Mission Valley

Regional Occupational Center/Program



WASC REPORT

April 2010

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CHAPTER 1A COMMUNITY PROFILE SUMMARY

1. General Population

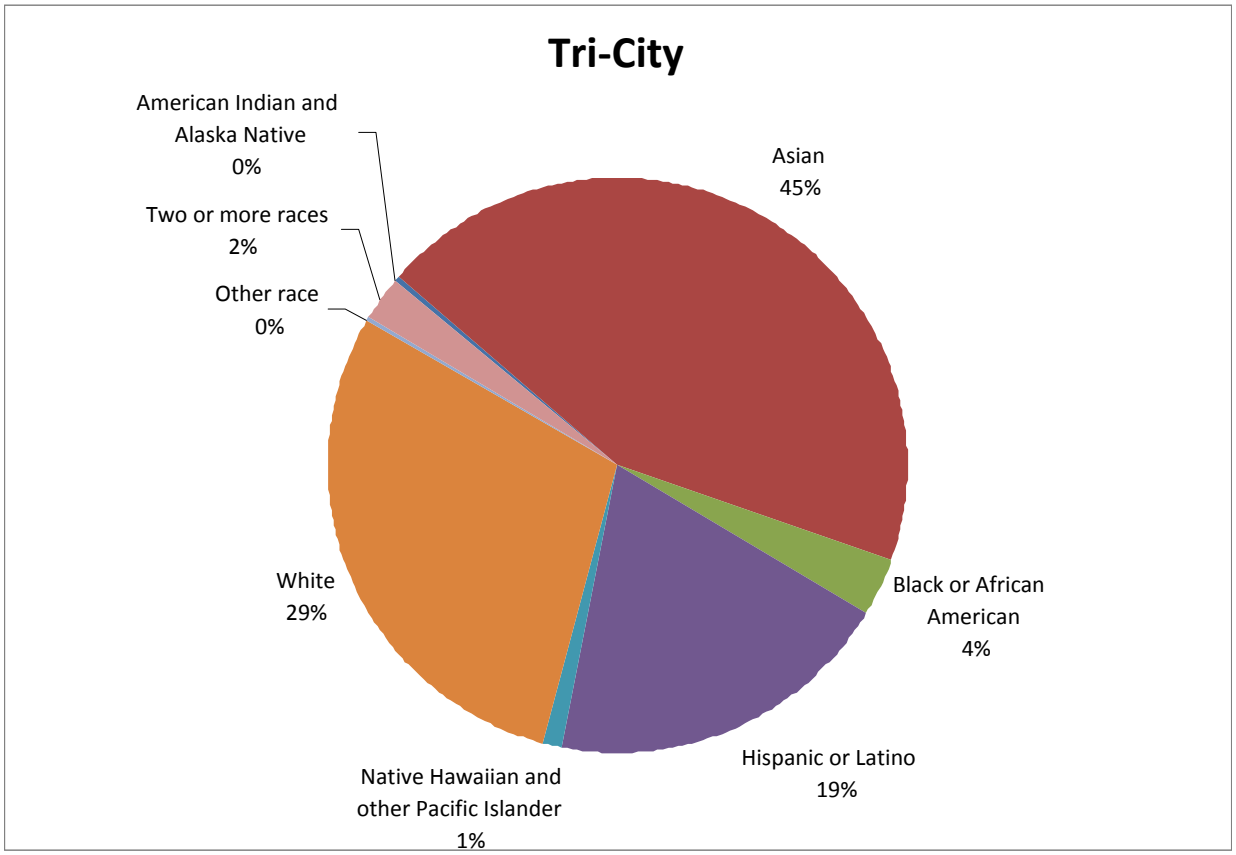
With a population of over 1.5 million, Alameda County is the seventh highest-populated county in California, according to the Employment Development Department.
Source: www.labormarketinfo.edd.ca.gov

Mission Valley Regional Occupational Program (MVROP) is a regionally occupational center/program (ROC/P) providing career technical education training within many of the 15 state recognized industry sectors. MVROP serves high school and adult students in three cities within Alameda County- Fremont, Newark, and Union City through a joint powers agreement (JPA). The total population for the Tri-Cities area is 319,328. The population and ethnicity for each of the three cities is listed below:

	Fremont		Newark		Union City (New Haven)		Total	
Population	208,455	65.3%	41,125	12.9%	69,748	21.8%	319,328	100.0%
Ethnicity								
American Indian and Alaska Native	692	0.3%	29	0.1%	18	0.0%	739	0.2%
Asian	96,044	46.1%	10,329	25.1%	33,763	48.4%	140,136	43.9%
Black or African American	6,012	2.9%	1,015	2.5%	4,195	6.0%	11,222	3.5%
Hispanic or Latino	32,108	15.4%	14,656	35.6%	15,225	21.8%	61,989	19.4%
Native Hawaiian and other Pacific Islander	2,097	1.0%	564	1.4%	510	0.7%	3,171	1.0%
White	65,566	31.5%	13,223	32.2%	14,489	20.8%	93,278	29.2%
Other race	725	0.3%	198	0.5%	134	0.2%	1,057	0.3%
Two or more		2.5%		2.7%		2.0%		2.4%

races	5,211		1,111		1,414		7,736	

*Source: 2007 ACS Estimates http.www.bayareacensus.ca.gov/cities/UnionCity.htm



2. Housing

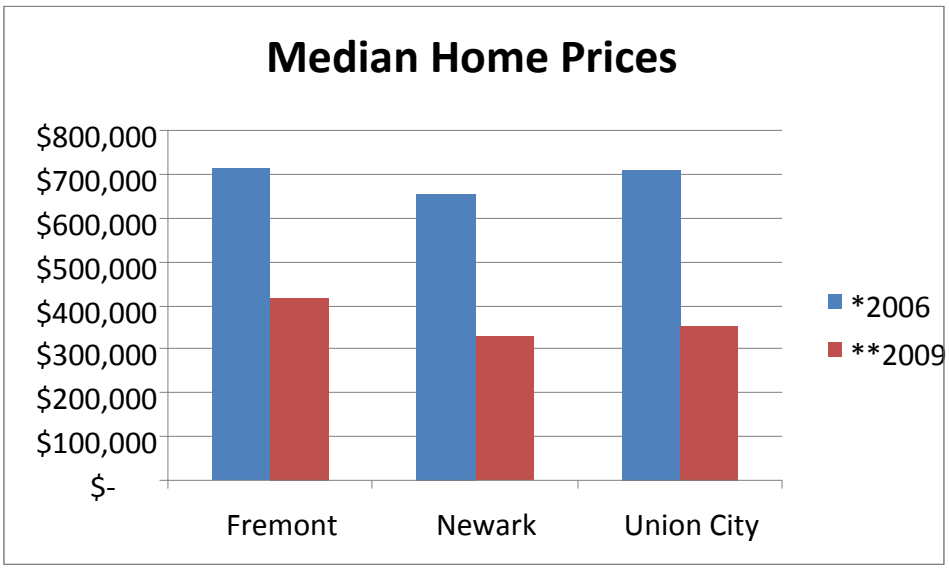
In 2009 the California Association of Realtors lists the median priced home for sale in the city of Fremont at $415,000 indicating a 42 percent decrease since 2006. There has also been a decrease of 50 percent in the median value of homes in Newark and Union City as indicated in the chart below. This decrease can be attributed to the historically high foreclosure rates that have plagued the Tri-Cities area. The high inventory of houses on the market has driven the prices down across the nation and is not expected to change until there is an improvement in the overall economy.

Tri-City Housing Data

City	*2006	**2009	Change	
Fremont	$ 715,000	$ 415,000	$(300,000)	-42%
Newark	$ 655,000	$ 330,000	$(325,000)	-50%
Union City	$ 708,000	$ 352,500	$(355,500)	-50%

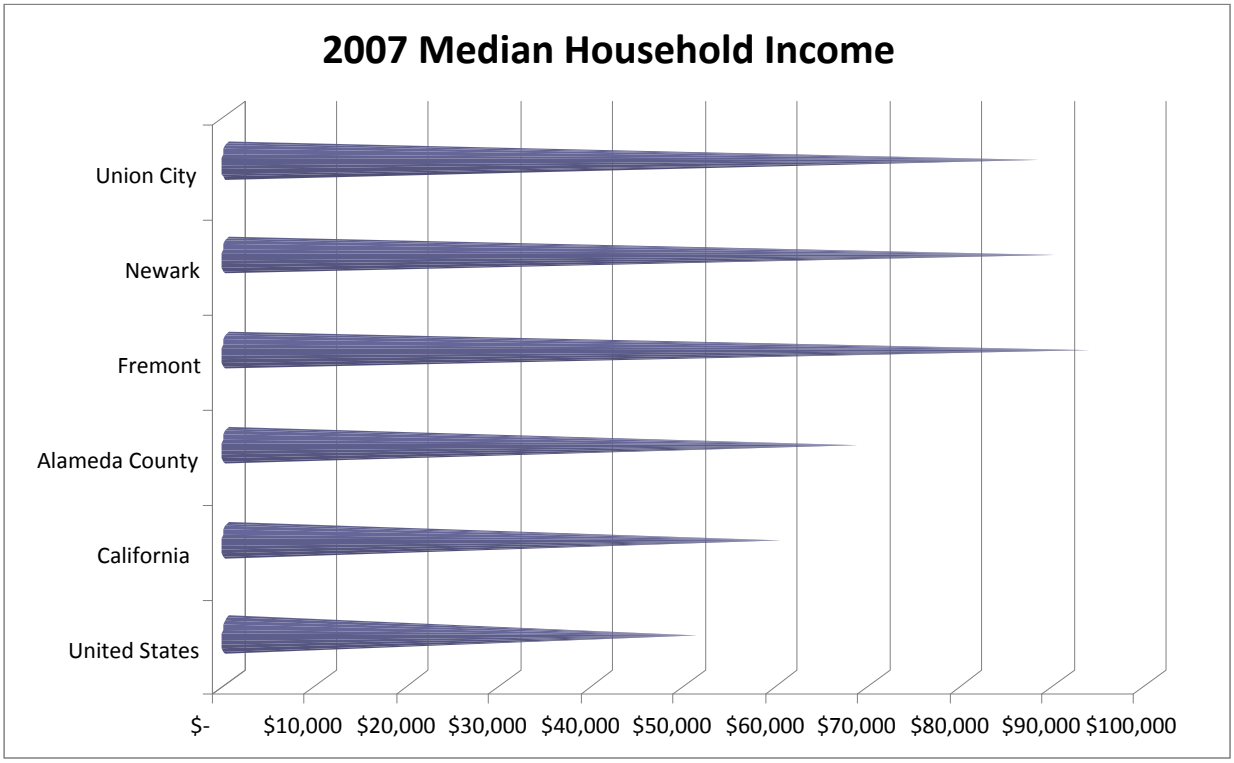
*Source: Bay East Association of Realtors, September, 2006, YTD housing figures

**Source: California Association of Realtors, January, 2009 YTD housing figures



The median household income was significantly higher in the Tri-Cities area compared with other areas in the country. Median household income for the United States was $50,740 and California was $59,928. In contrast the median household income for Fremont was $93,342, Newark was $89,617 and Union City was $87,891 as indicated in the chart below:

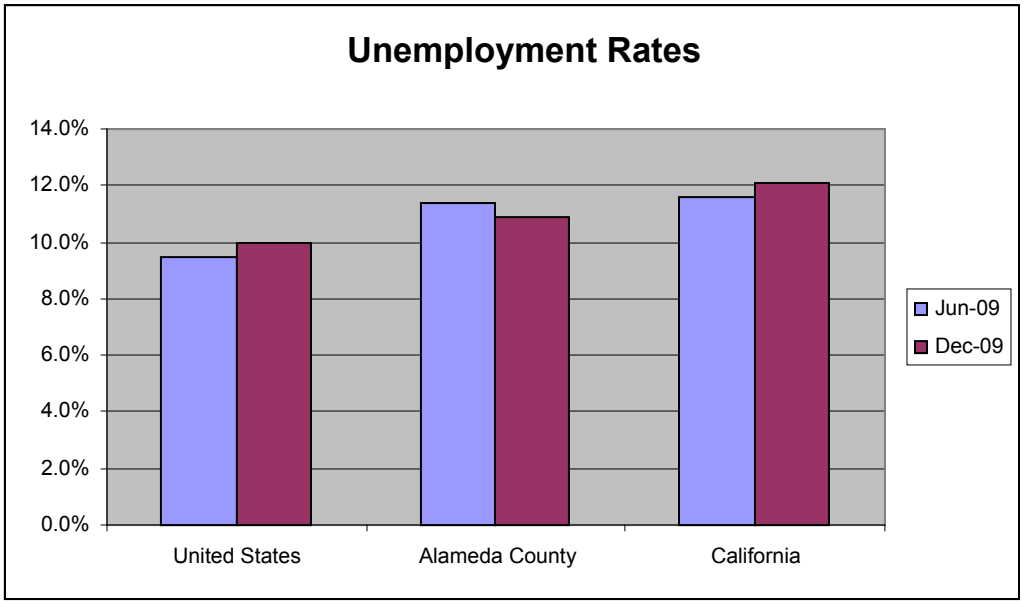
Source: U.S. Census data



3. Employment Trends

In June 2009, the unemployment rate in Alameda County was 11.4 percent and decreased to 10.9 percent by December 2009. The unemployment rate for California increased from 11.6 percent to 12.1 percent compared with the rest of the United States, which has a rate of 9.5%, which increased to 10.0 during the same period.

*Sources: California State Employment Development Department December 2009
U.S. Bureau of Labor Statistics December 2009



The proximity of the Tri-Cities area to Silicon Valley creates a substantial pool of highly educated and technically trained citizenry. Twenty-two percent of Alameda County's population is in the Tri-Cities area. More than two thirds of the population in the Tri-Cities area is 25 years of age or older and more than 40 percent of this population hold a bachelor's degree or higher. Occasionally economic downturns in the technology arena make the Tri-Cities area susceptible to regional economic slowdowns, but overall economic growth and prosperity is sustained.

Educational Attainment										
	Alameda County	**%**	**Fremont**	**%**	**Newark**	**%**	**Union City (New Haven)**	**%**	**Totals**	**%**
Population	1,454,159		208,455	14.3%	41,125	2.8%	69,748	4.8%	319,328	22.0%
Population 25 and over	974,141	67.0%	141,813	68.0%	27,528	66.9%	46,191	66.2%	215,532	67.5%
High School Graduate	209,630	21.5%	28,562	20.1%	6,518	23.7%	11,706	25.3%	46,786	21.7%
Bachelor's Degree	229,045	23.5%	38,867	27.4%	5,698	20.7%	11,700	25.3%	56,265	26.1%
Graduate or Professional Degree	152,262	15.6%	29,191	20.6%	2,073	7.5%	4,190	9.1%	35,454	16.4%

Areas of job growth for Alameda County and the Tri-Cities area continue to be in service-related fields. Projections for Alameda County from 2006-2012 from the Bureau of Labor Statistics show a greater increase in Marketing Sales and Service; Health, Science and Medical Technology, and Hospitality, Tourism, and Recreation industry sectors.

Alameda County Projections 2006-2012

Occupation Title	Job Openings	MVROP Related Industry Sector
Veterinary Technologists and Technicians	152	Agriculture & Natural Resources
Graphic Designers	137	Arts, Media, & Entertainment
Carpenters	286	Building Trades & Construction
Construction Laborers	188	Building Trades & Construction
Construction Managers	113	Building Trades & Construction
Child Care Workers	229	Education, Child Development & Family Services
Elementary School Teachers, Except Special Education	153	Education, Child Development & Family Services
Teacher Assistants	330	Education, Child Development & Family Services
Accountants and Auditors	285	Finance & Business
Bookkeeping, Accounting, and Auditing Clerks	342	Finance & Business
Office Clerks, General	183	Finance & Business
Secretaries, Except Legal, Medical, and Executive	357	Finance & Business
Fitness Trainers and Aerobics Instructors	316	Health Science & Medical Tech.
Licensed Practical and Licensed Vocational Nurses	129	Health Science & Medical Tech.
Medical Assistants	106	Health Science & Medical Tech.
Nursing Aides, Orderlies, and Attendants	182	Health Science & Medical Tech.
Personal and Home Care Aides	150	Health Science & Medical Tech.
Pharmacy Technicians	1,134	Health Science & Medical Tech.
Registered Nurses	250	Health Science & Medical Tech.
Combined Food Preparation and Serving Workers, Including Fast Food	535	Hospitality, Tourism, & Recreation
Cooks, Fast Food	273	Hospitality, Tourism, & Recreation
Cooks, Restaurant	231	Hospitality, Tourism, & Recreation
Computer Software Engineers, Applications	377	Information Technology
Computer Support Specialists	155	Information Technology
Computer Systems Analysts	176	Information Technology
Cashiers	1,239	Marketing Sales & Service
Customer Service Representatives	638	Marketing Sales & Service
Retail Salespersons	584	Marketing Sales & Service
Sales Managers	1,406	Marketing Sales & Service
Police and Sheriff Patrol Officers	122	Public Service
Security Guards	110	Public Service
Automotive Service Technicians and Mechanics	182	Transportation

Source: Bureau of Labor Statistics – August 2009

4. School/Business Partnerships

MVROP is involved in various business and community partnerships. We work closely with our three partnering unified school districts: Fremont (FUSD), New Haven (NHUSD) and Newark (NUSD) and local community colleges (Ohlone, Chabot/Los Positas, Mission, and Foothill). The state association, California Regional Occupation Centers and Programs (CAROCP), represents MVROP and the other 73 ROPs within the state of California in Sacramento. An MVROP classified employee is the president of our local Coastal chapter.

