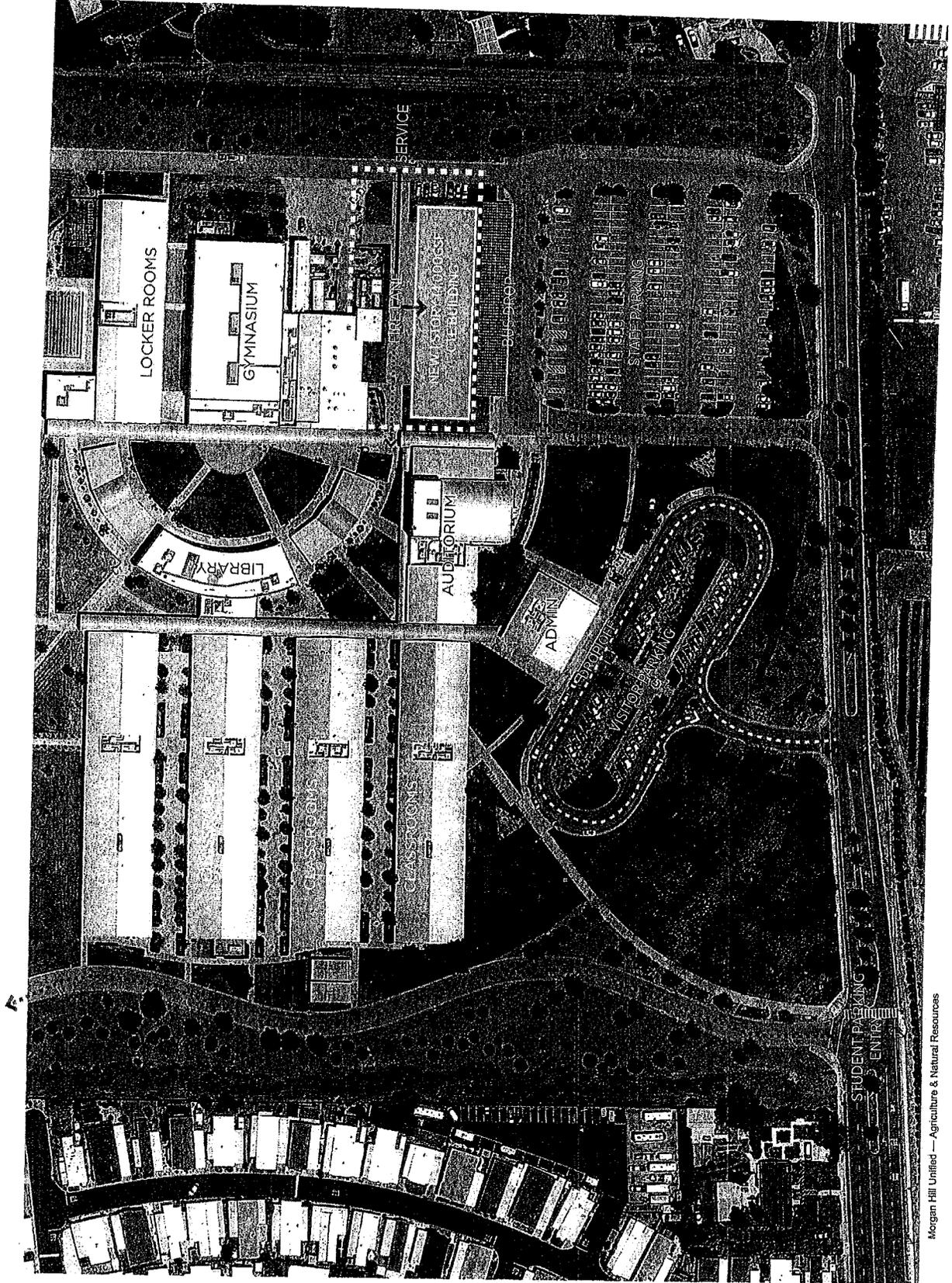
<sup>5</sup> MHUSD. Local Control and Accountability Plan, “Goal 1: College and Career Readiness.” 2017-18. P 13.

<sup>6</sup> U.S. Census Bureau. American FactFinder, Community Facts by city, “Median Household Income.”



**NEW CTE FACILITIES**  
 ANN SOBRATO HIGH SCHOOL  
 MORGAN HILL USD  
 AGRICULTURAL MECHANICS

OVERALL SITE PLAN  
 OCTOBER 12, 2018



# 3.3 CAMPUS ORGANIZATION

SECONDARY SCHOOL EDUCATIONAL VISIONING

ELEMENTARY SCHOOL      K-8 SCHOOL      MIDDLE SCHOOL      HIGH SCHOOL

## DESIGN OBJECTIVES

Reference the California Department of Education and Title 5 standards requirements. Although it is understood that all requirements are to be met, this section is highlighting the following specific requirements that were used as a basis for the guidelines indicated in these Educational Specifications.

### Placement of Buildings

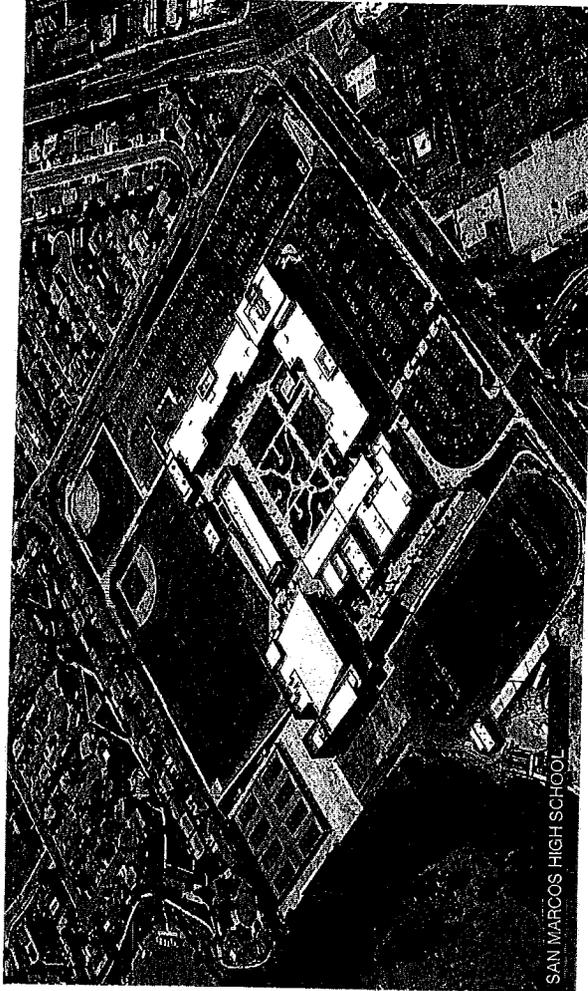
- Building orientation should optimize natural daylight and reduce solar heat gain on the building's mechanical heating and cooling systems. The design of the buildings should consider the impact of prevailing wind and solar patterns relative to the overall building energy performance.
- Building Placement shall consider compatibility of the various functions on campus and provide optimum patterns of pedestrian flow around and within buildings.
- Site layout shall be adequate to meet the instructional, security and service needs of the educational programs.
- Restrooms should require minimum supervisions, and to the extent possible, be easily accessible from the hard courts, play fields and classrooms.

### Playground and Field Areas

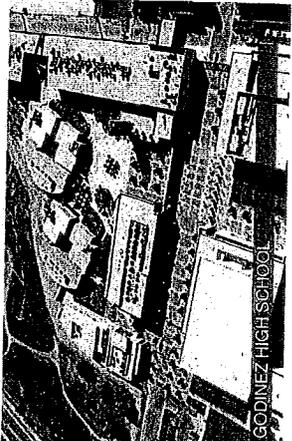
- Adequate outdoor physical education teaching stations shall be available to accommodate course requirements for the planned enrollment.
- At a minimum and depending on site acreage available include: (1) stadium for football and track and field, (1) multi-use field area with baseball/softball/soccer overlays, (6) basketball hard courts, (1) aquatic center with a 50M pool.
- Supervision of playfields should not be obstructed and should be supplemented with security cameras.

