SELF-STUDY REPORT

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

MISSION VALLEY ROP

5019 Stevenson Blvd
Fremont, CA 94538

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Preface

The *Self-Study Report* begins with a preface (500 words or less) written by the administrator/director. It should describe how the accreditation process was implemented in the school, how it was received by stakeholders, and how the self-study process impacted the school and student learning. The administrator/director should confirm to what degree the school meets the five overarching self-study expectations of the ACS WASC process, listed as follows:

1. The involvement and collaboration of all stakeholders in the self-study process
2. The clarification of the school's mission and Schoolwide Learner Outcomes
3. The assessment of the actual student program and its impact on student learning with respect to the institutional mission, Schoolwide Learner Outcomes, and the ACS WASC Adult School/ROCP Criteria
4. The creation of a schoolwide *Action Plan* that develops specific action steps to address identified growth areas
5. The development of an accountability system for monitoring the implementation of the schoolwide *Action Plan* and analyzing its degree of success.

Mission Valley ROP (MVROP) staff began the self-study review process at the beginning of the 2014-15 school year with the administration starting the planning of the self-study process by creating a timeline, assembling the Leadership Team, and creating areas of responsibility. There has been considerable turnover in staffing since the last WASC self-study. WASC presentations were made to the staff at staff meetings to orient them on the WASC process and why it is important to conduct a self-study. Staff is to be commended for their overall positive attitude while completing the extensive WASC related tasks, culminating in the completion of the self-study report. The administration participated in the WASC webinars as they became available. In February of 2015 focus groups were formed. The focus group assignments were reviewed to create a balanced group of representation for each area of focus. Each focus group consisted of instructors, clerical staff, business services staff, custodial staff, and administrators who helped clarify the process and answer questions from the group. Focus groups meet regularly, sometimes multiple times per month. WASC focus group work consumed the majority of the August 2015 professional development days. Focus group participation was in the form of physical face-to-face meetings and electronic sharing of documentation and writing. MVROP administrators regularly communicated with the Governing Council on the progress of the self-study.

The self-study process provided an extraordinary opportunity to examine and clarify the school's mission and expected schoolwide learning results (ESLRs) which were valuable in the self-study process. This process has allowed for reflection on student impact to look for key areas to increase the educational and skill standards for our current and proposed programs.

Through the work of the focus groups, key issues were identified and prioritized. Staff developed the Action Plan that included action steps, the person(s) responsible, and a timeline to ensure the implementation of the Action Plan. The administration and the Leadership Team (made up of cluster leaders and senior clerical staff), through weekly administrative meetings, staff development, and monthly Leadership Team meetings will have an understanding about their responsibility while adhering to the Action Plan. This will also act as an accountability system to help analyze and monitor the progress.

Self-Study Committee Members

A list of Self-Study Focus Group members, Leadership Team members, and other programmatic committees follows the preface. This list makes it easier for the visiting committee to contact the people directly responsible for each ACS WASC criterion or program area during the site visit.

WASC Leadership Team

Members	Position/Role
Cliff Adams-Hart	Director of Educational Services
Hector Albizo	Information and Communication Technology Instructor
Steve Bui	Construction Instructor
Kelly Castañeda	Personnel Technician
Masiha Farooq	Biomedical Science Instructor
Joshua Finley	Automotive Technology Instructor
Jesse Guzman	Fire Technology/EMR Instructor
Thomas Hanson	Superintendent
Allison Interdonato	Public Relations Administrator
Caitlyn Lee	Music Production Instructor
Lehua Lee	Sports Therapy Instructor
Peggy Nutz	Program Coordinator
Jonathan Sabangan	Business and Professional Development Instructor
Tom Sheridan	Culinary Arts Instructor
Mike Tran	Information Technology Manager
Bryan Wakefield	Director of Business Services
Melanie Westover	Program Coordinator
Kim Youngberg	Senior Accounting Technician

Focus Groups

** Group Leaders*

Criterion 1: School Mission and Schoolwide Learner Outcomes
Criterion 2: Governance, Organizational Infrastructure and School Leadership

Members	Position/Role
Charity Ancheta	Custodian II
Johnny Cimino	Automotive Body Instructor
Ryan Dennis	Culinary Arts Instructor

Anthony Dimaano	Digital Photography/2D Animation Instructor
Masiha Farooq*	Biomedical Science Instructor
Brandon Hayward	Law Enforcement Instructor
Allison Interdonato	Public Relations Administrator
Peggy Nutz	Program Coordinator
Chris Skrocke	Culinary Arts Instructor
Bryan Wakefield*	Director of Business Services

Criterion 3:Faculty and Staff
Criterion 4: Curriculum

Members	**Position/Role**
Maurice Brittain	Computer Science Principles/Digital Electronics Instructor
Kelly Castaneda	Personnel Technician
Michelle Cimino*	Medical Assistant Instructor
Angela Foster	Nursing Assistant Instructor
Jesse Guzman	Fire Technology/EMR Instructor
Doug Nahale	Automotive Technology Instructor
Tom Sheridan	Culinary Arts Instructor
Jim Stucker	Welding Instructor
Ana Torres	Accounting Technician
Melanie Westover*	Program Coordinator

Criterion 5: Instruction
Criterion 6: Use of Assessment

Members	**Position/Role**
Cliff Adams-Hart	Director of Educational Services
Cindy Barry	Business and Professional Development Instructor
Joshua Finley*	Automotive Technology Instructor
Monique Hernandez	Digital Photography/Digital Imaging Instructor
Steve Kay	Automotive Technology Instructor
Caitlyn Lee	Music Production Instructor
Lehua Lee	Sports Therapy Instructor
Mari Moschetti*	Culinary Arts Instructor
Eric Stampfli	Digital Photography/Digital Imaging Instructor
Sharan Virdi	IT Support Specialist II

Criterion 7: Student Support Services
Criterion 8: Resource Management

Members	Position/Role
Hector Albizo	Information and Communication Technology Instructor
Dan Chase	Game Design/ Digital Imaging/Computer Animation Instructor
Minling Chung*	Outreach Coordinator
Renee Flaherty	Attendance Specialist
Thomas Hanson*	Superintendent
Danny Lopez	Custodian I
Shaleah Nelson	Culinary Arts Instructor
Janay Shepherd	Careers in Education/ Marketing/ Business and Professional Development Instructor
Mike Tran	IT Manager
Kim Youngberg	Senior Accounting Technician

Criterion 9: Community Partnerships
Criterion 10: Action Plan for Continuous Improvement

Members	Position/Role
Steve Bui	Construction Instructor
Walter Cruz*	Digital Video Arts Instructor
Ngan Ha*	Pharmacy Technician Instructor
M'Lisa Kelley	Culinary Arts Instructor
Nancy Reggio	Entrepreneurship and Entrepreneurial Marketing Instructor
Selena Romero	Receptionist/Administrative Services Specialist
Jonathan Sabangan	Business and Professional Development Instructor
Salvador Sandoval	Law Enforcement Instructor
Dhana Uppula	Medical and Health Occupations Instructor

Chapter I. School, Community, and Student Characteristics — School's Mission and Schoolwide Learner Outcomes

Basic Information

Mission Valley ROP (MVROP) is the regional occupational program for the Tri-City area. Established in 1969, the program provides career technical education training in 9 career pathways (industry sectors) to students within Alameda County. Through a joint powers agreement (JPA), MVROP serves high school students within the Fremont Unified School District (FUSD), New Haven Unified School District (NUSD), and Newark Unified School District (NHUSD) attendance areas. In addition, MVROP serves a limited number of adult students in fee-based classes. MVROP has been instrumental in preparing students for success in 10 industry sectors, serving over 4,000 high school and adult students annually.

Mission Valley ROP's dedicated staff, superior learning environment, and technically advanced equipment all contribute to the high success rate of our students. Keeping current with today's standards is critical, and we continually seek input from business and industry representatives who serve on advisory committees for each of our programs. In addition, all ROP instructors bring with them experience in their field as well as CTE teaching credentials issued by the California
Commission on Teacher Credentialing.

MVROP staff members have established multiple business and community partnerships. We work closely with our three partnering school districts: FUSD, NHUSD, and NUSD and local community colleges (Ohlone, Chabot/Los Positas, and Mission). Administrators and teachers are also active participants in California Regional Occupational Centers and Programs (CAROCP), which represents MVROP and the other 52 ROPs within the state.
Source:
http://www.rocpinspire.org/documents/California%20ROP%20Contacts%2011-02-15.pdf

Mission Valley ROP provides a leadership role in improving and enhancing Career Technical Education programs in local high schools and the community by offering over 100 sections in 10 of the fifteen California career pathways. • Information and Communication Technologies*

School Address & Websites
Mission Valley ROP is located at 5019 Stevenson Blvd. Fremont, CA 94538
website- www.mvrop.org

Instagram - https://www.instagram.com/mvrop
Facebook - https://www.facebook.com/Mission-Valley-ROP-13720711634194
Twitter - https://twitter.com/mvropcte

History of School

MVROP has been serving students since 1969 and was previously located at 40230 Laiolo Road. In 2007, the center relocated to its current location at 5019 Stevenson Boulevard in Fremont, CA. The Mission Valley ROP Career Technical Training Center, also known as the MVROP Center Campus, is a 45,000 square foot, two-story building consisting of 19 classrooms. The Center houses four state-of-the-art biotechnology and health science labs, seven cutting-edge computer labs, fire garage and turn-out room, automotive maintenance and auto body garages, state of the art auto paint booth, suite of administrative offices, board room, student services center, student registration office, staff lounge, and student lounge. The MVROP Center also includes seven modular buildings located on Kennedy High School property (Blacow Road) adjacent to the main campus. These modular buildings house the Automotive and Construction programs.

MVROP courses are offered at ten offsite schools within the three participating districts- **Fremont Unified** : American High School, Irvington High School, Kennedy High School, Mission San Jose High School, Robertson High School, and Washington High School. **New Haven Unified**: James Logan High School, Conley-Caraballo High School. **Newark Unified** : Newark Memorial High School, Bridgepoint High School. Mission Valley ROP also welcomes students who are in home school and independent studies programs such as Circle for Independent Living (C.O.I.L), Crossroads, and Vista Alternative.

Significant Developments

Like the majority of the schools across the country, MVROP transitioned to distance learning in March of 2020 due to the COVID-19 pandemic and continued with distance learning through the 2020-2021 school year. MVROP returned to in-person learning in the 2021-2022 school year. During the pandemic, all MVROP classes were conducted through ZOOM, Google Meet, and Google classroom. This major change in the instructional delivery method had a major impact on the delivery of CTE hands-on curriculum. Teachers adapted as best as the circumstances would allow. Some instructors provided hands-on “take home“ kits that contained CTE projects. Teachers also offered virtual experiences, field trips, and guest speakers. The transition to a distance learning environment was difficult for most teachers and took some time to gain traction. The MVROP administration was able to provide workshops, training, and additional resources to help make the education experience for teachers and

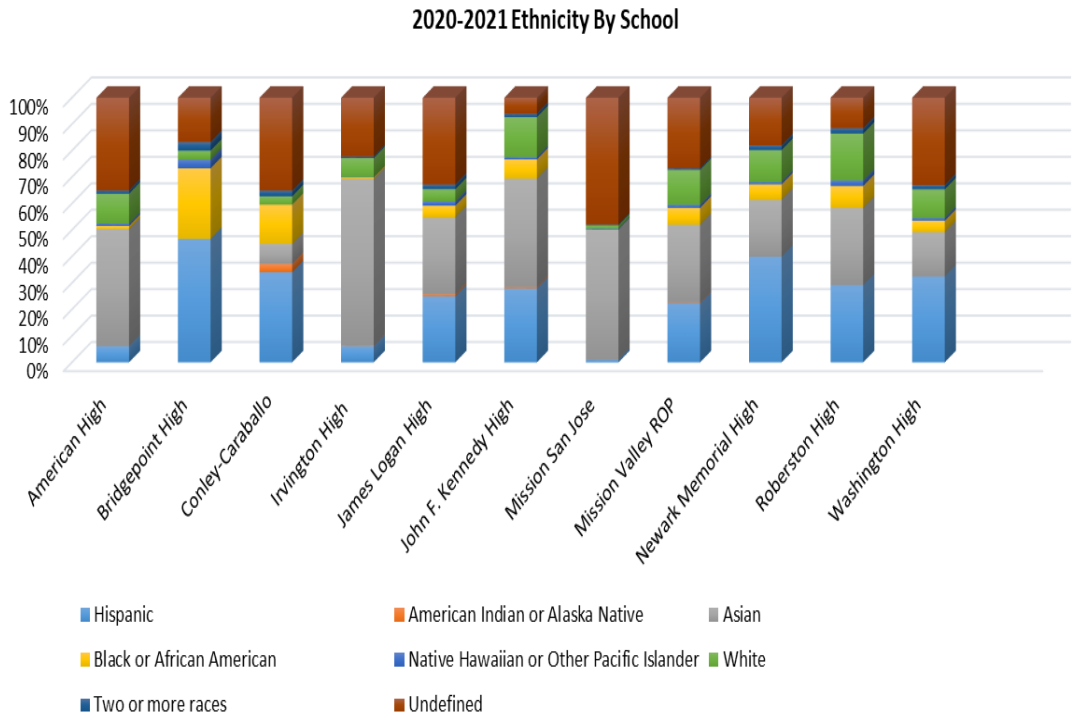
students positive and enriching. One great outcome of the COVID-19 pandemic was that instructors were able to better communicate with one another and with other instructors across the state and country.