MVROP has excellent working relations with various community agencies in the Tri-Cities area. They include: Tri-Cities One Stop Career Center under the Employment Development Department, California Certifying Board for Medical Assisting, Fontaine Fire-American Heart Association for CPR instructor training, Fremont, Newark, and Union City Fire Departments, San Francisco Paramedic Association, Union City Police Department, Fremont and Newark Chambers of Commerce, Fremont Rotary and Soroptomist International.

Each program offered by MVROP is responsible for developing, maintaining, and expanding an active advisory committee made up of business industry professionals. A list of advisory members is included in the appendix.

MVROP offers program certification in the following areas: Automotive Service Excellence/ National Automotive Technicians Education Foundation (ASE/NATEF), Certified Nursing Assistant (CNA), National Healthcare Association (NHA), Apple Final Cut Pro 7, Cisco Certified Entry-Level Network Technician (CCNA), Comp TIA (A+).

MVROP programs include courses that offer internship opportunities through Community Classroom (CC) unpaid training and Cooperative Vocational Education (CVE) paid student training, as an extension of the classroom instruction. Each career program coordinates field site agreements with various businesses that support student training. Listings of the current sites may be found with each instructor's records. Some examples of ongoing field sites are included in the appendix.

5. Governance

MVROP operates as a Joint Powers Agreement (JPA) with Fremont, Newark and New Haven Unified School Districts. A volunteer representative and alternate of each school district board is a member of MVROP's three-member Governing Council. Our administrations work together to provide students in the participating districts the highest quality career technical education at their school campus or on the MVROP campus.

6. Infrastructure

MVROP has been in existence for 40 years. The MVROP Career Technical Training Center opened in fall 2007 and is located in the heart of Fremont on the corner of Stevenson and Blacow. Previously we were located at 40230 Laiolo Road, a Fremont residential area. The two-story building consists of 17 classrooms (including two state-of-the-art science labs and six

cutting-edge computer labs), 14 offices, a Board Room, Student Services Center, and Staff and Student Lounges. The MVROP center also includes seven modular buildings located on Kennedy High School property (Blacow Road) adjacent to the main campus.

MVROP applied for and received Proposition 1D facilities grants in 2007 and 2008 to modernize the Transportation Technology buildings and with the support of Fremont Unified School District build new structures for the Public Service programs located on the Kennedy High School campus.

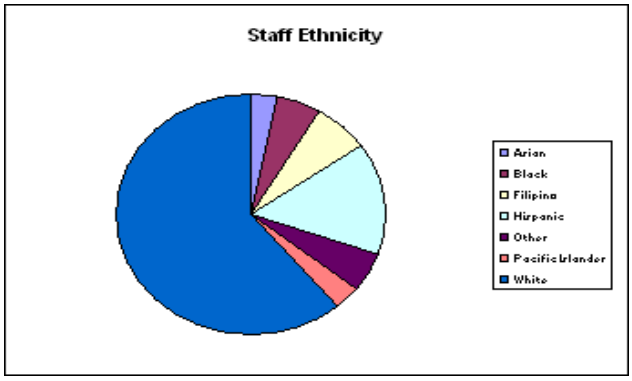
MVROP offered 183 career technical education (CTE) sections at 11 sites including Fremont Beauty College for the 2008-09 school year. These include: American High School, Bridgepoint High School, Conley-Caraballo High School, Irvington High School, James Logan High School, Kennedy High School, Mission San Jose High School, Newark Memorial High School, Robertson High School, and Washington High School (see maps in appendix). Budget reductions have meant a decline in program offerings for the 2009-10 school year. Currently we are offering 162 sections at 9 sites for a total reduction of 11.5 percent compared with last year.

7. Staff Composition and Qualifications

Some staff changes occur each school year due to retirement, promotion, or separation. Pursuant to Ed Code 44910, all certificated instructors are temporary employees. Our current MVROP staff is composed of 39 certificated teachers of which 27 are full-time and 12 are part-time employees. Additionally, the instructional staff includes 17 teachers employed by various district offices. All MVROP and MVROP district-funded teachers possess a designated subjects career technical education credential in the appropriate industry sector. Career technical instructors have a varied number of years of educational training in addition to industry work experience in the field in which they teach. Instructors complete a Level 1 and Level 2 credentialing program for the state through a Local Education Agency (LEA). MVROP employs 14 full-time and 3 part-time classified staff members that 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 function of our organization. Since December 2009, one full-time classified staff member has retired bringing the total number of classified staff down to 16. That position has not been filled due to ongoing budget reductions.

Additionally, MVROP's management staff includes three classified and four certificated administrators. Qualifications for these positions have been determined and approved by the Governing Council. There are a total of 62 MVROP staff members; 19 hold a bachelor's degree, 10 hold a master's degree and 1 holds a doctorate degree. Overall the organization employs 32 males (52%) and 30 females (48%). Between 2006-07 and 2008-09, MVROP certificated FTEs has decreased 22.7 percent and District certificated FTE has increased 50 percent. For the 2009-10 school year, there has been an additional decrease of 1.5 percent for MVROP certificated FTEs and a decrease 17.2 percent for District certificated FTEs.

Staff Ethnicity	
Asian	3
Black	4
Filipino	4
Hispanic	10
Other	3
Pacific Islander	2
White	36



8. Professional Development

Even with budget difficulties and busy school schedules, MVROP provides opportunities for professional development. The instructional calendar of 184 days includes 2 days of mandatory staff development each school year. Additionally, funds are allocated within each program's instructional budget to enable teachers to fund their professional development activities. All instructors are encouraged to attend at least one workshop each year to stay current with market trends and changes in industry. Staff development funds and Perkins funds are used to support various trainings and workshops. For example, twenty-six staff members completed English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) training offered through California State University-Stanislaus in the fall of 2007. Technical training to include how to effectively utilize the MVROP website as a tool for classroom management and administrative organization was conducted in the spring of 2009 for 17 staff members as well as training on instructional strategies to enhance student achievement for creating resumes and portfolios. CPR instructor training and recertification is offered for the Health and Medical Technology teachers to enable these teachers to CPR certify their students in anticipation of internship opportunities. Sexual harassment and child abuse mandated reporting training was conducted in the fall of 2009 for all staff. Professional staff development surveys are conducted on a yearly basis to generate ideas and meet the expressed needs of our professional staff resulting in planning time for clusters during staff development days (see appendix). Professional educators should model expectations leading to increased student outcomes; therefore, MVROP offers salary advancement credit for teachers to encourage expanded knowledge and skills enhancement within their subject area.

For newly hired staff, MVROP offers New Teacher Training Workshops conducted by the Instructional Team and veteran teachers that begins in the summer and continues on a bi-monthly basis. Additionally, mentor teachers are assigned to provide assistance/coaching throughout the year. On February 12, 2010, Mission Valley ROP was confirmed to receive $24,950 in certificated salary and benefits to act as a pilot location for the CTE Teach, New Teacher Training Program offered in partnership by Colton Redlands Yucaipa Regional Occupational Program (CRY-ROP), California Department of Education (CDE) and the governor's Career Technical Education Initiative. The program is designed to support the unique needs of new CTE teachers transitioning from industry to the classroom.

9. External Political/Economic Influences

MVROP is heavily influenced by several factors. The current state budget crisis creates uncertainty for our budgeting process. The threat of mid-year cuts and proposals to drastically cut categorical programs significantly effects short- and long-term decision making for ROP program planning. Additionally, beginning with the 2008-2009 fiscal year California legislatures established a tiered approach to identify potential K-14 reductions. Starting with tier 1, the legislature worked its way through the tiers until it reached the desired amount of K-14 reductions to achieve a budget solution with ROPs being in tier 3. From 2006-07 to 2008-09, MVROP experienced a budget reduction of 22 percent. This is based on 2008-09 cuts: no COLA, which was 5.66 percent, negative growth of .55 percent and midyear cuts of 15.4 percent. From 2008-09 to 2009-10, MVROP experienced a further budget reduction of 4.46 percent, an unfunded COLA of 4.25 percent, and negative growth of .63 percent for a total of 9.34 percent. Therefore from 2006-07 to 2009-10, MVROP has received an overall budget reduction of almost 32 percent.

Although SB 1197 provided for direct funding of ROCP JPAs by their County Office of Education, the passage of SBX3_4 had a significant impact on ROPs. This bill placed categorical programs, such as ROPs in Tier 3 flexibility thereby allowing school districts to "sweep" fund reserve balances for 2008-09 and 2009-10 school years. It also allowed them to use categorical funds for unrestricted purposes. Although our partnering school districts did not flow through federal stabilization dollars to backfill reductions, they have elected not to "sweep" our fund reserve balances so that we may continue to serve the largest number of students possible and offer quality programs. Each year of flexibility through 2012-2013 we must remain vigilant in communicating our value to students and the districts. Our economic viability is contingent upon maintaining a solid working relationship with our three partner districts.

Another significant factor was AB 2448, which went into effect in January 2007 calling for a major shift in student population from adult to high school students. The most significant impact for California ROCPs is the requirement to serve no more than 10 percent of state-funded average daily attendance (ADA) for adult students by 2013-14 for high adult student population participating ROPs such as MVROP. MVROPs adult population in January 2007 was 44 percent. With the high rate of unemployment in Alameda County, this law has limited the options for adults to find training to upgrade their skills. Tier 3 flexibility has meant a brief moratorium on this requirement because the tier 3 approach has resulted in a suspension of ADA generation for categorical programs until 2013-14. Unfortunately, drastic budget reductions have necessitated the elimination, reduction, or transition to fee basis for many of our adult programs.

Policies set by outside organizations directly influence MVROP, such as: the Alameda County Office of Education and California state legislature (example: budgets), California Department of Education, and our school districts (example: facilities, calendars, block schedules, transportation, and students served). Fremont Unified School District (FUSD) conducted a survey in January 2010 to gather community stakeholder input as to whether FUSD high schools should start classes later than they currently offered. Changes to the current schedule could have

a great impact on the number of students that would be able to attend first and second period classes at the ROP Center. Less enrollment of Center classes can negatively impact our ability to offer a variety of quality programs and keep teachers employed full time.

10. Finances

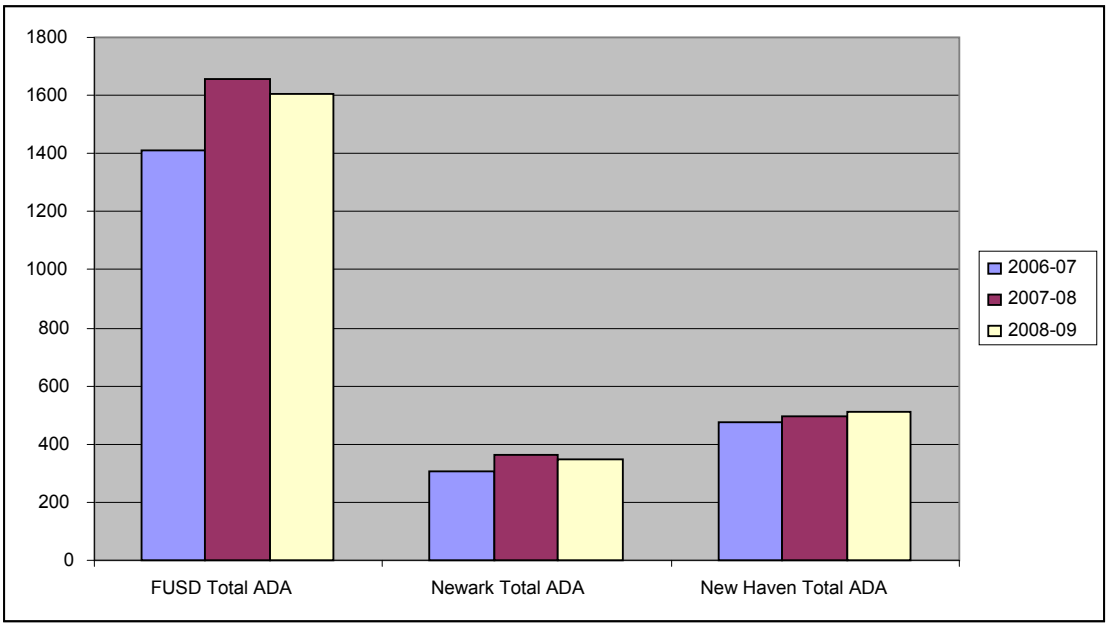
Average daily attendance (ADA) is the method by which ROPs are funded. For the 2008-09 school year, MVROP had a base revenue limit of $3,469.85 per unit of ADA compared with a base revenue limit of $3,467.85 in 2007-08 and $3,311.18 in 2006-07. ADA cap for the 2008-09 school year was 2156.83, for 2007-08 it was 2124.65 and for 2006-07 it was 2115.56. One unit of ADA is equivalent to 525 hours of instruction. Funds for total revenue were calculated by taking the base revenue limit times the cap. The chart below identifies a three-year history of district ADA and the total revenue that was generated for each year. Each year MVROP has exceeded cap due to the high demand for and enrollment in CTE programs in the Tri-Cities area. However the elimination of ADA generation until 2013-14 and the drastic reduction of 32% in revenue allocation by the state in the form of a cash grant based upon 2007-08 base revenue levels will result in planning for moderate CTE program offerings.

ADA by District

School District	2006-07	%	2007-08	%	2008-09	%
FUSD						
High School ADA	850.98		1078.65		1152.45	
CalWorks ADA	24.09		9.38		17.10	
Reg. Adult ADA	534.73		566.83		436.23	
Total ADA	1409.81	64%	1654.86	66%	1605.77	65%
Newark						
High School ADA	101.75		164.69		195.69	
CalWorks ADA	7.06		2.66		2.80	
Reg. Adult ADA	195.58		198.24		149.45	
Total ADA	304.38	14%	365.58	14%	347.95	14%
New Haven						
High School ADA	295.70		322.55		364.57	
CalWorks ADA	8.95		5.05		1.41	
Reg. Adult ADA	171.66		169.52		143.68	
Total ADA	476.32	22%	497.12	20%	509.66	21%
TOTAL ADA	**2190.51**	**100%**	**2517.56**	**100%**	**2463.38**	**100%**
Total Revenue	**$7,005,000**		**$7,367,968**		**$7,483,877**	

(Fremont Unified, Newark Unified, New Haven Unified School District Reports)

Total District ADA 2006-2009



Major funding sources include state-funded average daily attendance or base revenue limits from 2007-08 levels, lottery, Direct Support Professional (DSP) training program – contract education program with the California Department of Education (CDE), and ever decreasing federal Perkins dollars for special adult populations served. One-time funds include property tax and staff development funds.

Meeting the AB 2448 mandate and reducing expenditures in light of budget reductions requires MVROP to transition many of our adult programs from average daily attendance to fee-based classes. These include: EKG Technician, Medical Assisting, Certified Nursing Assistant, and Pharmacy Technician. Emergency Medical Technician is also conducted on a fee basis partnering with the San Francisco Paramedic Association.

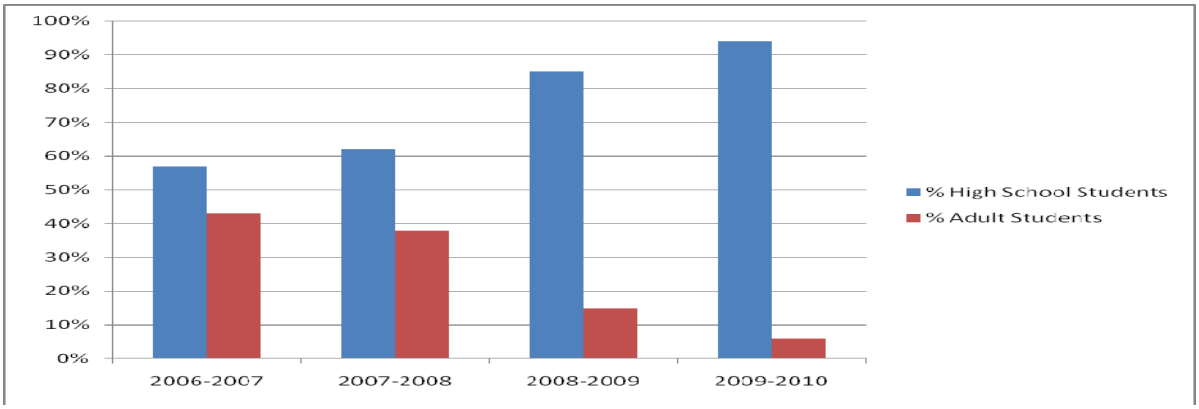
CHAPTER 1B STUDENT PROFILE SUMMARY

1. STUDENT INDICATORS

Mission Valley Regional Occupational Program (MVROP) does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in its educational programs, activities, or employment practices. MVROP classes are open to all high school and adult students. Adult students take classes on a quarterly basis. High School students complete semester long terms for a year long duration.