### Delivery and Service Areas

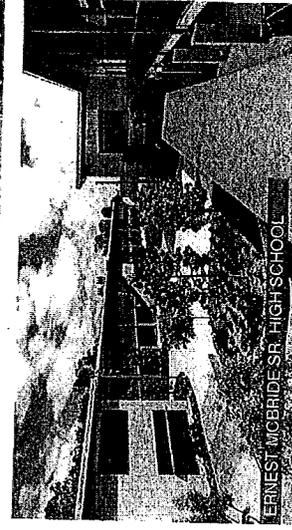
- Delivery and service areas shall be located to provide vehicular access directly from the street without jeopardizing the safety of students and staff.
- Trash areas should be fenced or otherwise isolated from foot traffic areas.



SAN MARCOS HIGH SCHOOL



GODINEZ HIGH SCHOOL



ERNEST MCBRIDE SR. HIGH SCHOOL

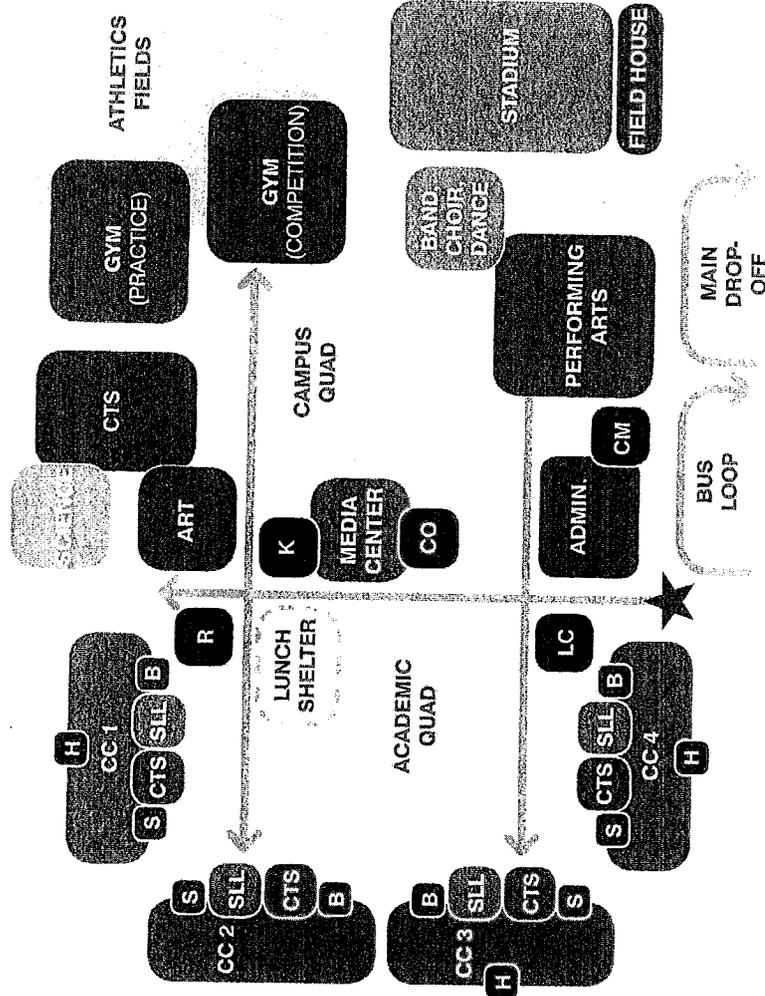
# 3.3 CAMPUS ORGANIZATION

SECONDARY SCHOOL EDUCATIONAL VISIONING



## KEY TERMS

- ★ School Entrance
- (Admin) Administration
- (CC) Classroom Cluster
- (CM) Community Room
- (CO) Counseling Suite
- (CTS) Career Tech Shops
- (GYM) Gymnasium
- (SLL) Specialized Learning Lab
- (B) Break Out Rooms
- (K) Kitchen / Food Service
- (LC) Learning Center
- (R) Resource Room
- (S) Study Rooms



# 3.3 CAREER TECH SHOP

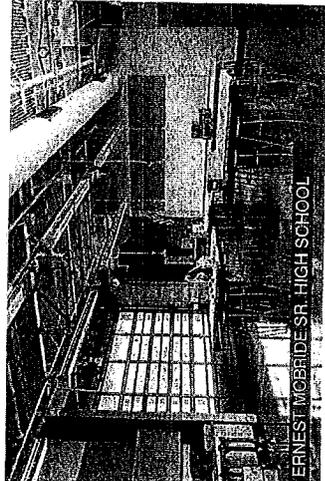
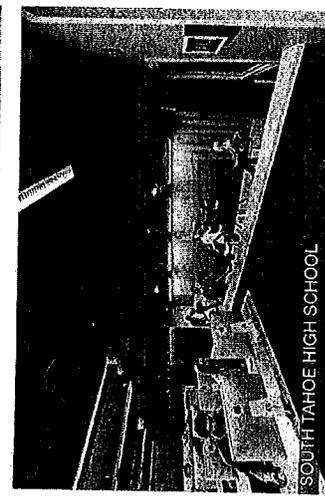
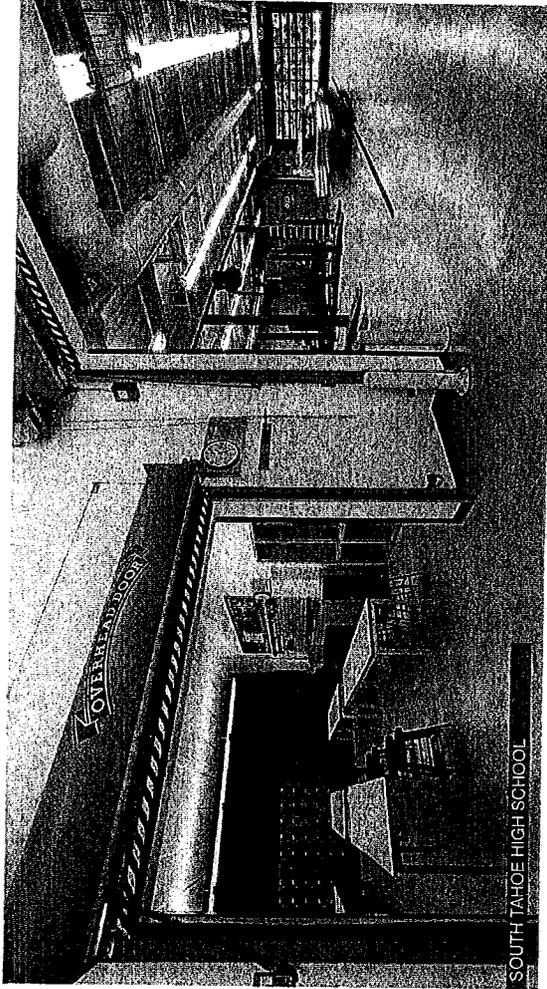
SECONDARY SCHOOL EDUCATIONAL VISIONING

## DESIGN OBJECTIVES

Career Tech Shop spaces are classroom spaces for students to learn through hands-on, "real world" scenarios and to experience possible career applications.

These high-bay lab spaces should create an open, flexible classroom environment with space and infrastructure that will respond to changing technology and program needs. They provide students with the opportunity to showcase their work in these programs to the rest of campus through exterior glazing, controllable through shading devices.

These spaces should collocate with related programs on the campus, as a supplement to the technical career programs and to build interest in these areas of study. These spaces are also perfectly complimented by the proximity to outdoor learning. The connection between the lab interior and the outdoor learning environment should be through a large opening such as a roll-up door, in order to better accommodate the large-scale projects created within these spaces. Thought should also be given to the Shop's proximity and connection to a service area for the delivery/hauling of materials.



