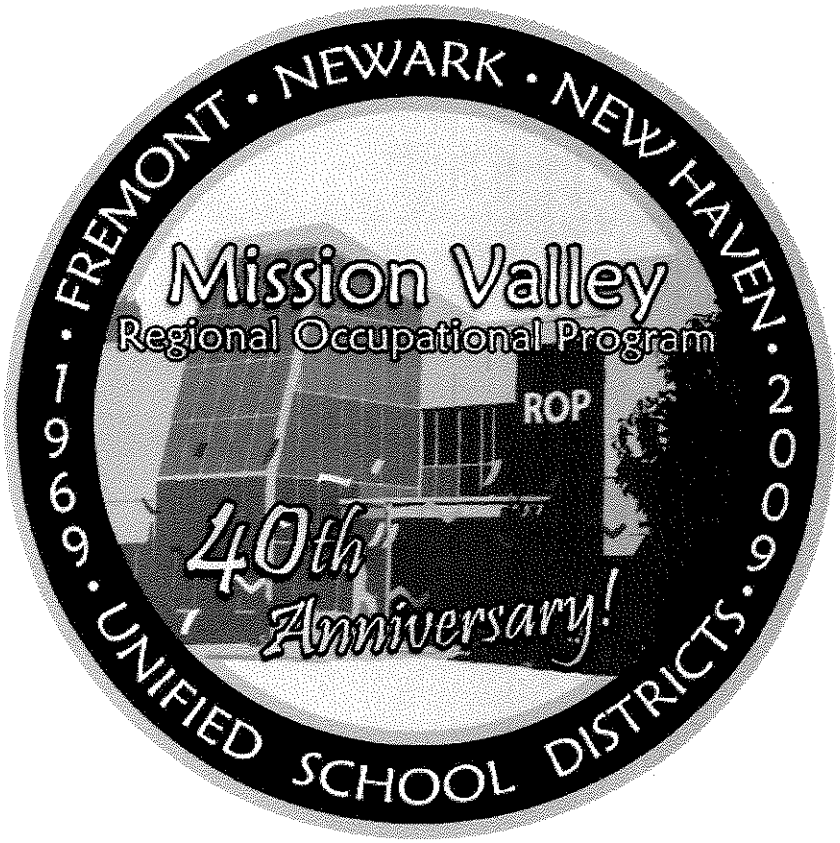


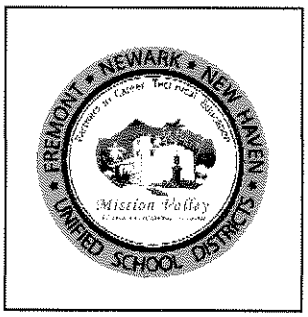
Mission Valley ROP

Thursday, October 22, 2009

5p.m. Governing Council Meeting

MVROP Board Room

(510) 657-1865 Ext. 15141


FREMONT • NEWARK • NEW HAVEN •
UNIFIED SCHOOL DISTRICTS
Mission Valley

Agenda

Regular Meeting of the Governing Council
Mission Valley Regional Occupational Center/ Program
ROP Board Room
Thursday, October 22, 2009
Regular Meeting (Open Session) – 5 p.m.
Closed Session: Immediately Following Regular Session

Call to order _____p.m.

Pledge of Allegiance

Roll Call:

_____ Ray Rodriguez, President
_____ Kevin Harper, Vice President
_____ Larry Sweeney, Clerk
_____ Alternate Board Members

Approval of Agenda:

Motion: _____
Second: _____
Vote: _____

Communication:

a. Items from the Staff
b. Oral Communication
   - *Presentation for Dr. Cliff Adams-Hart, 2009 MVROP Teacher of the Year*
   - *Retirement presentation for Bobbie Lawrence*
c. Written Communication
   - *"Lots of Reasons to Value ROCPs" SI&A Budget Advice, September 3, 2009*
   - *"Flexibility and Funding Things That Matter" School Services of California, August 2009*
   - *"Fremont Fire Department to Donate Fire Engine to MVROP Fire Science Program" MVROP Press Release, September 15, 2009*
   - *"Fremont Fire Department Breathes Life into the Mission Valley ROP Fire Program" Fremont Fire Department Press Release, September 14, 2009*
   - *"Mission Valley ROP receives donated fire truck" Tri-City Voice, September 23-29, 2009 Issue*
   - *"Department gives engine to MVROP" Fremont Bulletin, September 26, 2009*
   - *"High School Dropouts and the Economic Losses from Juvenile Crime in California" California Dropout Research Project, September 2009*
   - *"Can Combining Academic and Career-Technical Education Improve High School Outcomes in California?" California Dropout Research Project, November 2009*

d. Items from the Board
e. Public Comment
   - Blue Speaker Card – Items on the agenda
   - Green Speaker Card – Items not on the agenda

Consent Calendar:

a. Minutes:
Approve minutes from Governing Council Meeting on September 17, 2009

b. Business and Finance:

B&F#1	Approve Purchase Orders over $5,000
B&F#2	Approve Warrants $5,000 and above
B&F#3	Adopt Resolution Number 2-0910 Accept Donations to Mission Valley ROP
B&F#4	Adopt Resolution Number 3-0910 Increase to Income General Fund
B&F#5	Adopt Resolution Number 4-0910 Increase to Income Lottery – Restricted Prop 20 and Unrestricted
B&F#6	Approve Addendum to the Memorandum of Understanding between MVROP and Direct Support Professional Trainer (DSP)

d. Employment and Personnel:

E&P#1	Approve Report of Certificated Personnel Actions

End of Consent Calendar:

Motion: _____
Second: _____
Vote: _____

Board comments on Consent Calendar:

_____
_____
_____
_____

Business and Finance #1 **Information**

Review Budget Modification Plan

Board of Education #1 **Information**

Review Prop 1D Update

Board Requests

_____

_____

_____

_____

Adjourn to Closed Session: _____ p.m.

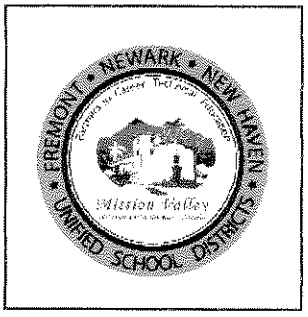
Agenda _Closed Session

The Board of Education may adjourn to closed session during this meeting pursuant to Government Code Section 3549.1 to discuss and/ or give direction to its representatives. During adjournment to Closed Session the Council will consider and/ or take action upon:

- *Discussion – Budgetary Process*

Reconvene to Open Session_____p.m.

Meeting adjourned _____pm



Communication

Kevin Gordon



Lots of Reasons to Value ROCPs
By Kevin Gordon,
On 9/3/2009 7:48:00 AM

President
School Innovations & Advocacy

Widely viewed as among the top education advocates in California, Mr. Gordon is leading our company's legislative advocacy group and oversees SI&A's activities in continuing education, conferences, and professional development.

Lots of Reasons to Value ROCPs
Thursday, September 03, 2009

We have just completed 19 workshops around the state, helping local education leaders better understand the state budget and what options make the most sense in planning for the future. We have received lots of positive feedback, but also a number of follow-up questions.

One important question concerns the use of the flexibility provided for the next four years in the use of categorical funding.

Our general message has been to use the flexibility to support and protect those programs which are of highest priority at the local level. The unfortunate reality is that schools are going to have to make difficult decisions because we can't continue to do all that was done in the past, when schools had 20 percent more funding.

At the top of our list for priority consideration would be regional occupational centers and programs. I say that for four reasons:

1. Career technical education benefits students by showing them how certain knowledge and skills are applied in real life. For many students, this approach gives school relevance and engages them in a manner that traditional classes have difficulty doing.

2. ROCP classes help reduce dropouts by keeping students engaged and focused on work and a career. This is not only a significant local issue, but the dropout rate has become a major focus of the state and federal accountability efforts. Given the direction of state and federal accountability, schools should place an emphasis on protecting programs that help keep students in school.

3. Regional occupational centers and programs are, as the name implies, regional. Even in difficult financial times, it is important to maintain cooperative relationships with other districts and counties to help serve students. Districts should honor their ROCP agreements with other districts and counties.

4. In 2013-14, the categorical program funding structure is scheduled to go back into effect. For most categorical programs, I don't think that is going to happen. However, I think ROCPs are among the most likely, if not the most likely, to be restored. Legislators strongly support career technical education and several were shocked and upset that ROCPs were subject to the cuts and flexibility. If the program is restored, as I expect, it would be a mistake to cut them now only to have to restore them in a few years. The equipment, relations with businesses, and specialized teachers all make these difficult programs to rebuild—better to protect them now.



School Services of California INC.

Districts have unprecedented flexibility in categorical funding, particularly for the 42 programs in Tier III

- We are in the second of five years of flexibility
- Nearly 20% of the funding has been cut

The first question to ask is not "Can we take the money?"

The first question should be "How do we continue to provide services for students who continue to need them?"

Over time, we will be judged by the balance we maintain in program choices that affect all students, not just the ones in the regular program

If we want to retain future flexibility, we will need to show that we addressed the needs of all students, regardless of funding source

Regional Occupational Centers/Programs (ROC/P), Adult Education, Career Technical Education, Summer School, and Early Childhood Development, for example, are all essential for large groups of students



School Services of California INC.

ROC/P, for example, provides benefits to students, employers, and K-12 education

- Attendance rates are enhanced
- Dropout rates are reduced
- Essential programs are provided at a reasonable cost
- ROC/P can earn and leverage other sources of funding

The feds get it; they are investing heavily in Career Technical Education

Flexibility doesn't last forever and good programs are hard to build

Our advice:

- Honor agreements with ROC/P service providers
- Use ROC/P to provide career-oriented instruction effectively and at low cost
- Do not close down programs students still need; we have a continuing obligation to all students

Mission Valley
Regional Occupational Program
5019 Stevenson Blvd. • Fremont, CA 94538-2449
www.mvrop.org

FOR IMMEDIATE RELEASE

Date: September 15, 2009

PRESS RELEASE

FREMONT FIRE DEPARTMENT TO DONATE FIRE ENGINE TO MVROP FIRE SCIENCE PROGRAM

FREMONT, CA- The school year is starting off on the right foot for Mission Valley ROP and their students. Excitement is brewing as the school celebrates their 40th year serving high school and adult students with quality, hands-on, career technical education. In yet another example of collaboration with key community partners, Mission Valley ROP has done it again. The Fremont Fire Department will be generously donating a fire engine to the MVROP Fire Science Program on Thursday, September 17, 2009 at 4pm, at the MVROP Center Campus.

The Fremont Fire Department was able to donate the engine due to the damage it sustained while responding to a call. The truth of the matter is, the newly donated engine will not only benefit one Mission Valley ROP program, but two. Although the damage to the former Fremont Fire Department engine is considerable, this is a perfect opportunity for the MVROP Automotive Painting and Refinishing Program students to return the engine to its former glory. Once the repairs have been completed, the Fire Science Program will put the engine to good use.

This donation will benefit Mission Valley ROP students for years to come. It is through valuable community partners, like the Fremont Fire Department, that Mission Valley ROP is able to offer students exemplary educational programs along with the skills they need to achieve success for a lifetime.