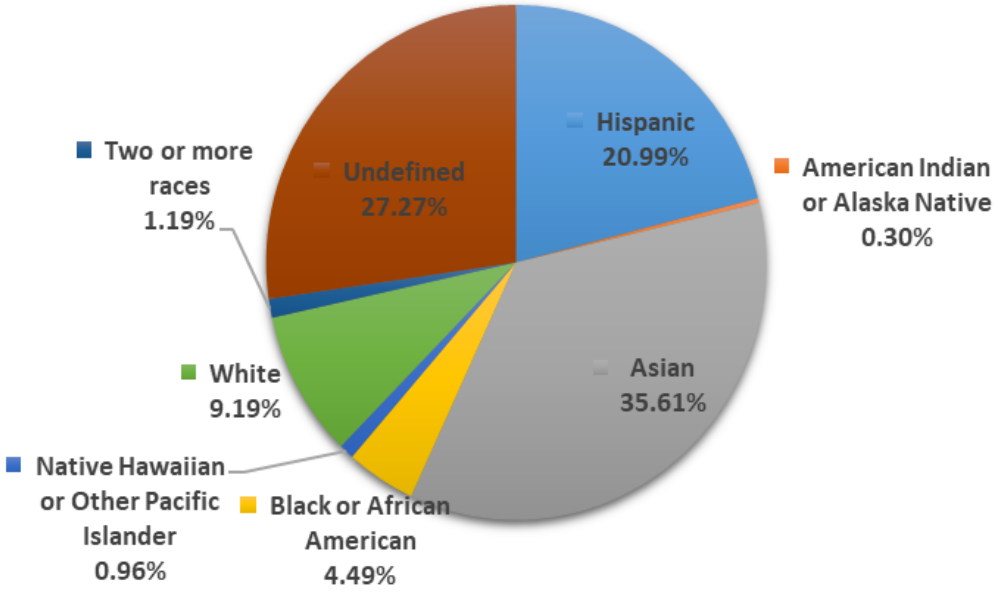
Program Changes

MVROP has had the following program changes since June 2016:
Added Anatomy and Physiology at American High School
Added Entrepreneurship at Newark Memorial High School
Additional Programs:
Added Welding and Material Joining at the MVROP Center (2022-2023)
Eliminated Programs:
Law Enforcement at Newark Memorial High School - Course Closed (2021-2022)

Student Demographics **2020-2021 Ethnicity of Students**

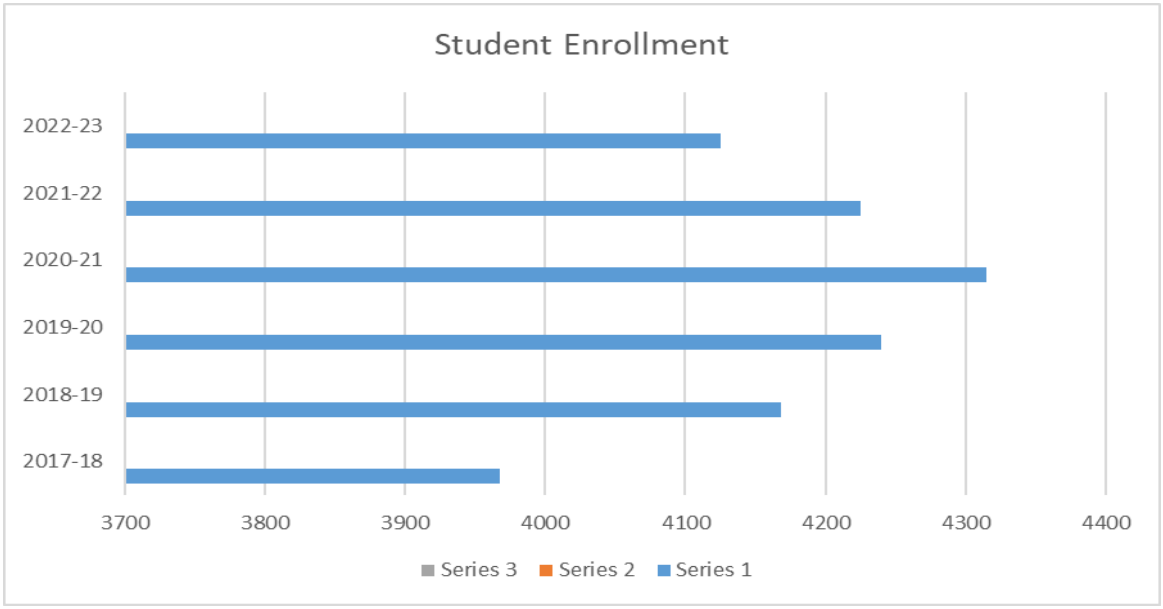
Mission Valley ROP served approximately 4,000 students in the school year 2020-2021. Of those 4,000 students, 35% of them identified as Asian. The second largest ethnic group that students identified as was Hispanic with 20%.





Enrollment Patterns

The greatest enrollment for high school students participating in MVROP programs within the following industry sectors: Arts, Media, and Entertainment, Hospitality, Tourism, and Recreation, Health Science and Medical Technology, and Marketing, Sales, and Service. The trend with enrollment patterns has not changed much in the past 6 years.



Governance Structure

MVROP operates as a Joint Powers agreement with Fremont, Newark, and New Haven Unified School Districts. Elected to serve on their district board, a volunteer representative and alternate of each school district board participates on MVROP's three-member Governing Council. Governing Council meetings are held once per month.

MVROP Administration

Thomas Hanson	Superintendent	thanson@mvrop.org	510-657-1865 ext. 15140
Dr. Cliff Adams-Hart	Director of Educational Services	cadams-hart@mvrop.org	510-657-1865 ext. 15138
Bryan Wakefield	Director of Business Services	bwakefield@mvrop.org	510-657-1865 ext. 15145
Melanie Westover	Program Coordinator	mwestover@mvrop.org	510-657-1865 ext. 15137
Peggy Nutz	Program Coordinator	pnutz@mvrop.org	510-657-7865 ext. 15120
Allison Interdonato	Public Relations	ainterdonato@mvrop.org	510-657-1865 ext. 15141
Mike Tran	Information Technology Manager	mtran@mvrop.org	510-657-1865 ext. 15158

Since the last WASC self-study report, Joyce Veasley retired and vacated the Director of Business Services position and Marie dela Cruz returned to fill that role. In the fall of 2019 Marie dela Cruz moved on to a position at another school district and Mr. Bryan Wakefield was hired to fill the Director of Business Services position. Other administrative staff changes include the hiring of Peggy Nutz and Melanie Westover as Program Coordinators/Managers. Mike Tran was hired to take the IT manager position.

Mission Valley ROP SLO's/ESLRs
"Schoolwide Learning Outcomes"

The Schoolwide Learning Outcomes are consistent and align with the stated mission statement by defining the purpose and expectations for each high school and adult student completing an MVROP program. Students will be able to demonstrate attainment of learning outcomes within three main areas identified as: "workplace basic skills and behaviors, career technical skills and job employment skills."

Upon successful completion of MVROP courses/programs, each student will demonstrate:

1. Workplace Basic Skills and Behaviors
Apply skills learned in class
Analyze information and make decisions
Communicate verbally and in writing
Work independently and as a team member in a diverse workplace
Work reliably, responsibly, and ethically

2. Career Technical Skills

Demonstrate occupational competencies
Use appropriate technology
Understand and practice occupational safety standards
Demonstrate an awareness of how a business or industry functions

3. Job Employment Skills

Develop a plan to achieve career goals
Use effective search strategies
Demonstrate an awareness of the importance of lifelong learning

Programs at MVROP

Based on the most recent full school year 2021-2022 MVROP has 59 programs, 165 classes, 12 school sites, and approximately 4,000 total high school and adult students combined. In that year, there were 10 Industry Sectors including:

1. Advanced Manufacturing
2. Arts, Media, and Entertainment
3. Building and Construction Trades

4. Engineering and Architecture
5. Finance and Business/Marketing, Sales, and Service
6. Health Science and Medical Technology
7. Hospitality, Tourism, and Recreation
8. Information and Communication Technologies
9. Public Services
10. Transportation

Currently in the 2022-2023 school year, 51 Mission Valley ROP courses meet the UC and CSU A-G requirements. In addition, 28 programs have Articulation Agreements with either Mission, Ohlone, Chabot, or Las Positas College.

Class Size

The typical class size for MVROP teachers ranges from 12-40 students.

ROP certificates

All MVROP students who successfully complete their course are granted a certificate of completion. The back of the certificate of completion lists the course competencies that the student mastered.

MVROP offers industry certification in the following areas:

Certified Nursing Assistant (CNA)
Cisco Certified Entry I Level Network Technician (CCENT)
Comp TIA (A+)
Food Handlers Certification
Cal/Osha
BLS (Basic Life Support) – CPR
Pharmacy Technician
HIPAA
Precision Exam (multiple certification offered)
Welding

In the 2021-2022 school year:

- 3,668 students finished their MVROP course and earned a certificate of completion
- 2,576 students completed an A-G course
- 2,047 students earned college credit
- 854 Food Handlers certificates were awarded to MVROP students
- 2,576 Industry Level Certificates were awarded
- 1,047 students earned at least one Industry Level Certificate

MVROP students are also recognized in the following ways:

- Student of the Year Awards
- Certificates of Achievement and Completion for students who complete their programs with a letter grade of "C" or better.
- Honor Cords
- Individual Plaques Awarded by Teachers

Typical Load of Average Student

A student that enrolls in a CTE class at our main campus will be the equivalent of 2 class periods out of their school day schedule. If a student is enrolled in a CTE class at their home school it takes up one class period in their instructional day.