High School students from three school districts are served in the Tri-Cities area; Fremont Unified School District (FUSD), New Haven Unified School District (NHUSD), and Newark Unified School District (NUSD). Comparing enrollment from 2006-2007 to fall 2009-2010, there has been a decline in the total number of students, as well as, the percentage of adult students. The total enrollment in 2006-2007 was 5,934, with approximately 57% high school and 43% adult students. The total enrollment in 2007-2008 was 7,168, with approximately 62% high school and 38% adult students. The total enrollment in 2008-2009 was 6,711, with approximately 85% high school and 15% adult students. Preliminary enrollment data for 2009-2010 shows a significant decrease in the total number of enrolled students to 4,681 with 94% high school and 6% adult students. This decrease is attributable to the following: suspension of 3 MVROP Center programs (Fashion Merchandising, Interior Design and Automotive Technology) due to Proposition 1D construction projects currently underway and set to be completed by July 2010; elimination of adult program offerings such as Computer Assisted Drafting (CAD), Heating, Ventilation, Air Conditioning (HVAC), Cosmetology, Welding, Forensic Science and Biotechnology; reduction of sections in adult program offerings for Industrial Trade Programs, reduction in enrollment for adult Medical Heath Programs which transitioned to cost recovery basis beginning in 2008-2009, reduction in part time or duplicative high school site offerings. A shift of student population from 2006-2007 through 2009-2010 is reflected in the following charts:

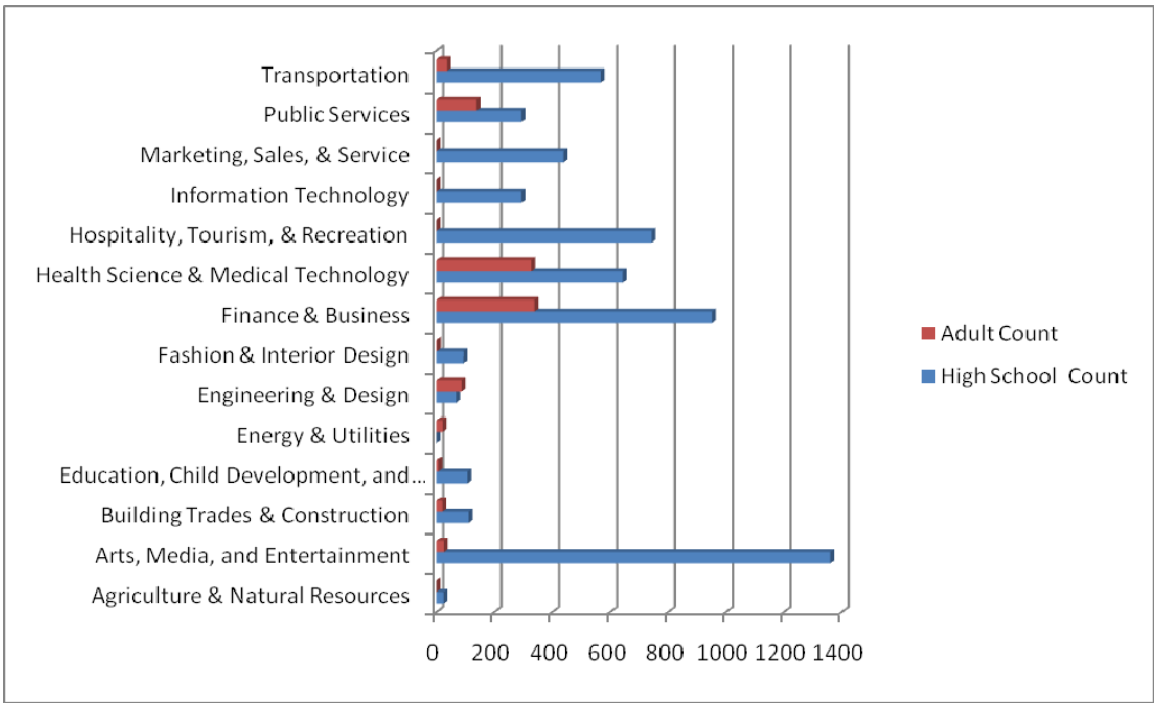
Student Enrollment			
School year	Total Students	% High School Students	% Adult Students
2006-2007	5,934	57%	43%
2007-2008	7,168	62%	38%
2008-2009	6,711	85%	15%
2009-2010	4,681	94%	6%



Integral to this shift is MVROP's plan to meet the AB 2448 mandate requiring that ROP's serve no more than 10% of state funded Average Daily Attendance (ADA) by the 2013-2014 school year for high adult population Regional Occupational Programs (ROPs). Therefore MVROP aggressively sought to serve more high school students by offering more high school site and ROP Center classes and conversely reducing the number of adult sections offered. Areas of job growth for Alameda County and the Tri-Cities area continue to be in service-related fields. Projections for Alameda County (2006-2012) from the Bureau of Labor Statistics show a greater increase in Marketing Sales and Service; Health, Science and Medial Technology, and Hospitality, Tourism, and Recreation industry sectors.

The overall program selection pattern in the 2008-2009 school year for high school and adult students by industry sector is listed below:

Industry Sector	High School Count	Percent	Adult Count	Percent
Agriculture & Natural Resources	25	0.4%	0	0.0%
Arts, Media, and Entertainment	1361	23.9%	26	2.6%
Building Trades & Construction	112	2.0%	21	2.1%
Education, Child Development, and Family Services	108	1.9%	7	0.7%
Energy & Utilities	0	0.0%	22	2.1%
Engineering & Design	68	1.2%	87	8.6%
Fashion & Interior Design	94	1.7%	2	0.2%
Finance & Business	952	16.7%	339	33.7%
Health Science & Medical Technology	644	11.3%	328	32.5%
Hospitality, Tourism, & Recreation	744	13.0%	0	0.0%
Information Technology	294	5.2%	0	0.0%
Marketing, Sales, & Service	440	7.7%	0	0.0%
Public Services	294	5.1%	139	13.8%
Transportation	568	10.0%	37	3.6%
Total	5704	100%	1007	100%



Source: ASAP Report 1.22c

The greatest enrollment for high school students participating in MVROP programs is within the following industry sectors: Arts, Media, and Entertainment, Finance and Business, Health Science and Medical Technology, and Hospitality, Tourism, and Recreation. The greatest enrollment for adult students participating in MVROP programs is within the following industry sectors: Finance and Business, Health Science and Medical Technology, Public Services, and Engineering and Design. It is important to note that unprecedented budget cuts of 32% resulted in the reduction of several adult classes within the following industry sectors: Finance and Business, Public Services and Engineering and Design. Adult program offerings within the Health Science and Medical sector transitioned to cost recovery basis beginning with the 2008-2009 school year.

MVROP holds an annual Educator's Brunch in February to feature upcoming programs prior to high school enrollment in the spring. During the fall and winter each District high school site administrative team meets with the MVROP Coordinator and Director of Educational Services to plan course offerings that meet the needs of each school's student body.

High school students were surveyed on-line (see appendix) in June 2009 at the completion of their course. 67% of students chose the class because of personal interest and 25% from friend's recommendation. 45% of students felt their ROP course was helpful in planning their future career goals.

Mobility:
High school students may enroll in ROP classes that are on other high school campuses with the permission of the high school site administration and MVROP administration. Bus transportation is currently provided for approximately 270 riders this year. Other students may choose to drive their own vehicle. Kennedy High School students walk from their home school to MVROP Center classes using walkways designed specifically for their use to the new Career Technical Training Center. The MVROP main campus currently has an average of 350 vehicles parking in the lot each day.



Forensic Science Students



Culinary Arts Students

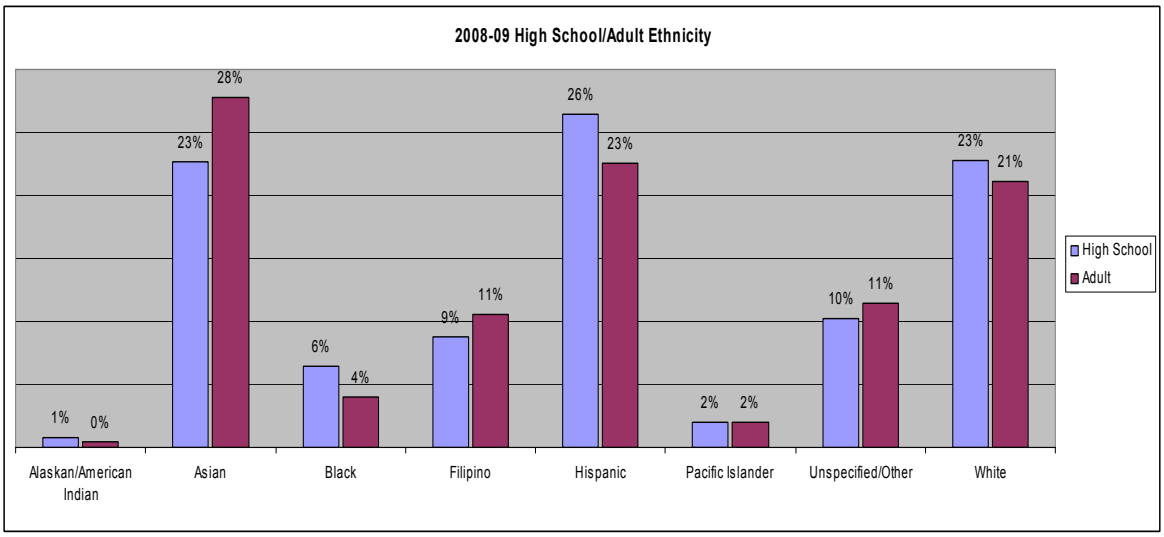
Ethnicity of Students
The ethnicity of our students has changed since 2006-2007 with significant increases in the Asian, Hispanic, and White population. The overall high school population has increased by 53.4% since 2006-2007. A growing number of students have elected to report their ethnicity. The adult population has declined 26% (61% to 35%) in the past three years due to the AB 2448 mandate and the need to substantially increase fees to cover costs associated with adult programs. Eighty-seven percent (87%) of adult students surveyed in June 2009 enroll seeking to improve communication and technical skills to better prepare them to enter the job market.

High School students from three school districts are served in the Tri-Cities area; Fremont Unified School District (FUSD), New Haven Unified School District (NHUSD), and Newark Unified School District (NUSD). The enrollment in 2008-2009 total numbers of students was 6,711, approximately 85 percent were high school and approximately 15 percent were adult. Compared to our enrollment in 2006-07, 61 percent of MVROP students were high school and 39 percent were adults and in 2007-08, 65 percent of the MVROP students were high school and 35 percent were adults.

2008-09 All Student Ethnicity by Gender

2008-09	Male	Female	High School	High School	Adult	Adult
Alaskan/American Indian	23	19	42	1%	5	0%
Asian	764	527	1291	23%	279	28%
Black	199	168	367	6%	40	4%
Filipino	293	208	501	9%	106	11%
Hispanic	831	679	1510	26%	228	23%
Pacific Islander	55	60	115	2%	20	2%
Unspecified/Other	356	225	581	10%	116	12%
White	728	569	1297	23%	213	21%
TOTAL	3249	2455	5704	100%	1007	100%

Source: ASAP Report 4.2a



2. DATA ON HIGH SCHOOL PERFORMANCE

API Scores

The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score or placement on the API is an indicator of a school's performance level. The interim statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward that goal. All three partnering school districts exceed the State overall average. Scores remained fairly consistent for the Fremont and New Haven Unified School Districts from the 2006-2007 to 2007-2008 school years. Significant increases were apparent for all three participating school districts from 2007-2008 to 2008-2009. It is interesting to note that all three partnering school districts experienced a change in leadership at the Superintendent level during the 2008-2009

school year. Academic Performance Index (API) Scores from CDE Dataquest for each of the three districts is listed below:

School District	Average API		
	2006-07	2007-08	2008-2009
Fremont USD (FUSD)	839	836	849
New Haven USD (NHUSD)	756	754	768
Newark USD (NUSD)	727	739	753
State Overall Average	683	689	702

Source: CDE Dataquest

Fremont Unified School District API Scores

According to FUSD Superintendent Milt Werner in his report to the Board of Education, September 30, 2009: "Fremont Unified is ranked as a high performing district in California since the entire district Academic Performance Index (API) score has been above 800. This past year, our district score increased 12 points, from 849 to 861. Six FUSD schools scored in the top 100 out of approximately 10,000 schools state wide. 88% of our schools increased their API in 2008-2009 with 12 schools scoring above 900 and 20 schools scoring above 800."

"We are extremely proud of our teachers, our support staff, our administrators and our parents who make it possible for our students to continually excel at very high levels. The Board of Trustees must also be commended for their commitment to and focus on policies and programs that keep the vision and the mission of FUSD moving forward."

Fremont's impressive 13 percentage point increase between 2007-2008 and 2008-2009 school years is attributable in part to its commitment to closing the achievement gap for minorities and English Learners (EL). Working with such agencies as Pivot Learning Partners, the district is committed to achievement, inquiry and equity for all students as they prepare them for college. In line with Fremont's commitment to close the achievement gap, the school recently submitted a Memorandum of Understanding (MOU) to the California Department of Education to apply for a Race To The Top (RTT) grant, one time federal funds to be disbursed over 4 years. If awarded, the grant, normally for low performing schools, would provide the opportunity to enhance standards and assessments, improve data systems, and improve teacher instruction and principal effectiveness based on performance. The district would use the allocation to fund professional development and collaboration opportunities such as the Project Lead The Way (PLTW) Pathway to Engineering program. PLTW introduces and prepares middle school and high school students for STEM (Science, Technology, Engineering and Mathematics) curricular areas using applicable hands-on, contextual, project-based learning strategies.

New Haven Unified School District API Scores

The increase in API scores can be attributed to several factors, including a greater emphasis on literacy. According to NHUSD Superintendent Kari McVeigh: "Across the District, our scores are more evidence that we're doing the right work by focusing on literacy," she said. "Our teachers are excited about the work, our administrators and classified employees are providing excellent support, parents are engaged, and our students, obviously, are working very hard."

Another contributing factor is that the district has intensified its focus on teaching and learning. Part of the improvement is a reflection of the new instructional initiatives that are part of the NHUSD Strategic Plan, and an emphasis on incorporating frequent assessments into language arts

and math and on mastering standards-based curriculum. The district is also starting to see the benefits that Small Learning Communities (SLCs) offer in terms of collaboration and the chance for teachers to share strategies and problem-solve together.
Source: NHUSD Board Meeting minutes 10/20/2009

Newark Unified School District API Scores
NUSD Superintendent Kevin E. Harrigan cites moving the district out of Program Improvement (PI) status as his greatest accomplishment as a district leader. According to Superintendent Harrigan: "Of the many accomplishments during my tenure as a district-level leader, this is my proudest. Working closely with a wide group of committed individuals, helped us all work together to meet the challenge. We reviewed the data and crafted specific interventions that would yield the greatest leverage. We created a detailed timeline; individual responsibilities were articulated that would support the integrated outcome. The talent of the team came forward in executing the plan so well that the district emerged from Program Improvement status in just one year, an astounding result."

Contributing to the increase in API scores are District Goals that emphasize student achievement that "ensures academic growth and achievement for all students so that every student makes at least a year's growth each year and every school makes their API growth targets". In addition the district places a high value on "Data Driven Dialogue", using test scores to yield future achievement for all students.
Source: NUSD 9/18/2009 Board meeting minutes

Graduation Rates Based on National Center for Education Statistics (NCES) Definition – By School
Graduation rates for each of the three districts were based on the NCES definition. The definition is as follows: number of graduates (Year 4) divided by number of graduates (Year 4 + Grade 9 Dropouts (Year 1) + Grade 10 Dropouts (Year 2) + Grade 11 Dropouts (Year 3) + Grade 12 Dropouts (Year 4). Charts and graphs are listed from each district.

