

Friday Memo
March 6, 2015

Upcoming Events – Bruce Harter

March 7: LCAP Townhall Meeting, King Elementary, 9:30 AM
March 7: CIF Championship Basketball – ECHS vs. Montgomery at St. Mary’s College at 8:00 PM
March 9 – 10: WASC 3 Year Visitation, Vista High School
March 9: Technology Subcommittee - Cancelled
March 9: Youth Commission, Helms, 6:30 PM
March 10: Academic Subcommittee, DeAnza Library, 6:30 PM
March 12: You Make a Difference Awards, DeJean, 7:00 PM
March 14: Math / Science Professional Development at DeJean 9:00 AM to noon
April 11: Youth Empowerment Symposium – 9 – noon, Bethlehem Missionary Baptist Church
April 17-18: Efficacy Institute Training – Hilltop Marriott, all day
May 7: African American Achievement Recognition – Craneway Pavilion, Richmond (time to be determined).

Human Resources - Ken Whittemore

The District works with Keenan and Associates as our Risk Manager Consultant. In the Keenan and Associate Spring 2015 newsletter West Contra Costa Unified was listed in the top 10 for completion of the Safe Schools Course Completion out of 525 districts statewide. The Safe Schools Course is to train employees on State Mandated Reporting that is required each year. A special thank you to Darlene Thompson, Employee Health, Safety and Training Coordinator, who works tirelessly to keep us in compliance and up to date in our mandated trainings.

New Visual and Performing Arts Calendar on WCCUSD Website – Nia Rashidchi

At the March 4 Board of Education meeting, Board Member Kronenberg mentioned that we had created a new Visual and Performing Arts (VAPA) calendar on the district website. We want to make sure that all board members know where this resource is located on the website, and so we have provided 2 links below to showcase the new calendar and the main VAPA page. We will augment the calendar as our schools offer additional events, productions, exhibitions, etc.

Link to the VAPA calendar: <http://www.wccusd.net/Page/4697>

Link to the main VAPA page: <http://www.wccusd.net/Page/4695>

Bandwidth Issues – Mary Phillips

Our district currently has a 500 Mb “pipe” going out to the Internet. Last year, we used about ½ of this bandwidth. This year, we have exceeded our bandwidth due to an increasing number of teachers using the technology and the number of devices on the network. We have applied for a 10 Gb fiber connection, through ERATE, for the upcoming school year. Until this is installed, we have a temporary plan to install a 1 Gb fiber connection through AT&T which will ease up our overtaxed and saturated network. Because of the issues with limited bandwidth, it was determined that the district block all YouTube videos as well as other streaming media. State testing (SBAC) will begin March 16th and we must ensure that students are not hampered by time-outs or slow connections.

California Partnership Academy Sample Annual Reports – Nia Rashidchi

During the February 25 Board Budget Special Study Session, we discussed 13 California Partnership Academies (SB70 Pathways) that would sunset on June 30, 2015. Staff recommended providing LCAP supplemental and concentration funding to ensure that these academies/pathways continued to flourish as part of our overall Linked Learning Initiative.

During part of the conversation, staff discussed the California Partnership Academy Annual Report as one of the methods of monitoring pathway progress. Board members wanted to see samples of the annual reports.

We are providing 3 samples of Annual Reports in this Friday memo: DeAnza's Information Technology and Communication Academy, Richmond High's Engineering Partnership Academy, and Richmond High's Law Academy.

After School Program Evaluation Report and Assessment Tools - Katharine Sullivan

The West Contra Costa Unified School District After School Program Office (WCCUSD ASPO) utilizes the Program Quality Assessment (PQA) developed by the Center for Youth Program Quality www.cypq.org to assess the quality of our After School Programs. The tool is used by the WCCUSD ASPO staff, our community based partners, and our external evaluation team. The PQA is a research-validated and field-tested tool designed to evaluate the quality of youth programs, identify staff training needs, and to engage in a continuous cycle of program quality improvement.