Administrative and Teaching Staff

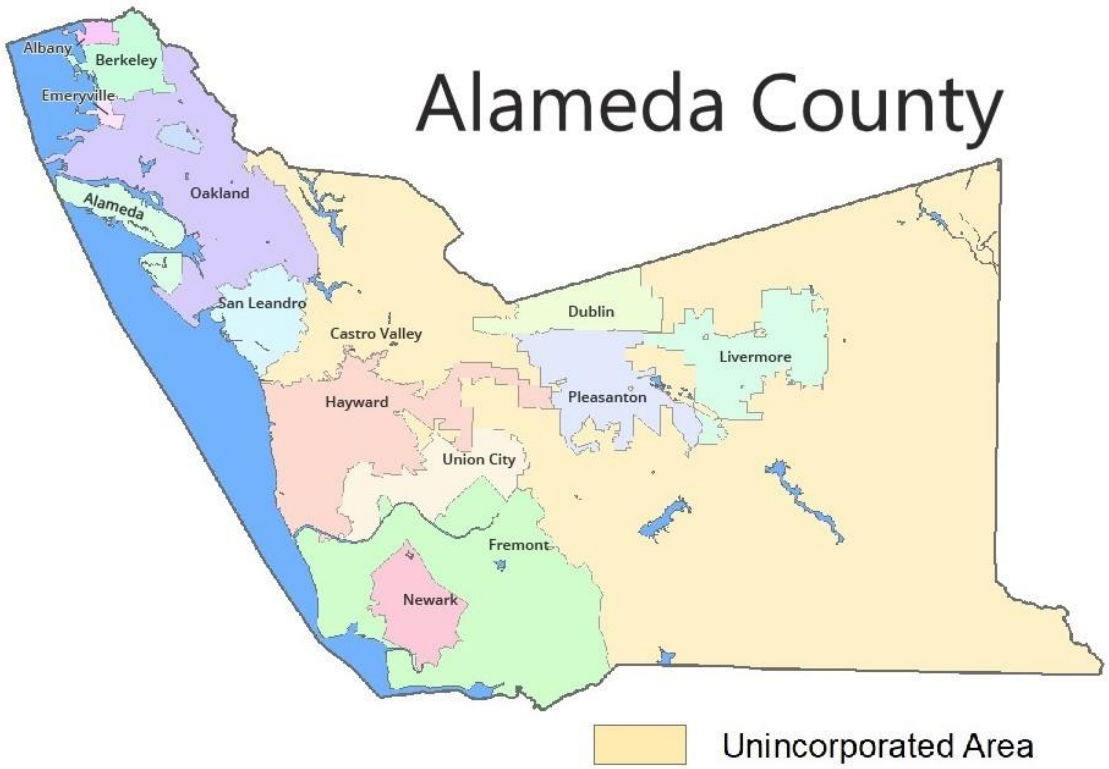
Our current MVROP staff is composed of 34 Certificated ROP Instructors including 28 full-time and 6 part-time employees. Additionally, the instructional staff includes 10 teachers employed by various district offices and 10 in-house substitutes. All instructional staff possess a Designated Subjects Career Technical Education or Vocational Education credential in the appropriate industry sector.

MVROP employs 12 full-time and part-time classified staff members who support administration and instructors in such roles as office record keeping, student referrals and services, campus supervision, technology support and repair, registration, projects, personnel, and accounting. The dedication of these employees is critical to the functioning of our organization. Additionally, MVROP's current management staff includes two classified and four certificated administrators.
MVROP employs 8 resident Career Technicians, who act as a liaison between MVROP and their High School. Career Tech's are housed on their respective high school campus and attend monthly meetings with MVROP admin staff and Registrar in order to disseminate information.

Community Information







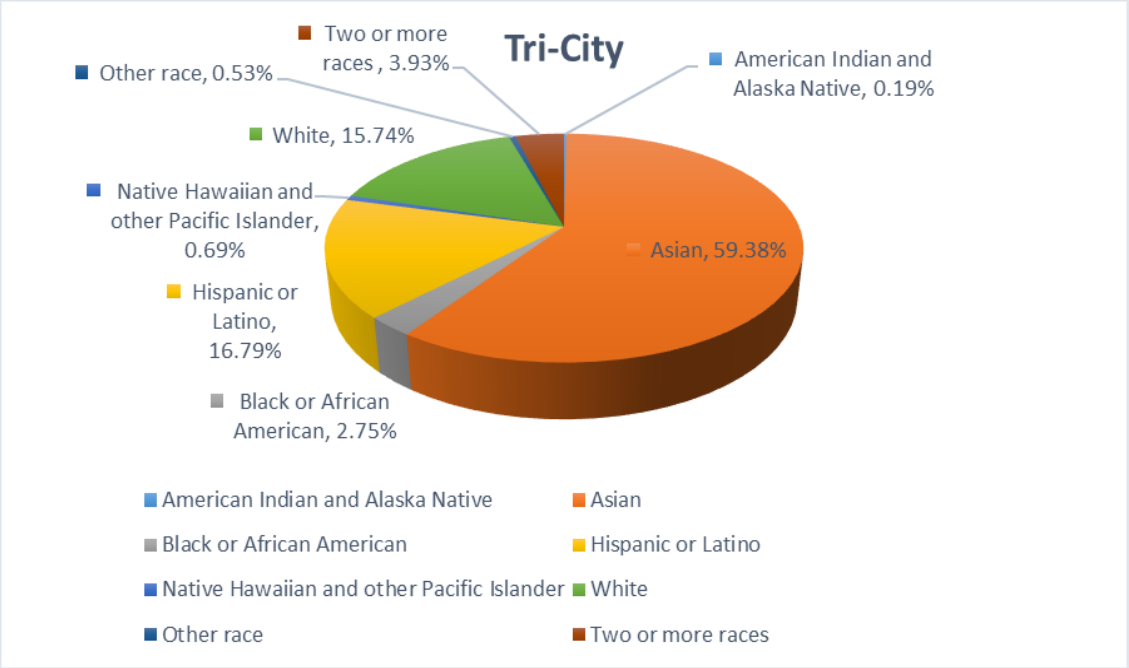
Description of Geographic Area

Fremont, California is located in the San Francisco Bay Area in the East Bay region. It is the fourth most populous city in the San Francisco Bay Area and the second largest city in Alameda County. According to the 2020 Census, Fremont has a population of approximately 230,500 and covers approximately 88.46 square miles. In 2010, the population in Fremont was approximately 214,000 people. Since 2010, there has been a 7.7% increase in population for the city of Fremont. Fremont is surrounded by Newark, Union City and Milpitas and is located in close proximity to Silicon Valley cities such as San Jose and Santa Clara.

Population Characteristics

Fremont is one of the many cities in the Bay Area that is part of Alameda County. With a population of over 1.6 million, Alameda County is the seventh highest-populated county in California, according to California Demographics by Cubit. Fremont is part of the Tri-City Area in Alameda County that consists of the following cities: Fremont, Newark and Union City. The total population for the Tri-Cities area is approximately 348,176. The population and ethnicity for each of the three cities can be found here. 2020 Population of Area Served by MVROP

Source:
"Demographics". City of Fremont. Retrieved July 11, 2022
https://en.wikipedia.org/wiki/Fremont,_California
https://en.wikipedia.org/wiki/Alameda_County,_California



Anticipated Changes in School Demographic Data

All three partner school district project a decline in student enrollment over the next 5 years

Student Learning Data/Schoolwide Learning Objectives

MVROP uses a variety of ways to access student learning that is consistent with our Student Learning Outcomes. This includes but is not limited to skill mastery, presentations, examinations, written documentation, industry certifications, course completion, college credit earned and internship completion. Annual student survey data also help us to gauge the learning process and what students are experiencing.

The chart below shows student learning data for the last 5 years.

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Number of Students	3,968	4,168	4,240	4,315	4,225
# of Completers	3,275	3,321	3,362	3,583	3,668
# Students Completing A-G course	1,480	1,650	2,418	2,556	2,574
# Students Earning College Credit	844	937	1,785	1,692	2,047
College Credits Earned	2,436	2,741	5,926	5,930	7,417
# Students Earning Industry Certs.	1,324	1,305	1,991	1,327	3,668
# Students Internships	329	337	240	12	234

Student Completers

Based on the enrollment for the last 5 years, 80% to 86% of MVROP students successfully completed their course objectives and earned a certificate of completion. As MVROP continues to evaluate and align courses with the strict UC A-G requirements, more courses meet the UC A-G requirements. We have seen in the last 5 years 45% of the enrolled students receiving UC a0g credit in the 2017-2018 school year to over 70% of the enrolled students in 2021-2022 school year receiving UC A-G credit.

When a student successfully completes a MVROP course, the student will have demonstrated the hands–on technical skills and the necessary employability work ethics learned in class for the potential to be employed or to further their career technical education in their career path.

Students Earning College Credit

Over the last 5 years MVROP has increased the number of courses that are articulated with local community colleges. This increase has provided students an opportunity to earn college credit. In the 2017-2018 school year 844 students earned 2,436 college credits. In the 2021-2022 school year 2047 students earned 7,417 college credits, a 300% increase. Earning college credit with a CTE course adds depth and richness to the course by increasing the written and verbal communication skills required by a college course.

Industry Certifications

In the 2017-2018 school year 1,324 students earned at least 1 industry certification. Since the 207-2018 school year, MVROP has been able to use Precision Exams, a nationwide provider of industry specific certification to provide opportunities for students to obtain a wide variety of industry certifications. In the 2021-2022 school year 3668 Students earned at least 1 certification. There was a slight drop in certifications earned in the 2020-2021 school year due to the world-wide COVID pandemic and the lack of in-person instruction.

Earning an industry recognized certificate provides the student with documents that

represent a certain skill level and technical knowledge has been achieved. These certifications provide value and credibility for the student and the coursework completion.

Work-based Learning

Most of the student internships offered are in the Health Science and Medical Technology sector. If there is one area in which we saw a dramatic drop of due to the COVID pandemic, it is ini student internship completions. In the 2017-2018 school year 329 students completed an internship. That number of internships dropped in the 2019-2020 school year to 240 and the bottom fell out in the 2020-2021 school year to 12 internships completed. Internships recovered somewhat and the pandemic slowed down and we had 234 completed internships in the 2021-2022 school year. We anticipate to be back to pre-pandemic numbers for the 2022-2023 school year and beyond.

Internships provide an opportunity for a student to apply their skills in a real world application as well as to be able to demonstrate their employability in a business or industry. Internships also provide a way for students to see how a business or company functions.

Student Survey Results

We conduct an annual year end student survey. The information from the survey provides valuable insight on how well we are connecting our students with the curriculum and provides insight to what career paths students are interested in.
In the most recent student survey 97% of the students would recommend taking an MVROP course. 91% of the students found the course material relevant, and 87% of the students felt the MVROP course met their expectations.

A link to the last 3 years survey results

Major Conclusions from Data

Strengths:

- MVROP continues to evaluate programs and seeks out opportunities to increase the value of programming.
- Strong course offerings that include UC A-G and articulation credits available to all students.
- Positive student feedback in support of MVROP course and content.

Areas of Focus:

- Continue to strengthen work based learning opportunities
- Provide Work based learning opportunities to other industry sectors
- Continue upward trend with industry certifications completed

Chapter II. Progress Report on the Schoolwide Action Plan Showing Success in Addressing the Growth Areas

The school is to provide a summary of progress on the Action Plan that addresses growth areas from the previous self-study report. It should also include any recommendations that resulted from any other visit or report required by the Commission during the current accreditation cycle since the last full self-study visit.

The MVROP leadership team is responsible for the regular review and assessment of progress of the Action Plan. The Director of Educational Services reviews the Action Plan periodically throughout the school year and works with the leadership team to continue to focus on areas of growth implementation. The Action Plan review of implementation is a standing topic at staff development day prior to the school year.

MVROP Superintendent and Director of Educational Service provide an annual update to the JPA Boards of Education. (Link to most recent JPA board presentation)

A narrative of Action Plan progress in areas of growth and link to supporting documents are described below.

Goal #1 Key Issue Area: Instruction-Continue to improve classroom instruction.

Rationale: To give students a competitive edge as they enter employment or post secondary training by making sure that instructional practices and methodologies are current and meet the educational needs of our students.

Action Step: Continue to offer professional development opportunities for faculty that results in increased use of assessment tools, standards-based lessons and technology integration to ensure that learning occurs for all students and results in increased student achievement of all SLOs.

Progress: Through formal and informal instructor evaluations, and annual student and staff surveys, provided valuable feedback classroom instructional success and greater student achievement progress over time. This greater student achievement growth is documented by the increasing number of students becoming CTE pathway completers, successfully earning articulated college credit and earning UC A-G credit. (Link to Data).