Event Details

Event:	Fremont Fire Department/ Mission Valley ROP Fire Engine Donation Ceremony
Date:	September 17, 2009
Time:	4pm
Location:	Mission Valley ROP Center Campus 5019 Stevenson Blvd., Fremont, CA
Website:	www.mvrop.org
Phone:	510.657.1865 x 15141

About Mission Valley ROP

Mission Valley ROP (MVROP) is the regional occupational program for the tri-city area. Established in 1969, MVROP has been instrumental in preparing students for successful business, medical, and technical careers. Through a partnership with Fremont, New Haven, and Newark Unified School Districts, career technical education is provided to over 5,000 students (high school and adult) each year. Our new 45,000 sq. ft. Mission Valley ROP Career Technical Training Center is located in the heart of Fremont. For the latest news and information about MVROP, visit us on the web at www.mvrop.org.

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Press Contact:
Allison Aldinger, PR Administrator
Mission Valley ROP
(510) 492-5141
aaldinger@mvrop.org

FOR IMMEDIATE RELEASE
September 14, 2009

CONTACT:
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Information Officer
Fremont Fire Department
Cell 510.453.2429
gfogel@ci.fremont.ca.us

Allison Aldinger
Public Relations
Mission Valley ROP
510.657.1865 Ext. 15141
aaldinger@mvrop.org

Fremont Fire Department Breathes Life into the Mission Valley ROP Fire Program

Fremont, CA – September 14, 2009 – For 40 years Mission Valley Regional Occupational Program has served high school and adult students by providing quality hands-on career preparation through state-of-the-art classroom instruction, internship experiences, and leadership development resulting in employment, career advancement, and preparation for post secondary training.

Mission Valley ROP has a dedicated staff, superior learning environment and high tech equipment which all contribute to their student's high success rate who have participated in the wide range of programs the school offers.

Another key factor in Mission Valley ROP's success over the years is due to the constant input from business and industry representatives who serve on active advisory committees for each of the MVROP programs. In addition, it is through the support and contributions from within and around the community, such as the most recent donation of a fire engine from the City of Fremont Fire Department (FFD), which truly enable student success.

Mission Valley ROP Fire Program began having problems finding replacement parts for the old fire engine used in their program. The City of Fremont has made available one of its fire engines that sustained major damage when a vehicle ran into the front of the fire engine while parked on the freeway on an incident.

Mission Valley ROP Automotive Painting and Refinishing Program will now take it on as one of its projects to restore it for use in their fire program. Most of the high labor costs will be free since it will be students in the program making the repairs.

Please RSVP Doreen Zaarour DZaarour@ci.fremont.ca.us by email or telephone (510.494.4286) if you plan on attending.

# # # #

Mission Valley ROP receives donated fire truck

BY MIRIAM G. MAZLIACH
PHOTOS BY WILLIAM MANCEBO

In these days of budget cuts and cost consciousness, it's wonderful to see the spirit of generosity and sharing alive and well in our communities.

Mission Valley Regional Occupational Program (ROP) was the setting for a special presentation held September 17 in conjunction with the Fremont Fire Department.

Dignitaries from the Tri-Cities area, ROP administrators, Fire Science students, the Fremont Fire Chief and other fire safety officers were in attendance to witness the donation of a firetruck from the Fremont Fire Department.

According to Fremont Fire Chief Bruce Martin, the firetruck sustained damage when assisting at an auto accident on Hwy 101. A truck involved in the accident backed into the fire truck crushing its right front side and cracking the windshield.

"We are donating this 1990 Pierce Fire Engine, which was part of our fleet and lasted in service almost 15 years," explained Chief Martin. "After the accident, it was considered totaled. The vehicle is safe, but is a loss and would cost too much if the department had to repair it. So, when we heard that MVROP needed one, it was offered to be donated."

The school's Auto Body/Painting and Refinishing class, led by instructor John Cimino, will need about three to four

Established 40 years ago, MVROP has been extremely successful in serving high school and adult students with career preparation and quality hands-on learning, leading to employment and career advancement. It operates under a JPA (Joint Powers Agreement) with Fremont, Newark and New Haven Unified School Districts.

Mission Valley ROP Superintendent, Charles Brown, says the donation was definitely needed. "The Crown Victoria 1972 firetruck, used by our Fire Science Program students, has not functioned for the past year and a half and there were no replacement parts available for it anymore. Chief Martin of the Fremont F.D. said they would find a donation, which they generously did."

"We're really pleased and happy to be here today," responded Chief Martin. "The fire engine is a symbol; it's a tool to provide services, but mostly it represents the dedication of the people who help to serve our community. This engine went out on over 20,000 calls to help the citizens of Fremont and made a difference to our community. We hope that the students learn about fire safety and aspire to this career."

President Ray Rodriguez, of Newark Unified School District and President of the Governing Council of ROP, reminded those in attendance that the city of Newark currently has a firetruck on loan to Mission Valley ROP, with the future potential for it to also be donated to the school.

Now in his fourth year of teaching at MVROP, he outlined the curriculum the students follow.

"During the first year or level one, students learn the professional firefighter standards from the NFPA (National Fire Protection Agency). There is also book work and hands-on work with ladders, full hose, search and rescue and breathing apparatus."

Jacquez says, "Being hands-on you get the most out of the class. Students get the time to learn techniques to make it easier to accomplish tasks and they work as a team to help each other."

Second level or second year returning students are taught how to drive and operate a firetruck. "It takes some getting used to as it's obviously different than a car," explains Jacquez. "The firetruck is bigger, handles differently when turning and you have to plan out your route. You're taught how to drive safely in this massive vehicle and to maneuver close to the proximity and position when arriving at your destination."

To gain more experience, Fire Science students are encouraged to get involved with the Explorer Program through the Fremont Fire Department. This volunteer program allows teens to actively assist the fire department. Combining experience in both ROP and the Explorer Program will make the student more successful if pursuing a career in firefighting.

"Just as much as the skills needed and the job itself I stress character building to



months to repair and repaint it before returning the fire truck to the Fire Science program.

Currently, there are 120 students enrolled in the Auto Body/Painting and Refinishing Department and 35 students in the Fire Science Program. They are all full-time high school students who attend a two-hour session as part of their daily classes.

Fire Science Instructor, Sal Jacquez, retired from the Santa Clara Fire Department, has years of experience he wanted to share with his students. "I personally believe if you're retired, you need to have something to do," says Jacquez. "That's why I'm teaching Fire Science. I'm still involved. I like providing this opportunity to high school students."

my students. I encourage them to keep their record clean, to be honest, respectful and trustworthy," says Jacquez.

Mission Valley Regional Occupational Program
Career Technical Training Center
5019 Stevenson Blvd., Fremont
(510) 657-1865
www.mvrop.org



Mission Valley Regional Occupation Program Superintendent Charles Brown thanks Fremont Fire Department for donating an engine for its students to use in auto shop and fire science classes.

Photo by James Sakane

Department gives engine to MVROP

Fire truck to be refurbished, used in training

BY WES BOWERS

An old fire engine no longer used by Fremont Fire Department will be put to good use at Mission Valley Regional Occupation Program.

Last week, the fire department donated a 17-year-old fire engine to the school, to be used respectively in its automotive painting and refinishing and fire science programs in the coming year.

"It's been a useful truck for the department, and had been on something like 1,200 calls," MVROP Superintendent Charles Brown said. "Not only was it time (for its retirement), but it had been in an accident while in the field."

Brown added there was significant front-end damage to the engine, but the most critical pieces of equipment to the vehicle were still in working order.

Fire Chief Bruce Martin said the engine had been involved in a traffic accident on Interstate 880 more than a year ago while responding to an emergency.

Martin, who sits on MVROP's advisory board, said when school staff expressed the need for more training materials at a recent meeting he figured the old engine could get more mileage at MVROP.

The engine had been sitting in the city's corporation yard since the traffic accident and could not be used in the field, although Martin claimed the truck was still sound.

"We were in the middle of an apparatus transition anyway," he said. "Normally, our engines and trucks are sold at auction (when we can't use them). We knew we couldn't get anything for it and it turned out (MVROP) had an auto body program."

Brown said MVROP students in the automotive painting and refinishing program have worked on fire engines before — specifically the one Fremont Fire Department uses in local parades.

He said it will likely take about three months for students to restore the engine's front end, and then it will be used in MVROP's Fire Science Program where students will learn fire engine safety and the mechanics of the vehicle, among other skills.

"It's great training for students," Brown said. "Normally we have to buy our own materials anyway, and these are great programs that can use the vehicle."

The donated engine will be the second vehicle used by the MVROP fire-training program. The school is using another engine on loan from Newark Fire Department.

Fremont Bulletin
9·26·09

California Dropout Research Project
UC Santa Barbara | Gevirtz Graduate School of Education

POLICY BRIEF 16 September 2009

High School Dropouts and The Economic Losses from Juvenile Crime in California

Clive R. Belfield and Henry M. Levin

Highlights:

- **The economic losses from juvenile crime in California amount to $8.9 billion per year.**
- **High school dropouts are twice as likely to commit crimes as high school graduates.**
- **Much of adult crime is committed by persons who began their criminal activities during their juvenile years.**
- **Dropouts from a single cohort of California 12-year-olds will generate an additional $1.1 billion in economic losses from juvenile crime, and $10.5 billion in economic losses from adult crime over their lifetimes.**
- **Cutting the dropout rate in half would reduce the number of juvenile crimes in California by 30,000 and save the state $550 million per year.**
- **Savings from reductions in juvenile crime would help offset the costs of effective programs to reduce dropouts.**

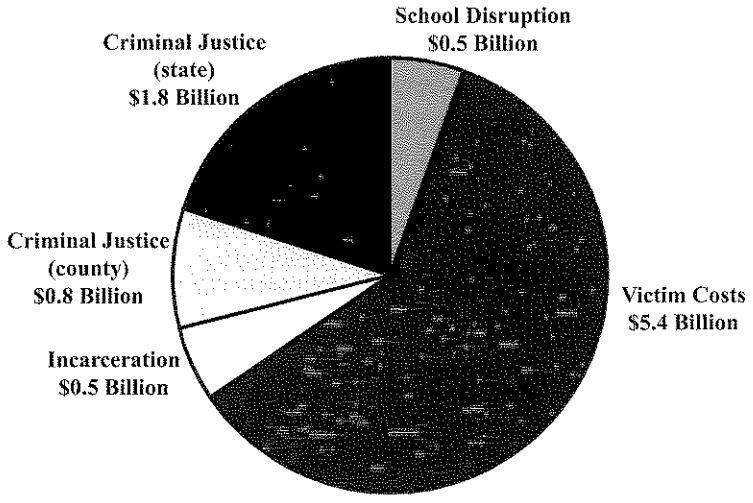
The negative social and economic losses for the State of California from high school dropouts are substantial. Tax revenues are reduced and government spending on health, crime, and welfare is elevated, increasing the fiscal burden for all Californians. In an earlier study, we estimated that the economic losses from each cohort of 120,000 20-year-olds who fail to complete high school amounted to $46.4 billion (*see CDRP Policy Brief 1*).

One significant component of the fiscal and social costs of high school dropouts is their higher rate of criminal activity, both as adults and as juveniles. While the earlier study accounted for the economic losses from adult crime, this policy brief examines the economic losses from juvenile crime in California and how raising the state's graduation rate could reduce those losses.

Juvenile Crime in California

Juveniles commit a large proportion of crimes in the state. In 2007, juveniles (ages 10-17) were arrested for one-in-six violent crimes, and over one-quarter of all property crimes. Focusing on more specific crimes,

Economic Losses from One Juvenile Cohort (12- to 17-year-olds) in California



TOTAL ANNUAL LOSSES = $8.9 Billion

Read the full report at: cdrp.ucsb.edu

they are responsible for one-in-seven disorderly arrests, more than one-half of all arson crimes, and almost one-half of all vandalism crimes.