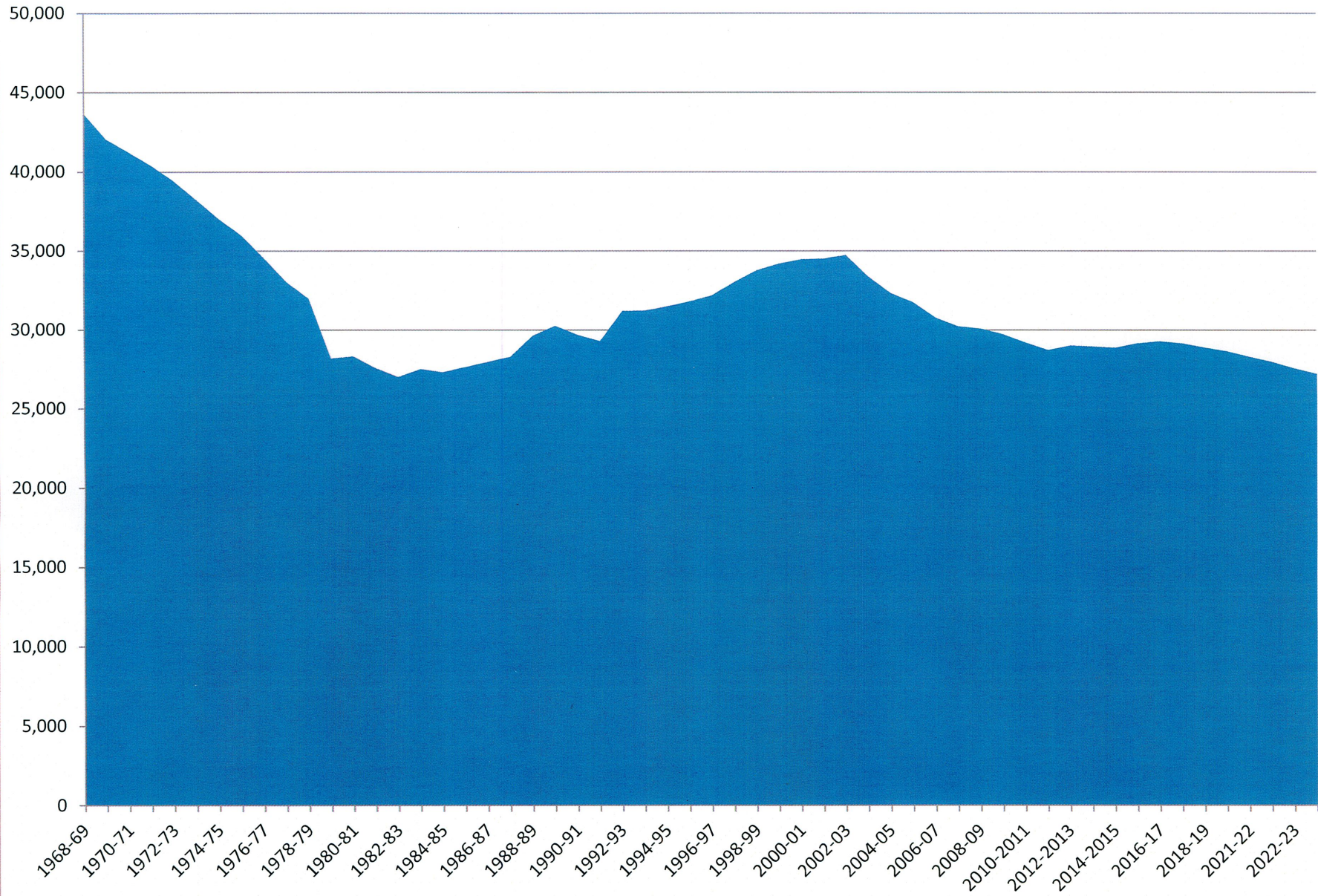
WCCUSD Enrollment – Bruce Harter

Attached is a chart that shows the RUSD/ WCCUSD enrollment from 1969 to our current enrollment and the 2014 Davis Demographic projection that goes out to 2023. We'll be getting an updated projection from Davis later this spring. In 1969 the District enrolled 43,779, declined to a low of 27,093 in 1982, grew back to 34,763 in 2002, and is projected to decline to 27,232 by 2022.

Public Records Log – Marcus Walton

Included in this week's memo is the log of public records requests received by the district. If you have any questions, please contact me.

RUSD / WCCUSD Enrollment & Projected Enrollment



Public Records Request Log 2014-2015
Week Ending March 5, 2015

	Date of Receipt	Requestor	Requested Records/Information	Current Status
21	8/14/14	Theresa Harrington	All email or correspondence regarding bond refinancing between Jan. 1, 2009 and present	14 Day Extension Email Sent – 8/21/2014 On Hold / Pending Legal Review
87	11/18/14	Fatima Alleyne	Washington School Budget / SSC SY 2009 -to- 2013	In Progress Data being collected
89	11/18/14	Anton Jungherr	Access to review all CBOC files from 2001 to 10/31/2014	Need clarification of request M. Walton
96	11/21/14	Anton Jungherr	Pinole Valley High School – Detention Basin, Utilities and Paving Projects	12/30/2014 - Letter sent requesting fees Will come in to view documents
126	12/23/14	Charles Reichmann	WCCUSD Academic Calendars 10/1/2013 – Present	2/9/15 Sent via email (56 pages) 3/4/15 Sent via email (24 pages) COMPLETED
130	12/29/14	Anton Jungherr	Richmond High School / Seismic Reports & Information	1/21/2015 - Letter sent requesting fees Will come in to view documents
135	1/8/15	Bay Area News Group	2014 Employees' Compensations	Information Received Data being reviewed
142	1/15/15	Alison Schoenbeck CA Charter Schools Assoc.	Prop 39 / Charter School Information	In Progress 14 Day Extension Invoked Gathering/Reviewing Documents
143	1/15/15	Ron Beller Caliber Schools	Caliber Schools-Beta Academy Information	In Progress 14 Day Extension Invoked Gathering/Reviewing Documents
149	1/28/15	Anton Jungherr	Nixon Peabody LLP Invoices Funding / Agreement	In Progress Acknowledgement letter sent
153	2/9/15	Alissa Mack	District's check registry and Credit Card statements for 2013-14 / All Contracts with Pacific Educational Group	3/3/2015-Letter sent requesting fees Information Received
157	2/13/15	Anton Jungherr	Emails received and/or sent by Board Members and/or Staff RE. Anton Jungherr's nomination to the CBOC	In Progress Acknowledgement letter sent
158	2/13/15	Anton Jungherr	Details for the funds spent from Bond Technology Funding for procurement of tablets and carts to support Common Core Curriculum	In Progress Acknowledgement letter sent
159	2/23/15	Anton Jungherr	Vavrinek, Trine, Day and Company Agreement – Bond Performance Audit	3/4/15 Letter mailed COMPLETED
160	2/23/15	Anton Jungherr	Swanson & McNamara LLP Agreement	3/4/15 Letter mailed COMPLETED
161	2/23/15	Anton Jungherr	Nixon Peabody LLP Agreement	In Progress Acknowledgement letter sent
162	2/23/15	Anton Jungherr	Ramsey & Ehrlich Agreement	In Progress Acknowledgement letter sent
163	2/23/15	Anton Jungherr	Swanson & McNamara / Invoices-February, 2015	In Progress Acknowledgement letter sent
164	2/23/15	Anton Jungherr	Barg Coffin Lewis & Trapp / Invoices-February, 2015	In Progress Acknowledgement letter sent
165	2/23/15	Anton Jungherr	Ramsey & Ehrlich / Invoices-February, 2015	In Progress Acknowledgement letter sent
166	2/23/15	Anton Jungherr	Auditor Agreement / Bond Financial Audit	In Progress Acknowledgement letter sent
167	2/23/15	Anton Jungherr	Nixon Peabody LLP Agreement / Bond MCDC and IRS Audit	In Progress Acknowledgement letter sent

	Date of Receipt	Requestor	Requested Records/Information	Current Status
168	2/23/15	Anton Jungherr	Board Resolution Approvals / Bond Measures E, M, D, J. D (2010) AND E (2012)	3/3/15 Documents mailed COMPLETED
169	2/23/15	Anton Jungherr	Proposal for Audit Services	In Progress Acknowledgement letter sent
170	2/26/15	Mike Razavi	Pinole Valley High School- Construction Documents from January, 1965 through December, 1970	In Progress Acknowledgement email sent
171	3/2/15	MB Public Affairs	Prop 39 Use of Funds Payments/Contracts with various Companies	In Progress Acknowledgement letter sent
172	3/2/15	Graybar	Kennedy High School / Health Clinic Payment/Performance Bond	In Progress Acknowledgement letter sent

9010 Information Technology and Communications Academy2013 Annual Report

Section 1: Contacts**School**

School: De Anza Senior High

Address: 5000 Valley View Rd., Richmond, CA 94803

School Principal

Name: Robert Evans

Telephone: 510-223-3811 E-mail: robert.evans@wccusd.net

Academy

Name: 9010 Information Technology and Communications Academy

Year First Funded: 2009 Funding Source: SB70 Industry Sector: Information Technology

Academy Coordinator

Name: Ben Gill

Title: Lead

Telephone: 510-231-1440 ext: 27046 E-Mail bgill@wccusd.net

Academy Co-Coordinator

Name: Danylle Miller

Title: Co-Lead

Telephone: 510-231-1440 Ext. 27043 E-mail: danylle.miller@wccusd.net

School Administrator Responsible for Academy

Name: Jose Irizarry

Title: Assistant Principal

Telephone: 510-231-1440 Ext. 11573 E-mail: shurtado@wccusd.net

District Coordinator

Name: Michael Aaronian

Telephone: 510-307-4563 E-mail: MAaronian@wccusd.net

9010 Information Technology and Communications Academy2013 Annual Report

Section 2: Academy Model

1. State funds provided by the partnership academy program are only used for the development, operation, and support of partnership academies.