Action Step: Each staff member will have a written professional development plan that addresses professional expectations.

Progress: Certificated staff create a professional development plan as part of their evaluation (that is guided by their program manager to help them with goals and expectations. An Area of improvement is a more consistent plan for the classified staff and certificated management staff. Some Classified and certificated management staff have informal and some formal evaluation and professional development plans.

Action Step: Establish a MVROP Cyber team to explore online classroom and blended learning opportunities. This may provide a way to expose students to different instructional models, thus enhancing student achievement.

Progress. Although a Cyber team was created, due to the pandemic and instructional integrity concerns kept progress from gaining any traction.

Action Step: Re-establish MVROP wide Technology Committee to ensure that MVROP is up-to-date in the technology trends and resources are available to meet the needs of the student population that translates to student achievement.
Progress: Due to the change over in the IT department personnel, the technology committee has not been re-established. This is an area that needs to be addressed.

Goal #2 Key Issue Area: Communication - Provide awareness and visibility of ROP programs among all stakeholders through effective communication
Rationale: Effective and transparent communication among all stakeholders brings value, awareness, and credibility to MVROP and CTE. Effective communication also creates greater student achievement which leads to student success.

Action Step:The Mission statement will be reviewed annually and updated if needed to reflect the need to train students on the latest technology in CTE in alignment with MVROP stated ESLRs
Progress: AT the suggestion of the last WASC visiting team, MVROP reviewed the ESLRs and renamed them SLOs. The mission statement and SLOs are reviewed annually to affirm that they are meeting the needs of all stakeholders.

Action Step:Improved communication to all stakeholders through increased use of multimedia.
Progress. MVROP utilizes the marquee, website, email. texts and other social media platforms to maximize communication to all stakeholders.

Action Step: Improve the development of MVROP website to communicate with all stakeholders.
Progress: A new website host platform is now being used in which instructors and staff are able to update instructors specific web pages. The new website is earlier to navigate by all.

Action Step: Provide teachers time to update websites to be accessed by students, parents, and staff to provide consistency of information
Progress: Instructors are given time during staff development to update their course outline, syllabi and web pages. (Link to Staff Development Agendas)

Action Step: Using marketing strategies effectively to communicate student learning outcomes, projects, events, success, and accomplishments to all stakeholders
Progress: MVROP utilizes the marquee, website, email, texts, and other social media platforms to maximize communication to all stakeholders.

Action Step: High school site Career Tech training and/or the training of a MVROP center career counselor/career tech that would help facilitate effective communication strategies to all stakeholders with emphasis on student communication.
Progress: A monthly career tech meeting is held to help facilitate communication to the respective high school campuses information pertaining to CTE programming, upcoming events and career pathway information. (Link to agendas).

Goal #3 Key Issue Area: Curriculum-Increase student achievement by strengthening curriculum to meet or exceed high quality CTE programs.
Rationale: High quality CTE curriculum that provides rigorous and relevant instruction creates a demand for higher expectations resulting in increased success for students and improved preparation to better compete for employment and higher educational opportunities.

Action Step: Align current CTE programs and research future CTE programs that have UC A-G approval and that meet the CTE model curriculum standards and aligns with the college and career academic standards

Progress:In 2015 MVROP offered 23 UC A-G courses. In 2022 MVROP offered 45 UC A-G courses with 2576 students completing an UC A-G course. All MVROP CTE courses meet CTE model standards. (Link to data slide)
Action Step: Business and industry partnerships need to be stronger and more actively involved.

Progress: Advisory meetings take place at least annually with robust participation with new advisory members added each year. (advisory meeting minutes and advisory partner lists).
Action Step: Increased quality of the CTE curriculum/Staff training on the CTE standards and framework.

Progress: Program managers review lesson plans and curriculum with instructors as part of the evaluation process. Training also takes place during staff development and new teacher training meetings.
Action Step: Cross program collaboration to allow students a broader experience in working with stakeholders from other industry sectors.

Progress: The pandemic slowed progress in this area. Progress is now gaining traction in a few industry sectors. Construction and Civil Engineering, Music production, and Digital Video arts programs have had some success in collaborating projects.

Goal #4 Key Issue Area: Assessment-Research, develop and implement a plan to collect and analyze student achievement data.
Rationale - Student achievement data will be instrumental in developing and maintaining high quality CTE programs, relevant curriculum, and current instructional strategies for all students at MVROP.

Action Step: Research available student data tracking programs or procedures to allow us to track student progress after completing our program.
Progress: This has been difficult to complete with the lack of accurate student data tracking programs and the disruption in the current educational process with the pandemic.

Action Step: Implement/finalize alumni database program/ website page.
Progress: Alumni webpage has been created and is slowly populating. (Link)
Action Step: Research and create a formal evaluation process for all MVROP CTE courses or programs to help determine if programs and course offerings meet or exceed the10 high quality CTE standards.

Progress: Program course evaluation takes place every 2 years as well as an annual student survey.
Action Step: Regular review of the Action Plan
Progress: Regular review of the action plan takes place. But this current self study has demonstrated that this action step is still a work in progress. A more detailed routing needs to take place to progress further.

Chapter III. Self-Study Findings based on the ACS WASC Adult School/ROCP Criteria

Under each of the ACS WASC Adult School/ROCP Criteria, there are supporting "indicators" that break down the criteria into smaller parts. In narrative form, schools should summarize their findings with supporting evidence about the extent to which the school meets or exceeds the criterion/indicators. Schools must comment on every indicator for each of the criteria. Provide links as needed.

Criterion 1: School Mission and Schoolwide Learner Outcomes

The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide Learner Outcomes are developed and reviewed annually to ensure that they are current and relevant.

Indicator 1.1: The school has a statement of mission that describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning.

In 2017 a committee was assembled to evaluate the Mission Valley ROP mission statement. The committee consisted of Mission Valley ROP administrators and instructors from the various career pathways. In the process of evaluating our mission statement, the committee took into account each of the MVROP programs, their industry standards, completion skills, feedback from industry and advisors, as well as the student populations that we serve. It was determined that the current mission statement was still relevant and describes the mission of MVROP. The MVROP mission statement as well as School-Wide Learning Outcomes (SLOs) can be found on our website.

The MVROP mission statement embodies the core goal of our organization – to provide students to prepare students for the workforce and higher education using current industry standard training, equipment and experiences. As an organization we continually strive to reach this goal by consulting with industry professionals, maintaining professional relationships with businesses in our community, and by working with partners to ensure our curriculum, equipment and training are up-to-date.

Indicator 1.2: The school's mission statement is central to institutional planning and decision-making activities. The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.

The mission statement is referred to often in staff development days prior to the school year starting, during staff meetings and during advisory meetings. Program course outlines and syllabi are reviewed annually to ensure the mission statement is embedded in the course curriculum. When the mission state is revised, it is presented to the governing council for feedback and approval. The mission statement is a focus in planning for professional development for all staff, outreach efforts and for enlisting the

participation of our business partners and advisors. The mission statement is published on the MVROP website and on print media displayed in all classrooms and throughout the MVROP center. The mission statement is up for formal review in the summer of 2023. (Link to class webpages)

Indicator 1.3: The school establishes Schoolwide Learner Outcomes that identify the broad, global goals for all students based on current and future student learning needs and current, research-based concepts.

The previous WASC visiting team made the recommendation to change our ESLRs to SLOs. The change was made and the SLOs were reviewed at staff development meetings prior to the start of the school year and periodically at monthly staff meetings. Schoolwide Learner outcomes can be found on the MVROP website (link).

Students, parents, and stakeholders learn about the SLO's in most course syllabus and with posters on display in the classrooms. During the first days of the courses, students are provided a class syllabus that students and parents are expected to read and acknowledge with a signature. Instructors go over the syllabus in class. At the ROP Center SLOs posters are posted in the lobby, student services, and the student lounge. At district school sites, posters are posted in the College and Career Center and in MVROP-funded classrooms.

School's Strengths and Growth Areas for Criterion 1

Strengths:

1. Utilizes mission statement and SLO's in guiding student instruction and creation of workplace transferable skills
2. Involvement of all stakeholders on a regular basis to assess school programs

Growth Areas:

1. Review of the Mission statement annually and update as needed.
2. SLO's reviewed more frequently by all stakeholders
3. SLOs documented in all course syllabi..

Criterion 2: Governance, Organizational Infrastructure, and School Leadership

The organizational structure and roles of governance and leadership are clearly defined and designed to facilitate decisions that support student learning and improve institutional effectiveness. The governing body enables the administration to implement policy and lead the school effectively.

Indicator 2.1: The school has clearly defined roles of governance that provide for ethical and effective leadership and results in ongoing improvement of the school.

MVROP's organizational structure begins with our JPA Governing Board. Each of the three school districts (Fremont, Newark, and New Haven) that compose the JPA appoints both a voting member and an alternate to represent them at board meetings. The positions of president, vice president and clerk rotates among the appointed members with the MVROP Superintendent serving as the secretary of the board and as the chief administrator of MVROP. Policies and procedures of the MVROP Governing Board are to be administered by the Superintendent.

It is the responsibility of each Governing Board member to report back to their respective school district. Transparency is assured in advance of both the public posting of the agenda and the board meeting packet on the MVROP website and placing in public view of printed materials as required with all data and background information. To support the goals of student success and achievement the Governing Board ensures that financial responsibilities are carried out in a fair and reasonable manner. The Governing Board oversees that MVROP funds are managed responsibly. Guidance to ensure equitable practices is provided by the Governing Board to the MVROP leadership team. An independent financial audit is done annually with results shared to the Governing Board as well as the JPA districts,

The MVROP Director of Education Services works closely with the Superintendent on education programs, faculty staffing including curriculum, staff, and program development. Detailed program management supervision of instructors is the responsibility of the two Program Coordinators who report to the Director of Education Services.The Director of Business Services works with the Superintendent on issues pertaining to budget, facilities, and personnel. (Link to admin flowchart)

The MVROP Leadership reports out to the Governing Board on policies, procedures, and planning. This is then taken under advisement by the Board before making their own determinations. The MVROP Governing Board follows the guidelines and protocols set by the California School Board Association (CSBA). The Governing Board then

allows the implementation of policies and bylaws to be carried out and supervised by the Superintendent and administrative staff. (Link board meeting minutes).

Indicator 2.2: The school's governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.

MVROP conducts monthly board meetings and updates the governing board on the most current developments within the CTE related fields and how MVROP's curriculum works to address those needs. As opportunities arise from the programmatic side and also funding sources, evaluating the organization structure and organizational chart are critical.

Within the school year, staff conducts monthly leadership meetings and all staff meetings where all staff attend and may contribute. At the monthly leadership meetings, the cluster leaders gather information from their cluster teachers and bring them to the meeting for discussion. This structure allows for the timely exchange of information and ideas. It also allows for problem solving with a small group of educators.

Indicator 2.3: The school has an established infrastructure of policies and procedures that provides stability and consistency for all institutional programs, activities, and events.

MVROP has guidelines, policies, and procedures and their corresponding forms are accessible for all staff via the school website staff webpage. These are reviewed each year to ensure they reflect the current practices of MVROP. Detailed guidance for staff professional expectations and practices are provided in the MVROP employee and faculty Handbooks which should be updated annually. Additional Staff Development training days were extended prior to the start of the school year, and added periodically throughout the year, to ensure ongoing training opportunities were available for staff. This includes best practices within the classroom, curriculum development, technology training, business and accounting procedures, and training pertaining to other institutional procedures of operation. Regular Leadership Team Meetings and Staff Meetings provide environments to additionally communicate expectations, procedures, and allow for staff to retain additional assistance or guidance.

(Links to staff development, monthly staff meeting and leadership meeting agendas, faculty and employee handbook.)

Indicator 2.4: The leadership of the school creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement for students.

Members of the leadership team are often in front of the main campus building every morning to meet and greet students as they come in. Treating the students like young adults helps prepare them for a professional life outside of high school, whether that be straight into the workforce, community college, the military or a four year degree program.