Juveniles also commit crimes in school. During the school year 2007-08, California's public schools reported approximately 130,000 violent incidents, almost 6,000 serious violent incidents, and 70,000 other criminal incidents. National survey data show that one-quarter of all students, and one-in-twelve teachers, report being victims of crime at school.

In 2007, there were 234,000 arrests of juveniles in California—three-quarters of whom were males—out of a population of 4.5 million. Black juveniles are arrested at rates disproportionate to their population; Hispanics at rates proportionate to their population; Whites and other race groups at rates lower than their representation in the population. Over half of these arrests are settled in juvenile court, with many of the juveniles placed in wardships, camps, or probationary status; many require special educational services and counseling.

The Economic Burden of Juvenile Crime

The economic burden of juvenile crime is extensive. There are costs to the state government in terms of: operating the criminal justice system for policing and for trials and sentencing; providing wardships, incarceration, parole and probation; paying restitution for victims and for medical care; and funding other government crime prevention agencies, including school police forces. There are also very large costs to the citizens of California who are the victims of crime; many of these victims are also juveniles. Finally, there are costs to the education system, in that juvenile criminals disrupt learning for all children.

To estimate the annual economic losses from juvenile crime we add up state budget expenditures for juvenile crime prevention and use research literature to estimate the costs of crime to victims. We calculate these costs for a single cohort of 3.6 million juveniles in California aged 12-17, reported in 2008 dollars (see Figure).

- Annually, state government spending amounts to $1.8 billion on policing and the criminal justice system, with an additional $0.8 billion at the county level, and $0.5 billion on incarcerating juveniles.
- The social costs to victims—in terms of pain and suffering and income losses—are even greater, at $5.3 billion.
- Schools spend $0.5 billion on security and compensating payments to teachers to attract them for employment in high crime schools.

In total, each juvenile cohort in California imposes an annual economic loss of $8.9 billion on the state's citizens. This estimate is conservative: it does not include the full costs of counseling for victims; and victim costs are based on the experiences of adult victims, who may suffer less than juvenile victims. Importantly, juvenile criminals have a strong likelihood of becoming criminals as adults. The economic burden of later adult crime may be added to these figures to get a full understanding of the costs of juveniles becoming criminals.

Some juveniles commit a disproportionate amount of crime. These 'chronic offenders' are typically male and commit more than half of all reported crimes. Over their juvenile life, up to age 17, each of these chronic offenders will impose an economic loss of $612,000.

The Influence of Education on Juvenile Crime

There are many factors that promote juvenile crime, including poor family circumstances and limited economic opportunities. But one important determinant of juvenile crime is inadequate education. Research has established a robust link between dropping out of high school and juvenile crime.

High school graduation is likely to reduce juvenile crime by improving the 'social bond' with school. Students may develop a greater attachment to school, increased commitment to the value of education, and more acceptance of the authority of school. Also, attending school has a straightforward effect on reducing the time and opportunity to commit crime (although this may re-direct some crime to the school site).

The current population of incarcerated juveniles is suggestive of the importance of education. Based on an educational survey performed in Los Angeles (LA) County, approximately 15-20% of youth who enter juvenile halls, probation

camps and community day schools are classified as requiring special education services. Of the remaining youth in custody, the average reading and math levels are equivalent to fifth/sixth grade. In 2003-04, across the state, 75% of students passed the high school exit exam; in LA County, the pass rate was 70%; but for students in LA County juvenile hall or community day school, the pass rate was 26%.

High school dropouts commit a large proportion of all juvenile offenses. Three separate studies report a strong impact of dropping out on juvenile crime:

- relative to a graduate, each additional high school dropout is predicted to have a crime rate about 17% higher for violent crimes and 10% higher for all other crimes;
- high school dropouts commit crimes at rates almost double those of high school graduates; and,
- despite being only 23% of the population, high school dropouts are responsible for 34% of all crimes.

These results imply that if California could reduce the dropout rate in high school, it would also reduce the rate of juvenile offending, and consequently, it would reduce the economic burden associated with juvenile crime.

The Economic Losses from Juvenile Crime by Dropouts

The economic losses for each cohort of 3.6 million juveniles in California aged 12-17 were estimated to be $1.1 billion, with a margin of error of +/-$180 million. This is the direct cost to the state from failing to ensure that each student in California's school system graduates from high school. Cutting the dropout rate in half would reduce the number of juvenile crimes in California by 30,000 and save the state $550 million per year.

While substantial, these losses do not account for the full cost of high school dropouts. The juvenile crime burden should be added to all the other significant costs of dropouts, such as lower earnings, higher welfare rolls, and lower health status, which accrue over their entire lifetimes (*see CDRP Policy Brief 1*).

Critically, juvenile crime is often a precursor to adult crime, which imposes additional costs on California. Across a single cohort of California 12-year-olds, students likely to drop out will generate an additional $1.1 billion in economic losses from juvenile crime and $10.5 billion from adult crime over their lifetimes, compared to the losses they would generate if they graduate from high school.

Juvenile crime represents about one-tenth the total costs of all crimes committed in the state; however, much of adult crime is committed by persons who began their criminal activities during their juvenile years. As such, a significantly high proportion of adult crime may be interpreted as 'induced' by juvenile criminal behavior.

Other economic losses, such as those due to lower earnings and reduced taxes, amount to an additional $34.5 billion, bringing the total economic losses amount to $46.2 billion, with juvenile and adult crime accounting for almost one-quarter of the total economic losses from dropouts.

Educational Interventions to Reduce Juvenile Crime

There is compelling evidence that raising the high school graduation rate would reduce the juvenile crime rate, and there is research evidence on effective strategies to raise graduation rates.

In an earlier study we identified five interventions that have proven success in reducing the dropout rate, and another eight that have some promise of success (*see CDRP Policy Brief 2*). We estimated the economic benefits from reducing dropout rates would exceed the costs of these interventions by a factor of at least two-to-one. In this study we calculate that savings from reductions in juvenile crime alone will offset, on average, approximately 16% of the costs of providing these interventions. If these interventions are targeted at high-risk offenders, the savings may be even larger. Added to the economic savings during adulthood, investment in effective interventions to reduce dropouts would reap substantial economic benefits for the state.

An alternative approach is to target juvenile offenders directly through school-based violence prevention programs. Given their relatively low costs, these programs are also likely to be cost-effective strategies to reduce juvenile crime, especially for chronic juvenile offenders.

Dropouts in California impose a substantial economic burden on the state, not only from adults, but also from juveniles who commit crimes. Investing in effective educational interventions would reduce both juvenile and adult crime, and produce economic benefits far in excess of their costs.

Publications in This Series

1. The Economic Losses from High School Dropouts in California *(August 2007)*
2. The Return on Investment for Improving California's High School Graduation Rate *(August 2007)*
3. Does State Policy Help or Hurt the Dropout Problem in California? *(October 2007)*
4. Can Combining Academic and Career-Technical Education Improve High School Outcomes in California? *(November 2007)*
5. Student and School Predictors of High School Graduation in California *(December 2007)*
6. California Schools that Beat the Odds in High School Graduation *(December 2007)*
7. Alternative Pathways to High School Graduation: An International Comparison *(January 2008)*
8. Giving a Student Voice to California's Dropout Crisis *(March 2008)*
9. Building System Capacity for Improving High School Graduation Rates in California *(April 2008)*
10. Improving California's Student Data Systems to Address the Dropout Crisis *(May 2008)*
11. Struggling to Succeed: What Happened to Seniors Who Did Not Pass the California High School Exit Exam? *(June 2008)*
12. Can Middle School Reform Increase High School Graduation Rates? *(June 2008)*
13. Middle School Predictors of High School Achievement in Three California School Districts *(June 2008)*
14. What Factors Predict High School Graduation in the Los Angeles Unified School District? *(June 2008)*
15. Why Students Drop Out: A Review of 25 Years of Research *(October 2008)*
16. High School Dropouts and the Economic Losses from Juvenile Crime in California *(September 2009)*

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www.cdrp.ucsb.edu

All of the above Research Reports and Policy Briefs, as well as Statistical Briefs, are available at www.cdrp.ucsb.edu

University of California Santa Barbara
California Dropout Research Project
Gevirtz Graduate School of Education
Santa Barbara, CA 93106-9490

Non-Profit
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California Dropout Research Project
An Affiliated Project of the University of California Linguistic Minority Research Institute
UC Santa Barbara | Gevirtz Graduate School of Education

POLICY BRIEF 4 November 2007

Can Combining Academic and Career-Technical Education Improve High School Outcomes in California?

Patricia Clark, Charles Dayton, David Stern, Susan Tidyman, and Alan Weisberg

Highlights:

- **California has 286 state-funded "career academies" with a curriculum designed to prepare students for both college *and* careers.**
- **Innovative schools (like *High Tech High* in San Diego) are blending college-prep coursework with project-based learning strategies similar to career-technical education.**
- **In California high schools in 2005-06, one out of six career-technical classes had been approved by the University of California to meet admission requirements—up from less than one percent in 2001-2002.**
- **Some studies have found that students who combine a college-preparatory curriculum with a career-technical sequence show gains in test scores, are less likely to drop out of high school, do better in the labor market, and are more likely to enroll in postsecondary education.**

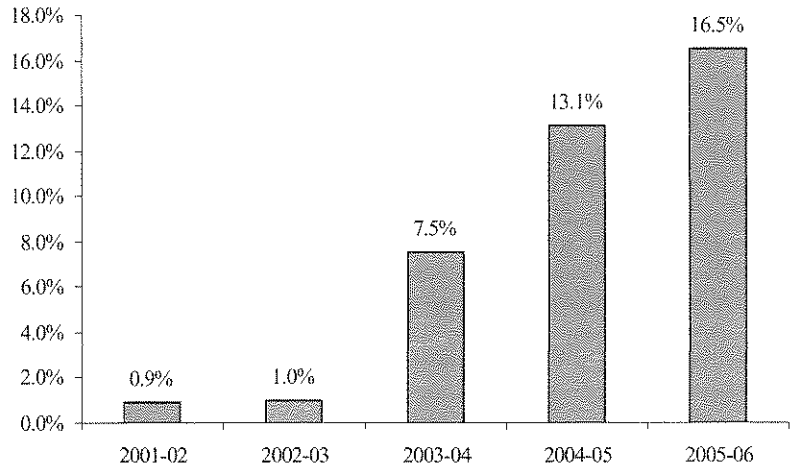
One strategy for improving high school outcomes involves combining college-preparatory coursework with career-technical education (CTE) in the high school curriculum. The aim is to make high school more meaningful and motivating for more students, to increase graduation rates, and to prepare graduates for a range of postsecondary options.

History

Whether preparation for college and for work should be combined or separated has been debated in the United States for more than a century. The debate continues even now.

Throughout most of the the 20th century, vocational education was provided in separate courses, or tracks, within comprehensive high schools, or in specialized vocational high schools, with the aim of preparing students for occupations not requiring bachelor's degrees. Employer groups provided much of the political support for vocational education.