Yes

2. Academy classes are restricted to academy students (academy pure classes).

No - Explanation: Most classes are restricted to Academy students only but due to some remedial classes or our AP classes there are times when some classes are blended. AP classes have been less of a problem since most AP teachers are still able to successfully implement their academy curriculum in a blended state and have access to integrated projects.

3. Academy classes are scheduled in a cluster, whenever possible, to form a school within a school.

Yes

4. Indicate your school's schedule:

7 period day

5. Academy teachers volunteer and work as a team in planning, teaching and trouble-shooting program activities.

Yes

6. Lead teacher is provided extra prep period(s) or regularly scheduled release time for program development, implementation and improvement.

Yes

7. Source of Funding for extra prep period:

Academy grant funds

8. Academy teachers have a common planning period during the school day to exchange student and educational information.

Yes

9. Describe the academy-specific support systems and other strategies in the academy that assist students in meeting the desired student outcomes of increased attendance, increased academic achievement, and progress toward graduation.

Explanation: Our academy uses Linked Learning and ConnectED Studios to allow students to be self-directed learners in their academic growth. Students monitor themselves along with collaboration of our CTE teachers, counselors and more to ensure a well-rounded high quality education. Our Academy works to create student intervention program that gives time for teachers to create action plans for struggling students. We have seen this to be very effective in getting students to work on their study skills.

10. List the industry certifications that students can earn while in the academy program.

Explanation: Currently two of our classes are articulated with our local community college CCC and we offer certifications for A+, and Cisco.

11. List the academy's additional motivational activities with private sector involvement that encourage student academic and occupational preparation.

Explanation: Each year we have job shadows with local businesses that often turn into internships. We hold mock interviews with our business partners and frequently invite them to take part in school activities to increase collaboration with our students and business partners.

9010 Information Technology and Communications Academy**2013 Annual Report**

12. The academy reaches out to students who meet at-risk criteria identified in the law with at least one-half of entering 10th grade students meeting the “at-risk” criteria.

Yes

13. Describe your recruitment strategies to inform and engage students that could be “at-risk”.

Explanation: Our Freshmen Journalism class is split into 3 sections, devoting a portion of each one to educating students on what the 3 academies have to offer. Academies make presentations to our freshmen on campus but also to the local middle schools. It is important that students know their options going into their sophomore year.

14. Students volunteer to participate in the academy.

No - Explanation: Our school is 'wall-to-wall' but we give students choices over which academy to enter as it is very important our students know which academy is best suited for them.

15. Parent permission is obtained for student participation in the academy.

Yes

16. Integrated Curriculum: Give examples of how the career technical focus and academic applications are integrated throughout your academy courses and curriculum (i.e. project-based learning, integration of CTE into academic curriculum and/or academic standards into CTE, service-learning, etc).

Explanation: Our academy meets at least once a week as a team to develop our integrated projects. Our projects not only encompass all the academic areas but even the different computer labs we have going. Our academy is split in the IT pathway between developing software and working on hardware. This gives our students an in-depth ability to understand computers and we use that to our advantage in our curriculum planning.

17. Discuss academy successes during the past year.

Explanation: We have successfully transitioned into our new school. We now have access to new computer labs including our brand new Mac lab which is used with business partner funds. Students now get to work on both PC and Macs and the diversity of our software and ability to demonstrate multiple platforms will bring our academy to a whole new level. We have hosted several community events where students can showcase their skills to the public

18. Discuss academy challenges during the past year.

Explanation: Challenges have been fewer each year but include some software troubles with the labs (which is normal for a new lab). We are working on becoming certified through Linked Learning which will require us to overhaul our meeting and collaboration system. The challenges have been positive as they have forced us to address organization issues. We have a new CTE teacher this year so we are integrating her into our team

9010 Information Technology and Communications Academy

2013 Annual Report

Section 3: Business and Community Partners

Company / Organization	Representative Name	Position	E-mail	Telephone
Tech Futures	Ron Whittier	CEO	ron@techfutures.org	510-681-9004
Micro-Easy Computer	Kola Onafowde	CEO	konafowode@microeasy.com	510-262-9949
Print em All	Eric Datange	Owner	eric@printemall.com	510-275-3824
WCCUSD	Rebecca Ross	Business Consultant	rebross26@gmail.com	415-717-5128

9010 Information Technology and Communications Academy

2013 Annual Report

Section 4: Postsecondary Partners

Postsecondary Institution	Institution Type	Participation
Contra Costa College	Community college	Field Trips, Job Shadowing, Curriculum Development, Course Alignment, Course Articulation, Dual Credit Courses, Tutors, Advisory Committee

9010 Information Technology and Communications Academy
2013 Annual Report
Section 5: Advisory Committee

Company / Organization	Representative	Position	E-mail	Telephone
Parent	Pamela Carter	Advisor	james.carter.dhs.2015@gmail.com	925-200-6682
Tech Futures	Ron Whittier	Advisor	ron@techfutures.org	510-681-9004
Micro-Easy Computer	Kola Onafowode	CEO	konafowode@microeasy.com	510-262-9949
Print em All	Eric Datange	Owner	eric@printemall.com	510-275-3824
Linked Learning	Ben Crosby	Advisor	bcrosby@wccusd.net	925-899-1519
CA Department of Health	Daniel Zhuang	Advisor	daniel.zhuang@cdph.ca.gov	916-558-1784
Wicked Code Inc.	Kimberly Paternoster	President	kim@wickedcode.com	415-779-2633

9010 Information Technology and Communications Academy

2013 Annual Report

Section 6: Courses and Curriculum

9th Grade Courses and Curriculum

Category:**Title:****Teacher:****Industry Sector:****A-G Status:****Dual Credit: Articulation Agreement:**

10th Grade Courses and Curriculum

Category: Academic 1**Title:** World History**Teacher:** William Kiser**Discipline:** History**A-G Status:** A History**Dual Credit:** No **Articulation Agreement:** No**Category: Academic 2****Title:** English 2**Teacher:** Janet Headington**Discipline:** English**A-G Status:** B English**Dual Credit:** No **Articulation Agreement:** No**Category: Academic 3****Title:** Algebra 2**Teacher:** Yuk Shin Ching**Discipline:** Math**A-G Status:** C Mathematics**Dual Credit:** No **Articulation Agreement:** No**Category: Career Technical 1****Title:** Web Design 1**Teacher:** Danylle Miller**Industry Sector:** Information and Communication Technologies**A-G Status:** No A-G designation**Dual Credit:** No **Articulation Agreement:** No**Description:** Students will learn the fundamentals of Web Design such as HTML and CSS