The leadership team requires instructors to reach out to subject matter experts to contribute to student learning and enrichment to the curriculum. Throughout the school year, in addition to student internships, instructors collaborate with their sector advisory board and will bring in guest speakers who are actively working in their respective fields. Bringing a real world experience reinforces the lessons that are taught in the classroom and provides a more well rounded learning experience.

Program coordinators meet with instructors annually to set instructional and professional development goals. This is a collaborative effort to ensure open and positive communication. Program managers frequently visit classrooms to observe instructional methods and instructor –students interaction. This effort between administration and instructors creates a positive working relationship which translates to student success. (Link)

Throughout the year, the leadership team will ask a few instructors to present to MVROP's governing board at a few selected board meetings important aspects of their program. This affords members of the governing board an opportunity to obtain an in-depth perspective on some of the programs/sectors that MVROP offers the community. Through this exercise, each governing board member will have this knowledge and be able to relate the relevant information back to their home school districts and provide greater support and collaboration.

School's Strengths and Growth Areas for Criterion 2

Strengths:

1. Clearly defined organization roles and organizational structure that affords for the timely addressing of operational and educational needs.
2. MVROP evaluates the organizational structure and will make recommendations and changes to more effectively meet the needs of students and the community.
3. Strong collaborative partnerships with various levels of stakeholders

Growth Areas:

1. Garnering more timely direction from the Governing Council on items within the JPA.
2. Updating the staff and teacher handbook on a more regular basis and include additional information relating to challenges that staff may encounter
3. Increase flow of information to all stakeholders on processes and provide adequate resources to new instructional staff.

Criterion 3: Faculty and Staff

The school employs qualified personnel to support student learning programs and services to ensure institutional effectiveness. Personnel are treated equitably, evaluated regularly, and provided opportunities for professional development that impact student learning.

Indicator 3.1: The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and Schoolwide Learner Outcomes.

Mission Valley Valley ROP instructors each have a CTE credential or are in a CTE credential program. MVROP follows the California Commission on Teacher Credentialing (CCTC) directives. The credential information about each instructor can be found on the CCTC webpage.

A few instructors who are employed by their individual district in the JPA and are contracted with MVROP. Those teachers have a single subject teaching credential as well as a CTE credential. Those teachers are evaluated by their school site administration and are supported by MVROP. MVROP administrators work with site administrators to ensure that each teacher is appropriately qualified.

All non-teaching MVROP staff meet or exceed the minimum standards outlined in their job description.

Indicator 3.2: The school develops personnel policies and procedures that are clearly communicated to all employees. The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.

MVROP has personnel policies, faculty handbook, and an employee manual. The employee manual is given to employees when they are hired and can be reviewed on the website. Direct communication is also available for all employees through MVROP Administrators, Program Coordinators, Human Resources, Accounting, and IT Team. MVROP holds leadership meetings, staff meetings, and staff development which enables communication for these policies and procedures. (Link to agendas)

Mission Valley ROP's Human Resource department posts positions on Edjoin, Indeed, Craigslist and MVROP websites. These postings include the job description and salary range. Application packets are reviewed by the Director of Educational Services or Director of Business Services. Certificated candidates are instructed to contact a Local Education Agency of their choice to obtain their teaching credential. All salary schedules are posted on the MVROP website.

The Director of Education is responsible for reviewing the candidates work experience and educational background to meet credentialing requirements and ensure they can contribute to the MVROP beliefs and philosophies and the achievements set forth through the SLO's.

Job descriptions are posted when there is a need to fill a position. For classified and administrator positions, there is a binder with the job descriptions in the Director of Business Officer's office.

Evidence 3.2

Indicator 3.3: The school assures the effectiveness of its faculty and non-teaching support staff members by evaluating all personnel systematically and provides direction and support for their professional growth.

Teachers choose two focus standards from the California Teaching Standards and then are evaluated by their program coordinators. A sample of the evaluation form and simplified standards are linked here. These forms need to be updated to reflect the most current CA teaching standards.

Instructors are observed and evaluated each year for their first three years of employment with MVROP. If the instructor has had satisfactory evaluations during their first three years, they are observed every other year thereafter. Teachers who are not completing satisfactory progress regarding the CA teaching standards are worked with and coached.

If a teacher has significant areas of needed improvement, they are put on a performance improvement plan. This plan outlines the expectations of the instructor and gives a deadline for meeting expectations. The program coordinator is responsible for following up with the instructor and coaching them so that they can meet expectations.

ROP evaluates all personnel including administration and faculty staff. Managers perform a 90 day review to new staff members, in which they discuss issues and improvements needed in order to successfully transition from probationary status to a most likely permanent position. New faculty/teachers get formally observed every year for the first three years, and every other year after the initial three years. This allows coordinators to recognize which areas teachers need improvement and also recognize their areas of strength.Courses and programs are reviewed every year by administration.

The director of the program speaks with principals of different schools to determine and discuss what are the needs and what ROP can offer. Program director and coordinators work in conjunction to make necessary changes.The program provides faculty and staff access to conferences and training throughout the school year to support professional growth and development.

School staff attend staff development days at the beginning of every school year. During these four days staff is informed of new policies or changes made in the program. The program also provides online training such as Keenan, to ensure all staff members understand policies and procedures. Business department attends the CASBO annual conference to enhance professional development. Where they learn of new technology,

new processes and policies. Auto Tech programs go through training when new technology is available.

Conferences such as AAPEX, gives the opportunity to auto tech instructors to learn and train in new ideas and technology that are coming on the market. Automotive instructors also attend the ASE training conference for automotive teachers held every year. All teachers have the opportunity to attend conferences and training on new technology or new information needed in order to stay up to date, and to implement changes on their program if needed.

Indicator 3.4: The school provides all personnel with appropriate opportunities for professional development and implements processes to measure the impact on student learning.

MVROP provides instructors with (32) hrs of staff development yearly and is viewed by the council as a continuous, systematic effort to improve MVROP through staff involvement in organized program planning, implementation, and evaluation efforts and activities to upgrade the knowledge and ability of the total ROP staff. MVROP also provides instructors with attendance at conferences sponsored by professional associations.

MVROP provides instructors with monthly staff meetings in order to keep instructors and staff current and up to date on what is going on in CTE, around the school center, and programs.

Mission Valley ROP personnel are able to attend conferences sponsored by professional associations that may be authorized in specific instances where the program and activities are deemed to be of value to our MVROP instructors.

School's Strengths and Growth Areas for Criterion 3

Strengths:

1. Each Certificated staff member has or is in the process of obtaining the appropriate California teaching or administrative credential
2. Hiring process - sites posted and process used.
3. Regular faculty and staff evaluations
4. Regular course evaluations

Growth Areas:

1. The faculty handbook needs to be updated
2. Measurement criteria for how professional development impacts student learning. Perhaps a survey.
3. The teacher evaluation forms need to be reviewed and updated .

Criterion 4: Curriculum

The school develops and implements a challenging, coherent, relevant and research-based curriculum that allows all students the opportunity to reach the Schoolwide Learner Outcomes. The school's curriculum reflects its mission and Schoolwide Learner Outcomes and connects directly to current student learner needs.

Indicator 4.1: The school uses a current and documented curricular plan or map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations.

The school uses a current and documented curricular plan or map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations.
All programs have a defined program of study which outlines a specific series of courses that students can complete that would lead to career certification, license or a college degree pathway. Programs of study are reviewed and updated every 2 years (Link to programs of study)
Course syllabi also contain information that list specific details pertaining to requirements for industry certification, licenses, intern/externship requirements, and college degrees. Students are presented with career pathway information about opportunities for employment or continued education. (Link to programs of study)

Indicator 4.2: The school has developed and implemented a regular curricular review cycle in order to ensure that the needs of the community are met and the content taught in the classrooms is accurate and relevant and maintains curricular integrity.

MVROP annually reviews the 11 elements of High quality CTE for all programs. This is a requirement for the Career Technical Education Incentive Grant (CTEIG). MVROP aso regularly conducts a program evaluation that reviews key data. Reviewed data includes enrollment, completers, industry certifications earned, UC A-G credit and other key indicators. (Link to program evaluations of key data)

All programs have an Advisory Committee made up of local business and industry experts. The advisory committee is involved in the planning of our programs and evaluation of their success.
MVROP requires that each ROP course utilize an Industry Advisory Committee for the development and maintenance of the course. It is the responsibility of each industry sector cluster leader to coordinate program advisory committees. MVROP Instructors are grouped into "clusters" of teachers with similar programs. These "clusters" organize, schedule and conduct their meetings together, as a group. This allows for

more advisors, a greater reach of industry professionals and a broader range of opinions, advice and suggestions.

MVROP requires that each program or group of programs conduct an Advisory Committee meeting each school year. The Advisory Committee meeting should be held before the end of November.

During the Advisory Meeting, the role of the Advisory Committee Members is to; 1) review course outlines and competencies in order to approve or make recommendations for changes, 2) review the labor market locally to determine a need and availability of jobs related to the course standards. 3) review current facilities and equipment. 4) discuss and approve recommendations for new equipment purchases..
Additionally, advisory committee members act as advocates for our programs, provide human resource expertise, provide/suggest instructional resources, provide internship and employment opportunities for the students, and recommend new teachers that would be a benefit to MVROP programs and students**.** (Link to advisory meeting minutes)

Indicator 4.3: Students have access to current texts, learning materials, informational resources, and technology that are sufficient to meet the course learning objectives.

With the annual advisory meetings held for each program, the advisory committee reviews the current textbook, technology, instruction equipment and materials. After that review, the committee makes suggestions based on industry standards and requirements to ensure that students will be meeting the industry standards and learning objectives. Using these suggestions and approvals from the advisory committee, the instructor then creates a budget from requested instruction materials to help keep the student learning objectives and skill attainment current. The instructional budget process is detailed in criterion 8.

School's Strengths and Growth Areas for Criterion 4

Strengths:

1. Appropriately classed credentialed instructors
2. Regular evaluation process
3. Strong advisory connections

Growth Areas:

1. Review and revise program evaluation document
2. Review and revise classified staff evaluation document
3. Continue advisory members outreach efforts.

Criterion 5: Instruction

The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve Schoolwide Learner Outcomes and course objectives.

Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses and ensures student understanding of the standards/expected performance levels of the programs/courses in order to demonstrate the learning.

Mission Valley ROP measures student performance by utilizing concepts, knowledge, and skills as described in the CTE Model Curriculum Standards. (**Link to CTE model standards**), 11 elements of High Quality Career Technical Education, Industry Standards, Advisory committee recommendations, articulated course requirements, internships/externships, and UC A-G course requirements. This is to aid and ensure student career and college readiness. When students have provided evidence of occupational skill sets acquired and developed from their prospective MVROP classroom, they receive a certificate of completion. In addition, student success is seen through relevant employment, personal fulfillment, increased salaries, or job related tasks. Additionally each student receives, in writing the course syllabus in which course expectations are identified for all pertinent areas of learning. I.E. homework, quizzes, projects etc.

By means of personal professional development instructors maintain specific certifications related to industry standards of said industry. Participation in industry related workshops, outside source training and updates are completed. The selection of specific skill and technology development is partly driven by means of the advisory committees as well as professional publications or awareness of industry trends and new technologies developed for said industry. Additionally, instructional strategies and methodology classes or seminars are offered to provide training in instructional delivery, distinct student learning styles, and overall skills for better classroom management. Several of these trainings are completed independently throughout the calendar year or in group settings via "professional development" during the week held prior the new school year at MVROP school offices.

5.1 Evidence

Indicator 5.2: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning.

Professional Development

At Mission Valley ROP, administrators and instructors enthusiastically implement a breadth of relevant knowledge and hands-on skills into their classrooms in order to prepare their students for current day standards in their career paths. Of the vast amount of approaches staff utilizes to stay up to date with professional knowledge and

practices, one that has been observed to be particularly effective is yearly Professional Development meetings. During these week-long professional development meetings, administrators and teachers are encouraged to participate in a variety of team-building activities to strengthen their teamwork skills. A variety of presentations and relevant workshops are provided so that professional knowledge and skills can be improved upon. Some of these include current Google Classroom training, practices of procedures in events of emergencies, and the exchange of instructional techniques and resources.