# 3.3 CAREER TECH SHOP

SECONDARY SCHOOL EDUCATIONAL VISIONING

ELEMENTARY SCHOOL K-8 SCHOOL MIDDLE SCHOOL HIGH SCHOOL

## ACTIVITIES

- Large group instruction and demonstration
- Group and individual project-based learning
- Large-scale projects (automotive/construction/set design/robotics/etc)
- Cross-collaboration with other classes/fields of study

## SPACE DESCRIPTION

### FURNITURE

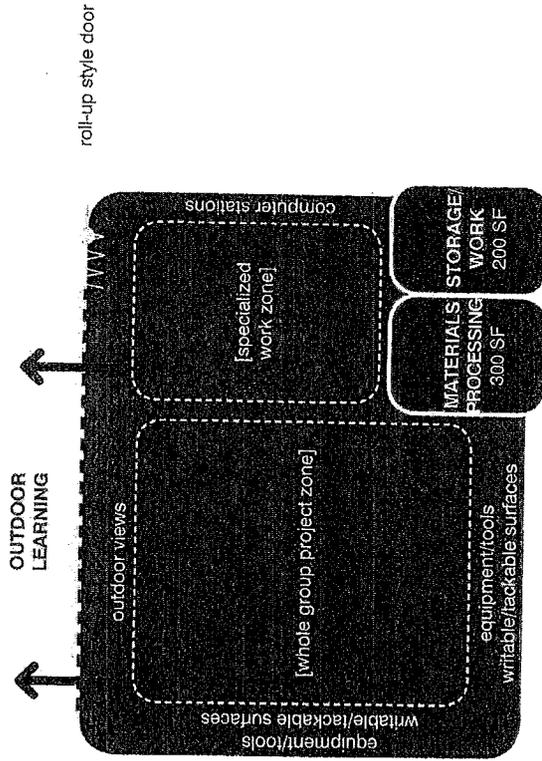
- Furniture should vary based on the activities and include a variety of types that can be easily reconfigured.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.

### FINISHES

- Flooring should be resilient, durable and easy to maintain.
- Provide tackable wall surfaces both inside and outside the classroom.
- Provide writable surfaces that can also receive projection.
- Design with exposed, high ceilings with acoustic 'clouds' or suspended acoustic ceiling panels.

### EQUIPMENT

- Provide equipment that accommodates the projects intended for this space.
- Provide Classroom Technology Kit.
- Consider ceiling power cord reels that respond to changing configurations and technology and equipment needs.
- Utilize large operable door(s) to access outdoor learning area.



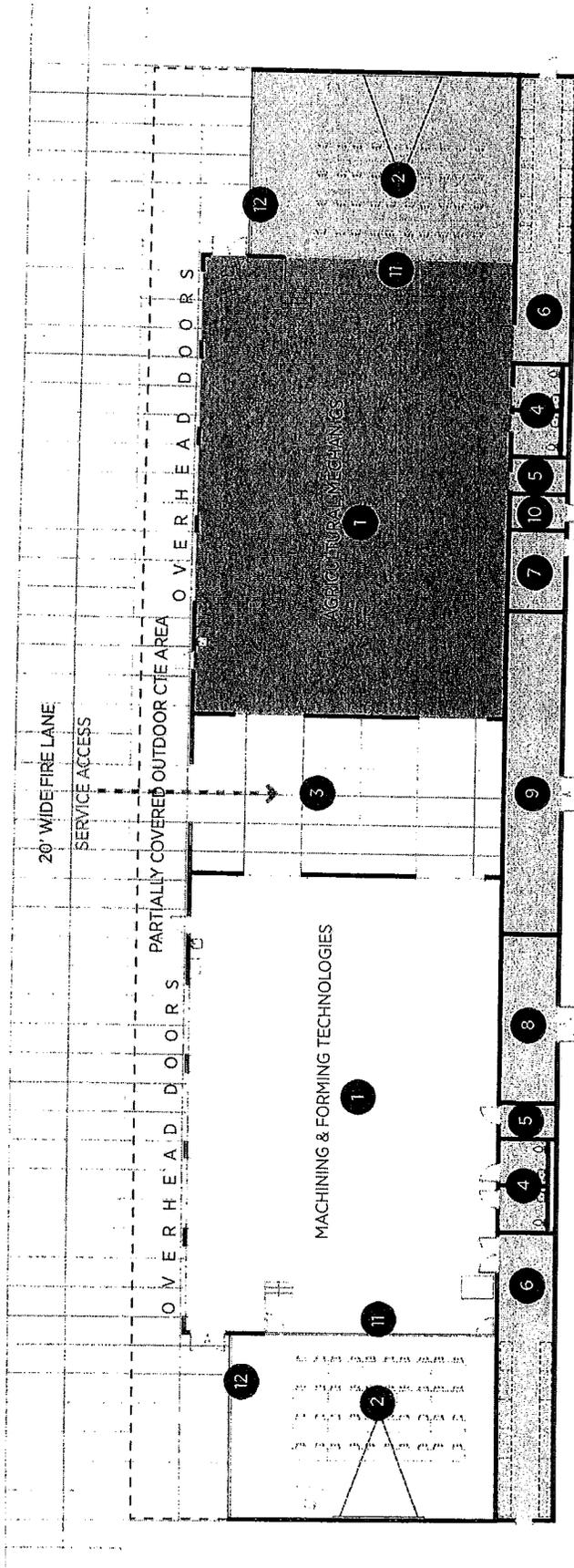
NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single-story or multi-story) and type of program spaces.

LEGEND

- 1 SHOP
- 2 40 SEAT CLASSROOM
- 3 YARD
- 4 RESTROOMS
- 5 JANITORIAL CLOSET
- 6 STORAGE
- 7 IDF
- 8 ELECTRICAL
- 9 MECHANICAL
- 10 SPRINKLER RISER ROOM
- 11 18" HIGH OVERLOOK
- 12 MAIN ENTRY



NEW CTE FACILITIES  
 ANN SOBROTO HIGH SCHOOL  
 MORGAN HILL USD  
 AGRICULTURAL MECHANICS



# CAREER TECHNICAL EDUCATION FACILITIES PROGRAM APPLICATION

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

Local Education Agency: Morgan Hill Unified School District

Name of Industry Sector: Agriculture and Natural Resources

Name of Pathway(s): Agricultural Mechanics

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:	\$5,135,089
Equipment Total Cost** (list expenditures on a separate spreadsheet. See below)	\$391,245
Site Development Cost Estimate:	\$995,917
Estimated Total Cost of Project	\$ 6,522,251.00

**\*\*For Equipment Expenditures:** On a separate piece of 8/12 by 11 paper, list each equipment item using the following format:

Equipment Description	Make	Model	Quantity	Price	Subtotal
See attached sheet					

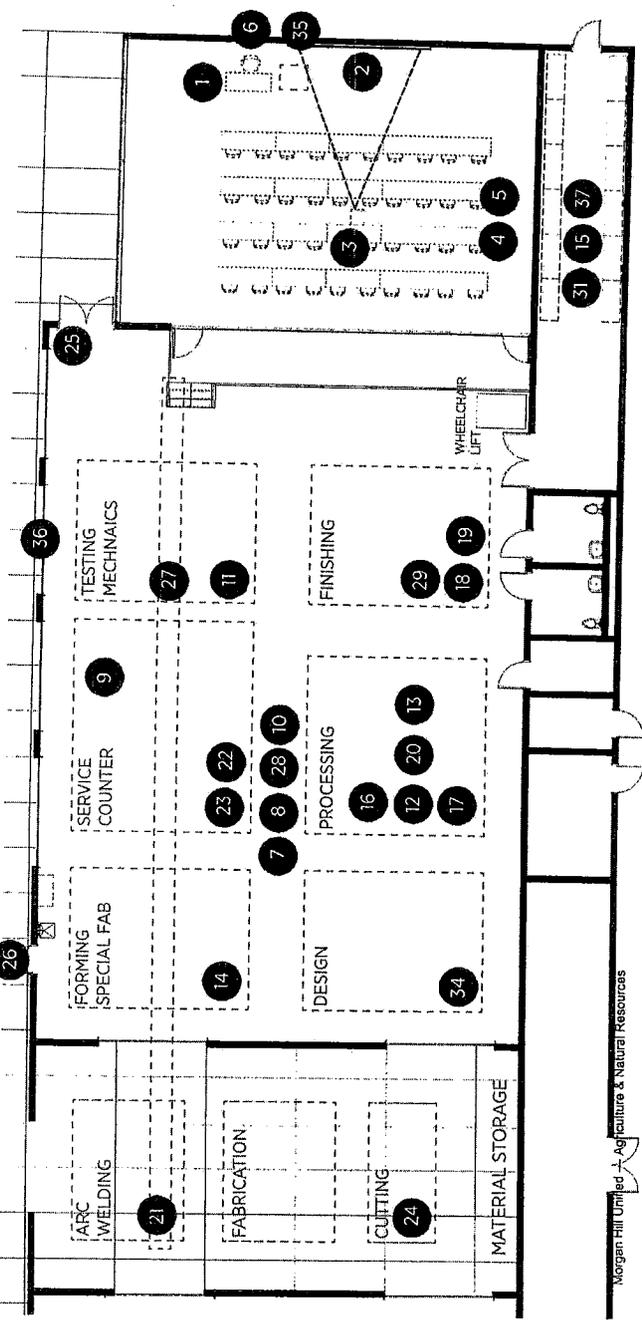
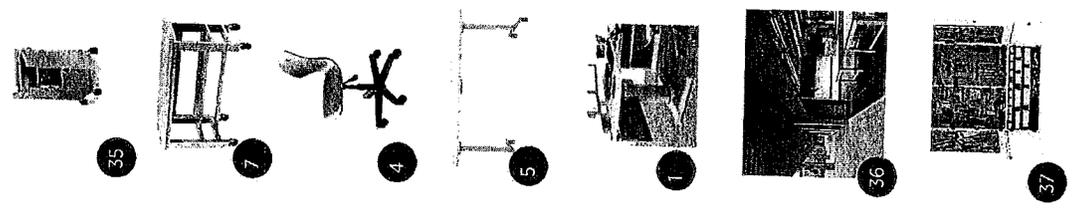
Equipment Total Cost: \$ 391,245.00

**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>

LEGEND

- 1 INSTRUCTOR DESK
- 2 16' LONG MARKERBOARD
- 3 CEILING MTD PROJECTOR
- 4 STUDENT CHAIR
- 5 STUDENT DESK
- 6 INSTRUCTOR CHAIR
- 7 WORK BENCHES
- 8 STOOLS, TYR.
- 9 TRACTOR
- 10 SOIL AUGOR
- 11 SOIL TESTING
- 12 MOISTER TESTER
- 13 SAFETY EQUIPMENT
- 14 ANIMAL CAGES
- 15 ANIMAL GROOMING
- 16 HEALTH MONITORING
- 17 SANITIZING EQUIP
- 18 HIGH PRESSURE WASH
- 19 HYDRAULIC TRAINER
- 20 ELECTRICAL TEST
- 21 ENGINE ANALYZER
- 22 HYDRAULIC PRESS
- 23 METAL LATHE
- 24 SCALES
- 25 FIRST AID STATION
- 26 UTILITY SINK
- 27 OVERHEAD CRANE
- 28 MECHANICS TOOLSET
- 29 STEAM CLEANER
- 30 PARTS CLEANER
- 31 TRANSIT LEVEL STATIONS
- 32 GREENHOUSE EQUIPMENT
- 33 DISPLAY COOLER
- 34 DRAFTING TABLE
- 35 LECTERN
- 36 GLAZED OVERHEAD DOORS
- 37 STORAGE CABINETS



NEW CTE FACILITIES  
ANN SOBRATO HIGH SCHOOL  
MORGAN HILL USD  
AGRICULTURAL MECHANICS

FURNITURE & EQUIPMENT PLAN  
OCTOBER 12, 2018



## Equipment Expenditures - Agriculture & Natural Resources

Equipment Description	Make	Model	Quantity	Price	Subtotal
Soil Auger	Northern tool	Various	3	\$400	\$1,200
Soil testing	Lamotte	5010-1	1	\$600	\$600
Animal cages	Sydell	various	12	\$800	\$9,600
High pressure wash	Simpson	Ws4050v	1	\$3,500	\$3,500
Electrical test	Milwaukee	2220-20	3	\$300	\$900
Engine Analyzer	Snap-On	Apollo D8	2	\$3,800	\$7,600
Hydraulic press	Bayleigh	HSP-50a	1	\$2,500	\$2,500
Scales	Uline	H-754	1	\$1,500	\$1,500
Mechanics toolset	Snap-On	SEP Heavy Duty	2	\$7,500	\$15,000
Drafting Table	Alvin	60L	6	\$750	\$4,500
Greenhouse equipment	Various	Various	1	\$15,000	\$15,000
Transit level stations	CST Berger	136	6	\$500	\$3,000
Steam Cleaner	Daimer	Mega 1000CVP	1	\$1,600	\$1,600
Parts cleaner	Zep	915502	1	\$1,800	\$1,800
Metal lathe	Bolton	BT1440G-3	1	\$6,000	\$6,000
First Aid station	Medique	490940	5	\$250	\$1,250
Utility Sink	Gamut	370X601	1	\$3,125	\$3,125
	LK Goodwin				
Overhead Crane	Shop Crane	SC1000-FS-8-15-	1	\$4,375	\$4,375
Workbench w/lockers, adjustable height, 30" x 60"	Shain	38434	20	\$3,469	\$69,375
lumber storage racks	Uline	H 3486	4	\$1,000	\$4,000
steel storage rack, 24" x 60" x 96"	Uline	Vertical 362485	8	\$1,000	\$8,000
steel storage rack add'l shelves	Uline	Horiz 96	8	\$961	\$7,690
storage cart	KI	U series	20	\$875	\$17,500
tool storage	Westaward	36"	8	\$2,125	\$17,000
air compressor	Speedaire	15 50cfm 120gal	1	\$5,625	\$5,625
student chair, self- braking w/ casters	KI	Learn 2	42	\$860	\$36,120
instructor desk	KI	Instruct All terrain	2	\$2,580	\$5,160
instructor chair	KI	Altus	2	\$1,375	\$2,750
mobile lectern	KI	Instruct All terrain	1	\$1,500	\$1,500
student stool w/ casters	KI	Torsion	24	\$1,250	\$30,000
Ceiling Mounted Projector	Panasonic	EW630UL	3	\$1,250	\$3,750
table, adjustable height w/ casters, 48" x 60"	KI	Work up	20	\$1,875	\$37,500

markerboard, 5' x 16'	Claridge Columbia	FMP14 x2	3	\$3,500	\$10,500
painting booth	Coatings	8x8x8	1	\$8,000	\$8,000
instructor PA system	Denon	Various	1	\$10,000	\$10,000
in-wall mounted demo monitors/TV	Samsung	n5300	5	\$1,500	\$7,500
Sand Blasting Cabinets	Allsource	T9fb2247196	2	\$3,000	\$6,000
Digital Mig Welders	Simadre	200m	6	\$925	\$5,550
Digital Arc Welders	Simadre	200m	6	\$800	\$4,800
Cutter Grinder	Kent	m	1	\$1,875	\$1,875
Band Saw	Bolton	BS 1018r	1	\$6,250	\$6,250
Cutoff Saw	Bolton	TV350	1	\$1,750	\$1,750
TOTAL EQUIPMENT					\$391,245

# Appendix A

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

Industry Sector:

Pathway 1:

## Sequence of Courses

Introductory:  CALPADS #:

Concentrator 1:  CALPADS #:

Concentrator 2: \_\_\_\_\_ CALPADS #: \_\_\_\_\_

Capstone:  CALPADS #:

Pathway 2: \_\_\_\_\_

## Sequence of Courses

Introductory: \_\_\_\_\_ CALPADS #: \_\_\_\_\_

Concentrator 1: \_\_\_\_\_ CALPADS #: \_\_\_\_\_

Concentrator 2: \_\_\_\_\_ CALPADS #: \_\_\_\_\_

Capstone: \_\_\_\_\_ CALPADS #: \_\_\_\_\_





# GAVILAN COLLEGE

5055 Santa Teresa Blvd., Gilroy, CA 95020

www.gavilan.edu

(408) 848-4800

Dr. Kathleen A. Rose, Superintendent/President

9/20/18

John Gordon, Field Representative  
School Facilities and Transportation Services Division  
California Department of Education  
1430 N Street, Suite 1201  
Sacramento, CA 95814

Dear Mr. Gordon,

I am writing to provide my support for Morgan Hill Unified School District's (MHUSD) proposal for the California Career Technical Education Facilities Expansion grant to further develop the **Agricultural Mechanics**. MHUSD is committed to improving student success with workforce outcomes by enhancing connections between community colleges, and it has been our privilege to collaborate with this district over the years.