11th Grade Courses and Curriculum

9010 Information Technology and Communications Academy

2013 Annual Report

Category: Academic 1**Title:** US History**Teacher:** John Hillyer**Discipline:** History**A-G Status:** A History**Dual Credit:** No **Articulation Agreement:** No**Category: Academic 2****Title:** English 3**Teacher:** Savreet Singh**Discipline:** English**A-G Status:** B English**Dual Credit:** No **Articulation Agreement:** No**Category: Academic 3****Title:** Algebra 2/ Trig**Teacher:** Yuk Shin Ching**Discipline:** Math**A-G Status:** C Mathematics**Dual Credit:** No **Articulation Agreement:** No**Category: Career Technical 1****Title:** Computer Systems Management 1**Teacher:** Benny Gill**Industry Sector:** Information and Communication Technologies**A-G Status:** No A-G designation**Dual Credit:** No **Articulation Agreement:** No**Description:** Students learn the objectives and prepare for the CompTIA A+ and Cisco CCENT exams**12th Grade Courses and Curriculum****Category: Academic 1****Title:** English 4**Teacher:** Steve Melis**Discipline:** English**A-G Status:** B English**Dual Credit:** No **Articulation Agreement:** No

9010 Information Technology and Communications Academy

2013 Annual Report

Category: Career Technical 1**Title:** Digital Arts for the Web 2**Teacher:** Danylle Miller**Industry Sector:** Information and Communication Technologies**A-G Status:** No A-G designation**Dual Credit:** No **Articulation Agreement:** No**Description:** Students learn advanced Web Design skills including XHTML, CSS and Javascript

9010 Information Technology and Communications Academy

2013 Annual Report

Section 7: School-District Match

A. Average non-academy class size	38
B. Average academy class size	30
C. Average annual school district teacher cost per teaching period	14,000
D. Academy periods	24
E. Extra Preparation Periods	(None)
1. Cost for reduced academy class size total	\$70,560
2. Cost for instructional assistants/clerical support	\$6,000
Explanation: Explanation: Clerical staff helps with budgeting and managing of professional development across the district. Staff organizing meetings and keeps track of calendars and more.	
3. Cost for verifiable administrators/counselors time working	\$9,000
Explanation: Explanation: Counselors work on the master schedule providing for common prep and student tracking. Counselors and admin work on integrating the curriculum across the classes as well as providing and creating meeting times for academies and departments to meet in.	
4. Cost for staff development	\$25,000
Explanation: \Explanation: Leads and academy teams are privileged to have training held monthly for the Leads and semester for the teams. Over the summer there is time set aside to develop curriculum for each group and get a head start on the year with developing integrated projects.	
5. Cost of other forms of school site or district support	\$13,000
Explanation: Explanation: Our SRO officer keeps the campus safe, custodial staff stay out late to allow for advisory board meetings (after 6pm) and NSH teachers help to manage students who may have learning disabilities or behavior management difficulties.	
Total Match Required	\$81,000
Total Match Calculation	\$123,560

9010 Information Technology and Communications Academy

2013 Annual Report

Section 8: Business-Community Match**1. Estimated value of Advisory Committee meetings.****Formula: (estimated hourly cost per member x number of members x hours per meeting x number of meetings.)**

Amount: \$10,000.00

Computation Business Partners travel great distances to join us for meetings and the amount of time and work including

Explanation: Explanation: emails and phone calls to align our new curriculum have been invaluable.

2. Estimated value of classroom speakers.**Formula: (estimated hourly cost per speaker x number of speakers x avg. hours per speaker.)**

Amount: \$5,000.00

Computation Our speakers not only prepare power points but bring out students to their jobs, bring materials and share

Explanation: hands on Explanation: items with our students. We have begun to set up speaker series so we hope to see this value increase in the years to come.

3. Estimated value of activities involving business (e.g.: job shadowing.)**Formula: (estimated hourly cost per business representative x hours.)**

Amount: \$15,000.00

Computation We currently have bi annual trips to both Microsoft and AT&T with job shadows thanks to the program

Explanation: Explanation: Junior Achievement. Companies devote time, energy and even buses to help us give first hand experience to students.

4. Estimated value of mentors.**Formula: (estimated hourly cost per mentors x hours involved in mentoring.)**

Amount: \$25,000.00

Computation Mentors take an extraordinary amount of time to work with our students in the mentoring process to ensure

Explanation: Explanation: high quality work in the computer labs.

5. Estimated value of field trip/study tour.**Formula: (estimated hourly cost per host/tour guide x hours involved.)**

Amount: \$10,000.00

Computation Due to TA's and interns being paid for by our business partners at our school it has allowed us to do more

Explanation: Explanation: field trips.

6. Estimated value of internships.**Formula: (estimated hourly cost per internship supervisor/trainer.)**

Amount: \$30,000.00

Computation Internships may last up 3 months and can be computed to a value of at least \$30,000 with the amount of

Explanation: Explanation: our students being used.

9010 Information Technology and Communications Academy

2013 Annual Report

7. Estimated value of other business partner activities, such as teacher internships, community service, etc.
Formula: (estimated hourly cost per business partner activity.)

Amount: \$12,000.00

Computation Our business partner has helped us to fund our new video production and Cisco routing and switching
 Explanation: equipment, and has offered conferences for our Explanation: teachers.

8. Value of other activities/business contributions not mentioned. Briefly describe activities/business contributions and any computations below.

Amount: \$10,000.00

Computation Our advisers come to school to work with the students, take part in community events (El Sobrante Stroll)
 Explanation: Explanation: and act as critics of student work. They are able to get involved with us and give up their
 personal time to interact with our staff and students.

Total Match Required from Business Partners (calculated from student data):	\$81,000
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Total Match from Business Partners (calculated from 1 - 8 above):	\$117,000
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Section 9: Funding Summary

Number of Students Funded:	90.0
Maximum Grant Amount:	\$81,000
District Match:	\$123,560
Business Match:	\$117,000

CA Partnership Academies Student Data Collection
0161 Engineering Partnership Academy (EPA)
2013 Annual Report

Section 1: Contacts

School

School: Richmond High
Address: 1250 23rd St., Richmond, CA 94804

School Principal

Name: Jose De Leon
Telephone: 510-237-8770 E-mail: jdeleon@wccusd.net

Academy

Name: 0161 Engineering Partnership Academy (EPA)
Year First Funded: 1995 Funding Source: General Funds Industry Sector: Engineering and Design

Academy Coordinator

Name: Aurelio Garcia
Title: Lead Teacher
Telephone: 510-684-3455 E-Mail agarcia@wccusd.net

Academy Co-Coordinator

Name:
Title:
Telephone: - E-mail:

School Administrator Responsible for Academy

Name: William McGee
Title: Assistant Principal
Telephone: 510-237-8770 E-mail: wmcgee@wccusd.net

District Coordinator

Name: Michael Aaronian
Telephone: 510-307-4563 E-mail: MAaronian@wccusd.net

CA Partnership Academies Student Data Collection
0161 Engineering Partnership Academy (EPA)
2013 Annual Report

Section 2: Academy Model

1. State funds provided by the partnership academy program are only used for the development, operation, and support of partnership academies.