Advisory

In order to keep curriculum relevant to current career paths, yearly Advisory meetings are held in each sector. These advisory meetings invite professional individuals in each career sector to provide feedback on our curriculum and offer suggestions for improvement. Not only do these meetings provide assistance to admins and instructors on building industry knowledge, but they allow for the cultivation of professional relationships to keep our programs reflecting the current industry. Many lasting relationships have been built in every career sector such as Arts, Media, and Entertainment, and Automotive Technology.

Project Based Learning

At Mission Valley ROP, we pride ourselves on our students having access to hands-on practices in our career sectors. This is why we implement project based learning into our curriculum. Doing this allows for our students to be put into real world scenarios so they can gain knowledge of how to approach and complete professional tasks. Project based learning has been observed to be heavily implemented in the Arts, Media, and Entertainment sectors. Our music, sound, digital video, and game design classes all have benchmark projects that need to be completed by specific deadlines just like in the field. Some of these include professional recording sessions, short film projects, and completion of video game levels. In Construction, real world practices such as building sheds, implementing electricity into houses, and plumbing are taught. In Automotive Technology,, second year students are working on switchlab vehicles, which are entirely electric, and we also have hybrid gas/electric vehicles which were purchased in the past two years as models for student study.

Work Based Learning

Touched upon in the Project Based Learning section, we at Mission Valley ROP strongly value giving our students hands-on experiences.

IEP/504

We heavily believe that our curriculum should be accessible to any student, regardless of disability or struggle. This is why we participate in IEP and 504 meetings for our students that need it. Relationships between our staff, case managers, and counselors are built upon to help our students academically persevere and achieve.Our relationships with these key individuals not only help us help our students, but they are able to provide us with the appropriate documentation we need in order to do this. IEP and 504 documents are provided to every instructor at the beginning of the school year so that appropriate accommodations can be made in the classroom. When appropriate, service such as paras, ipads, and beneficial seating arrangements are provided for our students with an IEP/504.

College Articulations

One of the key benefits of taking an MVROP course is the college articulations that we provide for our students. When a student completes an articulated course with Mission Valley, these classes can count as college credit to any community college our courses are articulated with.

(Link to Articulation list)

CTE Memberships

In order to stay connected to current CTE trends, practices, and members of the CTE community, many of our administrators and instructors have memberships to CTE organizations.

CTE Memberships

- ACTE - Association for Career and Technical Education
- CACTE - California Association for Career and Technical Education
- CAROCP-- The Association of Career and College Readiness Organizations
- CTE JPA Coalition- JPA ROP Advisory Group

5.2 Evidence

Indicator 5.3: The school is actively engaged in integrating technology into instruction.

Teachers can use a range of materials to help them use current technology in their classrooms. Teachers now give more immediate and up-to-date feedback to students, parents, and administrators thanks to technology. Infinite Campus and Google workspace are two web-based course administration tools that school districts use to help teachers with attendance, lesson planning, and grade evaluation. Additionally, these technologies help teachers convey academic achievement and assessment outcomes in a more timely manner, hopefully leading to a more effective communication effort. One-on-one conversations between instructors and students/parents about student progress is critical. Students have direct access to the teacher and can monitor their academic progress, including grades and late assignments. Mission Valley ROP IT provides technical training on Google Workspace in staff meetings.

Mission Valley ROP keeps up with technology and obtains the best equipment for classrooms and teachers. Mission Valley recently added Anatomage Tables in medical technology courses. These tools give the opportunity to medical students to experience the virtual library of human and animal cadavers, as well as a clinical diagnostic tool by visualization of any medical CT, CBVCT, or MRI scan. Mission Valley ROP has PLTW classes in which teachers use industry-standard software, SmartBoards, document cameras, Virtual Reality systems, and Simulators for teaching, and assessing student learning. The Focus Group discussed technologies integrated into their classroom.

Evidence 5.3

Indicator 5.4: All in-person and online teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of delivery modes and instructional strategies that effectively engage all students at a high level of learning.

Teachers in all sectors and at all sites use a variety of delivery modes to engage students. At the center all classes have projectors/Apple TV that allows teachers to instruct using slide presentations, videos and interactive resources like Kahoot and jamboard. Document viewers are available for teachers to work through problems with students or to demonstrate skills to students, for example, showing an overhead view of the instructor doing a dissection or a circuit board that the students could then replicate themselves. Many teachers use google classroom or infinite campus to post material, assignments and resources, this allows students to go back and review material at their own pace. In addition, many delivery modes specific to each sector are used to deliver hands-on practical learning experiences. Some of those include; fire trucks, police

vehicles and simulators, paint booths, working kitchens, science laboratories, gardens, CPR manikins, bleeding simulators, Anatomage tables, advanced computers, and programs and sound booths to name a few.

The effectiveness of instructional strategies are measured in a variety of ways. Students are given summative assessments that are both written and practical depending on the sector and subject. For example something as simple as a written test/ assessment may be given to assess if material presented online was mastered. Assessments may be as complex as hands-on practical tests or short and long term projects. For example the completion of a skill in the kitchen, a vital sign assessment, a video or music productions. Rubrics for the successful completion of those skills are used to guide the assessment and to provide the student with feedback on areas of improvement. Industry certifications and standardized assessments are also given that allow MVROP to assess if instructional methods are meeting industry standards. Examples include Precision exams, CPR certification and specific software certification. In addition, end-of-year evaluations are done for each class and each instructor asking students to evaluate their impression of the quality of the instruction by the teacher.

Evidence 5.4

Indicator 5.5*:* Student work demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.

In maintaining our SLOs, instructors create and engage students in learning objectives that allow the student to demonstrate problem solving, critical and creative thinking, knowledge and skill acquisition and attainment. Students are engaged in hands-on projects, career portfolios, skill demonstration and testing, group projects, and successful completions on internships. Students also earn certificates of completion that list the skills and knowledge attained through successful completion of their program. Industry certifications are also earned by students in their content area. (Links to certs, projects and work samples here).

Indicator 5.6: Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access in the rigorous standards-based curriculum.

All of our teaching staff have completed CLAD training or are in the process of CLAD training. This valuable experience allow our instructor to use a wide variety of instructional methods including but not limited to the following:

- Project based learning
- Game based learning
- Open discussions
- Short videos or TikTok
- Oral Presentations
- Optional Assignments- excused from assignments based on needs
- Debates
- Internet based instruction

School's Strengths and Growth Areas for Criterion 5

Strengths:

1. Exceptionally knowledgeable Teachers/Instructors with real industry experience administering curriculum
2. Clusters collaborate within their sector to improve instruction and share equipment when possible.
3. Use of advisory meetings to strengthen our classes and curriculum.

Growth Areas:

1. Up to date technology and equipment in every classroom, including classrooms at the school sites
2. All clusters use their advisory members more thoroughly for guest speakers and internship placement
3. Teacher training on evidence-based instructional strategies. Use of staff development concentrates on specific instructional strategies, taught by an instructional coach more often, instead of peers.

Criterion 6: Use of Assessment

The instructional staff uses effective assessment procedures to collect, disaggregate, analyze, evaluate, and report performance data for students within courses and programs. Assessment is used to measure student progress, to modify learning approaches, and to carry out organizational planning, allocation of resources, and continuous school improvement. The school recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school.

Indicator 6.1: The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for change based on assessment results.

Student learning data is collected from various sources. Sources include the percentage of CTE pathway completers UC A-G credits earned, Community college articulated credit earned, the number of industry certifications earned, internship hours completed and the number of students completing their respective programs., Advisory committees provide some data based on internship experiences and observations, act to assess skill acquisition, and program completions. Faculty and administration evaluate course priorities based on this data. We also have utilized student surveys to support some staff development topics.

On a class-by-class basis, we are evaluating the student progress of individuals, and small groups of individuals. Rigor in all schools is an issue, and we continue to look for opportunities to increase the number of UC A-G and community college articulated courses in our course catalog.

Indicator 6.2: Assessment results are reported regularly to all stakeholders so that accountability can be maintained and that student learning remains the focus of the school.

MVROP shares the success of our programs, students, and instructors through a variety of mediums. MVROP has provided an annual JPA CTE Program Services Report to our three JPA Partner Districts (Fremont, Newark, and Union City). This report details the full picture of MVROP funding, grant efforts, program development, and student success for all of its CTE programs. The Superintendent also provides an annual CTE Program Presentation to each of the three JPA District Boards of Education also highlighting how MVROP serves the students of the Tri-City Area with CTE pathway programming. In addition, during MVROP Governing Council Meeting, program presentations are given for Members representing each JPA Partner District by administrators and instructors sharing current MVROP program news,

MVROP hosts several events throughout the year which not only share program information but highlight student success as well to our educational partners in the Tri-City Area, key business and industry advisors, and the general public. Examples of

key MVROP events include the MVROP Open House, the Educators' Brunch, the MVROP Pathway Advisory Meetings, special events, custom tours of the MVROP Center Campus, legislative tours of the ROP Center Campus, MVROP WHS Car Show, Program White Coat Ceremonies and Graduations, and the MVROP Student of the Year Ceremony.

During the annual MVROP Student of the Year Ceremony (SOTY) instructors nominate one student per class section for the MVROP Student of the Year Award. The nomination criteria range from excellence in academic performance to assisting fellow students, with growth in performance, professionalism, etc. Students who receive this award are honored during a special ceremony where their nomination criteria written by the instructors is read publicly and are presented with a certificate of achievement, the custom MVROP SOTY pin, and a nominal gift. Students who receive the SOTY Award are also eligible to apply for the SOTY Scholarship. One scholarship is awarded per industry pathway. Once winners are selected by the Scholarship Committee (a combination of scholarship sponsors, MVROP teachers, and administrators) the $250 scholarship can be used for college or career-related expenses for one year. All of the student honorees and scholarship winners are shared with their home schools so these achievements can dually be recognized during end-of-year ceremonies and senior celebrations.

Instructors are also able to recognize student achievement in their own classrooms through program certificates and plaques. These are often presented in special classroom events.

Information about the program and student achievement is shared on the school website, via the school's social media channels (Instagram, Facebook, Twitter, and LinkedIn), through press releases, newsletters, advisory communication, CAROCP initiatives, and emails to our educational partners and the local community. Custom news stories highlighting MVROP programs and student success are also posted in local news mediums and community publications. For special events like National Manufacturing Day, MVROP partners with the City of Fremont to connect students with local manufacturing companies which is highlighted in partnering media coverage on social media, newspapers, and community publications.

Indicator 6.3: Clear learning outcomes are developed for each course so that success criteria can be measured and students who are struggling can be identified and helped.

Mission Valley ROP uses our Student Learning Outcomes (SLOs) to articulate to our students what we expect from them during and upon completion of our courses. Each course has been developed using the 11 elements of high quality CTE as outlined by the California Department of Education , the California Standards for Career Ready Practice, and the CTE Anchor Standards. These SLOs are posted in every classroom,

online, and frequently discussed in person. Our SLO's started out as ESLRs (Expected Schoolwide Learning Results) but as a result of our last WASC visit 8 years ago, it was recommended to change from ESLRs to SLO's. No changes were made to the SLO's at the time besides changing the title but the current set of SLO's are reviewed annually and updated as required.

MVROP also uses course competencies developed by teachers and clusters that are based on current industry standards. These standards and our curriculum are approved by our advisory members and are available online for the public to see.

These clear learning outcomes are also aligned with our partner community colleges with whom we have articulation agreements. These agreements also provide pathways for our students to gain college credits, tuition discounts, etc. at local colleges. We currently have 6 local colleges with articulation agreements that grant students free college credits.