Average Graduation Rate by District	**2006-07**	**2007-08***	**2008-2009****
Fremont USD	89%	91%	98%
New Haven USD	90%	90%	83%+ (meets AYP requirements)***
Newark USD	65%	60%	n/a
Statewide	80.6%	80.2%	n/a

***Most current data available from CDE Dataquest. ***AYP-Adequate Yearly Progress**
****Projected by districts-official data will be available Spring, 2010**

The disparity of graduation rates amongst the three school districts may be attributed to several factors. The districts differ in several key areas (see student data chart below) that impact graduation rates including size, minority composition and socio-economic factors that impact their students. As the chart below indicates, New Haven USD has the largest percentage of English Learners (EL), followed by Newark Unified. Further, Newark has the greatest percentage of free or reduced meals, a key indicator of the socio-economic status of its students. While New Haven has the largest percentage of minority students, Fremont has the smallest number of minority students. In addition, New Haven has the largest class sizes with a corresponding high pupil to teacher ratio. Proficiency in Language Arts and Mathematics are also predicators of student success and retention. While Fremont ranks highest in these two areas, Newark and New Haven rank substantially lower. Fremont has the highest graduation rate of all three districts.

2008-2009 Student Data										
District	Enrollment	Students					Performance		Teachers	
		% English Learners	% Free or Reduced Meals	% Minority	Largest Ethnic Group	Average Class Size	% Proficient Language Arts	% Proficient Math	% Fully Credentialed	Pupils per Teacher
Fremont Unified	32,135	17.9%	17.4%	75.3%	Asian	27.0	74.8%	73.6%	95.6%	21.3
New Haven Unified	12,925	25.4%	31.1%	83.2%	Hispanic	32.6	56.4%	55.3%	97.9%	21.4
Newark Unified	7,175	25.3%	46.9%	77.9%	Hispanic	26.3	49.8%	52.7%	89.0%	20.4
All Districts	**5,994**	**24.2%**	**52.3%**	**68.7%**	**n/a**	**25.4**	**n/a**	73.6%	**95.0%**	**20.9**

Source: CDE Dataquest

CAHSEE Exam

Beginning with the class of 2006, schools were required to administer the California High School Exit Examination (CAHSEE). All public school students, with the exception of waivers given to students enrolled in special education programs, are required to pass the CAHSEE to earn a high school diploma. The primary purpose of the California High School Exit Examination (CAHSEE) is to significantly improve pupil achievement in public high schools and to ensure that pupils who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics.

Comprehensive results for the 2008-2009 school year reveal that Fremont Unified School District (FUSD) leads in both Math and English Language Arts (ELA) passing scores. FUSD students passing rate was 89% for both programs across all students. While all students at New Haven Unified School District had an 82% passing rate for both programs. Newark students passing had passing rates of 83% Math and 81% ELA. All three school districts passing scores were above the Alameda County passing rates of 81% Math and 80% ELA. The districts' passing rates also exceeded those for the state of California, 80% Math and 79% ELA.

The disparity of passing rates amongst the three school districts may be attributed to several factors. Although all three districts exceed both the county and state passing rates for both programs, FUSD passing rates exceed both New Haven and Newark Unified School Districts by several percentage points as reflected in the data below. Some contributing factors include the number of English Learner (EL) Students tested and how many of those students passed the exams. 70% of the EL students passed the Math test, while 53% passed the ELA test. In contrast, in the New Haven Unified School District (NHUSD), 58% of the EL students passed the Math

test, while only 48% passed the ELA test. In Newark Unified School District (NUSD), the district with the lowest overall passing rate, 31% of the students passed the Math test, while 21% passed the ELA test. County data for EL students reveals a 41% passing rate for both programs. As illustrated in the chart below, the state data reflects a 53%/40% (Math/ELA) passing rate for English Learner students.

California High School Exit Exam (CAHSEE) Results for Mathematics and English Language Arts (ELA) by Program (Combined 2009) for (Grade 10)

Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Redesignated Fluent-English Proficient (RFEP) Students	Socio-economically Disadvantaged	Not socio-economically Disadvantaged
Fremont Unified School District	# Tested	Math	2,566	199	249	350	443	2,107
	Passing	Math	2,276 (89%)	94 (47%)	174 (70%)	335 (96%)	324 (73%)	1,940 (92%)
	# Tested	ELA	2,571	199	255	349	443	2,112
	Passing	ELA	2,280 (89%)	104 (52%)	135 (53%)	341 (98%)	322 (73%)	1,944 (92%)
New Haven Unified School District	# Tested	Math	976	65	184	225	356	579
	Passing	Math	804 (82%)	23 (35%)	107 (58%)	217 (96%)	256 (72%)	518 (89%)
	# Tested	ELA	985	65	187	225	357	586
	Passing	ELA	808 (82%)	23 (35%)	90 (48%)	218 (97%)	250 (70%)	525 (90%)
Newark Unified School District	# Tested	Math	557	8	61	136	223	283
	Passing	Math	462 (83%)	n/a	31 (51%)	118 (87%)	165 (74%)	252 (89%)
	# Tested	ELA	562	12	63	140	225	286
	Passing	ELA	457 (81%)	3 (25%)	21 (33%)	118 (84%)	158 (70%)	255 (89%)
Alameda County	# Tested	Math	16,185	1,064	2,233	2,617	5,879	8,232
	Passing	Math	13,065 (81%)	439 (41%)	1,237 (55%)	2,399 (92%)	4,006 (68%)	7,375 (90%)
	# Tested	ELA	16,248	1,132	2,274	2,623	5,911	8,243
	Passing	ELA	13,042 (80%)	460 (41%)	948 (42%)	2,440 (93%)	3,898 (66%)	7,427 (90%)
California	# Tested	Math	474,221	35,372	75,631	89,266	234,291	194,411
	Passing	Math	378,353 (80%)	13,477 (38%)	39,823 (53%)	80,405 (90%)	168,185 (72%)	173,511 (89%)
	# Tested	ELA	476,768	38,317	76,676	89,145	235,589	195,434
	Passing	ELA	377,637 (79%)	14,253 (37%)	30,977 (40%)	81,434 (91%)	164,086 (70%)	176,212 (90%)

Source: CDE Dataquest

Student Follow-up Data

The Carl Perkins CDE 101-E2 report from 2008-09 is a random sampling of students who completed a program at MVROP during the 2007-08 school year. The report lists 1,676 twelve-grade completers with approximately 15 percent responding to the survey and 2,158 adult completers with approximately 18 percent responding to the survey. Placement is considered to be those employed full or part time in a related or unrelated field, those enrolled in post secondary education, and those in military service. The report indicates that 63 percent of high school graduates and 40 percent of adult students are enrolled in post secondary education as of December 31, 2008.

Student Surveys

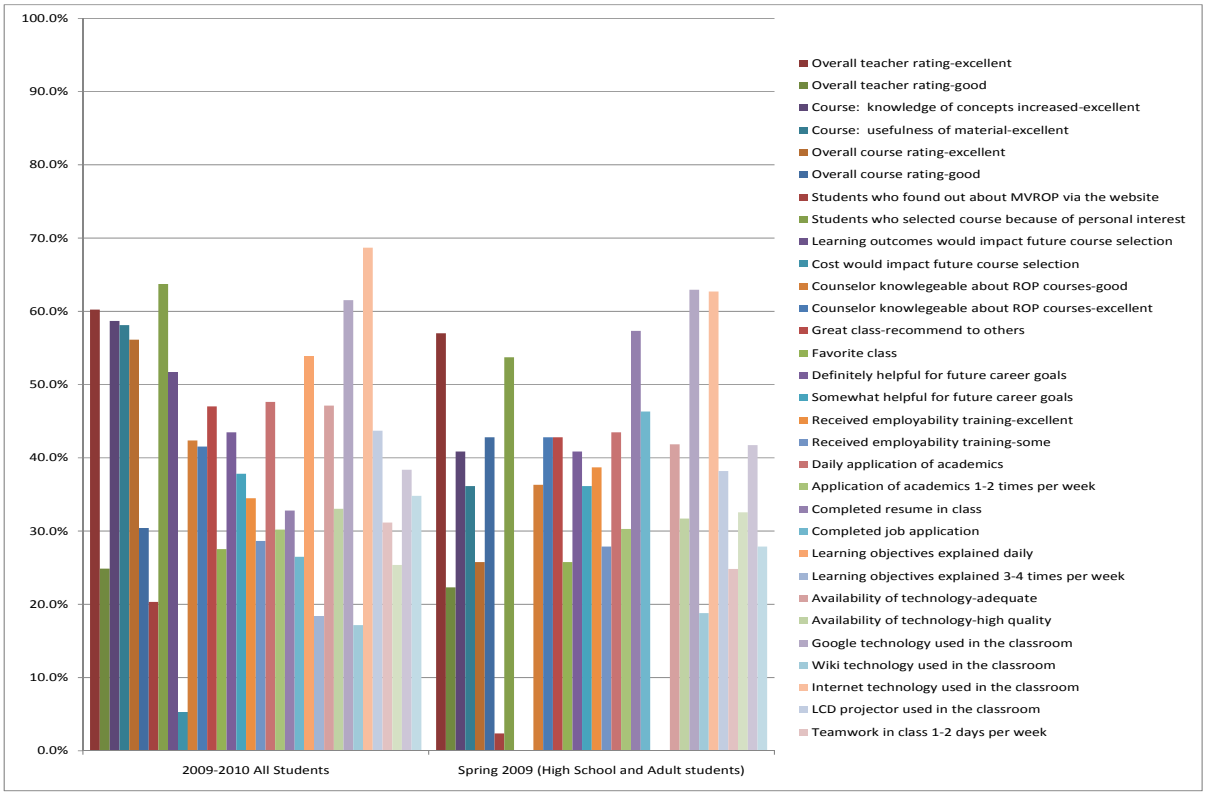
Student surveys were conducted to measure student achievement and program effectiveness during the spring semester of the 2008-2009 school year and during the fall semester of the 2009-2010 school year. A follow-up survey to measure growth in both student achievement and program effectiveness will be conducted during the second semester of the 2009-2010 school year.

During the spring of 2008-2009, a total of 2,070 (90% high school and 10% adult) responded to a single survey which was administered online and via paper surveys for students who did not have access to a computer on their home campus. Follow up surveys were conducted at the end of the fall semester of the 2009-2010 school year. Separate surveys were administered to high school

and adult students via a link on the MVROP website; and a total of 1682 high school and 119 adult students responded to their respective surveys. The survey, revised from the 2009 spring survey, integrated questions specific to each student group, including a consideration of course cost, applicable to only adult students. In addition, the high school student survey considered the influence of the students' counselor.

Comparing the results from year to year yielded some notable differences in student responses to survey questions and reflected growth in several key areas. In particular, students rating their instructors as excellent increased 3.2% from last spring (2008-2009) to this fall (2009-2010). During that same period, students rating the course as contributing to their knowledge of concepts as excellent increased by 17.8%. In addition, students rating the usefulness of course material as excellent increased by 22%. There was also a shift of student ratings from good to excellent, with a 12.4% increase in excellent ratings. Students who found out about MVROP programs via the website increased by 18%. Survey results also reveal that there is an increase in the use of technology. In addition, survey results yield that there is a need to increase the application of resume writing and job application as part of the application evidenced by a slight percentage decrease. This decrease may also be attributed to courses that span two semesters where these topics may be fully integrated in the spring semester.

Comparison of 2008-2009 and 2009-2010 Student Survey Results:

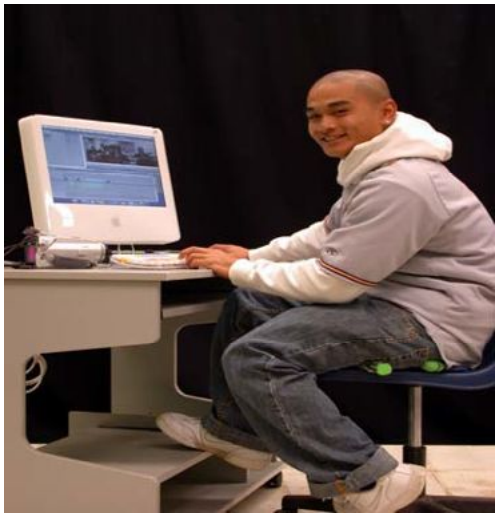


Summary of Results for All Student Surveys:

Survey responses		2009-2010 High School Students		2009-2010 Adult Students		2009-2010 All Students		Spring 2009 (High School and Adult students)	Difference
	Total Respondents	% of (all) respondents	Total Respondents	% of (all) respondents	Total Respondents	% of (all) respondents	Total Respondents	% of (all) respondents	spring 2008-2009 to fall 2009-2010
Respondents	1682	100.0%	119	100%	1,801	100%	2070	100%	
Overall teacher rating-excellent	1009	60.0%	76	63.9%	1,085	60.2%	1180	57.0%	3.2%
Overall teacher rating-good	421	25.0%	27	22.7%	448	24.9%	462	22.3%	2.6%
Course: knowledge of concepts increased-excellent	981	58.3%	76	63.9%	1,057	58.7%	846	40.9%	17.8%
Course: usefulness of material-excellent	969	57.6%	78	65.5%	1,047	58.1%	748	36.1%	22.0%
Overall course rating-excellent	936	55.6%	75	63.0%	1,011	56.1%	533	25.7%	30.4%
Overall course rating-good	515	30.6%	33	27.7%	548	30.4%	886	42.8%	-12.4%
Students who found out about MVROP via the website	314	18.7%	52	43.7%	366	20.3%	49	2.4%	18.0%
Students who selected course because of personal interest	1059	63.0%	89	74.8%	1,148	63.7%	1112	53.7%	10.0%
Learning outcomes would impact future course selection	863	51.3%	68	57.1%	931	51.7%	n/a	n/a	n/a
Cost would impact future course selection	n/a	n/a	94	79.0%	94	5.2%	n/a	n/a	n/a
Counselor knowlegeable about ROP courses-good	763	45.4%	n/a	n/a	763	42.4%	752	36.3%	6.0%
Counselor knowlegeable about ROP courses-excellent	748	44.5%	n/a	n/a	748	41.5%	886	42.8%	-1.3%
Great class-recommend to others	779	46.3%	68	57.1%	847	47.0%	886	42.8%	4.2%
Favorite class	467	27.8%	29	24.4%	496	27.5%	533	25.7%	1.8%
Definitely helpful for future career goals	699	41.6%	84	70.6%	783	43.5%	846	40.9%	2.6%
Somewhat helpful for future career goals	650	38.6%	31	26.1%	681	37.8%	748	36.1%	1.7%
Received employability training-excellent	550	32.7%	71	59.7%	621	34.5%	801	38.7%	-4.2%
Received employability training-some	489	29.1%	27	22.7%	516	28.7%	577	27.9%	0.8%
Daily application of academics	758	45.1%	100	84.0%	858	47.6%	900	43.5%	4.2%
Application of academics 1-2 times per week	528	31.4%	16	13.4%	544	30.2%	627	30.3%	-0.1%
Completed resume in class	504	30.0%	87	73.1%	591	32.8%	1187	57.3%	-24.5%
Completed job application	410	24.4%	67	56.3%	477	26.5%	959	46.3%	-19.8%
Learning objectives explained daily	893	53.1%	76	63.9%	969	53.8%	n/a	n/a	n/a
Learning objectives explained 3-4 times per week	316	18.8%	14	11.8%	330	18.3%	n/a	n/a	n/a
Availability of technology-adequate	793	47.1%	56	47.1%	849	47.1%	866	41.8%	5.3%
Availability of technology-high quality	548	32.6%	47	39.5%	595	33.0%	656	31.7%	1.3%
Google technology used in the classroom	1020	60.6%	88	73.9%	1,108	61.5%	1303	62.9%	-1.4%
Wiki technology used in the classroom	277	16.5%	32	26.9%	309	17.2%	389	18.8%	-1.6%
Internet technology used in the classroom	1145	68.1%	92	77.3%	1,237	68.7%	1298	62.7%	6.0%
LCD projector used in the classroom	730	43.4%	57	47.9%	787	43.7%	791	38.2%	5.5%
Teamwork in class 1-2 days per week	511	30.4%	50	42.0%	561	31.1%	514	24.8%	6.3%
Teamwork-daily	411	24.4%	46	38.7%	457	25.4%	674	32.6%	-7.2%
Daily hands on activities	634	37.7%	57	47.9%	691	38.4%	864	41.7%	-3.4%
Hands on activities-1 to 2 days per week	578	34.4%	49	41.2%	627	34.8%	577	27.9%	6.9%



Fire Science Students



Video Production Student

Program Completion Placement
High School and Adult

Criteria	# of High School Students	# of Adult Students
Active Military Duty by 12/31/08	7	1
Further Education or Training by 12/31/08	154	161
Employed in Related Field by 12/31/08	11	68
Employed in Non-related Field by 12/31/08	15	83
Total Number of Completers Responding to this Survey	243	398

Source: CDE 101-E2

Special Populations

Mission Valley ROP programs are open to all students. High school students with a variety of special needs are supported by district services. MVROP offers one particular program for identified special education students. Special Education/Marketing is taught at the MVROP Career Technical Training Center. This program provides students with an opportunity to learn marketing, customer service and sales techniques culminating in an internship placement. MVROP also provides assistance for adults receiving the CalWORKs grant. Mission Valley ROP relies upon self-identification for special populations. In 2008-09 there were 27 adults enrolled at MVROP from the CalWORKs program. Our 2008-09 student population identifies areas of need below:

Special Populations	# High School students:	# of Adults:
Limited English Proficient	14	28
Disabled	72	120
Economically disadvantaged	80	379
Single parents	22	123
Displaced homemakers	0	7

Source: CDE 101-E1

Student Organizations

MVROP students participate in a variety of organizations that enable them to extend their classroom knowledge and experience. MVROP students, faculty and staff actively participate in the following student organizations:

DECA (Delta Epsilon Chi) is an association for Marketing Students which was founded in 1946 for secondary school marketing students, marketing teachers and postsecondary Delta Epsilon Chi members. Students have an opportunity to develop valuable employment skills:

- Occupational skills needed for careers in marketing, management and entrepreneurship
- Leadership skills
- An understanding and appreciation of civic responsibility
- Ethical behavior in personal and business relationships
- An understanding of the role of our free enterprise system in the global economy

2009-2010 school year updates:

- The Newark Memorial DECA Club participated in Newark Memorial High School's Food Faire on November 5, 2009 and raised approximately $105 for the DECA club.
- On January 8, 9 & 10, 2010, the NMHS DECA Club attended the NorCal DECA Conference in San Ramon, CA
- On February 9, 2010 the NMHS DECA Club help MVROP with their telephone survey's and raised $250 that the DECA Club unanimously decided to donate to Haiti.
- On February 24, 2010 the NMHS DECA Club is helping run the Newark's Career Faire.
- On March 11 – 14, 2010 the NMHS DECA Club is planning on attending the State DECA Conference in Irvine, CA

- In addition, there are a number of small/minor functions throughout the year that the NMHS DECA Club is involved in for the betterment of the club, school and/or community.