Yes

2. Academy classes are restricted to academy students (academy pure classes).

Yes

3. Academy classes are scheduled in a cluster, whenever possible, to form a school within a school.

Yes

4. Indicate your school's schedule:

Other - Explanation: Modified Block Schedule. Three a week we have a 6 period day and two days a week we have a block schedule.

5. Academy teachers volunteer and work as a team in planning, teaching and trouble-shooting program activities.

Yes

6. Lead teacher is provided extra prep period(s) or regularly scheduled release time for program development, implementation and improvement.

Yes

7. Source of Funding for extra prep period:

Academy grant funds

8. Academy teachers have a common planning period during the school day to exchange student and educational information.

Yes

9. Describe the academy-specific support systems and other strategies in the academy that assist students in meeting the desired student outcomes of increased attendance, increased academic achievement, and progress toward graduation.

Explanation: Afterschool Academic Support Programs; Structured Study Hall; Academy Advisory Program; Team Building Activities; Progress/Attendance Monitoring and Interventions; Use of CST, CAHSEE and other assessment data to diagnose student academic support needs and provide support in these areas; Career Exploration and awareness; Incentives, Recognition and Motivation programs; Transcript Evaluations.

10. List the industry certifications that students can earn while in the academy program.

Explanation: None to date.

11. List the academy's additional motivational activities with private sector involvement that encourage student academic and occupational preparation.

Explanation: Private industry mentors, job shadows, internships, career fairs, classroom presentations, study trips, academy design challenges

12. The academy reaches out to students who meet at-risk criteria identified in the law with at least one-half of entering 10th grade students meeting the "at-risk" criteria.

Yes

CA Partnership Academies Student Data Collection
0161 Engineering Partnership Academy (EPA)
2013 Annual Report

13. Describe your recruitment strategies to inform and engage students that could be “at-risk”.

Explanation: Our goal is to be visible on campus. We have an orientation picnic/bbq at the beginning of the year and a spring event in which all academy teachers and students attend. We invite at risk students to these events as honored guests. We also have a lunch time club and afterschool club that is open to all. We participate in the academy fair at our school and the local feeder junior high school, with a interactive, hands on booth.

14. Students volunteer to participate in the academy.

Yes

15. Parent permission is obtained for student participation in the academy.

Yes

16. Integrated Curriculum: Give examples of how the career technical focus and academic applications are integrated throughout your academy courses and curriculum (i.e. project-based learning, integration of CTE into academic curriculum and/or academic standards into CTE, service-learning, etc).

Explanation: The CTE courses use the Project Lead the Way curriculum and the Connect Ed integrated curriculum. In the 10th grade the unit is called Ship Shape. The academic core classes and the CTE course all share the same theme and all work on a curricular piece and end in a culminating project. Some examples from the various courses include the role of war ships in World War 2, buoyancy, Sea Stories, writing a technical report and designing and building the hull of a ship.

17. Discuss academy successes during the past year.

Explanation: We continue to improve and upgrade our integrated projects and academy organization. We continued with all the activities, successful events, and projects from last year. We also had more job shadow opportunities. Finally, we have more students applying and attending 4 year universities as engineering majors.

18. Discuss academy challenges during the past year.

Explanation: Our biggest challenge last year was reworking our academy to aligned with common core standards. We have had to re calibrate some lessons as well. We also had new teachers to the academy, so we had to help the new teachers get acquainted with the academy. We continue to have an increase in students as well.

CA Partnership Academies Student Data Collection
0161 Engineering Partnership Academy (EPA)
2013 Annual Report

Section 3: Business and Community Partners

Company / Organization	Representative Name	Position	E-mail	Telephone
Chevron Products Company	Andrea Bailey	Community Engagement Manager	andreabailey@chevron.com	510-242-5403
CASN: Career Academy Support Network	Patricia Clark	Director of Teaching and Learning	patricia510@gmail.com	510-504-3826
Center for Science:Engineering Education, Lawrence Berkeley National Laboratory	Susan Brady	Program Coordinator	sabrady@lbl.gov	510-486-5325
Richmond Chamber of Commerce	Tom Waller	Board Member	tomjwaller@earthlink.net	510-334-2277
Contra Costa Economic Partnership	April Treece	Board of Directors	ccep@cococo.org	925-672-3759
East Bay Municipal Utility District	Ben Bray	Associate Water Resources Specialist	bbray@ebmus.com	510-287-0206
West Contra Costa School District	Mike Aaronian	Coordinator, School to College and Career	maaronian@wccusd.net	510-307-4563
Chevron	Cortis Cooper	Chief Information Manager	cortcooper@chevron.com	925-842-9119

CA Partnership Academies Student Data Collection
0161 Engineering Partnership Academy (EPA)
2013 Annual Report

Section 4: Postsecondary Partners

Postsecondary Institution	Institution Type	Participation
Cal State University- East Bay	UC/CSU	Speakers, Field Trips, Curriculum Development, Other:
Cal State University- San Diego	UC/CSU	Curriculum Development
Cal State University-San Jose	UC/CSU	Field Trips, Curriculum Development
California Maritime Acadmey	UC/CSU	Field Trips, Mentors, Advisory Committee
Contra Costa College	UC/CSU	Speakers, Field Trips, Mentors, Job Shadowing, Curriculum Development, Other:, Advisory Committee
UC Santa Cruz Multicultural Engineering Program	UC/CSU	Field Trips, Course Alignment, College Readiness Preparation

CA Partnership Academies Student Data Collection
0161 Engineering Partnership Academy (EPA)
2013 Annual Report

Section 5: Advisory Committee

Company / Organization	Representative	Position	E-mail	Telephone
Chevron Products Company	Andrea Bailey	Community Engagement Manager	andreabailey@chevron.com	510-242-5403
West Contra Costa School District	Michael Aaronian	Coordinator of Career Readiness operations	maaronian@wccusd.net	510-307-4563
Lawrence Berkeley National Laboratory	Susan Brady	Study Trips	sabrady@lbl.gov	510-486-5325
East Bay Municipal Utility District	Ben Bray	Mentoring	bbray@ebmud.com	510-287-0206
CASN: Career Academy Support Network	Patricia Clark	Data	patricia510@gmail.com	510-504-3826
Chevron	Cortis Cooper	Mentoring	cortcooper@chevron.com	925-842-9119
Society of Hispanic Professional Engineers	Jimmy Galvez	San Francisco Area Chapter President	jgalvez@sfbayareashpe.org	510-306-4520
Chevron	Shanying Lee	Chair	shanying.lee@chevron.com	510-242-1206
Contra Costa Economic Partnership	April Treece	Internships	ccep@cococo.org	925-672-3759
Richmond Chamber of Commerce	Tom Waller	Mentoring	tomjwaller@earthlink.net	510-334-2277
CSU Maritime Academy	Elaine Kociolek	Center for Engagement Program Coordinator	ekociolek@csum.edu	707-654-1288