As a public community college dedicated to the success of each student, **Gavilan College** provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all. **Gavilan College** is dedicated to improving student success with workforce outcomes by creating bridges between K-12, community colleges, and industry leaders.

I pledge to participate as a member of both the MHUSD **Agricultural Mechanics** and the Advisory Committees by offering the following services:

- Review curriculum and facilities;
- Identify industry-recognized certification opportunities;
- Identify industry equipment and technology needs; and
- Support mentoring activities.

I am confident that MHUSD will create sustainable, innovative, and effective career pathways and educational opportunities for the future workforce of California.

Sincerely,



Sherrean Carr  
Dean of Career Technical Education  
Gavilan College  
5055 Santa Teresa Blvd.  
Gilroy, Ca. 95020  
Office: 408-848-4757  
Fax: 408-848-1387



Board of Trustees: Jonathan Brusco  
Laura A. Perry, Esq.  
Morgan Hill Unified — Agriculture & Natural Resources

Kent Child  
Lois Locci, Ed.D.

Mark Dover  
Rachel Perez

Walt Gilnes  
Adam Lopez



17485 Monterey Road, Suite 105  
Morgan Hill, CA 95037  
(408)779-9444  
October 5, 2018

John Gordon, Field Representative  
School Facilities and Transportation Services Division  
California Department of Education  
1430 N Street, Suite 1201  
Sacramento, CA 95814

Dear Mr. Gordon,

This letter serves as the Partnership Agreement from the Morgan Hill Chamber of Commerce to continue to participate as a member of the Morgan Hill Unified School District (MHUSD) Advisory Committee. The Morgan Hill Chamber of Commerce has been active in "Rock the Mock", "Career Day", "Manufacturing Day", "South Valley Science and Engineering Fair", "Job Shadowing Day" and numerous educational events within Morgan Hill that support Morgan Hill Unified School District.

Morgan Hill is conveniently located at the southern tip of the Silicon Valley, and is the gateway between the agricultural regions of the central coast and the technological powerhouse of the Bay. As such we are in a unique position to bring together businesses from a wide variety of industries. Businesses find Morgan Hill a fantastic location with well-priced facilities, access to a broad range of labor, and a city very willing to work with a business relocating or expanding into Morgan Hill.

The Morgan Hill Chamber of Commerce is an established partner with MHUSD and looks forward to and will:

- Review curriculum and facilities;
- Identify industry equipment and technology needs;
- Support mentoring activities;
- Sponsor guest speakers from business and industry;
- Identify new advances in industry and local economies;
- Assist in identifying all aspects of an industry.

Sincerely yours,

A handwritten signature in black ink that reads "John T. Horner".

John T. Horner  
President & CEO  
Morgan Hill Chamber of Commerce

Programs

Animation and Illustration

Graphic Design

Industrial Design

Interior Design

October 17th, 2018

John Gordon, Field Representative  
School Facilities and Transportation Services Division  
California Department of Education  
1430 N Street, Suite 1201  
Sacramento, CA 95814

Dear Mr. Gordon,

This letter serves as the Partnership Agreement from the San Jose State University to participate as a member of the Morgan Hill Advisory Committee. The San Jose State University Industrial Design Program is a nationally recognized initiative. Our internationally-recognized and award-winning Industrial Design Program at SJSU provides an education infused with the ideas, methods and expertise of the leading-edge design industry in Silicon Valley.

San Jose State University Industrial Design Program details are here:  
[http://www.sjsu.edu/design/design\\_programs/industrial\\_design\\_program/](http://www.sjsu.edu/design/design_programs/industrial_design_program/)

The San Jose State University Industrial Design Program is an established partner with Morgan Hill Unified and looks forward to potential participation in:

- Review curriculum and facilities and offer assistance if necessary;
- Identify industry equipment and technology needs;
- Support mentoring activities, staff development and training;
- Build capacity to support student success in Agriculture Mechanics
- Identify new advances in industry and technology;
- Assist in identifying all aspects of an industry;

Sincerely,



**Josh Nelson, MDes**  
Assistant Professor  
Program Coordinator  
Industrial Design  
San José State University



18400 Sutter Blvd  
Morgan Hill CA 95120  
Phone # 408-327-0600  
Fax # 408-327-0603

10/16/18

John Gordon, Field Representative  
School Facilities and Transportation Services Division  
California Department of Education  
1430 N Street, Suite 1201  
Sacramento, CA 95814

Dear Mr. Gordon,

Creative Manufacturing Solutions Inc. is pleased to provide this letter of support for Morgan Hill Unified School District (MHUSD) for funding through the California Career Technical Education Facilities Expansion grant to expand their **Agricultural Mechanics** within their **Agricultural Sciences** program.

CMS is located in Morgan Hill. We provide high quality precision sheet metal, machining, and assembly products to Silicon Valley customers. We occupy 50,000 square feet of manufacturing space where all of our services are provided under one roof. We pride ourselves with extraordinary customer service, and high quality workmanship.

Having lived in the south county all of my life, and Morgan Hill for the last 18 years, I have seen quite a few changes in the area over the last few decades. Manufacturing is the number 1 employer in Morgan Hill, yet we don't have any local programs to train people to prepare for the jobs in their own community. We need to bring back classes to train kids to learn a trade, and it should start in the K-12 environment. I pledge to participate as a member of the MHUSD Advisory Committee by offering the following services:

- Review curriculum and facilities;
- Identify industry-recognized certification opportunities;
- Identify industry equipment and technology needs;
- Support mentoring activities; and
- Continue to consider hiring student workers.

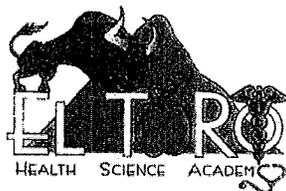
Morgan Hill Unified School District proposes a plan to use facilities grant funding to expand their **Agricultural and Natural Resources** program to expose students to professional equipment and instruction, and provide them with the background they need to thrive in our region's manufacturing industry. Additional funding through this grant would greatly enhance the school's ability to expand existing **Agricultural Mechanics** programs and also develop and implement new curriculum that promotes student success. I am certain that this facility and curriculum expansion will have a positive impact on our community.

Sincerely,

A handwritten signature in black ink, appearing to be 'Tim Herlihy', written over a horizontal line.

Tim Herlihy  
President/CEO  
Creative Manufacturing Solutions Inc.

9/21/18



John Gordon, Field Representative  
School Facilities and Transportation Services Division  
California Department of Education  
1430 N Street, Suite 1201  
Sacramento, CA 95814

Dear Mr. Gordon,

**El Toro Health Science Academy** in Morgan Hill Unified School District (MHUSD) feeds into Ann Sobrato High School. As the **Principal of El Toro Health Science Academy**, it is my pleasure to write this letter supporting the creation of a new pathway in **Agricultural Mechanics** under the Career Technical Education Facilities Expansion grant.