HOSA (Health Occupation Students of America)**,** founded in 1976, is "The premier leadership and training organization for students preparing for careers in the health care profession."

- The Mission: Promote career opportunities in health care and enhance the delivery of compassionate, quality health care to help students meet the needs of the health care community.
- The Goal: Serve as a major pipeline of talented and dedicated health care professionals in the future.

During the 2009-2010 school year the MVROP HOSA chapter will sponsor the 4th annual Health Fair. Nursing Assistant students provide staff and students with valuable health screenings and provide information on topics including nutrition giving students an opportunity to apply what they have learned in class.

Previous Health fairs have provided the following valuable information:

- Nutrition: Food Pyramid, Eating Disorders and What is a Label??
- Sexuality: Abuse, Pregnancy, STD's and Birth Control...How to be safe in your life.
- Drugs: Drugs, Alcohol and Smoking...How do they affect MY life?
- Vital Signs: Blood Pressure, Height and Weight and Temperature and Pulse...what are they?

SkillsUSA, founded in 1965, is an organization serving teachers and high school and college students who are preparing for careers in trade, technical and skilled service occupations.

- Motto: Preparing for leadership in the world of work.
- Creed:
  - I believe in the dignity of work
  - I believe in the American way of life
  - I believe in education
  - I believe in fair play
  - I believe satisfaction is achieved by good work
  - I believe in high moral and spiritual standards
- Forensic Science students from the MVROP SkillsUSA Chapter placed 1st at the 2009 SkillsUSA California Leadership Conference in Fresno in the Post Secondary Education level for Crime Scene Investigation. The students awarded the gold medal included: Mardo Pereira (NMHS), Andrew Dubeck (Ohlone College) and Jesse Ramirez (NMHS).

- Students from the High School level were awarded the Bronze Team medal for third place for Crime Scene Investigation. Students awarded included: Andrew Rivera (IHS), Stephanie Trujillo (KHS) and Kevin Suddarth (KHS).

2009-2010 school year updates:

- MVROP's SKILLSUSA Chapter for Forensic Science Investigators has been invited to compete in the Crime Scene Investigation Skills Competition at the California State conference. This year the conference will be held on Thursday through Sunday (April 8th – 11th) in San Diego, CA.
- Six students from the MVROP Chapter earned Gold Medal awards in the recent Region 2 competitions and will participate in this State event. Three of these students are from Kennedy High School (FUSD) and three students are from Newark Memorial High School (NUSD).

- With success at the state competitions, students may advance on to National Competition being held in Kansas City in June.
- Secondly, MVROP will be holding its 8th Annual Forensic Challenge June 1st. Teams from multiple High Schools and ROPs will be in competition at a full-day event that is concluded with a review panel of distinguished judges (District Attorney, FBI, DEA, County, local Police Detectives, Investigators and CSIs, and members of the county crime labs and Medical Examiners facilities)

Virtual Enterprise is offered at James Logan High School, part of the New Haven School District. Students conduct business transactions with other high school and college Virtual Enterprise companies from California, the United States and throughout the world. This course simulates a business modeled on the successful Virtual Enterprise International program taught in high schools and colleges throughout the world. It is designed to give students experience in a real business environment. Students determine the nature of their business, products and services, management and structure, and learn the daily operation of a business under the guidance of the instructor with the support of real business partners. Students conduct business transactions with other high school and college Virtual Enterprise companies from California, the United States and throughout the world. Learn market research advertising, buying and selling products and services, accounting, paying wages, taxes and monthly business and personal expenses along with negotiating loans with a central bank.

2009-2010 school year updates:

- Logan High student Gagandeep Gill, a senior in the school's Marketing & Management Academy, won first place in the "Apprenticeship" category at the 11th annual Virtual Enterprise national competition in Bakersfield. The event included more than 100 schools, from as far away at New York

Participation in MVROP
Student Organizations 2008-2009

Curriculum Area	Student Organization	Number of Student Participants	CC Studer	CVE Students	Worksites	Professional Certification
Health Science and Medical Technology	HOSA	40	48 CNA interns	0	Kaiser San Jose, Kaiser Hayward, Kaiser Fremont, Kaiser Union City, Kaiser Oakland and private cardiology offices	
Public Services-Forensics	Skills USA, Crime Scene Investigations Profession,	35	0	0	0	Students participated in the CA Skills USA Region 2 Skills Competition and in the CA State Skills Competition (Post-Secondary student team placed 1st in the State and High School student team placed 3rd)
Business Ownership, Marketing, Computer Tech/Operations	DECA - Distributive Education Clubs of America (An Association of Marketing Students)	23	5	37	Most of the CVE opportunities are obtained by the students themselves	None

Student Profiles

The following profiles represent successful Mission Valley ROP Students. Each student was recognized as an ROP Student of the Year during the 2007-2008 or 2008-2009 school year.

Students were selected by their instructors for the Student of the Year award. Each instructor nominated one student per class section based on several different attributes including: attendance, academic achievement, exceptional effort, ability to demonstrate ESLRs attainment among many other positive qualities.



Tom Marovich (1989-2009), a Logan High School student enrolled in the Public Services Sector, Fire Science Program

Tom, a 2007 MVROP graduate was a top performer in his chosen career path. He was a shining example of how success results from dedication, hard work, and a good heart. During his program at MVROP, Tom stood out as a leader and developed exemplary communication and work ethic skills.

Tom's Fire Service program included the history of fire service, fire department organizations, fire behavior, firefighting tactics and

strategies, hazardous materials, fire safety, fire service occupations and related subjects. Personal integrity, self-discipline, goal-setting, effective oral and written communication skills, interpersonal relationships, physical fitness and health, strong academic skills and effective problem solving skills were also emphasized. As a second year student, Tom received hands-on training in fire engine operations and Emergency Medical Technician training.

Wanting to share his passion for Fire Science, Tom often returned to MVROP assist his former instructors with training exercises for students as they prepared for careers in Fire Science. He served as a great asset when working to ensure the success of MVROP Fire Science students.

Tom put his heart and soul into pursuing a career in Fire Science. He achieved his dream and as a second year apprentice firefighter for the U.S. Forest Services with the Chester Helitack Crew from the Lassen National Forest. While his life was short, his passion and commitment to Fire Science will be an inspiration to future students.



Brittany Nguyen, a Washington High School Senior enrolled in Finance and Business Sector, Accounting Program

During her (2008-2009) program, Brittany learned valuable skills while at MVROP that will be useful to her both in college and in her career. Brittany was a class leader, serving as team captain and assisting other students. She balanced a full schedule of classes at her high school, Ohlone College and MVROP. Brittany gained all of her successes through hard work and perseverance.

In her classes at MVROP Brittany studied Microsoft Office applications, Business Math, Business English and Computerized Accounting-QuickBooks, accounting for small business; basic business math and accounting principles; business operations, income and financial statements, consumer finance and credit. In addition, Brittany successfully completed an Internship with Mission Real Estate located in Fremont. More importantly, she learned to communicate and work well with others.

Upon graduating from high school, Brittany enrolled at the University of Texas to pursue a career in Accounting. She is currently majoring in Business Administration with an emphasis in Accounting; and plans to become a Certified Public Accountant. Brittany's experience at MVROP was truly positive and has taught her how to become a successful student. As a highly motivated student, she is well prepared for the rigors of college life as a freshman next year.

Marlene Robles, a Kennedy School Senior enrolled in the Agriculture and Natural Resources Sector, Veterinary Assistant Program

During her ROP program in 2008-2009, Marlene learned a variety of technical and soft skills that will assist her as she pursues her educational and career goals. Marlene studied terminology, anatomy and physiology, pharmacology, laboratory techniques, animal restraint, veterinary nursing, grooming, front office skills and basic work skills. In addition Marlene did her student internship for the veterinary assistant program with Dr. Stone-Payne at Mission Valley

Veterinary Clinic in Fremont. Throughout her program, she was dedicated to being kind to animals as well as people. Marlene exemplified leadership and academic skills beyond her years.

There were several factors that made Marlene a success during her one year program at MVROP. Her attendance was excellent. She was always engaged in her work. She was well disciplined in class. She was bilingual (English /Spanish) and was a huge help in explaining veterinary science in her primary language to other ESL students when asked or when she thought it would be helpful to them.

Marlene was admitted and was awarded a full scholarship to UC Davis undergraduate program for academic year 2009-2010. She is pursuing a career in veterinary medicine and will apply to UC Davis veterinary school once she has met prerequisites. Marlene's experience at MVROP was extremely positive and helped her to develop skills necessary to be a success as a college student, her career path and beyond.



Manuela Jardine Samson, an Adult Student enrolled in the Health Science and Medical Technology Sector, Pharmacy Technician Program

Manuela learned valuable skills that will be useful to as she pursues a career during her one year program at MVROP. In the Pharmacy Technician Program, Manuela studied stocking and supplies, labeling drugs and chemicals, delivering drugs, sterilizing containers, and other duties under direction of pharmacist.

Manuela never failed to be the first student to turn in an assignment and start tackling another immediately thereafter. Her stellar communication skill in explaining math, calculations, assignments, and presentations is nothing short of impressive. Manuela had perfect attendance in the Pharmacy Technician course and maintained a 4.0 GPA. She will make a superb Pharmacy Technician one day. More importantly, she continued to develop her skills in communicating and working well with others.



Inga Tay, an Adult Student enrolled in Health Science and Medical Technology Sector, Medical Assistant Program

During her one year program, Inga had the opportunity to learn medical terminology, anatomy and physiology, medical law and ethics, secretarial and clinical assisting skills; internship at a health care facility and develop computer software skills. Inga successfully completed her internship in Internal Medicine at Kaiser Permanente.

As a student in the 2008-2009 Medical Assistant program, Inga had the highest grade in clinical that her instructor, Ms. Chavez has seen in her 23 years of teaching. Inga always helped her

fellow students and instructor with cleaning up and set-up, demonstrating superior leadership skills. She is very professional, friendly, and is determined to excel in her studies. Given her superior record, Inga plans to continue her studies and continue growing professionally.

CHAPTER 2 EXPECTED SCHOOL WIDE LEARNING RESULTS

ESLRs

The current Mission Valley ROP ESLRs were adopted in the 2002-2003 school year after being developed during the 2001-2002 school year as part of an input and feedback process between the WASC home groups (clusters), focus groups and leadership team. Mission Valley ROP ESLRs identifies three comprehensive skills with twelve indicators. They have been integrated into all course outlines as required by the California Department of Education. ESLRs have been included in all public relations materials as well as the MVROP web site. Posters were created and given to all instructors to display in their classrooms and discuss with their students. Posters are also displayed in Career Centers in each of our districts.

Mission Valley ROP ESLRs

"Expected Schoolwide Learning Results"

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

Lessons are found on shared files with easy access for instructors. The primary focus of instructional material is for Employment Skills, Portfolio Development, Work Ethics, Team Building, and Problem Solving topics. An ESLR rubric was developed to assist teachers with

determining students' attainment of comprehensive skills in each of the twelve indicators. ESLRs are presented as part of the New Teacher Training workshop and revisted during staff meetings. Student portfolios are created and Student of the Year recipients are acknowledged

Review of ESLRs is part of every Advisory Committee meeting. Instructors distribute ESLR lists in order to discuss and gain input from their community business partners. Employers are very supportive of the ESLR skills, as noted in the minutes.

The ESLRs were reviewed as part of the August 18-19, 2008 Strategic Planning Workshop facilitated by Frank Davis of Davis and Associates. WASC Leadership Team members to include: cluster leaders, management and support staff were in attendance. The Leadership Team determined that the ESLRs were still valid, relevant, and appropriate as determinants of student learning at Mission Valley ROP based upon discussions with advisory committee members and internship site mentor evaluations and feedback.

CHAPTER 3 PROGRESS REPORT

Mission Valley ROP has developed several new initiatives to move our organization forward, while continuing to monitor and make progress on the areas covered by recommendations from the previous full WASC visit in 2004.

State of California Economy

Since 2004, changes in the state of the California economy have challenged MVROP in ways not seen before. From the unprecedented highs of the real estate bubble-fueled economy of 2004-2006 to the post-bubble recession and financial crisis of 2008-2010, the cuts to the education budget have forced drastic changes to our programs. During the last two years, we have had to adjust our operations to live within a 32% reduction in our operating revenues.

To do this, we have suspended Fashion Merchandising, Interior Design, and Automotive Technology at the MVROP Center. We have eliminated some adult offerings or transitioned them to cost recovery basis. Additionally, we have reduced our reimbursement of some programs and transitioned them to district sponsorship. MVROP continues to collaborate with our education and business partners in supporting building career pathways within reduced resources by prioritize programs based upon a few important guidelines presented to the Governing Council in December 2009:

- Courses should be part of a sequenced, career pathway or career academy
- Courses meet the academic rigor for UC a-g approval
- Courses adhere to CTE Frameworks and Academic Content Standards
- Course is articulated with Community College
- Program/course meets labor market demand based on local, state or national labor dept research
- Program/course provides for, or prepares students for industry certifications

Strategic Planning

In 2007, the MVROP Instructional Team developed an Instructional Strategic Plan, which identified priorities for educational program improvement, career pathway evolution and human resource recruitment and development in line with the action steps identified during the 2004 WASC self study. Since 2007, we have held additional workshops for instructional planning and an overall MVROP strategic planning workshop comprised of the Leadership Team in August 2008. Additionally we have facilitated or been a partner in a series of community stakeholder

Career Technical Education (CTE) Planning meetings in 2008, 2009, and 2010 between secondary, post-secondary and business and industry in the Tri-cities area to help plan, develop, and implement CTE training for the community. As a result of this integrated planning process, we have embarked on several new initiatives to improve our programs while responding enormous budgetary challenges.

Facilities Improvement/Proposition 1D Projects

In 2007 and 2008, Mission Valley ROP submitted applications for the California Department of Education's Career Technical Education Facilities Grants under Round 1 and Round 2 of Proposition 1D, commonly referred to as "Prop 1D." The grant enabled eligible schools to apply for new construction funding, remodeling and reconfiguration funding and/or funding for CTE equipment for the purpose of improving and expanding their Career Technical Education (CTE) programs. When Mission Valley ROP applied for these grants, fund balance reserves for the organization were in the double digits and allowed for the earmarking of the 50% cash match required to fund the projects. Therefore this "one time money" was seen as a great benefit to Mission Valley ROP at the time. Community stakeholder support as evidenced by CTE planning meeting minutes has resulted in continuing with these projects. The modular buildings being modernized or demolished to make way for new construction are more than 30 years old and house the Industrial Technology programs to include: Construction, Auto Painting and Refinishing and Automotive Technology and Public Services programs which have seen substantial growth in the last 3 years.