CA Partnership Academies Student Data Collection
0161 Engineering Partnership Academy (EPA)
2013 Annual Report

Section 6: Courses and Curriculum

9th Grade Courses and Curriculum

Category:

Title:

Teacher:

Industry Sector:

A-G Status:

Dual Credit: Articulation Agreement:

10th Grade Courses and Curriculum

Category: Academic 1

Title: English 2

Teacher: Danielle Navarro

Discipline: English

A-G Status: B English

Dual Credit: No **Articulation Agreement:** No

Category: Academic 2

Title: World History

Teacher: Luz Nunez

Discipline: History

A-G Status: A History

Dual Credit: No **Articulation Agreement:** No

Category: Career Technical 1

Title: Introduction to Engineering Design

Teacher: Aurelio Garcia

Industry Sector: Engineering and Architecture

A-G Status: No A-G designation

Dual Credit: No **Articulation Agreement:** No

Description: Students study the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

11th Grade Courses and Curriculum

CA Partnership Academies Student Data Collection
0161 Engineering Partnership Academy (EPA)
2013 Annual Report

Category: Academic 1

Title: English 3

Teacher: Jocelyn Collins-Taboada

Discipline: English

A-G Status: B English

Dual Credit: No **Articulation Agreement:** No

Category: Academic 2

Title: U.S. History

Teacher: Luz Nunez

Discipline: History

A-G Status: A History

Dual Credit: No **Articulation Agreement:** No

Category: Career Technical 1

Title: Principles of Engineering

Teacher: Marilyn Ahuna

Industry Sector: Engineering and Architecture

A-G Status: No A-G designation

Dual Credit: No **Articulation Agreement:** No

Description: Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

12th Grade Courses and Curriculum

Category: Academic 1

Title: CSU Expository Reading and Writing

Teacher: Danielle Navarro

Discipline: English

A-G Status: A History

Dual Credit: No **Articulation Agreement:** No

Category: Career Technical 1

Title: Civil Engineering and Architecture

Teacher: Aurelio Garcia

Industry Sector: Engineering and Architecture

A-G Status: No A-G designation

Dual Credit: No **Articulation Agreement:** No

Description: Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software.

CA Partnership Academies Student Data Collection
0161 Engineering Partnership Academy (EPA)
2013 Annual Report

CA Partnership Academies Student Data Collection
0161 Engineering Partnership Academy (EPA)
2013 Annual Report

Section 7: School-District Match

A. Average non-academy class size	35
B. Average academy class size	35
C. Average annual school district teacher cost per teaching period	35
D. Academy periods	18
E. Extra Preparation Periods	(None)
1. Cost for reduced academy class size total	(None)
2. Cost for instructional assistants/clerical support	\$12,500
Explanation: \$3000 estimated cost for instructional assistants and clerical support; \$2000 for after school clerical staff for MESA program; \$3000 extra custodial support; \$4500 ROP computer technician and district information technician	
3. Cost for verifiable administrators/counselors time working	\$27,000
Explanation: Additional administration support and counseling time dedicated solely to academy program.	
4. Cost for staff development	\$9,000
Explanation: Staff development solely for the academy.	
5. Cost of other forms of school site or district support	\$32,500
Explanation: \$5000 textbooks and other supplies for ROP classes; \$71b00 office space for academy; \$1200 utilities for office space; \$500 one telephone line in office; \$7,000 computers purchased for academy;\$4000 district administrative support for events; \$2000 substitutes foe release time; \$2000 for transportation for study trips to universities and job shadow events;\$ 3700 for curriculum tools and supplies;\$2000 Additional staff and administrative hours spent on CPA events/needs	
Total Match Required	\$81,000
Total Match Calculation	\$81,000

CA Partnership Academies Student Data Collection
0161 Engineering Partnership Academy (EPA)
2013 Annual Report

Section 8: Business-Community Match

1. Estimated value of Advisory Committee meetings.

Formula: (estimated hourly cost per member x number of members x hours per meeting x number of meetings.)

Amount: \$10,125.00

Computation 10 meetings a year at 1.5 hours each meeting. We have 9 regular attending members.

Explanation:

2. Estimated value of classroom speakers.

Formula: (estimated hourly cost per speaker x number of speakers x avg. hours per speaker.)

Amount: \$675.00

Computation 1 speaker at each quarterly assembly. We also have 5 additional classroom speakers that speak

Explanation: throughout the year for various events/activities.

3. Estimated value of activities involving business (e.g.: job shadowing.)

Formula: (estimated hourly cost per business representative x hours.)

Amount: \$13,200.00

Computation Estimated value of mentor coordination and mentors.

Explanation:

4. Estimated value of mentors.

Formula: (estimated hourly cost per mentors x hours involved in mentoring.)

Amount: \$18,000.00

Computation Estimated value of partner's time in job shadowing coordination/activities.

Explanation:

5. Estimated value of field trip/study tour.

Formula: (estimated hourly cost per host/tour guide x hours involved.)

Amount: \$5,400.00

Computation 6 field trips at 6 hours per trip with 2 tour guides for each field trip.

Explanation:

6. Estimated value of internships.

Formula: (estimated hourly cost per internship supervisor/trainer.)

Amount: \$20,000.00

Computation Estimated for 10 students

Explanation:

7. Estimated value of other business partner activities, such as teacher internships, community service, etc.

Formula: (estimated hourly cost per business partner activity.)

Amount: \$2,700.00

Computation Business partners judged student presentations and also attend a few events. 6 business partners at total

Explanation: of 36 hours.

CA Partnership Academies Student Data Collection
0161 Engineering Partnership Academy (EPA)
2013 Annual Report

8. Value of other activities/business contributions not mentioned. Briefly describe activities/business contributions and any computations below.

Amount: \$81,000.00

Computation Chevron Engineering lab and equipment/supplies.

Explanation:

Total Match Required from Business Partners (calculated from student data):	\$81,000
Total Match from Business Partners (calculated from 1 - 8 above):	\$151,100

Section 9: Funding Summary

Number of Students Funded:	90.0
Maximum Grant Amount:	\$81,000
District Match:	\$81,000
Business Match:	\$151,100

Section 1: Contacts**School**

School: Richmond High

Address: 1250 23rd St., Richmond, CA 94804

School Principal

Name: Jose De Leon

Telephone: 510-237-8770 E-mail: jdeleon@wccusd.net

Academy

Name: 8029 Richmond High School Law Academy

Year First Funded: 2008 Funding Source: SB70 Industry Sector: Public Services

Academy Coordinator

Name: Allen Mooney

Title: Teacher

Telephone: 510-334-4342 E-Mail amooney@wccusd.net

Academy Co-Coordinator

Name:

Title:

Telephone: - E-mail:

School Administrator Responsible for Academy

Name: Jose DeLeon

Title: Principal

Telephone: 510-237-8770 E-mail: jdeleon@wccusd.net

District Coordinator

Name: Michael Aaronian

Telephone: 510-307-4563 E-mail: MAaronian@wccusd.net

Section 2: Academy Model

1. State funds provided by the partnership academy program are only used for the development, operation, and support of partnership academies.