Having clear and measurable learning outcomes for each course helps to ensure that students have a clear understanding of what they are expected to learn and how their progress will be evaluated. This information can then be used to help students who are struggling by providing targeted support and resources that are tailored to their specific needs.

Clear learning outcomes also provide a foundation for assessment, allowing teachers to measure student progress and evaluate the effectiveness of their instruction. This information can then be used to make informed decisions about instructional strategies and course design, with the goal of improving student learning and achievement.

6.3 Evidence

Indicator 6.4: A range of student work and other data analyses are used to assess student achievement of the academic standards and the Schoolwide Learner Outcomes and to make organizational changes to better support all students. .

Teachers use a wide range of student work to assess student achievement. Both formative and summative assessments, industry skill standards, and work ready practices are used to assess student achievement. The assessments also provide opportunities to make instructional changes if needed. Course outlines and syllabi identify student objectives and outcomes. Instructors use a variety of assessments to check for student understanding throughout their instruction. When a student's understanding falls short of the established objectives, the teachers determine what concepts need to be reviewed using different instructional strategies and/or work with individual students to master the objective.

Mastery of the Student Learning Outcomes is assessed both formatively and summatively by these methods and tools:

- Attendance
- Class Assignments
- Reflective journal writing
- Written Tests and Quizzes
- Google classroom
- Canvas
- Kahoot
- Edpuzzle
- Quizlet
- Laboratory performance
- Classroom discussions
- Group Work
- Role playing and simulations
- Observation
- Research reports
- Oral presentations, tests and quizzes
- Hands -on Demonstrations and presentations
- Self-assessment and peer assessment
- Performance-based projects
- Rubrics and self-assessments for projects
- Community college final exams for articulation
- Industry certification exams

6.4 Evidence

Indicator 6.5: The school uses assessment results for organizational planning, Action Plan revision, and resource allocation.

The leadership team meets six times a year to review program data such as budgets, indicators, learning data, and enrollment policies. They discuss what is accessible to students and decide how to distribute resources. They also review organizational planning and coordinate it with our activities.

Classroom assessments are done regularly, coordinators regularly visit and check in with teachers to discuss their programs. Classroom assessments involve classroom observations, industry input in the curriculum, budgets / funding. The funding is equally distributed based on the needs and expenses of a class. Advisories make sure that ROP classes are able to get new equipment and training to keep up with the industry and keep the curriculum up to date.

School's Strengths and Growth Areas for Criterion 6

Strengths:

1. Students complete exit surveys at the end of the year, giving teachers and administrators insight into how they did for their students
2. Teacher collaboration in regards to the various ways of gaining assessment data from students
3. Curriculum is reviewed and revised annually to meet industry standards
4. Professional learning opportunities and resources.

Growth Areas:

1. Surveys - students should be surveyed as alumni, and at least 1-2 years after graduation along with the beginning of the school year to assess their changes and improvements made while part of the ROP program.
2. Continue to strengthen industry standard assessment.

Criterion 7: Student Support Services

Student support services address the identified needs of students, create, and ensure a supportive learning environment that addresses student access, progress, learning, and success. The school systematically assesses student support services using faculty, staff and student input, and other appropriate measures in order to improve the effectiveness of these services.

Indicator 7.1: The school provides sufficient student support services to enhance the learning environment and demonstrate the achievement of Schoolwide Learner Outcomes.

Teachers participate and follow IEP and 504 directives. Teachers refer any students needing counseling and other supportive services. Scaffolding and multi-style presentations are put into place to address the variety of learning styles. Teachers will modify lesson plans to meet the needs of the students and shift to address current events and changes in understanding within the industry being taught. Teachers work together to create collaborative modifications to lessons to support ELL students. Evidence would be scaffolding in lesson plans to accommodate a multitude of student needs.

As the ROP, teachers are both at the center and in a multitude of schools, the teachers respond to the student needs from an individual school site vantage point. Student supports vary by school, as the needs are different from school to school. With the center, regular high schools, continuation high schools, and adult schools, ROP works to have teachers understand the specific needs of the population that they work with.

The different sites offer some or all of the following supports:

- School libraries
- Care teams
- Scholarship letter writing help
- Free and reduced breakfast/lunch and pantries
- Wellness centers
- College and Career Centers
- Campus resource officers
- Articulation agreements for college credit

ROP also provides technology access and availability with up-to-date computers, current industry equipment and training such that the students are proficient in using them.

There are a number of ways that students are recognized for their academic achievements, including certificates of completion and Student of the Year awards.

Indicator 7.2: The school provides and evaluates counseling and/or academic advising programs to support student success in the transition to ongoing education or employment opportunities.

The nature of this program provides 100% Career Technical Education coursework. Mission Valley does not employ academic counselors, although 100% of our enrollment is voluntary and elective by student selection. Once students are enrolled and in

classrooms, our programs are designed to transition students in the CTE pathway into additional post-secondary industry sector training opportunities or employment. Interfacing with students in each of these areas must include constant counseling and coaching on a personal level. This concept of coaching and doing is central to our Mission Statement and SLOs.. For example, California Career Zone provides personal skills and interest profiles for various industry sectors, which can crystallize career opportunities. Also, using various pedagogical teaching methods, along with formative and summative assessments to identify student deficiencies, and improve student progress and academic success. This is the centerpiece of our mission statement. Our articulations and A-G recognition percentages alone speak to these priorities.

Indicator 7.3: The school provides support for all students from the enrollment phase to the successful completion of the school course/program of choice in expectation of transition to further education/employment.

Marketing and promotion efforts are made to support the enrollment phase through in person school site presentations, live Zoom presentations, and video recordings. Efforts in promoting MVROP classes are done through back to school events, open house, Educators Brunch, Juniors Classroom visit day, ROP course fliers, ROP website and comprehensive high school websites. Monthly meetings occur between Program Coordinators and Career Tech representatives who serve as a liaison from each high school. During this time, ROP updates are shared, and the Career Techs are to update their school Administrators and Counselors.

Some courses at MVROP offer an externship including all classes in our medical cluster, Careers in Education, and Merchandising and Marketing. Students are able to take advantage of any job opportunities during and after their externships.

MVROP has an employment resource section on our website for employers to post job and hiring event information. Current students and alumni are encouraged to apply directly. MVROP has an alumni network of students who chose to “stay connected” by providing their personal email address. Email blasts are sent out to the alumni network featuring job opportunities and scholarship information. Speaking engagement and Advisory opportunities are always posted informing the alumni students they can get involved and help invest in the future students.

Support is provided for students for the successful completion of the ROP course through their Instructors. ROP supports students in the transition from class to further education or employment by providing students with exposure to individuals who work in the field through speaking engagements via in person or Zoom. During these speaking engagement opportunities students are able to learn about career pathways and education the individual obtained.

In May 2022, Mission Valley ROP held its first College and Career Fair and brought nearly 30 employers in person to our campus. This event was a success as students were prepped before attending to dress professionally, bring resumes, and were supplied with sample questions to ask employers. Students were able to pick up applications, meet several employers, and obtain information for hiring opportunities.

Colleges and training institutions were present to share information about their company or school. In June 2022, a Virtual College and Career Fair was hosted by Mission Valley ROP. This was added so students who did not take an ROP class at our center location can participate.

Indicator 7.4: The school regularly evaluates student needs in order to provide needed support, including referral services, such areas as health and family support, career and personal counseling, and academic assistance.

Mission Valley ROP is working on over 10 campuses, meaning each campus is mildly different in student service organization Mission Valley ROP only informally addresses student needs and issues on a case-by-case basis as staff becomes aware of issues presenting barriers to student achievement.

Indicator 7.5: The school maintains student records permanently, securely, and confidentially with provision for secure backup of all files.

The Student Information System is part of our SIS provider's infrastructure and is maintained through web services. Which includes off-site back servers, which are secure and accessible when needed. Grades are printed out at the end of each school year and submitted to the Registrar for physical storage.

We have a locked records/document room, which houses paper records and documents for long-term storage. Paper and long-term documents are annually reviewed to determine when the document can be properly disposed of. WE contract with a document management company to destroy records when needed. We also maintain digital records.

School's Strengths and Growth Areas for Criterion 7

Strengths:

1. Modified lessons to accommodate student needs
2. Every instructor, in part, serves as a career counselor from their CTE expertise as they have come from industry to the classroom.
3. Students have many opportunities to hear from current professionals working in the field serving as conduits for industry information directly to students in real-time.

Growth Areas:

1. Standardized, dedicated social-emotional programming is not in place and staff is not trained to manage regularly occurring student social emotional episodes that disrupt regular educational processes.
2. Limited student information is available to teachers at Mission Valley. We do not receive all unified district information for students. For example, we would never learn about a student's free or reduced lunch status where the home school would see that information to better pay attention to student nutritional needs, which may impede on their ability to learn.
3. Mission Valley might consider digitizing our physical paper records in case our records are destroyed somehow.
4. Prior to the pandemic, we had presence on many of the high school campuses in the spring to market our classes to the students. Teachers, current high school students from each class, and Administrators would be there to share information, pass out flyers, and answer questions. COVID stopped this, but we can try to bring this back in order to promote our programs again.

Criterion 8: Resource Management

Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The school plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

Indicator 8.1: The school has sufficient resources to offer its current educational courses and programs.

70% of our general funds are from pass through funding form our 3 partner districts (Fremont Unified, New Haven Unified, & Newark Unified). 30% of our funding comes from one-time funding through CTEIG (Career Technical Education Incentive Grant) funds as well as K12 Strong Workforce grant.

8.1 Evidence

Indicator 8.2: The school operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.

Mission Valley ROP has a yearly audit of our financial records with an outside auditing firm. (Evidence, attach link to December 2022 board meeting). Monthly fiscal update reports are brought to our governing council at every board meeting (evidence, attach link to board meetings). Alameda County Office of Education and the Department of Education receives quarterly SACS reports, which are due every 3 months. Unaudited Actuals are due September 15. Our first Interim Report is due December 15. Our second Interim Report is due on March 15. Our Adopted Budget is due by June 30. The adopted budget is available for the public to review (and ask questions/and or comment on) (evidence, attach links to board meetings for these reports in the months of Sept, Dec, March and June).

At Leadership meetings, our Director of Business Services will give budget updates to the group periodically (evidence would be meeting minutes from Minling).

We have an instructional budget process for our teachers and their classes. They are given budget forms to fill out and are able to ask for all instructional materials and/or equipment needed for their programs (evidence is the packet emailed out by Bryan to the teachers). They meet with their advisory committees once a year and discuss what is being used in the industry and any other needs for the programs (evidence advisory meeting minutes from Minling). They then meet as a cluster and go over the needs for each of their classes. The next step is the cluster leader will meet with the program manager to advocate for the supplies and equipment needed. From there the Program Manager will meet with the Director of Educational Services. The Director of Educational Services will give the finalized instructional budgets to the Director of Business Services and the business department will add them to the budget.

We have a designation (separation) of duties and responsibilities in our business department to ensure integrity of our day-to-day operations.

Indicator 8.3: Organizational planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning.

Annually, we develop a budget for the following year and seek Governing Council approval. Within that, the process includes mandatory three-year projection of fiscal budgeting and planning to be evaluated by the County Office CBO and Superintendent. Our long-term planning falls within this continuous three-year expectation of financial health. In terms of the cost of salaries and benefits for our employees, we would likely be prevented from approving improvements in compensation if we could not show those changes were sustainable for three years moving forward. The same expectation comes with budgeting the various costs of student programming. We make assumptions based on the previous year, fiscal forecasts of several governmental agencies, and using these inputs make a conservative budget and fiscal plan for the following year. In years where it may be possible to make positive compensation adjustments, the administration collects staff preferences through committee attendance and comes to an understanding of what the staff would advise.

Indicator 8.4: The school provides facilities that are clean, safe, and well-maintained in order to provide for an effective learning environment.

Mission Valley ROP has a custodial team, which consists of 3 staff members. Custodians clean and maintain our campus by following a daily cleaning schedule. Since the pandemic and our return to ‘in-person” learning, our custodial team has increased their cleaning standards and purchased additional equipment to aid in this process to mitigate any possible COVID transmissions.