California Career Technical Education Courses Meeting University of California Admission Requirements



SOURCE: California Department of Education, California High School Career Technical Education Courses Meeting University of California A-G Admission Requirements for 2006-07. Retrieved November 10, 2007, from http://www.ucop.edu/a-gGuide/ag/content/CDE-UCApprovedCTECourses2006-07_002.doc

Read the full report at *lmri.ucsb.edu/dropouts*

However, in the 1980s, influential spokesmen for employers questioned the efficacy of traditional vocational education. Social scientists also criticized the "tracking" of low-income and minority students into vocational courses that did not challenge them academically. In 1990, Congress wrote new language requiring that federally-supported vocational instruction be integrated with academic education.

Preparing Students for College *and* Careers

There is a strong rationale for trying to prepare high school students for both college *and* careers. Surveys find that the vast majority of students in secondary schools expect to obtain bachelor's degrees or more; however, only about one-third of 25-34 year-olds currently accomplish that goal. Combining preparation for college and careers would respect and encourage high school students' educational aspirations, while providing work-related instruction and experience that could help students work their way through college, or would help them compete for jobs if they leave school without a bachelor's degree. Combining college-preparatory coursework with CTE also avoids having to track students into one curriculum or the other.

Preparation for college and career can be combined in various ways:

- Some high school students manage to complete the academic coursework required for college along with a career-technical sequence. This practice has been formalized and encouraged in some schools through *career pathways, majors,* or *clusters.*
- In some cases, high schools partner with community colleges to provide a program that integrates two years of high school with two years of postsecondary training, known as "2 + 2" or *Tech Prep.*
- Another approach is to enhance the academic content of CTE classes.
- "Career academies" within comprehensive high schools organize a multi-year curriculum around a career-related theme; students at each grade level take a set of core academic classes together, along with a technical class related to the career theme.
- There are also some entire high schools that specialize in preparation for one or more career fields, while also preparing students for college.

California has embraced each of these approaches. Most comprehensive high schools in the state offer either stand-alone or sequenced CTE courses, with 75 offering Tech Prep programs. In addition, the state has a system of 74 Regional Occupational Centers and Programs (ROCPs) that offer career and workforce preparation for high school students and adults.

A growing number of CTE courses in the state have been approved to meet admission requirements for the University of California and California State University *(see figure).* There are also 286 state-funded California Partnership Academies operating in California, and a similar number of other career academies that do not receive special state funding. Finally, a number of magnet and charter schools provide an integrated academic and CTE curriculum.

Research has found some positive evidence on effects of these approaches for students. Some studies have examined high school transcripts and found that students who combine a college-preparatory curriculum with a career-technical sequence in high school show relatively large gains in test scores, are less likely to drop out of high school, do better in the labor market after high school, and are more likely to enroll in postsecondary education. However, these positive outcomes may be attributable to positive qualities of the students—ambition, motivation, self-discipline—rather than to the combination of courses they take.

The Southern Regional Education Board, a nonprofit, nonpartisan organization made up of 16 member states in the southern U.S., has created the *High Schools That Work* network which encourages schools to offer a combined college-and-career curriculum, and has reported favorable trends

in test scores over time. However, sampling limitations and lack of comparison schools make it difficult to draw clear conclusions about cause and effect.

Career academies have been the subject of several quasi-experimental studies that found positive effects on students' performance in high school and beyond, but a study where students were randomly assigned to career academies found positive impacts only on employment, not on educational outcomes.

A study of academically-enhanced CTE, in which CTE classrooms were randomly assigned to control groups, did find bigger academic gains in the enhanced classes, but the comparison was limited to other CTE classes.

In sum, the evidence of benefits for CTE students is not conclusive, but it is strong enough to justify continued development—and evaluation—of this approach.

Challenges

The lack of decisive evidence that an integrated curriculum is more effective for students, along with the persistence of traditional beliefs that high schools should prepare some students for college and others for work, make it difficult to enact the idea that high school should prepare all students to graduate ready for college *and* careers.

Even if there were a strong consensus in favor of this idea, it would still not be easy to implement. At a minimum, it would mean ensuring that all students have the opportunity to complete academic course requirements for admission to bachelor's degree programs, plus a sequence of career-technical classes that provide real preparation for work. This is no small challenge, especially given the large number of students who move from one high school to another, and the necessity of evaluating individual transcripts to determine whether incoming transfers are on pace to meet these requirements.

Beyond blending college-preparatory and career-technical course sequences, integrating the academic and career-technical curriculum would include the use of lessons, projects, or entire courses that actually bridge the academic and career-technical content. Building these bridges may involve partnerships among teachers, and scheduling students so that they take at least some of their classes together. If teachers are to work in teams, they have to be given time for collaborative planning.

All of this requires vision and support from school and district administrators, who are currently facing intense pressure to raise students' test scores. The challenges are formidable.

Notwithstanding these difficulties, some schools have succeeded in creating and sustaining programs that are committed to preparing students for both college and careers. The detailed descriptions provided in the full research report (on which this brief is based) illustrate that some schools are successfully integrating academic and career-technical education. Given that current state and federal policy interventions in high schools are focusing almost entirely on academic achievement, it is noteworthy that these efforts have continued and even increased.

Conclusion

High schools in California and the U.S. have long been, and continue to be, targets of criticism and reform. The dropout rate is still unacceptably high, especially among low-income and minority students. The search for solutions is ongoing. Increasingly, federal policy and powerful organizations representing CTE are supporting the use of high school CTE as part of an integrated curriculum that prepares students for postsecondary education, and for work, at the same time.

Some states, including California, are developing comprehensive plans to combine CTE with college preparation. Innovative high schools are demonstrating that work-based internships and project-based learning can be used to prepare students for college and careers.

Despite the challenges of implementation and the incompleteness of the evidence that this strategy produces the desired effects, the necessity of reconciling universal college aspirations with the realities of labor markets implies that programs combining academic and career-technical curriculum will—and should—continue to develop.

Publications from the California Dropout Research Project

1. **The Economic Losses from High School Dropouts in California** *(August 2007)*
2. **The Return on Investment for Improving California's High School Graduation Rate** *(August 2007)*
3. **Does State Policy Help or Hurt the Dropout Problem in California?** *(October 2007)*
4. **Can Combining Academic and Career-Technical Education Improve High School Outcomes in California?** *(November 2007)*

In Production/Forthcoming

- Alternative Pathways to High School Graduation, Further Education, and Workforce Preparation in Other Countries
- Why Students Drop Out of School
- Building District Capacity for Improving High School Graduation Rates in California
- Middle School Reform as a Strategy for Improving California's High School Graduation Rate
- Improving California's Data System for Measuring Dropout and Graduation Rates
- What's Motivating Youths in Differing Schools?
- Follow-up Study of Students Who Did Not Pass the California High School Exit Exam (CASHEE)
- Early Predictors of High School Dropout
- Profiles of High School Dropouts and Graduates in Los Angeles Unified School District
- California High Schools That Beat the Odds in High School Graduation
- Student and School Predictors of High School Graduation in California

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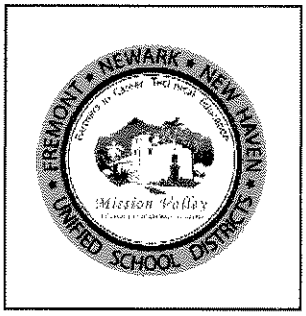
Project Web Site:

www.lmri.ucsb.edu/dropouts

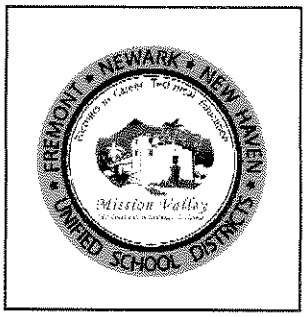
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Consent Calendar


FREMONT • NEWARK • NEW HAVEN
UNIFIED SCHOOL DISTRICT
Mission Valley

Minutes

Regular meeting of the Governing Council
Mission Valley Regional Occupational Center/ Program
Thursday, September 17, 2009

Member Rodriguez called the meeting to order at 5:06pm.

Present: Ray Rodriguez, President
Kevin Harper, Vice President
Larry Sweeney, Clerk
Nancy Thomas, Alternate
Lily Mei, Alternate

The Board noted that there would be no closed session for the September meeting.

Approval of Agenda:
Board members discussed the best time to hold closed session. It was agreed that from now on, when closed session is necessary, it is to be scheduled to take place ten minutes after the regular meeting.

Member Sweeney made a motion to approve all items on the September agenda. Member Harper made a second to approve the motion. Members voted 3-0 to approve all items on the agenda.

Communication:

a. **Items from Staff:**
Reports from Superintendent Charles Brown:

Fire Engine Donation from Fremont Fire Department
Superintendent Brown thanked the Fremont Fire Department for providing a fire engine to MVROP therefore providing relevant opportunities for hands-on experience.

Tentative Fire Science Garage Dedication
Superintendent Brown shared the tentative plans to dedicate the Fire Science Garage, to be completed as part of the Prop 1D Project Construction, to Tom Marovich.

2009 MVROP Teacher of the Year
Superintendent Brown announced to the Board that Dr. Cliff Adams-Hart would be named the 2009 MVROP Teacher of the Year at the ACOE Teachers of the Year Ceremony on Thursday, October 8th at the ACOE Building.

Staff Retirement
Superintendent Brown updated the Board that Ms. Bobbie Lawrence would be retiring from MVROP after twelve years of service on Monday, October 12, 2009.

MVROP 40th Anniversary
Superintendent Brown announced to the Board that Mission Valley ROP, as of this year, has been in operation for forty years providing quality career technical education to the community.

MVROP 2009-2010 Back to School Update
Superintendent Brown updated the Board about the successful start to the 2009-2010 school year for high school and adult courses.

MVROP Budget Update
Superintendent Brown updated the Board regarding the status of the MVROP budget with specifics to Calworks funding, MVROP base funding, the approved budget's solvency and federal maintenance of effort requirements.

Prop 1 D Project Update
Superintendent Brown updated the Board that plans had been submitted to the Office of Public School Construction (OPSC) for approval.

WASC Evaluation
Superintendent Brown shared Mission Valley ROP's WASC "Focus on Learning" process with the Board.

b. **Oral Communication**:
Margie Trujillo, Mission Valley ROP Coordinator, provided an update regarding MVROP 2009/2010 Summer School to the Board.

c. **Written Communication:**
At the request of Member Rodriguez, all Written Communications items were reviewed with the Board.

Allison Aldinger, MVROP PR Administrator, reviewed the following Written Communication item with the Board:

- *"Sherlock Holmes Wouldn't Have a Clue" Tri-City Voice, June 3, 2009*

Superintendent Brown shared the following Written Communication items:

- *"Fatal Firefighting Accident Claims Life of Former Mission Valley ROP Fire Science Student" MVROP Press Release, July 24, 2009*
- *"Firefighter Proudly Followed Footsteps of His Father, Friends and Family Say" The Argus, July 25, 2009*
- *"Mission Valley ROP Celebrates 40 Years of Career Technical*

Education" August 2009 Newark Chamber of Commerce Voice of Business Newsletter

- *"CTE: Economic Recovery and Growth" Techniques Magazine, September 2009*
- *Letter from Alameda County Office of Education, August 28, 2009*

Following the review of all Written Communication items, further discussion took place regarding the ACOE letter pertaining to the 2009-2010 Adopted Budget.

Member Mei left the meeting at 5:37pm.

d. **Items from the Board:**
Member Sweeney shared that Fremont USD did not approve the solar contract and reasoning for this decision.

Member Rodriguez commented about the loss of former student, Tom Marovich and supported the tentative proposal to dedicate the new Fire Science Garage in his honor.

e. **Public Comment**
None

Consent Calendar:

Member Harper brought up the June 23, 2009 Governing Council Minutes.
(Note: At the request of Member Harper, board members agreed for future minutes to be action item only.)