Our mission is to provide rich experiences for children and young people to learn to make meaning of the world around them, and to become critical thinkers about the decisions they face. The potential resources provided under this grant will be essential to realizing our vision as well.

At El Toro Health Science Academy, we believe that a nurturing and supportive environment is key to meeting the needs of our students. Our school is a learning community of students, staff, parents and professional educators who share the belief that all children can learn, have can do attitude and find joy in the discovery of knowledge. We are a child-centered school, committed to preparing our diverse student population with a technology integrated quality education with a focus on developing critical analytical skills in the Health Science focus and providing students the support necessary to maximize their potential so that they become lifelong learners and positive contributors to our global society.

We believe in maintaining a strong partnership between parents, students, and teachers to ensure that all students develop the academic and social skills needed to achieve the high expectations set for them.

**El Toro Health Science Academy** has served students in the Morgan Hill Unified School District since 1991. The student and staff population reflect Silicon Valley's economic and ethnic diversity, including physical and social complexities. El Toro HSA encourages a family environment of supporting students with in grades TK-Fifth Grade and special learning challenges for the Preschool ages. The school climate fosters awareness, acceptance and a growth-mindset, which help all students, staff and families grow in character. No matter the age, El Toro students are challenged to display their personal best in pursuit of lifelong goals, dreams and aspirations from their academic successes.

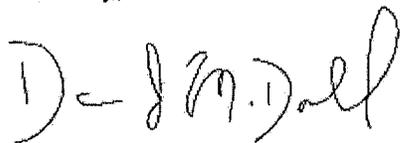
We are consistently working to maintain a positive learning environment and grow student achievement using researched based and results driven best practices to deliver high quality

instruction/assessment in math, language arts, reading, science, health and social studies. We are staying focused on providing lessons to meet the diverse needs of our children and learning the best ways to teach children as a learning community. Our school focuses on the three factors of high achieving schools: direct explicit instruction, the response principle, and a multi-source curriculum. We believe children need to talk about their learning both during direct instruction, hands-on activities, and in small group instruction. El Toro is a very unique school in that our school culture represents a kind, caring and collaborative environment. This is directly modeled by our teaching staff to students, parents and community as a whole. We value the importance of a calm, controlled and engaging learning environment that promotes students' thinking rather than memorization without meaning. Our school maintains one of the highest positive attendance rates in the school district.

We at **El Toro Health Science Academy** are dedicated to working as a partner with parents, students, and the MHUSD communities to ensure that all students succeed. Students who take the new **Agricultural Sciences** classes actively participate in the preparation of **Agricultural Mechanics**. We look forward to the new pathway for our students at MHUSD.

Our school is delighted that MHUSD Ann Sobrato High School is applying for an opportunity to fully support student pathways to success. We pledge support for the implementation of this important program for our students and community.

Sincerely,

A handwritten signature in black ink that reads "Darren McDonald". The signature is written in a cursive style with a large, looped initial "D".

**Darren McDonald**  
**Principal**  
**El Toro Health Science Academy**

**MARTIN MURPHY MIDDLE SCHOOL**

141 AVENIDA ESPAÑA, SAN JOSE, CA 95139  
OFFICE: (408) 201-6260 | FAX: (408) 201-6270

9/21/18

John Gordon, Field Representative  
School Facilities and Transportation Services Division  
California Department of Education  
1430 N Street, Suite 1201  
Sacramento, CA 95814

Dear Mr. Gordon,

**Martin Murphy Middle School** in Morgan Hill Unified School District (MHUSD) feeds into Ann Sobrato High School. As the **Principal of Martin Murphy Middle School**, it is my pleasure to write this letter supporting the creation of a new pathway in Agricultural Mechanics under the Career Technical Education Facilities Expansion grant.

Our mission is to provide rich experiences for children and young people to learn to make meaning of the world around them, and to become critical thinkers about the decisions they face. The potential resources provided under this grant will be essential to realizing our vision as well.

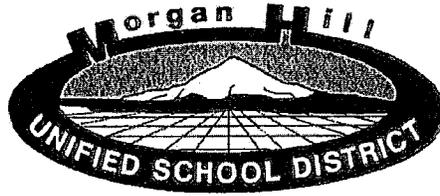
We at **Martin Murphy Middle School** are dedicated to working as a partner with parents, students, and the MHUSD communities to ensure that all students succeed. Students who take the new **Agricultural Sciences** classes actively participate in the preparation of **Agricultural Mechanics**. We look forward to the new pathway for our students at MHUSD.

Our school is delighted that MHUSD Ann Sobrato High School is applying for an opportunity to fully support student pathways to success. We pledge support for the implementation of this important program for our students and community.

Sincerely,



**Principal**  
**Martin Murphy Middle School**



10/2/18

John Gordon, Field Representative  
 School Facilities and Transportation Services Division  
 California Department of Education  
 1430 N Street, Suite 1201  
 Sacramento, CA 95814

Dear Mr. Gordon,

This document expresses our enthusiastic support for the grant application being submitted by Morgan Hill Unified School District (MHUSD) through the California Career Technical Education (CTE) Facilities Expansion grant to further develop the Agricultural Mechanics Pathway at Sobrato High School. As educators, students, and parents at MHUSD, we feel the proposed new facilities will enhance and strengthen our Agricultural Science Program.

Our faculty and staff actively practice innovative teaching with the goal of preparing our students to meet the uniquely unprecedented challenge of learning in the 21st century, and we are committed to collaborating on the expanded facility and curriculum should the district be awarded funding. Thank you for your consideration.

Signature	Print Name	Title/Role
	Kevin Miller	Assistant Principal
	Christopher Damelo	Department Chair
	Travis Wyrick	Ag Mach Teacher
	Samantha Lima	Ag Teacher
	Theresa Sage	Assistant Principal
	Amanda Wyrick	Ag Teacher
	Courtney Macko	Principal



<<< Autopilot >>>

**Regular Board Meeting**

Sep 18, 2018 6:00 PM

- H.3. Reports: Superintendent / Staff
- H.4. Reports: Board Members
- H.5. Reports: Employee Groups: Morgan Hill Classified Employee Association / Morgan Hill Federation of Teachers / Morgan Hill Educational Leaders Association
- H.6. Calendar: Upcoming events

**I. CONSENT ITEMS**

**I.1. BUSINESS SERVICES**

- I.1.a. Annual GO Bond Debt pursuant to SB 1029
- I.1.b. Adopt resolution in support of Ann Sobrato career technical education facilities program project and application

**I.2. EDUCATIONAL SERVICES**

- I.2.a. Approve the disposal of obsolete materials
- I.2.b. Approve declaration of obsolete and sale of surplus equipment
- I.2.c. Approve amendment to Board approved travel for 57 Sobrato High School Band Students to participate in the Western Band Association Championships
- I.2.d. Approve travel for 34 Live Oak High School and Ann Sobrato High School students to attend Camp Everytown at Camp Harmon in the Santa Cruz Mountains, California

Loading Attachments (1) Notes (0) Tools

I.1.b. Adopt resolution in support of Ann Sobrato career technical education

**Rationale**

Proposition 51 includes \$500 million to construct/modernize CTE facilities & Allocation Board approved \$125 million for the next Career Technical Education a competitive grant process and applications must score at least 105 points

Staff is requesting the approval of the attached Resolution to comply with School Construction (OPSC) for Career Technical Education Facilities Program facilities, modernization or reconfiguration of existing facilities, and equipment to integrate the drawings and specifications from the Division of the State Architect, application

The final grant award will be determined by the State based on the scope of the work

**Recommended Motion**

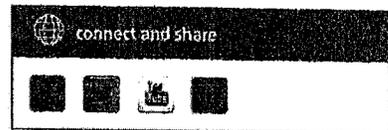
Adopt resolution

**Comments**

Submitted by:

Casino Fajardo, Director Construction and Modernization

Kirsten Perez, Assistant Superintendent Business Services



**WHEREAS**, the Morgan Hill Unified School District intends to file applications under the Career Technical Education Facilities Program (Article 13, Chapter 12.5, Part 10, Division 1, commencing with Section 17078.70, et. seq); and

**WHEREAS**, a condition of processing the various applications under the Career Technical Education Facilities Program will be a resolution in support of those projects and applications from the Morgan Hill Unified School District Board of Education and signatures of the Morgan Hill Unified School District Administration; and

**WHEREAS**, Career Technical Education Facilities Program funding may be utilized 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; and

**WHEREAS**, the Morgan Hill Unified School District has identified the following Career Technical Education Facilities Program projects:

1. Ann Sobrato High School New Construction and/or Modernization – Agriculture and Nature Resources/Agriculture Mechanics

**WHEREAS**, the Morgan Hill Unified School District wishes to submit one or more applications under the Career Technical Education Facilities Program for the above mentioned projects:

**THEREFORE, BE IT HEREBY RESOLVED**, that the Board of Education is in support of the above projects and applications and that the individuals identified below are authorized to sign all documents and papers associated with the applications for funding:

1. Assistant Superintendent, Business Services – Kirsten Perez
2. Superintendent – Steve Betando

**PASSED AND ADOPTED** by the Board of Education of the **MORGAN HILL UNIFIED SCHOOL DISTRICT** at a regular meeting held on September 18, 2018 by the following vote:

AYES:  
NOES:  
ABSENT:  
ABSTAIN:

DATED September 18, 2018 SIGNED: \_\_\_\_\_  
Mary Patterson, President  
Board of Education

I, Steve Betando, Secretary of the Board of Education, do hereby certify that the foregoing is a true and correct copy of a resolution adopted by the Board of Education of the **MORGAN HILL UNIFIED SCHOOL DISTRICT** at the regular meeting on September 18, 2018, which resolution is on file in the office of said Board.

DATED: September 18, 2018 SIGNED: \_\_\_\_\_  
Steve Betando, Secretary  
Board of Education

MORGAN HILL UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION MINUTES  
REGULAR MEETING  
September 18, 2018, 6:00 PM  
Closed Session 4:00pm

**Attendance Taken at 4:01 PM:**

Present:

Gino Borgioli  
Mary Patterson  
Donna Ruebusch  
Ron Woolf

Steve Betando, Superintendent

Absent:

David Gerard  
Teresa Murillo

Updated Attendance:

David Gerard was updated to present at 4:15 PM  
Teresa Murillo was updated to present at 4:27 PM

**A. CALL TO ORDER**

*President Patterson called Closed Session called to order at 4:01 PM*

**A.1. PUBLIC COMMENT ON CLOSED SESSION TOPICS**

**A.2. ADJOURN TO CLOSED SESSION**

**A.3. LIABILITY CLAIMS - Governmental Code Section 54956.95**

**A.3.a. Accept/reject ASCIP claim number 1805197**

**A.4. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION - Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: two cases**

**A.5. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION - Pursuant to subdivision (a) of Government Code 54956.9**

**A.5.a. Denise Reilly v. Morgan Hill Unified School District, Case No. 16CV303125**

**A.5.b. A Voice for Choice Advocacy, Inc., v. Morgan Hill Unified School District, et.al, Case No. 17CV316128**

**A.6. CONFERENCE WITH LABOR NEGOTIATOR (Government Code 54957.6) Morgan Hill Classified Employees Association (MHCEA) and Morgan Hill Federation of Teachers (MHFT), Designated representative: Fawn Myers / Morgan Hill Educational Leaders Association (MHELA), Unrepresented employees, Designated represent**

**A.7. CONFERENCE WITH REAL PROPERTY NEGOTIATORS (Government Code 54956.8)**

**A.7.a. Property: APNs 764-15-001 & 764-16-027 (80 West Central Ave.) Agency Negotiators: Steve Betando, Superintendent; Kirsten Perez, Assistant Superintendent; Phil Henderson, Orbach Huff Suarez & Henderson Negotiating Parties; Santa Clara County Valley Water District Under Negotiation: Price and terms of payment for temporary construction easement and potential purchase**

**A.8. PUBLIC EMPLOYEE-DISCIPLINE / DISMISSAL / RELEASE / REASSIGNMENT / COMPLAINT (Government Code 54957 and 54957.1)**

**A.9. PUBLIC EMPLOYMENT / PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Government Code 54957) Title: Superintendent**

**A.10. RECONVENE TO PUBLIC SESSION**

**B. CALL TO ORDER / PLEDGE OF ALLEGIANCE**

*President Patterson called the meeting to order at 6:03 PM  
Jarryl Ancheta, Ann Sobrato High School Senior led the Pledge of Allegiance*

**C. INTRODUCTION OF BOARD MEMBERS AND STAFF**

*Board members and staff seated around the dais introduced themselves.*

**D. RECOGNITIONS / PRESENTATIONS**

**D.1. Equity Item: Presentation on Project Road Map**

*Student Services Coordinator, Jessie Swift and Coordinator of Equity Programs, Tori Sorensen presented on the upcoming George Flores Youth and Parent Conference Project Roadmap event. Project Roadmap is a collaborative effort between educators and community leaders dedicated to the growth and expansion of a college-going culture among our youth.*

*President Patterson introduced the Trustee Candidates by Trustee Area. Candidates in attendance stood up to be welcomed and acknowledged.*

**E. ADOPTION OF AGENDA / APPROVAL OF CONSENT CALENDAR**

*President Patterson explained the process of adopting the agenda and consent calendar to the public. President Patterson invited Student Board Member, Alexis Munson to share her experience with Camp Everytown, an agenda item on the consent calendar.*

**Motion Passed:** Passed with a motion by Gino Borgioli and a second by Donna Ruebusch.

Yes Gino Borgioli  
Yes David Gerard  
Yes Teresa Murillo  
Yes Mary Patterson  
Yes Donna Ruebusch  
Yes Ron Woolf

**F. APPROVAL OF MINUTES**

**F.1. Approve the minutes from the Regular Board meeting of September 4, 2018**

**Motion Passed:** approve as amended with a motion by Ron Woolf and a second by Donna Ruebusch.

Yes Gino Borgioli  
Yes David Gerard  
Yes Teresa Murillo  
Yes Mary Patterson  
Yes Donna Ruebusch  
Yes Ron Woolf

## **G. PUBLIC COMMENT / COMMUNICATIONS**

*The following individuals addressed the Board:*

Bob Benevento, addressed the Board paraphrasing a quote used in political theater about lies and statistics. Mr. Benevento addressed Trustee Borgioli referring to quotes in various articles made by Trustee Borgioli about what good governance is. Mr. Benevento strongly disagrees with Trustee Borgioli's public comments and supporters, suggesting they are untrue and unfounded.

Rochelle Clark, addressed the Board regarding an incident that occurred with her son at Nordstrom Elementary School where her son walked out of the classroom and heading up East Dunne towards his home. The student was seen by a jogger who walked the student back to Nordstrom Elementary School, at which time the school had become aware the student was missing. The estimated time the student went missing was 15-30 minutes. Mrs. Clark requests urgent updates on the perimeter of all school, as well as other safety measures including alarms on the gates and security cameras.

## **H. COMMUNICATIONS**

### **H.1. Closed Session Action Report (Government Code 54957.1)**

### **H.2. Report: Student Board Member**

Alexis Munson, reported the following activities: Back to School Night was September 13<sup>th</sup>; next week September 24-28 is Homecoming; Student Voices Club, a club Ms. Munson is involved with, is working on an inclusion week where students and teachers build relations on campus to be held in the beginning of November.