There are two projects in Round 1:
Modernization of Industrial Tech Buildings K1, K2, K2B, K3 - $989,000
New Construction of Fire Science Garage, Fire Science/EMT Classroom - $1,800,000

Both project estimates include contingencies, and cost savings for a student-built Construction Technology garage and storage building. Construction commences February 17, 2010, and will be complete by July 1, 2010.

There is one project in Round 2:
New Construction of Fashion Merchandising/Interior Design building K4 - $1,395,000
This project has been approved, but not commenced as of February 12, 2010.
Continuing budget challenges and recent evaluation of future planned programs has resulted in ongoing discussion as to whether or not Round 2 New Construction should continue. Discussions continue to take place among the Budget Committee comprised of certificated, support and management personnel, the administrative team, and at Governing Council meetings as to the pros/cons of proceeding forward.

New Building

In July 2007, Mission Valley ROP commenced a move into our new facility at 5019 Stevenson Blvd, Fremont, CA. This new building is adjacent to the MVROP Industrial Technology modular buildings and located on the Fremont Unified School District's John F. Kennedy High School site. Adjustments to the new facility in terms of parking lot traffic flow, student

movements and visitor control, resulted in the hiring of a receptionist and campus supervisor in 2007.

Increase in High School Programs

Throughout the years 2004-2007, Mission Valley ROP executed a broad based strategy to increase the number of high school programs located on high school campuses. We accomplished this in two ways. One was by identifying existing high school programs that meet the criteria as career technical education programs, such as Fashion Merchandising, Computer Operations, Computer Applications, Biotechnology, and Forensic Science. We guided the teachers in earning their designated subjects credentials, and MVROP then reimbursed the high school districts for the cost of the programs. This had a two fold effect of freeing up FTE for the high school and giving MVROP the additional ADA that we needed to achieve the 90% high school enrollment level. Secondly, we worked with our high school sites to collaborate in building career pathways using academy models funded by California Partnership Academy grants. We have successfully created several academies to include: SHAPE (Science, Health, Athletics, and Physical Education), NMAA (New Media Arts Academy), and ITA (Information Technology Academy) among others. These collaborations between the high schools, MVROP and the community college allow educational partners to leverage resources while providing students with applicable skills and attainment of academic content standards.

Emergence of Career Pathways

Given the statewide emphasis on Career Pathways, MVROP has shifted its program focus to those programs with defined course sequences and potential career pathways. This progression has been accelerated by the financial crisis and budget reductions.

Participation in California Partnership Academies and Pathways

Mission Valley ROP provides a leadership role in improving and enhancing career technical education programs in local high schools and the community. Examples of this leadership include partnership in the development of several new programs and initiatives

- New Haven Unified School District's 5.3 million dollar Culinary Arts Academy
- New Haven Unified School District's 30 million dollar Performing Arts Center offering opportunities for students to pursue Arts, Media, and Entertainment career pathways
- Building career pathways in 9 industry sectors at Logan High School in the New Haven Unified School District
- Irvington High School's Sports, Health, and Physical Education (SHAPE) Program, providing a small learning community experience for students interested in health, sports medicine, and related careers
- Irvington High School's Information and Communication Technology (ICT) California Partnership Academy grant

- Irvington High School's New Media Arts Academy (NMAA) created with a California Partnership Academy grant
- Kennedy High School's Green Ventures Academy program also created with a California Partnership Academy grant
- Building career pathways in two industry sectors with Newark Unified School District: Hospitality, Tourism and Recreation; Sales, Marketing and Service
- Building career pathways in various industry sectors at all Fremont Unified School District secondary campuses.
- New programs at the ROP Center including, Digital Sound Design, EKG Technician, Emergency Medical Technician, Fire Science, Forensic Science, Pharmacy Clerk and Pharmacy Technician.

Development of Common CTE Plan for the Community

For the first time, Mission Valley ROP and Ohlone College have developed and are implementing a common CTE Plan. This plan identifies career pathways supported by both MVROP and Ohlone College. In industry sectors where Ohlone College doesn't offer coursework, career pathways and articulation agreements are being coordinated with other community colleges in the San Francisco Bay Area, such as, Chabot College, Los Positas Community College, Mission College, and Foothill College. See attachment Appendix for lists of formal articulation agreements.

AB 2448 Impact: Transition to no more than 10% Adult Enrollment

The enactment of AB 2448 effective January 1, 2007, restricts the adult student population to no more than 10 percent of each ROCP's total enrollment. Therefore, Mission Valley ROP has worked each year to reduce our Adult Program Enrollment from a high of 44% in January 2007 to 6% currently. Additionally we have worked within our local community college districts to sequence our program offerings and presented our CTE Plan to local school boards, community college boards as well as the Alameda County Office of Education in Spring 2009.

Transition to Cost Recovery Adult Programs

Beginning in the spring of 2009, in order to maintain adult programs that are of high value to the community as evidenced by adult student surveys and advisory committee minutes, MVROP now offers courses that are self-sustaining based on course fees and enrollment.

Program	# Quarters/total hours	Fee
Pharmacy Technician	4 / 720	$1,200/qtr
Medical Assistant	2 / 540	$1,500/qtr
EKG Technician	2 / 360	$1,200/qtr
Certified Nurse Assistant	2 /360	$1,100/qtr
Emergency Medical Technician	152 hours	$1,625/course

Loss of Adult Programs

Several MVROP Adult training programs have been eliminated or reduced due to 32% budget reductions and the enactment of AB 2448. These include: Cosmetology, HVAC (Heating Ventilation Air Conditioning), CAD (Computer Assisted Drafting), Welding, Automotive Technology, Biotechnology, Forensic Science, and an Adult Basic Education/GED Lab partnering with Fremont Adult School.

Increase in Student Organizations

MVROP teachers have increased student participation in student organizations including Health Occupations Students Organization (HOSA), Skills USA chapters in Forensic Science and Automotive Technology as well as DECA and Virtual Enterprise.

Expanded Business Partnerships

Kaiser Hospital – EKG internships

Certified Nursing Assistant placing students outside of Fremont Area; Milpitas and Hayward.

San Francisco Paramedic Association – Adult EMT program; team teaching high school Fire Science program for seniors

Fremont Fire Department-2 Fire Engine donations

Newark Fire Department- 1 Fire Engine Donation

Union City Police Department-Active duty officers teaching Law Enforcement class

PetersenDean Roofing and Solar Systems - Solar Systems specialists team teaching Construction Technology class

Solyndra-Solar panel donations

See appendix for Master Advisory Committee List

Change in Leadership

Each of the three partnering school districts served by the joint powers agreement of Mission Valley ROP experienced a change in Superintendents in 2008. Fremont Unified School District selected Milt Werner as Interim Superintendent beginning in July 2008 and then Superintendent as of January 2009. His retirement because of personal reasons has been announced to commence as of June 30, 2010. Kevin Harrigan became Superintendent for Newark Unified School District in July 2008. Kari McVeigh became Superintendent of New Haven Unified School District in December 2008. These changes have necessitated a rebuilding and strengthening of relationships…

Increased Participation in CDE Grants

In 2009, Mission Valley ROP is partnering with Ohlone College in the Silicon Valley Information and Communications Technology (SVICT) grant. This is a partnership with Ohlone College, Mission College, Santa Clara Unified School District, and Fremont Unified School District, Central County Occupational Center (CCOC), and Mission Valley ROP. This program provides state-of-the-art training in Information and Network technologies to over 210 MVROP students on two high school campuses.

In 2006, Mission Valley ROP partnered with Ohlone College in their Biotechnology Program under an SB70 Grant. MVROP funded the development of a new Biotechnology Lab in the new Career Technical Training Center, and Ohlone College donated equipment and some funding. In 2007-2008 school year, MVROP opened a Biotechnology program for Adults and High School students. This program earns Ohlone College credit, and is approved for UC "d" lab science credit.

Development of MVROP Green Initiative

In November 2008, Mission Valley ROP initiated a formal program to accomplish two broad goals:

- Incorporate Green Technology into our instructional programs
- Implement Green Practices in our Facilities and Maintenance programs.

Our vision for the Green Initiative is to be this community's educational leader in Sustainable Energy Education and Technology, and to provide a focal point for educational awareness in sustainable energy and conservation. As of 2009, three administrators and four MVROP teachers have attended PG&E Solar Energy workshops, and other Green Technology seminars. In 2009, we received a PG&E Solar Schools grant for $10,000, and introduced Solar Energy concepts into Construction Technology classes. In early 2010, we received a donation of solar photovoltaic panels valued at $15,000 from Solyndra, Inc., and initiated a partnership with PetersenDean Roofing and Solar Systems Company. This partnership includes co-teaching and demonstrations, donations of solar pv panels and equipment, student internships and field trips.

In early 2010, we established a partnership with the California Youth Energy Services (CYES) program, which provides summer employment for students to perform Energy Audit Services to local residents. CYES visited MVROP and presented the opportunity to Construction Technology students. Students will submit job applications and be interviewed in early March 2010, for employment in the summer.

We are also planning to infuse Green Technology concepts and demonstrations into Culinary Arts, Information Technology, Forensic Science and Marketing programs.

We have engaged with City of Fremont and the Union City Sanitation District, regarding our Green Initiative. With both organizations, we are pursuing joint events, possible grant opportunities, guest speakers, and advisory roles for our Green Initiative.

Increased Community College Articulations

Since 2004, we have increased and updated the number of active courses receiving 2+2 articulation agreements from 25 to 34 among Ohlone, Foothill, Chabot/Los Positas, and Mission Colleges.

Increased UC a-g Course Approvals

Since 2004, MVROP has increased the number of UC approved courses from six to eleven. Currently the following courses are approved:

Biotechnology	"g" Elective
Biotechnology 1 & 2	"d" Laboratory Science
2D Animation 1	"f" Visual and Performing Arts
Digital Graphic Art	"f" Visual and Performing Arts
Digital Photography 1	"f" Visual and Performing Arts
Digital Video Arts Production 1	"f" Visual and Performing Arts
Digital Video Arts Production 2	"f" Visual and Performing Arts
Digital Imaging Arts 1	"f" Visual and Performing Arts
Anatomy and Physiology for Health Professions – 2 hour	"g" Elective
Forensic Biology	"g" Elective
Interdisciplinary Forensic Sciences	"g" Elective

New Engineering Program/Project Lead the Way

We are collaborating with our three partnering school districts, Ohlone Community College and Lam Research to offer a pre-engineering curriculum through the Project Lead the Way model beginning in the 2010-2011 school year. This approach will introduce science, technology, engineering and mathematics (STEM) concepts to middle school and high school students building upon existing strengths in the MVROP Biotechnology program and build a rigorous civil engineering and architecture program. Collaboration among district, ROP, community college and industry allows for leveraging of resources despite lean budgetary times. Information and planning meetings are being conducted with stakeholders from all levels actively participating.

New Teacher Training

On February 12, 2010, Mission Valley ROP was confirmed to receive a $24,950 grant to be used for certificated salary and benefits to act as a pilot location for the CTE Teach, New Teacher Training Program offered in partnership by Colton Redlands Yucaipa Regional Occupational Program (CRY-ROP), California Department of Education (CDE) and the governor's Career Technical Education Initiative. The program is designed to support the unique needs of new CTE teachers transitioning from industry to the classroom.

Mission Valley ROP website/portal/newsletter

MVROP website is being maintained by an MVROP teacher through a stipend. The Instructional Administrative Team, Public Relations Administrator, and Informational Technology Manager are directly responsible for content. Certificated and support staff are indirectly responsible for providing appropriate content for public or staff viewing. The MVROP portal was introduced as a communication tool among MVROP staff. The portal has been utilized extensively in the WASC process. The MVROP Newsletter is disseminated to the staff and the public via our website quarterly by the Public Relations Administrator. The newsletter provides information on student and teacher achievement and program development.

Recommendations from 2004

Recommendation #1:
The committee recommends that the Mission Valley ROP Governing Council and Superintendent establish a formal process to review the philosophy, goals, and mission of the ROP that includes opportunities for input from the community, students, and all ROP Staff.

The visiting team directed MVROP to develop the mission statement with input from students and community members. In 2002 the leadership team drafted a new mission statement that was processed through each focus group and home group, and returned back to the leadership team. The WASC Focus on Learning process lent itself to the development of a mission statement that had a more broad appeal.

Recommendation #2:
The committee recommends that the Mission Valley ROP administration develop a functional organizational chart to provide a clear delineation of areas of responsibilities for distribution to all appropriate ROP, district, and high school staff.

In 2001-02 an abbreviated staff handbook (Blazing New Trails!) was distributed with an organizational chart and an updated career cluster listing. The 2003 Organizational Chart identifies position/person and responsibility.

Recommendation #3:
The committee recommends that the Mission Valley ROP administration develop a strategic plan that will provide direction for quality cost-effective and relevant career preparation programs, which meets the needs of local area.

Creation of the MVROP Vision was initiated in July 2001 where the administrative team hired an outside consultant, Frank Davis, to facilitate strategic planning workshops. The five areas of focus were: adequate funding, active business support, effective communication, professional staff, and exemplary education. By February 2002, a detailed chart of activities for each goal had been developed. The new administrative team revisited the original plan in June 2002. Each program manager assumed responsibility for certain goals and objectives.

1. Adequate Funding - A new policy was established to run classes that average enrollment of 22 students or more.

2. Active Business Partners - Career clusters plan regular advisory committee meetings, each year. Members are encouraged to participate in related programs and advise teachers on instructional matters. In an effort to secure committed industry partners, two programs completed industry certification.

3. Public Information/Communication - A "Briefly Speaking" newsletter was created to inform staff and students about events and student/program successes. The current Faculty Handbook includes personnel information, advisory committee resources, attendance procedures, business service procedures, school calendar, disaster/crisis plan, and instructional procedures. The MVROP Website (www.mvrop.org) began development.

4. Professional Staff - MVROP staff members attend conferences for a variety of purposes. Education workshops are offered. In-Service training for staff has been provided by outside speakers. Staff Meetings and new teacher workshops are held monthly.

5. Quality Curriculum/Instruction - MVROP staff and administration pursue opportunities to articulate with post-secondary institutions. The California Department of Education (CDE) certification of course development process, began in September 2000.

Recommendation #4:
The committee recommends that the Mission Valley ROP administration develop written agreements between the ROP and participating districts, and between the ROP and contracting agencies that provide instruction, which define the roles and responsibilities of all parties.

MVROP administration and the participating districts addressed this issue. Both the superintendent and ROP board members believed that the original joint powers agreement sufficiently outlined roles and responsibilities of all parties, and therefore, further written agreements were not necessary.

Recommendation #5
The committee recommends that the Mission Valley ROP Governing Council, administration and instructors develop and initiate a process with the participating districts to approve academic equivalency credit for selected Mission Valley ROP courses providing students with the opportunity to meet graduation requirements while preparing for the world of work.

The administration and instructors worked closely with district administrators to increase the number of class offerings for academic equivalency credit for MVROP courses. A number of courses received academic credit in math. Individual courses at the high school campus have been approved for science credit by the science department.

Statement from WASC 2007 Visiting Committee
The current visiting committee believes that MVROP has adequately addressed the recommendations made by the previous self-study. Through the current self-study process MVROP has identified each component of the previous action plan and have created the recommended processes, plans, documents and improvements to enhance the impact on student learning. During this follow-up the administration incorporated the input and recommendations from the entire MVROP educational community.

CHAPTER 4 ORGANIZATION FOR STUDENT LEARNING

A.ORGANIZATION FOR STUDENT LEARNING

A1. Beliefs and Philosophy

a) To what extent does the school have a clear statement of purpose that reflects the beliefs and philosophy of the institution?

The Mission Valley ROP Mission Statement is a transparent statement of purpose originally approved by the Governing Council in spring 2003 after input and development from community stakeholders.

Mission Valley ROP Mission Statement:
Mission Valley ROP serves high school and adult students by providing quality and cost-effective career preparation. Mission Valley ROP offers state-of-the-art classroom instruction, internship experiences, and leadership development resulting in employment, career advancement, and preparation for post secondary training.

The mission statement is communicated via the MVROP website as well as being clearly visible in posters in all classrooms and offices. Focus group members report being familiar with the mission statement and that its content appropriately reflects the beliefs and philosophy of Mission Valley ROP and its stakeholders especially in regards to high school students as the priority constituency in light of AB 2448. Leadership Team members report that as Mission Valley ROP continues to promote "green" concepts into its philosophy, procedures and curriculum the mission statement should be reviewed to determine how or if this concept should be incorporated. Leadership Team recommended that these discussions begin in advisory committee meetings to gather industry stakeholder input.