Member Harper made a motion to approve the June 2009 Governing Council Minutes. Member Sweeney made a second to approve the motion. Members voted 3-0 to approve the June 2009 Governing Council Minutes.

Member Harper pulled Business and Finance Items:
#3 (Approve 2009/2010 Cosmetology Contract), #6 (Approve Memorandum of Understanding between MVROP and Direct Support Professional Trainers (DSP)) and #9½ (2008-09 Year End Budget Transfers).

Member Sweeney pulled Business and Finance Items:
#4 (Approve Services Agreement between MVROP and Miller, Brown & Dannis) and #6 (Approve Memorandum of Understanding between MVROP and Direct Support Professional Trainers (DSP)).

These items held further discussion and clarification from staff.

Member Harper made a motion to approve Business and Finance Items #1, #2, #5, #7 through 9 and #10, in addition to all Curriculum and Instruction, and Employment and

Personnel Items. Member Sweeney made a second to approve the motion. Members voted 3-0 to approve Business and Finance Items #1, #2, #5, #7 through 9 and #10, in addition to all Curriculum and Instruction, and Employment and Personnel Items #1 through 4.

Member Harper made a motion to approve Business and Finance Items #3, #4, #6, and #9½. Member Sweeney made a second to approve the motion. Members voted 3-0 to approve Business and Finance Item #3, #4, #6, and #9½.

Member Thomas left the meeting at 5:56pm.

Business and Finance #1 **Review and Approve Unaudited Actuals for 2008 – 2009**

Marie dela Cruz, MVROP Business Services Director, reviewed Business and Finance Item #1 and answered subsequent Board inquiries.

Member Harper made a motion to approve the Unaudited Actuals for 2008 – 2009. Member Sweeney made a second to approve the motion. Members voted 3-0 to the Unaudited Actuals for 2008 – 2009.

Business and Finance #2 **Review and Approve 2009-10 Budget Revisions**

Marie dela Cruz, MVROP Business Services Director, reviewed Business and Finance Item #2 and answered subsequent Board inquiries.

At Member Harper's request, the Board agreed upon the need for staff to create a board policy relative to adult student rates and fees to be presented at the November 2009 Governing Board meeting.

Member Harper made a motion to approve the 2009-10 Budget Revisions. Member Sweeney made a second to approve the motion. Members voted 3-0 to approve the new dates for the 2009-10 Budget Revisions.

Business and Finance #3 **Review Budget Modification Process**

Superintendent Brown reviewed Business and Finance Item #3 and answered subsequent Board inquiries.

Upon Member Harper's request, the Board is to receive a plan for midyear cuts from staff at the October meeting.

Item is Information Only

Board of Education #1

Approve Date and Time for November 2009 Governing Council Meeting

Superintendent Brown reviewed Board of Education Item #1 with the Board, recommending the November 2009 meeting be held on November 18, 20096 at 3pm.

Member Sweeney made a motion to approve the Date and Time for the November 2009 Governing Council Meeting. Member Sweeney made a second to the motion. Members voted 3-0 to approve the Date and Time for the November 2009 Governing Council Meeting.

Board requests:

A first draft of the MVROP Reserve Policy will be presented to the Board in the November 2009 Governing Board meeting, per the request of Member Harper.

Member Rodriguez requested for the Bobbie Lawrence retirement invitation and the 2009 MVROP Open House announcement be forwarded to the Governing Board Members.

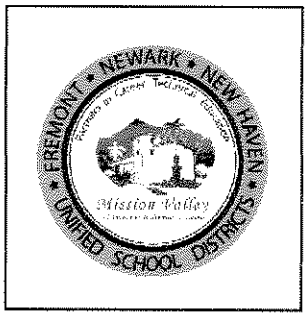
The meeting was adjourned 7:01pm.

_____
Ray Rodriguez, President

_____
Kevin Harper, Vice President

_____
Larry Sweeney, Clerk

Business and Finance



Business and Finance

MISSION VALLEY ROP

PURCHASE ORDER REPORT
PURCHASE ORDER'S OVER $5000
BOARD MEETING 10/22/09
PO Period: 9/3/09-10/12/09
AGENDA ITEM - B&F #1

PO NUMBER	VENDOR NAME AND ACCOUNT CODE	DESCRIPTION		AMOUNT
102012	ARNOLD BEAUTY COLLEGES 81-0635-0-6401-1001-5830-669-6998	CONTRACTED INSTRUCTION FOR ROP STUDENTS	$	27,980.00
102153	ALAMEDA COUNTY SCHOOLS INSUR GROUP 01-0000-0-0000-0000-9536-000-0000	WORKERS' COMP INSURANCE PREMIUM	$	128,146.00

Mission Valley ROP
Warrants $5,000 and above
Fiscal Year 09-10

B&F #2
October 22, 2009

Date	Warrant #	Vendor	Purpose	Amount	PO number
9/15/09	898377	Apple Computer	13 systems + final cut studio licenses	$ 26,762.10	101026
9/24/09	898802	LCA Architects	Architect fees	$ 7,850.63	100805
10/1/09	TF 100168	FUSD, Irvington HS	Virco furniture for Digital Photo room @ Irv	$ 5,000.00	101027
10/6/09	899188	Arnold Beauty Colleges	Contracted instruction for ROP students, July and August invoices	$ 8,981.60	102012

_____ Information
__X__ Action
_____ Presentation

MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM
BOARD OF EDUCATION

A G E N D A I T E M
B&F #3

DATE OF BOARD MEETING: October 22, 2009

TITLE: Adopt Resolution No. 2-0910
Accept Donations to Mission Valley ROP

Background:

Education Code 635160 authorizes governing boards of any school district to initiate and carry on any program, activity or to act otherwise in any manner that is not in conflict with or inconsistent with or preempted by any law and that is not in conflict with the purpose for which school districts are established. Acceptance of gifts to the school district is within the permissive authority granted Boards of Education in the permissive code embodied in Education Code 35160.

Current Status:

Donated to	Donated by	Item
ROP Fire Science	Gary Felix, Fremont Fire Dept	Misc items valued at $2433
Video Production	Students	$180
Culinary Newark	Students	$1055
Culinary Kennedy	Students	$520
Culinary Logan	Students	$1325
Digital Photo	Students	$2675

Recommendation:

Staff recommends acceptance of the aforementioned donations to Mission Valley Regional Occupational Program.

Marie dela Cruz, 657-1865	ROP Center	Bus. Svcs. Charles Brown
Staff Contact Person	**Department**	**Division Superintendent**

Based on Form J-62
State Department of Education

District Request No.2-0910
B&F #3

FOR MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM

Sheila Jordan
County Superintendent of Schools
313 West Winton Avenue
Hayward, CA 94544-1198

Fremont, California

Date: October 22, 2009

Pursuant to the provision of the Education Code Section 42600, we, the undersigned, constituting a majority of the members of the governing board of the above-named district, do hereby transmit this resolution requesting an increase in income of said school district for the following reasons:

Local Income

INCOME APPROPRIATION	ACCOUNT NO.	AMOUNT
Local Income	81-6350-0-0000-0000-8699-000-0000	5,755

EXPENDITURE APPROPRIATION	ACCOUNT NO.	AMOUNT
Video Production - Feist	81-0635-0-6106-1001-4310-660-6998	180
Culinary Newark - Skrocke	81-0635-0-6621-1001-4310-664-6998	1,055
Culinary Kennedy - Moschetti	81-0635-0-6621-1001-4310-652-6998	520
Digital Photo - Rios	81-0635-0-6110-1001-4310-667-6998	1,325
Culinary Logan - LeBiavant	81-0635-0-6621-1001-4310-667-6998	2,675
		5,755

Respectfully submitted,

Clerk of the Governing Council
Mission Valley ROP
Alameda County, State of California

_____ Request Approved _____ Not Approved

Posted by:_____

_____ Information
__X__ Action
_____ Presentation

MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM
BOARD OF EDUCATION

A G E N D A I T E M
B&F #4

DATE OF BOARD MEETING: October 22, 2009

TITLE: Adopt Resolution Number 3-0910
Increase to Income
General Fund

Current Status:

Resolution number 3-0910 reflects adjustments to income to estimated actuals. Adjustments include an increase in Revenue Limit of $79,678 based on the July 2009 State Budget Amendment.

Recommendation:

Staff recommends adoption of Resolution number 3-0910 authorizing the adjustments to income with an increase of $79,678.

Marie dela Cruz, 657-1865	ROP Center	Bus. Svcs.	Charles Brown
Staff Contact Person	**Department**	**Division**	**Superintendent**

Based on Form J-62
State Department of Education

District Request No.3-0910
B&F #4

FOR MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM

Sheila Jordan
County Superintendent of Schools
313 West Winton Avenue
Hayward, CA 94544-1198

Fremont, California

Date: October 22, 2009

Pursuant to the provision of the Education Code Section 42600, we, the undersigned, constituting a majority of the members of the governing board of the above-named district, do hereby transmit this resolution requesting an increase in income of said school district for the following reasons:

Revenue Limit

INCOME APPROPRIATION	ACCOUNT NO.	AMOUNT
Revenue Limit	81-0635-0-0000-0000-8781-000-0000	79,678

EXPENDITURE APPROPRIATION	ACCOUNT NO.	AMOUNT
Salaries	81-0635-0-6999-2701-2305-660-6010	16,000
Salaries	81-0635-0-6999-8201-2205-660-6013	12,000
Benefits	81-0635-0-6999-2701-3212-660-6010	3,500
Benefits	81-0635-0-6999-8201-3212-660-6013	2,500
Fund Balance	81-0635-0-0000-0000-9790-000-0000	45,678
		79,678

Respectfully submitted,

Clerk of the Governing Council
Mission Valley ROP
Alameda County, State of California

_____ Request Approved _____ Not Approved

Posted by:_____

_____ Information
__X__ Action
_____ Presentation

MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM
BOARD OF EDUCATION

A G E N D A I T E M

B&F #5

DATE OF BOARD MEETING: October 22, 2009

TITLE: Adopt Resolution No. 4-0910
Increase to Income
Lottery - Restricted Prop 20 and Unrestricted

Background:

In June 2009, the lottery projection was $121 per ADA based on 2007-2008 ADA of 2629.49.

Current Status:

In September 2009, School Services of California issued a lottery projection of $124.25 per ADA. As a result, the lottery projection increased by $8,546.

Recommendation:

Staff recommends adoption of resolution number 4-0910 authorizing the increase to income.

Marie dela Cruz, 657-1865	ROP Center	Bus. Svcs.	Charles Brown
Staff Contact Person	**Department**	**Division**	**Superintendent**

Based on Form J-62
State Department of Education

District Request No.4-0910
B&F #5

FOR MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM

Sheila Jordan
County Superintendent of Schools
313 West Winton Avenue
Hayward, CA 94544-1198

Fremont, California

Date: October 22, 2009

Pursuant to the provision of the Education Code Section 42600, we, the undersigned, constituting a majority of the members of the governing board of the above-named district, do hereby transmit this resolution requesting an increase in income of said school district for the following reasons:

Lottery

INCOME APPROPRIATION	ACCOUNT NO.	AMOUNT
Lottery	81-1100-0-0000-0000-8781-671-6045	3,944
Prop 20 Lottery	81-6300-0-0000-0000-8781-671-6046	4,602
		8,546

EXPENDITURE APPROPRIATION	ACCOUNT NO.	AMOUNT
Fund Balance	81-1100-0-0000-0000-9790-000-0000	3,944
Fund Balance	81-6300-0-0000-0000-9790-000-0000	4,602
		8,546

Respectfully submitted,

Clerk of the Governing Council
Mission Valley ROP
Alameda County, State of California

_____ Request Approved _____ Not Approved

Posted by:_____

X____ Information
X____ Action
_____ Presentation

MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM
BOARD OF EDUCATION

AGENDA ITEM

Business and Finance #6

Date of Board Meeting: **October 22, 2009**

TITLE: **Approve Addendum to the Memorandum of Understanding between MVROP and Direct Support Professional Trainer (DSP)**

Background:

Mission Valley ROP is an established provider of Direct Support Professional Training administered by the California Department of Education and Department of Developmental Services. Direct Support Professionals work with and support people with developmental disabilities where they live and work.