### **H.3. Reports: Superintendent / Staff**

Superintendent Betando, spoke about the upcoming Candidate Forum at Live Oak High School (since changed to Ann Sobrato High School) where students will be able to assist in writing questions for the Candidates. The Superintendent attending the following events: Live Oak High School football game and Hall of Fame Induction; P.A. Walsh, Nordstrom, PVEA and Live Oak Back to School Nights, met with potential Trustee Candidates; attended School Link Services meeting discussing expansion with other districts; attended September 11<sup>th</sup> ACEs (Adverse Childhood Experiences) meeting. The Superintendent acknowledged Barrett, Jackson Academy of Math & Music and P.A. Walsh on passing the Williams Compliance with no insufficiencies.

Kirsten Perez, announced the approval of the 2018 adopted budget and Local Control Accountability Plan (LCAP). Kirsten Perez acknowledged Glen Webb and the Educational Services Staff, as well as Victoria Knutson for all their hard work. The adopted budget and LCAP are located on our District website.

### **H.4. Reports: Board Members**

Ron Woolf, attended Live Oak High School awards ceremony and recognized the students in the audience who were recipients of the academic awards; PVEA Back to School Night. Trustee Woolf announced volunteers are needed for the Teacher's Aide Collation next Monday 1:45 pm at P.A. Walsh.

Donna Ruebusch, attended Live Oak High School Back to School Night with a wonderful turnout of parents and congratulated the Live Oak students in the audience.

David Gerard, attended Live Oak High School Back to School Night and thanked the students for walking him around; and spoke highly of the Teachers and Principal for the great things they are doing at Live Oak. Trustee Gerard acknowledged the public comments of Nordstrom parent, Mrs. Clark expressing he was unaware of her son leaving the school. Trustee Gerard referenced campus security and how staff and administrators take this seriously. Trustee Gerard apologized on his behalf for what happened at the

*school acknowledging how scary that must have been for a parent. Trustee Gerard feels confident that the new Board and the District will improve to ensure safety measures are in place.*

*Gino Borgioli, attended an Educational Committee meeting put on by The Chamber of Commerce. Trustee Borgioli spoke about two interesting presenters who are partnering to fund programs for local schools with online resource modules, teaching budgeting and entrepreneurship, suggesting teachers can use in the classroom during downtime. Trustee Borgioli will pass this information to the Superintendent.*

**H.5. Reports: Employee Groups: Morgan Hill Classified Employee Association / Morgan Hill Federation of Teachers / Morgan Hill Educational Leaders Association**

*Morgan Hill Federation of Teachers – Teresa Colbert spoke about math growth mindset and shared a short video on how students view math. Ms. Colbert expressed that teaching math should be creative. Ms. Colbert shared a training she attended that focused on Math Growth Mindset by Jo Boaler at Stanford University, encouraging students to celebrate their mistakes so they can grow.*

*Morgan Hill Educational Leadership Association – President Patrick Buchser spoke about starting the "firsts" of everything – Home and School Club, School Site Council, DELAC and Curriculum Council Meetings; attended Restorative Justice training; calibrating SST process; highlighted Leadership in Women Conference; Naviance training for parents; Extended Day Programs are up and running.*

**H.6. Calendar: Upcoming events**

*President Patterson read from the upcoming calendar of events.*

**I. CONSENT ITEMS**

**I.1. BUSINESS SERVICES**

**I.1.a. Annual GO Bond Debt pursuant to SB 1029**

**I.1.b. Adopt resolution in support of Ann Sobrato career technical educational facilities program project and application**

**I.2. EDUCATIONAL SERVICES**

**I.2.a. Approve the disposal of obsolete materials**

**I.2.b. Approve declaration of obsolete and sale of surplus equipment**

**I.2.c. Approve amendment to Board approved travel for 57 Sobrato High School Band Students to participate in the Western Band Association Championships**

**I.2.d. Approve travel for 34 Live Oak High School and Ann Sobrato High School students to attend Camp Everytown at Camp Harmon in the Santa Cruz Mountains, California**

**I.2.e. Approve travel for ten Live Oak High School Future Business Leaders of America (FBLA) students to attend Leadership Training in Santa Clara, California**

**I.3. HUMAN RESOURCES**

**I.3.a. Adopt resolution to approve revised Board Bylaw 9270, Conflict of Interest Code including Appendix of Designated Employees and Disclosure Categories**

**I.3.b. Approve personnel action to employ, re-employ, promote, reassign, accept resignation, accept retirement, and authorize related compensation**

#### I.4. SUPERINTENDENT

I.4.a. President Mary Patterson requests prior authorization to attend two courses of the California School Boards Association Masters in Governance Workshops

I.4.b. Approve travel for Superintendent to attend California City School Superintendents Fall Conference September 20-21, 2018 in Burlingame, Ca.

#### J. GENERAL BUSINESS - PUBLIC SESSION ITEMS FOR BOARD DISCUSSION

J.1. Public hearing to ratify tentative agreement between the Morgan Hill Unified School District and the Morgan Hill Classified Employees Association effective July 1, 2018 June 30, 2021

*Fawn Meyers, Assistant Superintendent of Human Resources and the Board of Education recognized Morgan Hill Classified Employee Association's (MHCEA) ratified agreement. The following individuals signed the agreement around the dais:*

*Danielle Nunes, MHCEA President  
Cheryl Van Deventer, MHCEA Vice President  
Luz Andrade, MHCEA Secretary  
Mary Patterson, Board of Education President  
Kirsten Perez, Assistant Superintendent Business Services  
Fawn Meyers, Assistant Superintendent Human Resources  
Steve Betando, Superintendent*

**Motion Passed:** After public hearing, ratify agreement as submitted. Passed with a motion by Gino Borgioli and a second by Mary Patterson.

Yes Gino Borgioli  
Yes David Gerard  
Yes Teresa Murillo  
Yes Mary Patterson  
Yes Donna Ruebusch  
Yes Ron Woolf

J.2. Public Hearing: Adopt resolution regarding sufficiency of textbooks and instructional materials

**Motion Passed:** Conduct Public Hearing and approve as submitted Passed with a motion by Donna Ruebusch and a second by Gino Borgioli.

Yes Gino Borgioli  
Yes David Gerard  
Yes Teresa Murillo  
Yes Mary Patterson  
Yes Donna Ruebusch  
Absent Ron Woolf

J.3. Charter School of Morgan Hill Annual Performance Report

*South Valley Charter School Executive Director Paige Cisewski, selected Charter School staff and Board of Trustees, presented on the Charter School of Morgan Hill WASC visit and accreditation, financial soundness and response to Morgan Hill Unified School Districts unresolved issues document of Charter School of Morgan Hill. The WASC report can be located on the Charter School of Morgan Hill website.*

**J.4. Recognition of Lesbian, Gay, Bisexual, Transgender, and Queer/Questioning (LGBTQ) Individuals**

**Motion Passed:** Approve as submitted Passed with a motion by David Gerard and a second by Ron Woolf.

Yes Gino Borgioli  
Yes David Gerard  
Yes Teresa Murillo  
Yes Mary Patterson  
Yes Donna Ruebusch  
Yes Ron Woolf

**J.5. Measure G Bond Quarterly Update**

*Casino Fajardo presented on the Measure G Bond projects updating the Board on the Britton Middle School construction, Nordstrom Elementary School multi-use room and portable replacement, Jackson Academy of Math & Music new multi-use room and gymnasium and technology infrastructure and instructional technology replacement.*

**J.6. Board Discussion: Idea's for New Board Member Orientation (November 13, 2018)**

*The Board discuss the upcoming New Board Orientation agenda ideas. Board members suggested the orientation feel welcoming, encouraging and positive in tone. Trustees agreed to accept suggestions from Board Candidates and make sure to leave time on the agenda for questions. Current Trustees would like to present on topics such as The Brown Act and Policy, as well as MHUSD staff presentations on finance and LCAP.*

**J.7. New business: future agenda items / recognitions**

*No future agenda items discussed.*

**K. PUPIL DISCIPLINE**

**L. ADJOURNMENT**

*The meeting was adjourned at 8:49 PM*

---

Steve Betando, Superintendent  
October 3, 2018