Mission Valley ROP also has a five year 2008-2012 Career Technical Education (CTE) Plan that was developed in fulfillment of the State Plan requirements and the requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. Input was provided at meetings with staff, CTE planning meetings with local community colleges, clusters (teachers by industry sector), local district staff, business/industry advisory committees, instructional administration, One Stop Career Center partnerships, adult schools, and from feedback by attendees at the annual Educators' Brunch. These stakeholders were involved in a needs analysis leading to development of the plan. The draft of the plan based upon the MVROP Mission Statement and ESLRs was developed by the MVROP Instructional Team. The following criteria

was used in development of the plan: program offerings, labor market surveys, student surveyed interest in programs, and teacher stated program resource needs for instructional materials, equipment, and support services as documented in advisory committee minutes and budget request procedures. Staff provided additional input and feedback on course sequencing. This 231-page draft document was completed in April 2009 and shared with community stakeholders including MVROP faculty and staff, partnering school district boards, Ohlone Community College Board, and the MVROP Governing Council for review and approval. A copy of the Plan is available on the MVROP website.

b) To what extent does the school define the purpose further by adopted expected schoolwide learning results that form the basis of the educational program for every student?

The ESLRs are consistent and align to the stated mission statement by defining the purpose and expectations for each student, high school and adult, 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."

Mission Valley ROP ESLRs

"Expected Schoolwide Learning Results"

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

Lessons are found on shared files with easy access for instructors. The primary focus of the instructional material is for Employment Skills, Portfolio Development, Work Ethics, Team Building, and Problem Solving topics. An ESLR rubric was developed to assist teachers with determining students' attainment of comprehensive skills in each of the twelve indicators. ESLRs are presented as part of the New Teacher Training workshop and revisited during staff meetings. Student portfolios are created as evidence of ESLR attainment and outstanding

students are acknowledged via the annual Student of the Year Ceremony in May. ESLRS are posted on the MVROP website and displayed via posters in classrooms and offices.

74.6% of 1620 high school student surveyed indicated that learning objectives were explained by their teachers on a daily or nearly daily basis. However when asked about a specific ESLR related to demonstrating safety in their class/shop/internship environment 21.7% stated that safety or cleanliness was not practiced or required. Leadership Team feedback indicates that more extensive teacher training and accountability for specific ESLR attainment is needed. Course syllabi are required to be reviewed and signed by parents and students. Focus group recommends that course syllabi be checked for ESLR and Mission Statement by Program Managers prior to dissemination.

Focus group reports that review of ESLRs is part of every Advisory Committee meeting. Identification of ESLRs is documented in each MVROP course outline. Instructors distribute ESLR lists in order to discuss and gain input from their community business partners. Employers are very supportive of the ESLR skills, as noted in the advisory committee minutes.

During the 2001-02 school year, the leadership team began to develop "a vision of what the MVROP student should look like" and "what will they be able to do when they complete a course". The process moved into the WASC home groups (clusters) for review and input. Feedback was shared and discussed with each WASC focus group. By spring, the leadership team revised the overall ESLR recommendations and sent them back to the WASC home and focus groups. The listing was shared with the Governing Council for their feedback and approval. Stakeholders were involved in each phase of the process.

The ESLRs were also reviewed as part of the August 18-19, 2008 Strategic Planning Workshop facilitated by Frank Davis of Davis and Associates. WASC Leadership Team members to include: certificated cluster leaders, management and support staff were in attendance. The Leadership Team determined that the ESLRs were still valid, relevant, and appropriate as determinants of student learning at Mission Valley ROP based upon discussions with advisory committee members and internship site mentor evaluations and feedback.

Summary of Findings for Criterion A1	**Supporting Evidence**
Mission Valley ROP (MVROP) has a well written statement of purpose that accurately reflects its current philosophy	Mission Statement MVROP website/publications
MVROP Mission Statement needs to be reviewed in light of MVROP emerging focus on "green" concepts	Leadership Team feedback
MVROP's mission statement is well documented and communicated to stakeholders.	Focus Group feedback MVROP website/publications
Community stakeholders participated in development of 2008-2012 MVROP CTE Plan.	MVROP CTE Plan on website Governing Council minutes

MVROP ESLRs are relevant and aligned with MVROP mission statement	Focus Group feedback Leadership Team feedback Advisor Committee minutes
MVROP ESLRs and competencies are documented in each MVROP Course Outline	Advisory Committee minutes MVROP Course Outline
ESLRs are communicated to stakeholders	ESLR rubric and lesson plans on share drive Student Surveys
Specific ESLRs need to be reinforced in the classroom; additional teacher training needed	Student surveys Leadership Team feedback
Confirm that Mission Statement and ESLRs is stated in each syllabus	Focus group feedback

A2. Governance

a) To what extent does the governing authority adopts policies which are consistent with the school purpose and support the achievement of the expected schoolwide learning results for the school?

MVROP operates as a joint powers agreement with Fremont, Newark and New Haven Unified School Districts. A volunteer representative and alternate of each school district board is a member of MVROP's three-member Governing Council as described in the MVROP Board Policies. New Governing Council members are provided with an in-service training by the Superintendent of Mission Valley ROP and receive a copy of current MVROP Board policies.

The Governing Council, like other functional units of Mission Valley ROP, makes decisions and sets policies based on the Board adopted MVROP Mission Statement and ESLRs. All proposed board policies must go to the Governing Council for approval. The Governing Council reviews, gives input, and approves any modifications, and then members vote on approval of new policies and/or procedures. The Governing Council will also request the development of policies, guidelines, or procedures for implementation by the Superintendent. For example, during the June 23, 2009, meeting the Governing Council requested that a procedure be developed which allowed for major instructional program modifications to be presented to the Governing Council before action is taken by MVROP staff. An ongoing board item entitled Budget Modification Plan was implemented as of September 17, 2009, which allows the Governing Council and MVROP staff to review and discuss budget related items such as program modifications and potential solutions in general terms in a public forum. Board policies are catalogued in hard copy format and available for review from the Administrative Assistant to the Superintendent. Hard copies are also held by Governing Council members and MVROP Administrative staff members. Focus group feedback recommends that the board policies also be available on the MVROP website.

b) To what extent does the governing authority delegate implementation of these policies to the professional staff

Implementation of policies adopted by the MVROP Governing Council is delegated to the Superintendent who assigns MVROP staff with responsibility as identified by each position on the organizational chart. Responsibility of each administrative position can be found in the personnel section of the faculty handbook. The faculty handbook is available on the MVROP website or in hardcopy format with the Administrative Assistant. Focus group recommendation is to review new procedures of the faculty handbook at the first staff meeting of each school year. Administration receives strategic direction from the Governing Council before implementing new policies and school operating guidelines related to schoolwide learning results. MVROP Administrative staff on behalf of Superintendent reports progress of implementation back to Governing Council via Board agenda items.

c) To what extent does the governing authority monitor results?

All new policies and proposed changes in school procedures are brought before the Governing Council, for review, discussion, and approval or disapproval, at monthly meetings. Information for agenda items is included in the board packet for each meeting. Board packets and minutes are available via the MVROP website. The Governing Council requires that the MVROP staff provide information and statistics on programs, achievement of student learning outcomes, student recognition activities, budget, facilities, and personnel issues at its monthly meetings. Teacher and student presentations regarding student achievement to the Governing Council occur at regular intervals.

Summary of Findings for Criterion A2	Supporting Evidence
MVROP Governing Council sets policies based upon adopted MVROP Mission Statement and ESLRs	Governing Council minutes Focus group feedback
Make Board policies more accessible by having them available on the MVROP website	Focus group feedback
Superintendent and designees of the professional staff are responsible for implementation of Governing Council policies as supported by Mission Statement and ESLRs	MVROP Board Policies Governing Council minutes Focus group feedback Management Responsibility Chart
MVROP staff must regularly provide Governing Council with data on programs, student learning outcomes, budget, etc. at monthly meetings.	Focus group feedback Governing Council minutes MVROP website
MVROP Governing Council members are volunteer representatives from each partnering school district	MVROP Board Policy Joint Powers Agreement

A3. School/Leadership

a) To what extent does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the expected learning results?

Administrative and Instructional Administrative team meetings are held weekly, on Monday and Tuesday mornings at 9:00am. Topics discussed during these meetings include school wide issues, i.e. instructional program planning, student issues, staff issues, facility updates, crisis response, budget updates, etc. The purpose of these meetings is to promote communication among management staff to allow for effective decision making and implementation of appropriate school wide actions.

August staff development days are used to provide certificated staff time to create three school year goals with measurable objectives. The objectives are required to focus staff's energies on implementing ways to increase student achievement of ESLRs based upon the six standards for professional educators. Certificated staff is held accountable for meeting these goals as part of their observation and evaluation process. Certificated staff meets with their Program Managers by October of each school year to review goals for appropriateness, ability to be measured and documented, and adherence to achievement of student learning outcomes. Progress of objective attainment is reviewed at mid year. Formal accountability and documentation of objective completion is required by check out at end of school year and before issuance of offer for following year's assignment. Documentation of goals and objectives are placed in teachers' personnel files as part of the evaluation process.

Additionally teachers are required to assist students with documenting their attainment of student learning outcomes through creation of a student portfolio. The student portfolios must contain a student created resume, completed employment application, sample of outstanding student work and a MVROP certificate of achievement documenting specific skill competencies attained by the student. Teachers must present a copy of a student portfolio as part of the check out process to their Program Manager.

The faculty handbook outlines the details of accountability for student learning outcomes and MVROP policies and procedures. It is disseminated during the New Teacher Training Orientation. Additional review of MVROP policies and procedures occurs during New Teacher Training sessions over the course of the school year. Review for the rest of the staff occurs at monthly staff meetings. The employee manual details employee rights and responsibilities and is given at the time of hire. Both items are accessible to staff in an electronic format through the Mission Valley ROP staff page (www.mvrop.org/staff) website and in print via the Administrative Assistant.

b) To what extent does the school leadership empower the staff?

Staff is empowered by school leadership in shared responsibility via a variety of shared decision making advisory models to include: industry clusters; budget committee, and WASC Leadership Team-comprised of certificated cluster leaders, management and support staff. Additional structures include staff meetings and business/industry advisory committee meetings.

Staff is encouraged to acknowledge outstanding examples of student attainment of ESLRs through the annual Student of the Year Ceremony held each May. Each teacher is asked to identify a student from each class section that best epitomizes achievement of student learning outcomes. The decision of whom to acknowledge is entirely staff's decision. A statement of the

student's achievement is articulated at the ceremony as they are presented on stage and receive a certificate from their teacher.

According to focus group feedback school leadership supports an entrepreneurial approach that involves all staff and students taking a responsibility in learning. Professional educators should model expectations leading to increased student outcomes; therefore, MVROP offers salary advancement credit for teachers to encourage expanded knowledge and skills enhancement within their subject area. Management encourages staff to seek out professional development opportunities designed to strengthen instructional practices, maintain knowledge of industry technology, and provide networking opportunities leading to industry support of MVROP students and programs. Staff is encouraged to develop strong business and industry support for students and programs. A procedure manual on conducting business and industry advisory meetings is provided in the faculty handbook and is available electronically via the share drive or website. Education code requires that business/industry advisory meetings occur at least once per year, but MVROP will require at least two meetings a year beginning with the 2010-2011 school year. Programs such as Biotechnology and Sports Therapy that have already adopted this procedure report stronger business industry relationships and support. Professional development opportunities are communicated to staff via school e-mail, website, portal, staff meetings, industry cluster meetings and face-to-face meeting with Program Managers and/or Director of Educational Services. Professional development survey results indicate that teachers would like to see more information communicated on the website regarding professional development opportunities.

New Teacher Staff Development is conducted during the summer in addition to two overall Staff Development days at the beginning of each school year. During the school year four New Teacher Training sessions are held to support new CTE teachers and teachers new to MVROP. Additionally, mentor teachers are assigned to provide assistance/coaching throughout the year. On February 12, 2010, Mission Valley ROP was confirmed as a grant awardee to act as a pilot location for the CTE Teach, New Teacher Training Program offered in partnership by Colton Redlands Yucaipa Regional Occupational Program (CRY-ROP), California Department of Education (CDE) and the governor's Career Technical Education Initiative. The program is designed to support the unique needs of new CTE teachers transitioning from industry to the classroom.

Yearly budget allocations include funds for attending workshops, conferences, partnering meetings, and industry certification programs. Staff development funds are used to provide for trainers and speakers on topics indicated on professional development surveys such as mandated reporting, Specially Designed Academic Instruction in English (SDAIE), and technology utilization. Increased number of articulation agreements with local post secondary institutions and University of California a-g approvals for MVROP courses is an expressed school wide goal articulated in the 2008-2012 MVROP CTE Plan and documented in Governing Council minutes and staff development agendas and presentations. Staff development funds are used to provide teachers, industry clusters and cluster leaders outside class time for curriculum review and revision and strategic planning to meet these goals. Veteran teachers and Program Managers are provided to assist teachers with curriculum review, revision, and planning.

Support staff should be integrated into the professional development survey process to solicit their feedback and generate ideas for their growth. Opportunities for professional growth for some classified staff are limited according to focus group feedback.

c) To what extent does the school leadership encourage commitment, participation and shared accountability for student learning?

Mission Valley ROP school leadership encourages and supports commitment, participation and shared accountability for learning. Each industry cluster, support staff, and management is represented in focus groups, Budget committee and the Leadership Team to ensure active involvement and participation in leadership roles in achieving MVROP expected school wide learning results (ESLRs). Industry clusters, focus groups and Leadership Team meet once per month or every other month. College and Career Technicians' meeting facilitated by the Public Relations Administrator and supported by the Instructional Team (Director of Educational Services and Coordinators) allows for communication with high school site liaisons to discuss ROP program planning, student participation and retention, program promotion, and student achievement.

Summary of Findings for Criterion A3	Supporting Evidence
New sections of faculty handbook reviewed at first staff meeting of the school year	Focus group feedback
Support staff should be surveyed to solicit their feedback regarding their professional development interests	Focus group feedback
Professional development for certificated staff is supported and well documented	Yearly teacher goals and objectives, budget allocation, salary advancement guidelines, MVROP CTE Plan, mandated staff development days agendas

A4. Staff

a) To what extent are the leadership and staff qualified for their assigned responsibilities?

Applicants considered for an administrative, classified, or certificated teaching position must meet approved general qualifications that address education and relevant experience. Management, certificated and classified positions are offered based upon job descriptions approved by the MVROP Governing Council. The Superintendent or authorized designee (Director of Educational Services or Director of Business Services) creates a job announcement identifying specific qualifications or criteria desired in potential applicants based upon approved job descriptions to the Personnel Technician. Job announcements are posted on the MVROP website, electronic employment bulletin boards such as Ed Join or Craig's List, and professional organizations of the desired position such as the Association of California School Administrators (ACSA). All MVROP teachers are credentialed by the State of California via the Commission on Teacher Credentialing. Potential teacher applicants must have industry experience in the field they wish to teach and must obtain and maintain a Designated Subjects Career Technical

Education or Vocational Education Teaching Credential. Applications are screened by the Superintendent and/or authorized designee. A school team interviews qualified applicants and ranks the applicants using predetermined criteria. The panel may include a representative(s) from the program and/or cluster, the Program Manager (Coordinator), and a Director and/or the Superintendent. Hiring decision is the responsibility of the Superintendent or authorized designee.

b) To what extent are the leadership and staff committed to the school's purpose, and engaged in ongoing professional development that promotes student learning?

Each year general funds are allocated for ongoing professional development that promotes student learning. Each program instructional budget receives an allocation for professional development to attend workshops, conferences, and trainings that motivates teachers to find ways to increase student learner outcomes and keep their skills current. One time resources such as Perkins funds and staff development funds supplement general fund instructional budget allocations and are used to fund trainers, speakers, and professional development activities for the two Staff Development days at the beginning of the school year as well as New Teacher Staff Development in August. Substitute time and/or stipends which allow for curriculum review and revision, strategic planning, and cluster planning are also funded with these sources of revenue on an on-going basis. Utilization of these resources has resulted in doubling the number of active UC a-g approved courses since 2007 and increasing the number of articulated courses to 34.

The Instructional Team of Mission Valley ROP requires that one of the three goals that teachers must develop and accomplish each year based upon the Standards for Professional Educators focus on an aspect of their professional development to promote student learning. Staff also has the opportunity to attend conferences and workshops related to teaching and learning instructional strategies to assist students with increasing learning outcomes in their programs. 100% of the teachers surveyed indicated that attending workshops and seminars was their preferred option for professional development followed by internet based learning.