Current Status:

Mission Valley ROP and Gina Rivera have created an addendum to the Memorandum of Understanding specifying the agreement for contracting training services for Direct Support Professional Training.

Recommendation:

MVROP recommends approval of the Addendum to the Memorandum of Understanding with Direct Support Professional Trainer, Gina Rivera.

Shelley Adams	Instructional Services	Charles Brown
Staff Contact	Division	Superintendent, Mission Valley ROP

Addendum to Memorandum of Understanding dated July 1, 2009
(MOU)

By this agreement made and entered into the 1st day of October, between Mission Valley Regional Occupational Program (MVROP) (hereinafter referred to as MVROP), and Gina Rivera, in consideration of mutual covenants, the parties hereto agree as follows:

A. **PURPOSE OF MOU:** The purpose of this MOU is to outline the consultant services provided by Gina Rivera for the Direct Support Professional (DSP) training program for the MVROP.

B. **DESCRIPTION OF SERVICES:** MVROP agrees to engage Gina Rivera as a DSP trainer and coordinator of services for MVROP to fulfill its commitment as a DSP training provider recognized by the California Department of Education (CDE) and Department of Developmental Services (DDS).

C. **GINA RIVERA OBLIGATIONS:** For the period of this agreement Gina Rivera agrees to provide the following services, materials, and/or products: Gina Rivera will prepare for the delivery of quality testing and training practices and procedures outside of scheduled training times. Gina Rivera will deliver completed, accurate records and documentation to include all registration, testing and/or training materials as defined in the DSP training manual to Student Services within one week after completing a testing cycle or training and testing (written and skills check) cycle. Gina Rivera agrees to review and resubmit within three (3) days of written notification registration, testing and training materials if records and documentation are missing, incomplete or inaccurate as determined by East San Gabriel Valley Regional Occupational Program and Technical Center. Gina Rivera will teach the Direct Support Professional training curriculum as determined by the California Department of Education and Department of Developmental Services, without deviation.

Gina Rivera will monitor inventory of testing and/or training supplies and place order at least one (1) month before a scheduled testing or training, if necessary. Gina Rivera will submit to Director of Educational Services a calendar of dates for testing and training one (1) or more months prior to the first scheduled session to allow sufficient time to prepare advertisements and distribute to stakeholders. Gina Rivera will prepare advertisements and distribute to stakeholders at least one (1) month prior to scheduled sessions. Gina Rivera will pre-register, confirm, call, and e-mail participants prior to testing and training dates. Gina Rivera will communicate no shows to homes, CDE, DDS, and appropriate regional centers. Gina Rivera will copy completed test materials to include sign-in sheet, scantron, and surveys for MVROP files. Gina Rivera will provide and maintain records management of DSP files for MVROP. Gina Rivera will mail original completed test

materials to East San Gabriel Valley Regional Occupational Program and Technical Center via express mail and return receipt. Gina Rivera will coordinate retrieval of test results and certificates from East San Gabriel Valley Regional Occupational Program and Technical Center to DSP participants and homes. Gina Rivera will participate and/or coordinate when appropriate, all DSP conference calls, advisory meetings, and trainings. Conference calls will take place at the MVROP Center.

D. **MVROP OBLIGATIONS:** For the period of this agreement: MVROP shall provide a training/testing room and storage space in the Mission Valley Career Technical Training Center and/or appropriate facility. MVROP shall provide and maintain equipment that is deemed necessary by the DSP training manual guidelines to effectively train Direct Support Professionals by the DSP trainer. MVROP shall provide the instructional materials deemed necessary by the DSP training manual guidelines to effectively train Direct Support Professionals by the DSP trainer.

E. **COMPENSATION:** Gina Rivera will administer the Challenge tests and be paid $20 per student tested; Participants in Challenge testing may be claimed by 1 trainer and 1 proctor, if necessary. Gina Rivera will teach and coordinate each 35-hour training session (including testing) and will be paid $175 per student for each participant. Each session shall have a minimum of 6 students and a maximum of 24 students. Participants in Year 1 or Year 2 training may only be claimed by one trainer. Gina Rivera will receive $100 for teacher preparation per 35-hour training session she teaches. Gina Rivera must submit an itemized invoice to Student Services which includes: dates of testing or training, type of training or testing, and number of students per testing or training. Itemized invoice must be received by the 5th of the month following a testing or training cycle to be paid the last work day of the month by MVROP.

F. **PERIOD OF MOU:** The remaining terms of the agreement shall be in force October 1, 2009 through June 30, 2010 and may continue on a year-to-year basis. Either party may terminate the agreement with at least 30 days written notification.

G. **INSURANCE:** Reference General Terms and Conditions, H.2. The insurance requirement of this contract is waived.

H. **GENERAL TERMS AND CONDITIONS:**

1. **INDEMNIFICATION:** MVROP and Gina Rivera agree to indemnify, defend, and save harmless the other local education agency's officers, agents, employees, and volunteers from any and all claims and losses accruing or resulting to any and all persons, firms, or corporations furnishing or supplying work, services, materials, or supplies in connection with the performance of this agreement and from any and all claims and licenses resulting to any person, firm, or corporation who may be injured or damaged by MVROP or Gina Rivera in the performance of this agreement.

2. **INSURANCE:** MVROP shall maintain general liability insurance, automobile coverage, and workers compensation coverage in such an amount as may be reasonably necessary to assure compliance with the Indemnification provision, herein above.

3. **NON-DISCRIMINATION:** No discrimination shall be made in the employment of persons under this agreement because of race, religion, sex, age, national origin, ancestry, political affiliations, disability, medical condition, marital status, or sexual orientation.

4. **SUCCESSORS AND ASSIGNS:** This agreement shall be binding on the administrators, successors, and assigns of the respective parties.

5. **FINGERPRINTING AND CRIMINAL RECORDS CHECK:** MVROP and Gina Rivera shall comply with the provisions of Education Code Section 45125.1 regarding the submission of employee fingerprints with the California Department of Justice and the completion of criminal background investigations of its employees.

6. **HEALTH EXAMINATIONS**: No person shall be initially allowed to interact with students unless he/she has placed on file with the appropriate local education agency a certificate from a licensed physician indicating that a tuberculosis examination has taken place in accordance with Education Code 49406.

7. **CHANGES OR ALTERATIONS**: No changes, alterations, or variations of any kind to this agreement are authorized without the written consent of both parties.

I. **COMMUNICATIONS:** Communications between the parties to this Agreement may be sent to the appropriate individual as outlined below.

Gina Rivera
Direct Support Professional Trainer
2939 Sorrento Way
Union City, CA 94587

Charles Brown
Superintendent
Mission Valley ROP
5019 Stevenson Boulevard
Fremont, CA 94538

J. **UNDERSTANDING AND ACCEPTANCE OF THE PARTIES:** This MOU constitutes the entire understanding of the parties. Signatures of Gina Rivera and the duly authorized MVROP representative below signify both an understanding and acceptance of the contract provisions.

K. DSP Trainer

Signature: _____

Print Name: GINA M. RIVERA

Title: DSP

Date Signed: 10/2/09

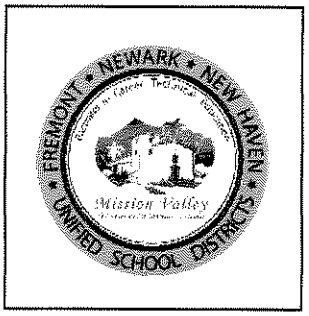
MVROP REPRESENTATIVE

Signature: _____

Print Name: Charles Brown

Title: Superintendent

Date Signed: 10/8/09



Employment Personnel

MISSION VALLEY REGIONAL OCCUPATIONAL CENTER/PROGRAM
GOVERNING COUNCIL

AGENDA ITEM

_____ Information

Date: October 22, 2009 ___X___ Action

Title: REPORT OF CERTIFICATED PERSONNEL ACTIONS

Background:

The Governing Council has delegated authority to the ROP staff to take certain actions on its behalf related to Certificated Personnel activities such as appointments, changes of status, resignations, requests for leaves, and retirements.

ROP staff are authorized to take personnel actions in the interest of operational necessity. Following those actions, staff reports to the Governing Council and recommends they approve prior actions.

Current Status:

A report of Certificated Personnel actions is submitted, recommending approval of prior actions taken by ROP staff.

Recommendation:

Approve Certificated Personnel recommendations for: *Employment, Resignation, Terminations.*

Shelley Adams	Certificated Personnel	Charles Brown
(510) 657-1865	Division	Superintendent

ECL 1

CONSENT ITEMS
MISSION VALLEY ROP

Certificated Personnel

Hourly

NAME	HOURS PER DAY	SUBJECT	EFFECTIVE DATE	OTHER
Steven Mendez	Varies	Law Enforcement	9/10/09	Shared Assignment

Resignation

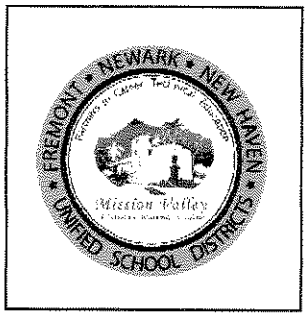
NAME	HOURS PER DAY	SUBJECT	EFFECTIVE DATE	OTHER
Roland Perez	7 hours	Transportation Technology	9/17/09	

Termination

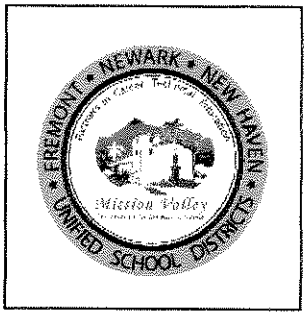
NAME	HOURS PER DAY	SUBJECT	EFFECTIVE DATE	OTHER
Faina Fraynt	12 hrs/week	CAD	6/18/09	

(con2oct0910)

End of Consent



Business and Finance



Business and Finance #1

X Information
_____ Action
_____ Presentation

MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM

BOARD OF EDUCATION

AGENDA ITEM

Business and Finance #1

Date of Board Meeting: **October 22, 2009**

TITLE: **Review Budget Modification Plan**

Background:

The budget act in February 2009 included two budget years (2008-09 and 2009-10). MVROP received a 15.4% midyear cut to 2008-09 revenues and an additional 4.5% cut to 2009-10 revenues. The cost of living adjustment was not funded in either year (a loss of 5.66% for 2008-09 and another 4.25% for 2009-10), and due to declining enrollment statewide, ROCPs had a negative adjustment of .63% in 2008-09. In addition to these tremendous cuts, ROCPs became part of the flexibility provisions in categorical program funding.