Yes

2. Academy classes are restricted to academy students (academy pure classes).

No - Explanation: Science classes are not pure due to a continuing district wide shortage of FTE's in the science department. All other classes are pure.

3. Academy classes are scheduled in a cluster, whenever possible, to form a school within a school.

Yes

4. Indicate your school's schedule:

Other - Explanation: Modified Block Schedule

Three days not blocked

Two days blocked

5. Academy teachers volunteer and work as a team in planning, teaching and trouble-shooting program activities.

Yes

6. Lead teacher is provided extra prep period(s) or regularly scheduled release time for program development, implementation and improvement.

Yes

7. Source of Funding for extra prep period:

Academy grant funds

8. Academy teachers have a common planning period during the school day to exchange student and educational information.

Yes

9. Describe the academy-specific support systems and other strategies in the academy that assist students in meeting the desired student outcomes of increased attendance, increased academic achievement, and progress toward graduation.

Explanation: Academy team teachers meet three times a month in grade-level teams to monitor student attendance and academics. When necessary, the team will conduct group or individual student interventions to which the students' parents and counselor are invited. An action plan is drawn up, signed by all participants and followed up within a few weeks.

10. List the industry certifications that students can earn while in the academy program.

Explanation: There are no certifications available at this time within the fields of law or law enforcement that are available to our students although we are considering the addition of the "guard card" next year. Meanwhile we do have an internal certification and letter of recognition, but they are not recognized officially within the industry.

11. List the academy's additional motivational activities with private sector involvement that encourage student academic and occupational preparation.

Explanation: Sophomore year: study trip to police station, police and attorney guest speakers, social justice project, parliamentary class meetings and mock trial with adult evaluation. Junior year: study trip to courts, mentor program, crime theory project with adult evaluation, mock trial with attorney instructors. Senior year: moot court project with attorney instructors, ACLU service project with attorney coaches, senior certification and defense project with industry partner panelists.

12. The academy reaches out to students who meet at-risk criteria identified in the law with at least one-half of entering 10th grade students meeting the “at-risk” criteria.

Yes

13. Describe your recruitment strategies to inform and engage students that could be “at-risk”.

Explanation: Our school uses an academy fair where students and teachers from the several academies present activities typical of each academy. For our presentation we emphasize hands-on law enforcement techniques, as we have found these appeal more to the at-risk students. We also have every type of student (ELD, SPED, male/female, different ethnicities) participate in order to appeal to every type of student.

14. Students volunteer to participate in the academy.

No - Explanation: Almost all students receive their first or second choice of academy. In an effort to keep a single tutorial instructor available to special education students, some of these students may be grouped into an academy not specifically chosen by the student.

15. Parent permission is obtained for student participation in the academy.

Yes

16. Integrated Curriculum: Give examples of how the career technical focus and academic applications are integrated throughout your academy courses and curriculum (i.e. project-based learning, integration of CTE into academic curriculum and/or academic standards into CTE, service-learning, etc).

Explanation: Sophomores research social justice organizations in history, write proposals in English, and volunteer support for the organization in law. Juniors produce crime theory presentations requiring evidence (crime rate graphs, personal examples from English reading, and U.S. historical trends in crime). Seniors study critical thinking and prepare written and oral legal arguments for CSU expository unit on Fast Food in anticipation of moot court briefs and oral arguments in Journey for Justice.

17. Discuss academy successes during the past year.

Explanation: Our senior internal certification and oral defense program continued smoothly with a larger number of participants and partially new staff. The sophomore and junior mock trials continue to challenge students' teamwork and critical thinking skills. Our extracurricular activities of mock trial and Junior State America continue to be successful.

18. Discuss academy challenges during the past year.

Explanation: We continue to have problems integrating our fourth class (science) into the sophomore and junior programs. There is a lot more room for industry partners in all of our classes. The biggest challenge was replacing two of our veteran teachers with two new teachers.

Section 3: Business and Community Partners

Company / Organization	Representative Name	Position	E-mail	Telephone
Retired Public Defender	Susan Hutcher	Retired Public Defender	shutcher@yahoo.com	510-555-9999
Public Defenders Office	Jack Funk	Deputy Public Defender	jack.funk@pdccccounty.us	510-412-4906
Contra Costa County Superior Court	Terri Mockler	Judge	tmock@contracosta.courts.ca.gov	925-646-4099
American Civil Liberties Union	Abdi Soltani	Executive Director	asoltani@aclunc.org	415-621-2493
Richmond Police Department	Edwin Medina	Deputy Chief	emedina@richmondpd.net	510-685-0446
Retired Public Defender	Mark Liss	Retired Public Defender	rhslaw@gmail.com	510-697-3862
City of Richmond	Bertha Romo	Assistant to City Manager	Bertha_Romo@ci.richmond.ca.us	510-620-5535

Section 4: Postsecondary Partners

Postsecondary Institution	Institution Type	Participation
CA Community College Linked Learning Initiative	Community college	Curriculum Development, Course Alignment, Course Articulation, College Readiness Preparation, Advisory Committee
Center for Youth Development Through Law	Other 4 year college	Mentors, Internships, Curriculum Development, Course Alignment, Course Articulation, College Readiness Preparation, Other:, Advisory Committee
Contra Costa College	Community college	College Readiness Preparation
Rick Ramos	Community college	Curriculum Development, Course Alignment, Course Articulation, Advisory Committee

Section 5: Advisory Committee

Company / Organization	Representative	Position	E-mail	Telephone
Public Defender	Mark Liss	Retired	mliss142@gmail.com	510-697-3862
Public Defender	Susan Hutcher	Retired	susanhutcher@yahoo.com	925-570-9737
Richmond Police Dept	Edwin Medina	Deputy Chief	emedina@richmondpd.net	510-695-0446
Contra Costa College	Rick Ramos	Chair Admin. Justice Dept	rramos@contracosta.edu	510-501-8706
Contra Costa County Superior Court	Terri Mockler	Judge	tmock@contracosta.courts.ca.gov	925-646-4099

Section 6: Courses and Curriculum**9th Grade Courses and Curriculum****Category:****Title:****Teacher:****Industry Sector:****A-G Status:****Dual Credit: Articulation Agreement:****10th Grade Courses and Curriculum****Category: Academic 1****Title:** English 2**Teacher:** Schmalz Madison**Discipline:** English**A-G Status:** B English**Dual Credit:** No **Articulation Agreement:** No**Category: Academic 2****Title:** World History**Teacher:** Robert Scofield**Discipline:** History**A-G Status:** A History**Dual Credit:** No **Articulation Agreement:** No**Category: Academic 3****Title:** Chemistry**Teacher:** Kevin Dunn**Discipline:** Science**A-G Status:** D Laboratory Science**Dual Credit:** No **Articulation Agreement:** No