Classrooms, restrooms, and common areas such as our student lounge are maintained and cleaned throughout the day. There is always one custodian present to take care of any sudden needs. Proper signage for wet floors or anything broken is always displayed as needed to maintain safety standards.

School's Strengths and Growth Areas for Criterion 8

Strengths:

1. Sufficient financial resources to provide students and teachers with industry standard tools and technology. Teachers are given a yearly budget for their programs.
2. Industry advisors advise teachers on emerging technology, industry trends, review class outlines, and advise teachers on changes and/or additions to enhance the learning experience and ensure students are prepared for the workforce and/or further education in their chosen field.
3. Two full time IT personnel to respond quickly to issues that arise in the classroom or schoolwide. IT personnel also create training videos on new technology to support teachers and are easy to access quickly.
4. Administration seeks emerging careers and when possible budgets and adds new classes to meet the need.
5. Equipment is tagged and recorded for inventory. Broken or outdated equipment is recycled for the environment.
6. Three full time custodial staff that keep the classrooms and common areas clean and display signage for wet floors or other hazards to mitigate accidents.

Growth Areas:

1. Supplemental utilization of career k12 itemized technicalities -
2. Digitizing grade books and other student information as backups for printed grade books.

Criterion 9: Community Partnerships

The school seeks to enhance its educational effectiveness by developing close partnerships and relationships with community organizations. Community connections provide students with expanded learning experiences and employment opportunities.

Indicator 9.1: **The school develops connections with community leaders, businesses, and organizations to enhance the educational opportunities for students.**

Through K12 SWP grant funding, we were able to hire an outreach coordinator. The outreach coordinator is responsible for facilitating connections with community leaders, businesses, and organizations as well as working with instructors to maintain healthy industry advisory committees. The outreach coordinator maintains a database of contacts and regularly contacts them with program updates, advisory meeting information, work based learning opportunities and guest speaker opportunities.

As all of our instructors come directly from industry, they also have contacts from our careers which aid in keeping our programs on trend and up to date.

9.1 Evidence

Indicator 9.2: **The school provides students with opportunities such as community service or internships to enhance student goals and success.**

Some Mission Valley ROP programs offer externship opportunities to provide students with an excellent hands-on educational experience that combines what they have learned through their programs curriculum with an inside look on how a real business operates.

MVROP finds partners with a shared vision and goals. Teachers work together with industry partners to coordinate externships to help increase student motivation and achievement. For example, the medical cluster has the majority of the students serving internships alongside professionals such as pharmacists, athletic trainers, nurses, scientists, and medical doctors. Examples of our industry partners are Stanford Children Hospital pharmacy, Walgreens pharmacies, CVS pharmacy, and Washington Hospital.

MVROP internships allow students to spend time at a particular workplace. However, they are not jobs in the traditional sense. They are learning experiences. Students often (and preferably) work in different areas learning the range of jobs and careers within the company.

Through internships, the student's education is improved by:

1. Introducing the intern to modern workplace equipment and actual workplace problems
2. Giving young people access to experiences that require more knowledge and skills than ordinary "student jobs"
3. Giving educators and employers the chance to work together in preparing students for success in the workplace

4. Helping educators connect the classroom to the modern workplace
5. Helping students understand the importance of their classroom instruction
6. Providing experience to list on the student's resume
7. Giving students the opportunity to have a real world experience in a career field in which they have an interest
8. Creating possible future opportunities for young people in the companies where they intern (and possible future employees for companies that need them)
9. Allowing employers to build alliances with local schools. Together, employers and educators can deliver a powerful message of the importance of education.

In addition, we also engage in several community service activities.

The Careers in Education program has collaborated with Love Never Fails, a non-for-profit organization that can be found on the streets of some of the toughest neighborhoods every weekend providing basic hygiene supplies and clothing to the homeless. Anna Chen of Mission San Jose High (shown top middle) went beyond in this effort by successfully collecting over 1,000 pairs of socks. In total, the students have rounded up over 2,000 pairs of socks for their donation, bringing warmth and a little comfort where it is needed.

In the past, students in the HOSA club have been looking for work for two months diligently gathering food donations also benefiting LOV. Their hard work and dedication has paid off after counting the donation total– a whopping 784 packages of boxed and canned goods!

In 2019, we won the "most creative tree" during a holiday decorating competition at the Hayward Masonic Home. This event was so much appreciated by residents, staff and volunteers, and the entire Masonic Home community.

All of these students have chosen to celebrate their civic responsibility and make a lasting impact this holiday season, which is the best gift of all. MVROP is proud of their dedication and congratulates them on their efforts to make a difference.

9.2 Evidence

Indicator 9.3: The school communicates the goals of the adult school/ROCP program and works collaboratively with the community to meet local needs.

Mission Valley ROP communicates its goals and mission with the community in many methods. Located on the MVROP website is the school's mission statement and how the school mission is supported. Additionally, the MVROP website is accessible for the community to glance at the programs being offered by MVROP and can also access each instructor's course offerings. In partnership with the JPA, the MVROP programs are promoted at the high schools they serve by adding ROP information on their websites. Ultimately, this directs prospective students and families to the official MVROP website.

MVROP utilizes the Program Coordinator, the Outreach Coordinator, and the Public Relations Administrator for community outreach. The Program Coordinators visit the JPA schools with the intention to educate the students about the ROP programs and

possibly recruit them for the upcoming years. Students are able to visit the MVROP table/booth and get information about the programs through course flyers all while asking the Program Coordinators questions. The Program and Outreach Coordinators attend local College and Career Fairs showcased by the schools they serve. This is an additional chance for MVROP to connect with the public and promote the programs.

An additional way MVROP works collaboratively with the community is by hosting a College and Career Fair and inviting local businesses to attend. This is an opportunity for local businesses to meet MVROP students and possibly hire students. In 2021-2022, 30 local businesses attended the MVROP College and Career Fair. (List of Businesses)

MVROP has an employment resource section on their website which posts job openings including local opportunities. This serves the community to help fill open positions for local businesses and provides a resource for our community who are job seekers.

MVROP collaborates with local educational institutions such as Fremont Adult School. MVROP's Adult Pharmacy program works collaboratively with Fremont Adult School to pipeline interested students from a free preparatory class they offer to the 7-month Adult Pharmacy Technician Program at MVROP.

According to the 2021-2022 MVROP Student Survey, 50.74% of high school students reported that they are taking an ROP course because of the Course Catalog. The course catalog can be found on the MVROP website and at the College and Career Center at their home school.

School's Strengths and Growth Areas for Criterion 9

Strengths:

1. School uses industry advisory boards in each educational cluster
2. Several of the instructors are also employed in industry, so our students get the most updated information and current industry practices
3. Teachers take students on field trips, to expose them to industry leaders in action

(Teachers connect students with industry partners for job opportunities_.

Growth Areas:

Develop internship programs to support on the job training and enhance learning at big hospitals

Increase community involvement by displaying student work re: social media, fairs, maybe even a gala.

Attend fairs and promotional events to promote ROP programs

9.3 Evidence

Criterion 10: Action Plan for Continuous Improvement

The school uses the self-study process to identify growth areas that are included in a schoolwide Action Plan that facilitates school improvement activities and processes. The schoolwide Action Plan is used regularly, reviewed annually, and monitored consistently by the governing body to ensure continuous improvement.

Indicator 10.1: As a result of the accreditation process, the school has identified growth areas (short- and long-term) that will impact student learning and increase the achievement levels of students and developed an Action Plan focusing on growth and continuous improvement.

MVROP has developed an action plan to address growth to align with the objectives of our stakeholders, which includes our corresponding JPAs, students, parents, colleges, and community partners. The schoolwide action plan includes the following:

- WASC internal committee meets and reports to leadership their assessment on achievements and areas of improvement of the WASC action plan objectives
- Establish, retain, and nurture relationships with partner schools (JPAs) and districts to improve equity and positive learning outcomes for all students with different backgrounds
- Develop and implement Work-Based/Occupational learning experiences for students
- Assertively inquire and develop funding plans for new technological and innovative needs to meet the standards of the prospective industries

Emphasis the implementation, development, and evaluation of College Readiness through various means certifications, college articulations, approved A-G courses, and assessments.

From the reports and data, MVROP analyzes and creates an action plan with the influence and aid from the various stakeholders. The action plan prioritizes the growth areas based on the impact of student achievement, which results in the goals of MVROP.

10.1 Evidence

Indicator 10.2: The school has procedures in place to implement and monitor the Action Plan and assess its impact on student learning, school programs, and operations; this includes communication of progress to all stakeholders.

MVROP has staff and a leadership team that meets monthly to gather feedback from teachers about students and their progress.

Stakeholders including teachers, parents, students, and industry advisors are surveyed for feedback on the Action Plan. Administration will discuss, implement, and adjust actions and resources as needed.

MVROP administration has budgeting through both JPA and funding sources that helps supplement the current budget. This allows instructors to attain both personal and professional development, equipment and materials as well as other necessary expenditures to help with student learning and positively affect school programs and operations.

Indicator 10.3: The schoolwide Action Plan is used for organizational planning, resource allocation, and the evaluation of existing programs.

Administration and staff periodically review the Action Plan at various times throughout the year and make appropriate changes to correspond with MVROP's mission. Adjustments are made as needs arise based on current data and school-wide needs. Funding is provided to support ROP in its work on the Action Plan. This includes personnel, training, material, and equipment. The MVROP administration allocates these resources in order to meet the goals.

Mission Valley ROP's dedicated staff, superior learning environment, and high tech equipment all contribute to the high success rate of our students. Keeping current with today's standards is critical, and we continually seek input from business and industry representatives who serve on active advisory committees for each of our programs.

The Leadership Team and administration oversees the various data reports, seen in documentation like College Readiness

School's Strengths and Growth Areas for Criterion 10 (no specific number required)

Strengths:

1. Articulation agreements with different Community Colleges.
2. MVROP Governing Board includes members of the districts we serve.
3. Agreements with institutions like Unions provide the students with industry entry-level opportunities.
4. Instructors use current technology to teach their students.
5. Leadership and cluster meetings.

Growth Areas:

1. Increasing Industry and Business partnerships.
2. Professional development opportunities for instructors.
3. Interaction with former students.

Chapter IV. Strengths and Growth Areas: Revised Action Plan

Strengths:

1. Clearly defined organization roles and organizational structure that affords for the timely addressing of operational and educational needs.
2. MVROP evaluates the organizational structure and will make recommendations and changes to more effectively meet the needs of students and the community.
3. Strong collaborative partnerships with various level of stakeholders
4. Exceptionally knowledgeable Teachers / Instructors with real industry experience administering curriculum
5. Students complete exit surveys at the end of the year, giving teachers and administrators insight into how they did for their students
6. Teacher collaboration in regards to the various ways of gaining assessment data from students
7. Professional learning opportunities and sufficient financial resources.
8. Industry advisors advise teachers on emerging technology, industry trends, review class outlines, and advise teachers on changes and/or additions to enhance the learning experience and ensure students are prepared for the workforce and/or further education in their chosen field.
9. Articulation agreements with Community Colleges and UC A-G courses offered.

Growth Areas:

1. Improve the flow and timely notification of organizational activities and plans with all staff. Create a shared calendar to include staff development, PR, events, important dates, and general knowledge items that all staff may find helpful to know. Could also include site specific activities shared among all ROP staff.
2. Investigate strategies and implement a more comprehensive staff needs survey leading to a “best” staff development effort in August and follow through during the instructional year.
3. Review and update all resources for employees. Handbook, guidelines, plans, etc.
4. Revisit with instructors all six CSTPs and components. Create workshops and exercises that engage instructors to more deeply focus on specific instructor behaviors that positively impact student outcomes. Consider this during individual goal-setting for the year.
5. Investigate ways to more fully and positively utilize advisory members in the organization and classrooms when students are present.

MVROP Revised Action Plan (Link)