Superintendent's Council and MVROP Budget Committee have been working with Board, staff, and community members to identify potential budget modifications to address the loss in funding from the State of California. State budget situation is continually changing due to increasing state budget deficits and uncertain tax receipts. We expect there will be potential mid-year cuts again this year (2009-10).

Status:

Governing Council requested that staff develop budget contingencies to mitigate potential midyear cuts.

Recommendation:

Governing Council will review budget contingencies as potential solutions to align district expenditures with resources available.

Charles Brown	Business Services	Charles Brown
Staff Contact	Division	Superintendent, Mission Valley ROP

MISSION VALLEY ROP
CONTINGENCY PLAN FOR POTENTIAL 5% MIDYEAR CUT
BOARD MEETING OCTOBER 22, 2009

CONTINGENCY PLAN FOR POTENTIAL 5% MIDYEAR CUT		
2009-10 Estimated Revenues	7,134,201	
2009-10 Estimated 5% Midyear Cut to Revenues		(356,710)
Contingency Plan		
Use Reserves for Economic Uncertainties		(300,000)
Budget freeze on materials, supplies, travel & conference (15% reduction)		(66,000)
Reduce 2 Certificated FTE's (to implement in future year)		(150,000)
Reduce Work Year 2% for ALL EMPLOYEES (to implement in future year(s))		(110,000)
Total Potential Reductions		(626,000)

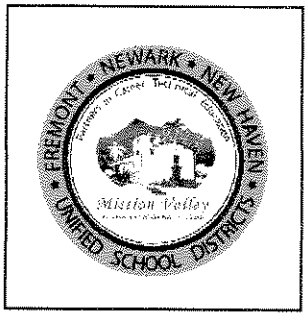
PREVIOUSLY APPROVED PLANS

2008-09	
Budget Freeze 07-08/Save unspent budget balances to increase reserves	(250,000)
Reduce 3 Certificated FTE's	(210,000)
Reduce Books & Supplies (50%)	(253,561)
Reduce Lottery Carryover to support Books & Supplies budget (25%)	(126,781)
Reduce Travel & Conference (50%)	(35,808)
Reduce Equipment Rentals, Repairs & Maintenance (20%)	(15,576)
Reduce Printing Services (20%)	(10,770)
Reduce Transportation (20%)	(34,165)
Reduce Postage/Mailing (10%)	(5,086)
Reduce RFEU from 14% to 8%	(290,725)
Total savings and reductions for 08-09	(1,232,472)
2009-10	
Reduce RFEU from 8% to 3%	(386,669)
Revenue: Fee-based classes 3.88 FTE	271,600
Transition 3.88 Cert FTE to Fee-based	(271,600)
Add 1 Certificated FTE for Biotech	96,000
Reduce Adult Programs 0.8 Cert FTE	(61,000)
Eliminate outgoing 2:45 PM buses	~~(24,000)~~ (restored)
Eliminate Cosmetology Program	(520,000)
Reduce Contracted Services .8 FTE	(78,604)
Use Lottery Reserves	100,332
Total 2009-10	(873,941)
2010-11	
Reduce Adult Programs 2.4 Cert FTE	(180,000)
5% cut to materials & supplies	(20,077)
Step & Column freeze	(144,250)
Benefits	(46,009)
Use Lottery Carryover Reserves	(183,710)
Use DSP Carryover Reserves	(84,643)
Total 2010-11	(658,689)

Amendments to Budget Plan Approved May 2009		
2009-10		
Defer 3.5% annual increase on Lease Agreement with FUSD	(7,969)	(recommend do not defer)
Estimate 10% savings on electricity (no evening classes)	(15,000)	
Reduce Other Services	(5,011)	
Support 4 2008-09 Juniors in Cosmetology Program 100%	8,887	
Support 21 2008-09 Seniors in Cosmetology Program 50%	20,506	
Reduce Cosmetology hourly rate 5%	(1,413)	
Balance	0	

Additional Cuts Proposed 6/23/09	
2009-10	
Restructure PR/Admin Position (including benefits)	(19,000)
Reduce Classified .75 FTE (including benefits)	(45,400)
Replace copiers	(14,000)
Reduce Printing Services	(20,000)
Reduce Newark & New Haven Admin Reimbrsmnt from 20% to 10%	(24,500)
Total 2009-10	(122,900)
2010-11	
Reduce Classified .5 FTE (including benefits)	(31,000)
2011-12	
Reduce 2 Certificated FTE's (including benefits)	(160,000)

Changes to 2009-10 Adopted Budget per Board Meeting 6/23/09	
2009-10	
Add back AA/PRA Restructure	19,000
Add back Custodian .25 FTE	15,000
Reduce Lottery Carryover (actual funds used to restore budget came from CalWORKS not being eliminated)	(34,000)
Total 2009-10	0



Board of Education #1

X Information

MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM
BOARD OF EDUCATION

AGENDA ITEM
Board of Education #1

Date of Board Meeting: **October 22, 2009**

TITLE: **Review Prop 1D Update**

Background:

Complete plans and specifications for all first round Prop 1D Projects have been approved by the Division of the State Architect (DSA) and are now pending approval by the California Department of Education (CDE) and the Office of Public School Construction (OPSC).

Current Status:

A project schedule has been developed for MVROP Projects 1 and 2.

Recommendation:

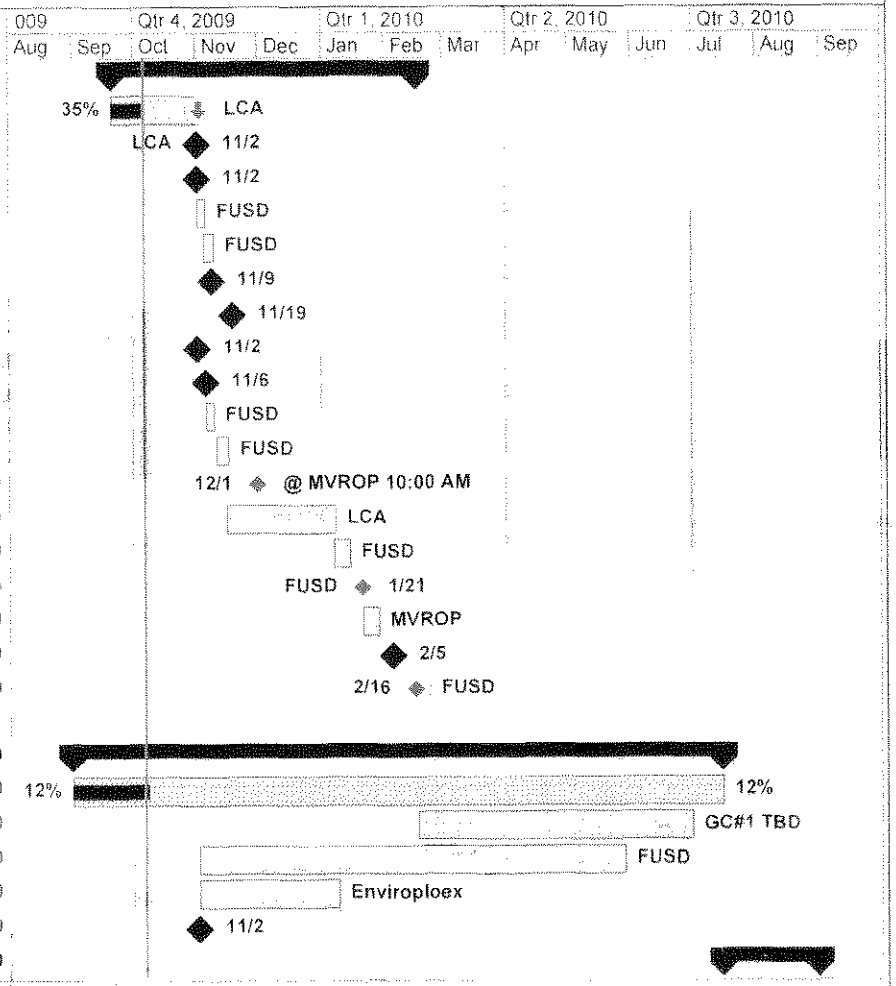
Governing Council will receive an update on Prop 1D Projects.

Charles Brown	Administration	Charles Brown
Staff Contact	Department	Superintendent, Mission Valley ROP

DRAFT

MVROP Project #1 & 2.

ID	Task Name	Duration	Start	Finish
1	**Bid Process**	**107 days?**	**Mon 9/21/09**	**Tue 2/16/10**
2	Addendum Clarification	31 days?	Mon 9/21/09	Mon 11/2/09
3	Plans & Specs to DO	1 day?	Mon 11/2/09	Mon 11/2/09
4	Prepare Notice to Bidders	1 day?	Mon 11/2/09	Mon 11/2/09
5	Review NTB	4 days?	Mon 11/2/09	Thu 11/5/09
6	Obtain Bid # PP#	3 days?	Thu 11/5/09	Mon 11/9/09
7	Advertisement #1	1 day?	Mon 11/9/09	Mon 11/9/09
8	Advertisement #2	1 day?	Thu 11/19/09	Thu 11/19/09
9	Prepare Bid Package	1 day?	Mon 11/2/09	Mon 11/2/09
10	Review Bid Package	1 day?	Fri 11/6/09	Fri 11/6/09
11	Send Out Plans & specs	2 days?	Fri 11/6/09	Mon 11/9/09
12	Plans Available	4 days?	Wed 11/11/09	Mon 11/16/09
13	Pre-Bid Confernence	1 day?	Tue 12/1/09	Tue 12/1/09
14	Days for Questions	39 days?	Mon 11/16/09	Thu 1/7/10
15	Last Addendum	6 days?	Thu 1/7/10	Thu 1/14/10
16	BID DATE	1 day?	Thu 1/21/10	Thu 1/21/10
17	Award Notice	6 days?	Thu 1/21/10	Thu 1/28/10
18	NTP board approvals	1 day?	Fri 2/5/10	Fri 2/5/10
19	Preconstruction Mtg	1 day?	Tue 2/16/10	Tue 2/16/10
20				
21	**Construction Schedule**	**228 days?**	**Tue 9/1/09**	**Thu 7/15/10**
22	Storage 9C	228 days?	Tue 9/1/09	Thu 7/15/10
23	All GC #1 Work	96 days?	Wed 2/17/10	Wed 6/30/10
24	Modular Bldg	150 days?	Mon 11/2/09	Fri 5/28/10
25	Factory Constr	50 days	Mon 11/2/09	Fri 1/8/10
26	ON site Constr/Assembly	0 days	Mon 11/2/09	Mon 11/2/09
27	**District Move in**	**33 days?**	**Fri 7/16/10**	**Tue 8/31/10**