Category: Career Technical 1**Title:** Introduction to Law**Teacher:** Allen Mooney**Industry Sector:** Public Services**A-G Status:** No A-G designation**Dual Credit:** No **Articulation Agreement:** No

Description: Introduction to Law introduces students to legal concepts, principles and procedures including structure of the U.S. legal system, the role of the judicial, legislative, and executive branches; the history of law in the United States; the role of attorneys, law enforcement and other legal professionals; categories of law; litigation principles. It covers substantive criminal law, criminal procedure and citizens' rights, civil, family and consumer law.
Receives A-G Elective Credit (G)

11th Grade Courses and Curriculum**Category: Academic 1****Title:** U.S.History**Teacher:** Joshua Hastings**Discipline:** History**A-G Status:** A History**Dual Credit:** No **Articulation Agreement:** No**Category: Academic 2****Title:** English 3**Teacher:** Reed Levitt**Discipline:** English**A-G Status:** B English**Dual Credit:** No **Articulation Agreement:** No**Category: Academic 3****Title:** Physics**Teacher:** Yusung Lim**Discipline:** Science**A-G Status:** D Laboratory Science**Dual Credit:** No **Articulation Agreement:** No

Category: Career Technical 1**Title:** Law and Justice**Teacher:** Scofield Robert**Industry Sector:** Public Services**A-G Status:** No A-G designation**Dual Credit:** No **Articulation Agreement:** No

Description: Law and Justice reinforces the components and processes of the criminal justice system, including history, structure, functions, and philosophy of the criminal justice system. Topics include measuring and explaining crime, police, courts and corrections. Students extend their knowledge of criminal law and criminal procedure, trials, court personnel, sentencing, community corrections and prisons. Receives A-G Elective Credit (G)

12th Grade Courses and Curriculum**Category: Academic 1****Title:** CSU Expository Reading and Writing**Teacher:** Reed Levitt**Discipline:** English**A-G Status:** B English**Dual Credit:** No **Articulation Agreement:** No**Category: Career Technical 1****Title:** Journey for Justice in America**Teacher:** Mary Kadri**Industry Sector:** Public Services**A-G Status:** A History**Dual Credit:** No **Articulation Agreement:** No

Description: Journey for Justice in America provides students with skills and knowledge to pursue a career in the government services and legal sectors, as well as become informed, active citizens in their respective communities. Students will understand the principles on which the U.S. was founded, the structure of government at the federal, state and local levels, individual and civil liberties and responsibilities, and the way in which order is maintained through law enforcement and the judiciary.

Section 7: School-District Match

A. Average non-academy class size	35
B. Average academy class size	30
C. Average annual school district teacher cost per teaching period	14,000
D. Academy periods	20
E. Extra Preparation Periods	(None)
1. Cost for reduced academy class size total	\$39,200
2. Cost for instructional assistants/clerical support	\$2,640
Explanation: Extra hours in purchasing, accounting for processing materials and equipment purchases and study trip tr arrangements (\$60 x 44)	
3. Cost for verifiable administrators/counselors time working	\$33,780
Explanation: s we are wall-to-wall academies (5) in a 1600 pupil school, master scheduling is quite a time-consuming puzzle. Our share of the hours: 15. (\$85 x 15). Counselors spend extra hours re-programming academy students (\$85 x 90) and administrators meet with academy leads weekly (\$100 x 45). Full-time District program directors to administer 15 academies in District (\$175,000 / 15). 1 Admin Asst, (\$65,000 /15) and 1 Accountant (\$65,000/15)	
4. Cost for staff development	\$7,486
Explanation: Summer Curriculum Development 4 participants X 16 hours @\$50. Leads monthly professional development: 20 hours @\$50. Site Internal Coaching \$9500 at 20% share. District External Coaching \$21000@ 6.66% share.	
5. Cost of other forms of school site or district support	\$9,500
Explanation: Explanation: 950 square feet for mock trial room and office space @\$10 per sqare foot per year = \$9500	
Total Match Required	\$81,000
Total Match Calculation	\$92,606

Section 8: Business-Community Match**1. Estimated value of Advisory Committee meetings.****Formula: (estimated hourly cost per member x number of members x hours per meeting x number of meetings.)**

Amount: \$4,800.00

Computation Four two-hour meetings per year with five participants @\$120

Explanation:

2. Estimated value of classroom speakers.**Formula: (estimated hourly cost per speaker x number of speakers x avg. hours per speaker.)**

Amount: \$49,500.00

Computation \$120 x 9 x 30. Attorneys in 4 different classrooms for 2-3 weeks at a time as mock trial coaches and moot

Explanation: court coaches, as well as judges. Many different law and law enforcement speakers at career exposition in classroom. Admin of Justice program counselors and director to register, test, and guide students on high school campus also.

Advisory Board chair guest-taught two Law and Justice classes nearly one semester (75 days)@ \$150.

3. Estimated value of activities involving business (e.g.: job shadowing.)**Formula: (estimated hourly cost per business representative x hours.)**

Amount: \$0.00

Computation We have no contributions of this kind.

Explanation:

4. Estimated value of mentors.**Formula: (estimated hourly cost per mentors x hours involved in mentoring.)**

Amount: \$14,400.00

Computation Twenty mentors met with students four times for an hour @\$120. Also includes a half-hour of email

Explanation: communications.

5. Estimated value of field trip/study tour.**Formula: (estimated hourly cost per host/tour guide x hours involved.)**

Amount: \$9,920.00

Computation Two study trips (Police Station and Courts) of three hours each involving two professionals at each

Explanation: location@ \$120/hr.

One Junior State America full scholarship of \$110 each for thirty-two students, and two half scholarships for 32 students.

6. Estimated value of internships.**Formula: (estimated hourly cost per internship supervisor/trainer.)**

Amount: \$16,800.00

Computation Six internships @ \$2800 (includes intern pay, training, monitoring, materials)

Explanation:

7. Estimated value of other business partner activities, such as teacher internships, community service, etc.**Formula: (estimated hourly cost per business partner activity.)**

Amount: \$0.00

Computation We have no contributions of this kind.

Explanation:

8. Value of other activities/business contributions not mentioned. Briefly describe activities/business contributions and any computations below.

Amount: \$12,000.00

Computation Law student mock trial support for after school competitive mock trial competition. Coaches September

Explanation: through February. Provision of practice judges, after school meals, professional attire for mock attorneys, transportation to scrimmages and competitions. \$12,000

Total Match Required from Business Partners (calculated from student data): \$81,000**Total Match from Business Partners (calculated from 1 - 8 above):** \$107,420**Section 9: Funding Summary**

Number of Students Funded:	90.0
Maximum Grant Amount:	\$81,000
District Match:	\$92,606
Business Match:	\$107,420