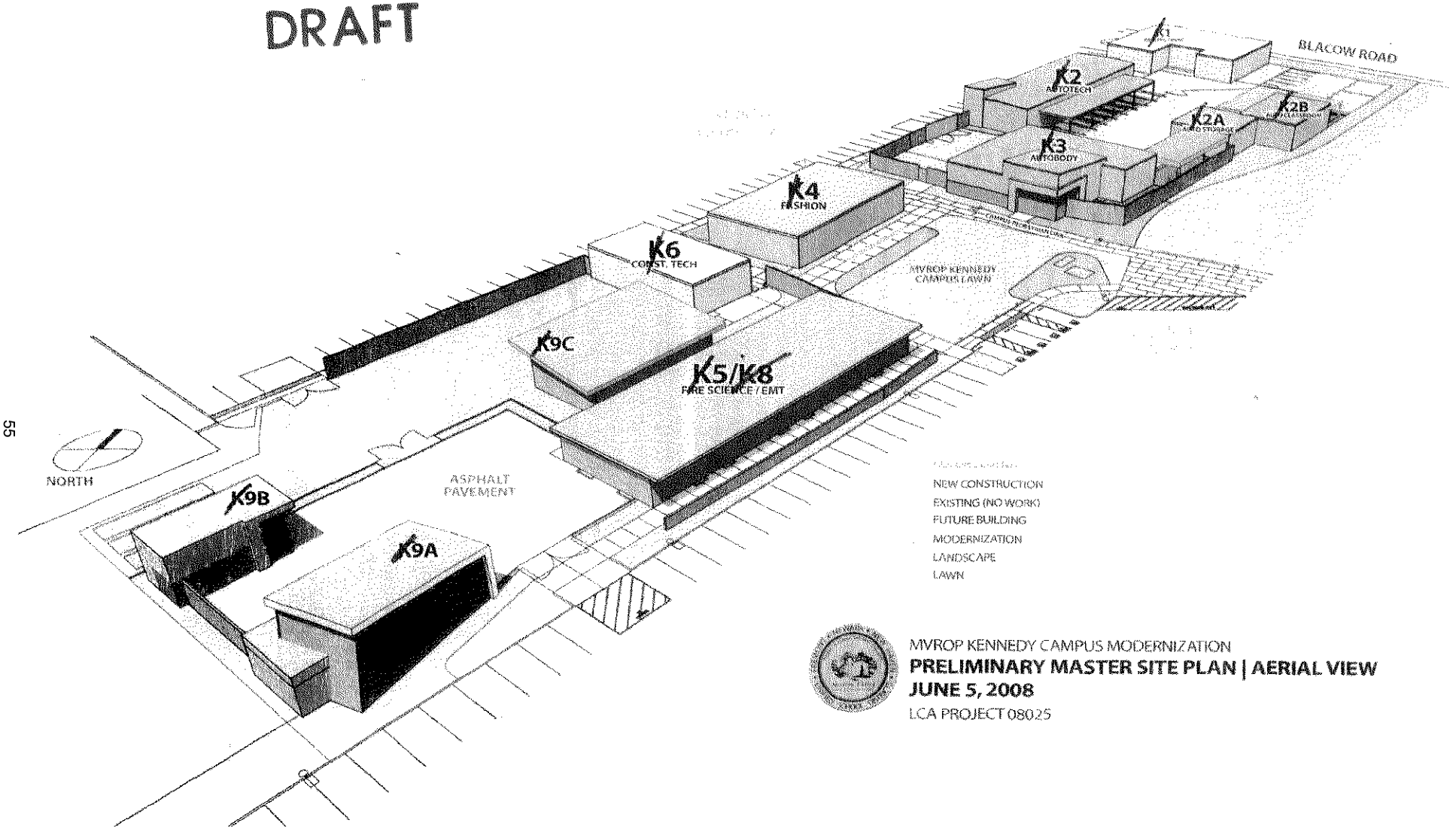


Project:
Date: Tue 10/6/09

Task
Split
Progress
Milestone
Summary
Project Summary
External Tasks
External Milestone
Deadline

Page 1

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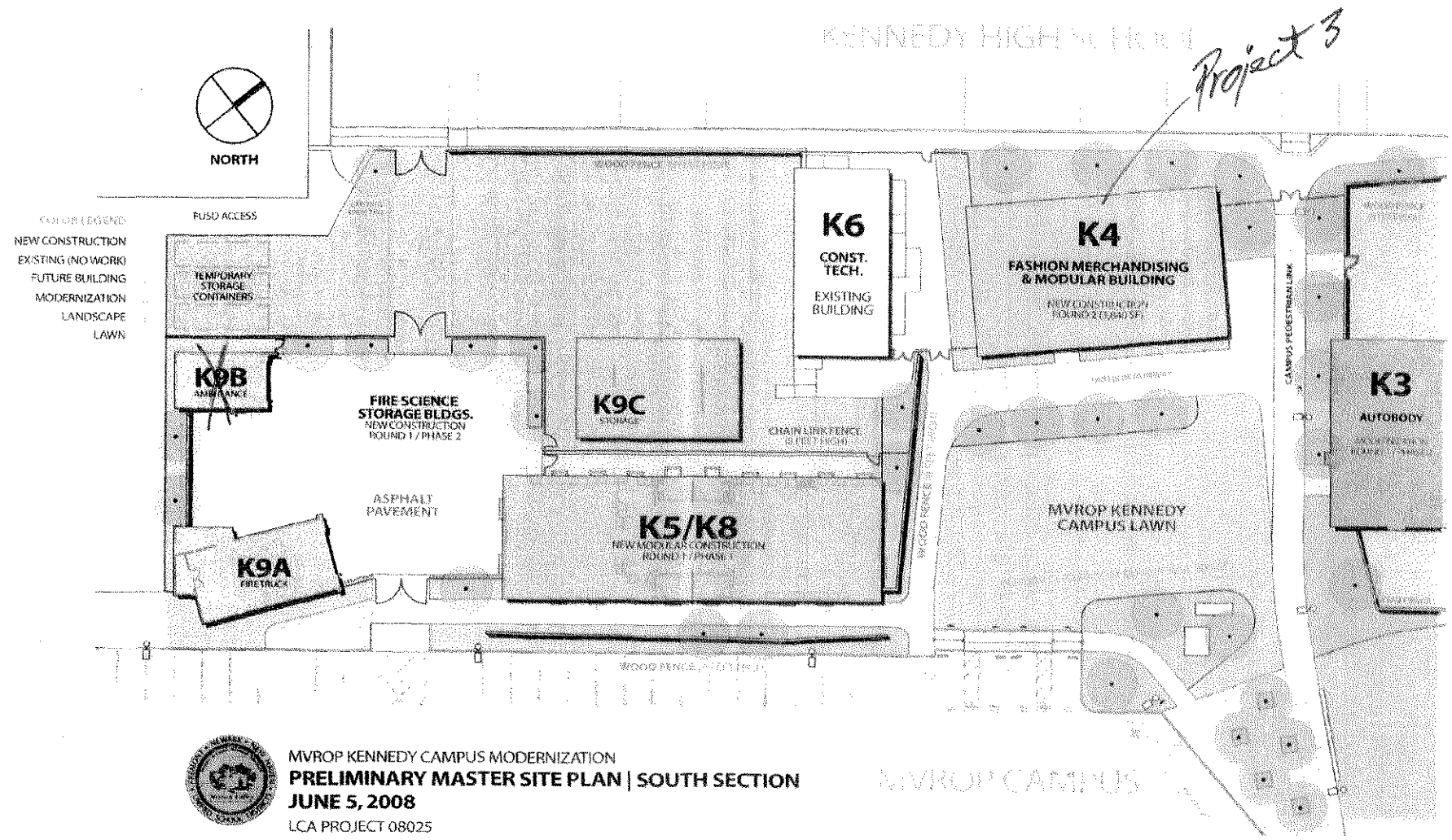
MVROP KENNEDY CAMPUS MODERNIZATION

PRELIMINARY MASTER SITE PLAN | AERIAL VIEW

JUNE 5, 2008

LCA PROJECT 08025

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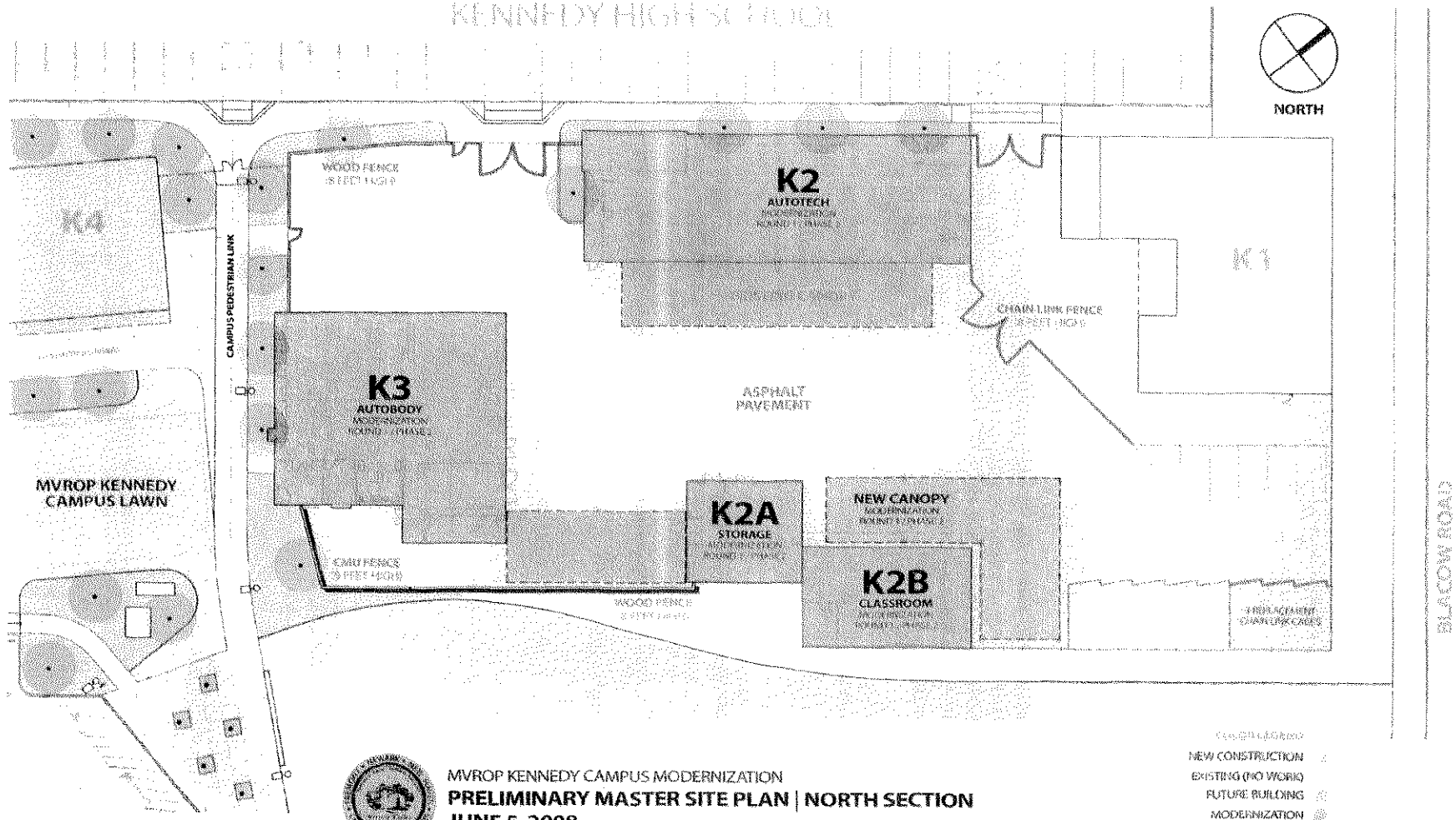
MVROP KENNEDY CAMPUS MODERNIZATION

PRELIMINARY MASTER SITE PLAN | SOUTH SECTION

JUNE 5, 2008

LCA PROJECT 08025

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MVROP KENNEDY CAMPUS MODERNIZATION

PRELIMINARY MASTER SITE PLAN | NORTH SECTION

JUNE 5, 2008

LCA PROJECT 08025

End of Board Packet