Staff is encouraged to join professional organizations such as: CITEA (California Industrial Technology Education Association), CBEA (California Business Education Association), CALCP (California Association of Leaders in Career Preparation), CACTE (California Association of Career Technical Education) and CAROCP (California Regional Occupational Centers and Programs). An MVROP classified staff member is the president of our local Coastal CAROCP chapter for the 2009-2010 school year. Mission Valley ROP supports staff who pay their membership dues to the state organization by paying for their registration fees to the spring CAROCP Coastal Chapter conference. Also staff is strongly encouraged to act as presenters for conferences. Teachers, support staff and management will act as trainers to the staff as appropriate during staff meetings or staff development days to share various areas of expertise. 86% of teachers report receiving school site provided training and 64% report attending off site conferences.

Professional growth activities for support staff includes: safety and crisis response training, sexual harassment and mandated reporting training. An area of growth is to create ongoing

professional growth opportunities for support staff. Support staff should be surveyed to identify what activities could be supported by MVROP that would assist their efforts in promoting student learning.

Summary of Findings for Criterion A4	Supporting Evidence
Support staff should be surveyed to solicit their feedback regarding their professional development interests as they relate to student learning	Focus group feedback
MVROP resources continue to be utilized to support professional development that directly benefits student learning	Increase in UC a-g approvals, increase in current post secondary articulations, California Partnership Academy participation

A5. School Environment

a) To what extent does the school/program have a safe, healthy nurturing environment that reflects the school's purpose?

It is the goal of every MVROP staff member to provide a safe, healthy and nurturing environment for the students and community we serve. Safety training is part of the curriculum for all programs to include industry appropriate nationally recognized guidelines such as OSHA and HIPAA. A system for reporting safety, health, injury, repair, and maintenance issues is available for staff. Posters are displayed in shop areas promoting safety (OSHA regulations). Staff can access online safety training tutorials through Keenan and Associates for themselves or for use in the classroom.

Mission Valley ROP has adopted the Incident Command System (ICS) as the model for crisis response management. The faculty handbook contains the MVROP ICS procedures. Updates are also received during staff meetings. We have a safety and security system consisting of an intruder alarm, fire sprinkler system, security cameras, a panic button to secure the MVROP Technical Training Center in the event of a lockdown, fob access to the MVROP Technical Training Center, gated access between the MVROP Center and Kennedy High School that is scheduled based upon class times, campus grounds signage alerting the public to our closed campus status, parking lot enforcement, speed bumps, traffic flow signage and appropriate illumination for safety. Radios have been issued to all classrooms at the MVROP Center and modular buildings on the Kennedy High School site. Management and support staff with assigned responsibility during an emergency has also been issued radios and trained in their usage. Fire/earthquake/lockdown drills are conducted monthly. First aid kits and fire extinguishers are available throughout the MVROP Center and modular buildings on the Kennedy High School campus. Four stair chairs have been purchased to facilitate non-ambulatory personnel from the second floor in the event of an emergency. Several MVROP staff members including teachers and their classes have been trained on how to safely utilize the chairs to carry individuals down the stairs. Evacuation drills allows for additional practice. All MVROP Administrators have cell phones that can receive email messages. All MVROP staff is provided a list of administrators' telephone numbers for emergency situations. Many instructors have cell phones or pagers that students are encouraged to use to facilitate communication

especially when students have internship site placement. Classrooms have evacuations maps posted to direct staff and students in the event of an emergency. Substitute teachers are provided with an emergency folder and informed about evacuation routes when assigned to a room on the MVROP campus. There is an intercom system that can be heard throughout the MVROP Technical Training Center and can be accessed by any telephone in the building. A secondary alarm system has been set up to facilitate evacuation in the modular buildings on the Kennedy High School site. Emergency kits to include water and privacy tents for each classroom have been ordered and will be assigned to classrooms and offices. Staff and students who train at internship sites are issued school badges. Training of staff and students is an ongoing challenge and is an area of growth. Another area of growth is for the Safety Committee made up of Management, teacher and support staff to also take on the responsibility of developing a reunification plan for students and parents in the event of a large scale emergency.

To further support students the MVROP Center contains a Student Services Center where students can study, take assessments, or make up hours if they are adults. A Campus Supervisor is employed on staff to assist with campus safety, safety and discipline of students, and support of MVROP staff. A Receptionist greets students and directs visitors. The Student Lounge provides a safe and healthy environment for students to eat. Vending machines are filled with water, juice and low fat, low sugar snacks. Students are issued parking permits for a cost of $10 each to park on campus. All waste products produced by our classes are picked up regularly. We recycle paper products, glass and aluminum cans. Staff can request custodial and technology assistance via email. Students, parents or staff members can easily request an appointment to speak with an administrator via the Receptionist or Administrative Assistant. Staff may also drop by to speak with any administrator if available.

b) To what extent is the school environment characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student?

Mission Valley ROP recognizes that we must model and clearly communicate the high expectations that we have for students. We take pride in recognizing our students and staffs' achievements. Student development consists of clear expectations, accountability, and recognition for achieved student learning outcomes. Students are presented with the MVROP Student Policies and Procedures each school year and/or new term. The Campus Supervisor visits each classroom on the MVROP Center and modular buildings to alert students as to the rules, expectations and consequences. MVROP Student Policies and Procedures are signed by student and parents and kept on file with each teacher. MVROP staff on high school campuses present MVROP Student Policies and Procedures modified to adhere to high school site procedures. MVROP staff models policies and practices such as no eating or drinking in classrooms and hallways except for bottled water in the company of students. Students who meet expectations are recognized in a variety of ways: Perfect Attendance Awards, Student of the Year Awards, Certificates of Achievement and Completion for students who complete their programs with a letter grade of "C" or better. Teachers submit progress reports: "yellow" cards to high school counselors to report exceptional student behavior or skill attainment and "blue" cards to alert counselors to students experiencing challenges to assist with intervention. Teachers follow up these progress reports with calls to parents. Mission Valley ROP staff support various student centered events that showcase the skills that students have learned from

taking their ROP classes. Some of these events include: The Multimedia Festival, Washington Car Show, Forensic Challenge, Fashion Show, Annual Health Fair, and Copper Cooks Culinary Competition. Participation is student organizations such as DECA, Virtual Enterprise, Skills USA and HOSA builds student leadership skills through competitions and fellowship. MVROP classrooms post ESLRs, which support classroom encouragement of behavior that is both professional and ethical. Ensuring appropriate use of technology is important. All students and staff sign an MVROP Network Use Agreement before having access to school equipment. Software has been installed to monitor proper use of the Internet and web technology tools. A policy on all types of harassment issues is strictly enforced per Governing Council policy.

Summary of Findings for Criterion A5	**Supporting Evidence**
Safety of all students and staff is a major priority for MVROP.	OSHA, HIPAA, IAI, and other nationally recognized organizational guidelines are presented to students, discussed and thoroughly explained for their full understanding and appreciation; available of online training via Keenan and Associates; requirement of signed network use agreement before access to MVROP network
Emergency crisis training for staff and students is an ongoing challenge	Focus group feedback, teacher observation of adult transitory population
Safety Committee should develop reunification plan for students and parents in the event of major emergency	Crisis Disaster Guide, focus group feedback, Administrative Team minutes
Clear expectations for students are articulated through verbal and written communication	Written MVROP Student Policies with student signature for understanding and compliance required; Campus Supervisor and teacher review and reiterate policies.

A6. Reporting Student Progress

a) To what extent does the leadership assess student progress toward accomplishing the school's expected learning results?

55% of students surveyed state that the greatest factor impacting their decision regarding taking an ROP course is learning outcomes. Therefore Mission Valley ROP staff understands the importance of proper assessment. Assessment of student progress is performed using a variety of tools designed to determine student attainment of the ESLRs including: rubrics, formative tests, student portfolios, hands-on demonstration, and observation of classroom participation. Teachers surveys report that class assessment techniques is a subject matter in which they would like to receive training. Teachers submit quarterly progress reports to high schools regarding student progress of learning outcomes. Teachers follow up unsatisfactory progress reports with calls to parents. Students participating in community classroom (CC) or cooperative vocational

education (CVE) training opportunities receive evaluation feedback from mentor site supervisors and teacher observations of their progress on ESLR attainment at the training site.

Certificates of Achievement and Completion are awarded at the end of the program to students who meet the required competencies in their program as they relate to the ESLRs. Perfect Attendance awards are also presented to eligible students upon completion of their class/program. Teachers use the Administrative Software Applications Program (ASAP) to track students' attendance and indicate students' status as a "leaver" or "completer" at the end of the year or their program. A completer is defined as a student who has completed 20 hours or more in the ROC/P course, has mastered some competencies listed in the course outline and is no longer enrolled. The California Department of Education (CDE) reviews the placement and enrollment information on ROC/P courses annually. Placement information is reported to CDE on the CDE 101 E1 and CDE 101 E2 Perkins forms by MVROP staff. According to the CDE website, completion and submission of this data documents efforts to follow up on 12th grade completers and adult completers on their placement status in the calendar year in which they completed the course.

b) To what extent does the leadership regularly report student progress to the rest of the school community?

Monthly Governing Council meetings include reporting of student progress to the Board and public by the Superintendent or designee under the heading Items from Staff. The Mission Valley ROP webpage is continuously updated with stories reporting student progress and achievement reported from the Public Relations Administrator and/or the Instructional Team. According to survey results MVROP teachers favor being trained in creating web pages over training on using social networking sites. Focus group feedbacks reports that an area of growth is development of a quarterly student profile which recognizes a "student of the quarter" and features their profile on the MVROP website. The Public Relations Administrator is responsible for ensuring that local print publications such as The Argus and Tri-Cities Voices accurately and constantly report student centered activities. Stories within these publications are also shared with the Governing Council. Teachers and students are invited to make presentations at the Governing Council meetings to share news on program updates and student recognition. MVROP staff reports student progress to program advisory committees at annual or biannual meetings. Staff shares updates on student progress at staff meetings.

Student progress of ESLR attainment is reported via a variety of student centered events to include: The Multimedia Festival, Washington Car Show, Forensic Challenge, Fashion Show, Annual Health Fair, Copper Cooks Culinary Competition, STRUT Competition and the Student of the Year ceremony. MVROP hosts an annual Open House where teachers and students report student progress to parents in addition to community stakeholders who attend. Student progress of ESLRs is also shared at the annual Educator's Brunch held each February. Students man tables and talk about their experiences and learning achievements to invited guests.

Summary of Findings for Criterion A6	Supporting Evidence
MVROP website utilization as a tool for student recognition, accessibility by stakeholders, and student progress reports should be expanded	Focus group feedback, teacher surveys, student surveys
MVROP offers a variety of student centered events to showcase ESLR attainment	MVROP Governing Council minutes, publications, focus group feedback
MVROP teachers would like additional training on assessment techniques in the classroom	Teacher professional development surveys

A7. School Improvement

a) To what extent does the leadership facilitate school/program improvement which is driven by plans of action that will enhance quality learning for all students?

The creation and development of the 2008-2012 MVROP CTE Plan with community stakeholder input as well as the action plan created through the WASC process demonstrate the extent to which school leadership facilitates school/program improvement with plans of action. Additional plans of action that enhance quality learning for all students include the Long Term Strategic Plan and Budget Plans created with input from the Leadership Team or through the Budget Committee made up of management, teachers, and classified staff members. Staff development funds are used to provide stipends for cluster collaborative program planning in addition to regular cluster meetings. Staff development days also allow for cluster collaboration. Stipends are also paid for MVROP teachers who lead active student organizations which participate in regional/state/national competitions.

b) To what extent does the leadership have school community support and involvement?

Community support and involvement is clearly evident by the more than 400 community stakeholders who visit MVROP at the annual Open House each October. The active participation of community stakeholders among the annual various MVROP advisory committees and CTE Advisory Committee which contributed to the MVROP CTE Plan provide examples of support. Specific examples of support include donations of fire engines and equipment by the Fremont and Newark City Fire Departments as well as food donations by the Fremont Chamber of Commerce for the annual Forensic Challenge. Donations are received by students and parents as lab fees to support various programs such as culinary arts and media arts and entertainment.

The three partnering school districts have enrolled more than 4000 students in ROP classes for the 2009-2010 school year. Most classes are meeting the minimum enrollment of 25 students as evidenced by enrollment via the ASAP student attendance reporting system. Partnering schools support our efforts to introduce ROP at career fairs, PTA meetings, Open House, our student events such as the Multimedia Festival, sophomore tours, and middle school presentations.

c) To what extent does the leadership effectively guide the work of the school?

Each week the Instructional Administrative Team made up the Director of Educational Services and Coordinators meets with the Public Relations Administrator to discuss day to day school operations, plan upcoming events, and school wide issues. The Administrative Team consisting of 4 certificated and 3 classified Managers meets weekly as well. Ongoing staff meetings address the progress and assessment of our action plan. Leadership monitors MVROP compliance on a daily basis through the ASAP attendance system. This system provides historical and current follow-up data, which is instrumental in making data driven decisions; stores registration information and reports; documents credentials of instructors; tracks the daily attendance electronically which is critical to compiling ADA; and allows program competencies to be formatted to a completion certificate for students. Additional tools used by leadership to direct priorities include: monthly faculty meetings, student follow-up survey results, the web site, portal, and GroupWise e-mail system for communication (on-site and off-site). The master school calendar assists in identifying meetings and in the collaboration of a well-planned school year.

d) To what extent does the leadership provide for accountability through monitoring of the action plan?

MVROP administration provides for accountability through monitoring of the action plan via bi-monthly cluster leader meetings. It has been recommended that Leadership Team meetings supplant cluster leader meetings to ensure input by support staff in the monitoring of the action plan. The annual Educators Brunch provides another opportunity to keep educational stakeholders such as partnering administrators and counselors apprised of action plans adopted by MVROP. The MVROP Governing Council requires regular updates from school leadership on accountability as it pertains to the action plan in monthly Board meetings. Minutes from each board meeting are available on the MVROP website. Teacher evaluations include their goals and objectives as well as that teacher's progress toward and success in reaching those goals and objectives. Feedback from the focus group supports that there is a direct correlation of the education plan in the classroom and academic improvement of students, teacher evaluation process, training and professional development opportunities for teachers, and the support of the articulation, UC a-g course approval and industry certification process.

Summary of Findings for Criterion A7	Supporting Evidence
MVROP leadership supports student organizations by developing guidelines and paying stipends to those teachers who actively run local chapters.	Governing Council minutes Focus group feedback Written guidelines to receive teacher stipend
MVROP's vision for building career pathways through offering UC approved and articulated courses when possible to demonstrate	Focus group feedback, Career Fair, Open House sign in sheet, Advisory Committee minutes, Cluster minutes, Educators Brunch

academic rigor, 9th/10th grade and middle school outreach, participation/support of career academy models is producing ongoing collaborative partnerships with FUSD, NUSD, and NHUSD	feedback, site administrative meetings, staff meetings, increased number of academy programs at high school sites
MVROP actively pursues opportunities to reach out to stakeholders	Governing Council minutes Focus group feedback Advisory Community minutes Donations, Internship, field trip and job shadowing opportunities

Strengths

- The mission statement clearly defines Mission Valley ROP's commitment to high school students and adults.
- The Perkins surveys show that our students are able to find employment.
- We have written board policies, minutes, agendas, announcements posted on our website
- We have a written JPA agreement with the 3 participating districts
- We provide the resources of time, funds, and access for planning, curriculum development, to help students achieve their ESLRS
- Professionalism of MVROP staff, professional code of conduct that is evident in modeling and adherence to policies required of students
- We have board approved job classifications.
- Resources provided towards professional development for certificated staff members.
- High visibility for student expectation/accomplishments via student organization events, student acknowledgement/award presentations, website, promotional videos
- Student progress is communicated to community stake holders through items from staff at the governing council meetings, via superintendent
- Program presentations at governing council meetings
- We have quarterly adult surveys, yearly high school and adult surveys
- Industry advisory committees for all programs that are responsible for reviewing, monitoring and approving attainment of ESLRS by students through competencies indicated by business and industry partners. Will go beyond minimum education code requirement and require 2 meetings per year beginning 2010-2011.
- School wide CTE advisory committee
- Participation in California partnership academies with partnering school districts
- MVROP CTE plan correlates to ESLRS and strategic plans of participating school districts
- Participation in Student Organizations (DECA, HOSA, Skills USA)
- Students receive formal progress reports, quarterly and semester grades as well as follow-up by individual teachers whenever students are observed experiencing difficulties.

Opportunities for Growth Category A

- The Mission statement does not reflect technology including Green Initiatives.
- ESLRS clearly indicate the need for students to demonstrate appropriate technology, but this is not mentioned in our Mission Statement.
- Notification of new school board policies in a public venue or on the website.
- Make board policies and guidelines available as a PDF document on website
- Review the JPA agreement as part of the strategic planning process
- Offer additional opportunities for staff development to all staff, allowing staff to choose the areas in which they feel they could use development.
- Develop written professional development plan for classified staff
- Expand the use of the website as a communication tool.
- Develop procedure for regular updates for electronic marquee
- Developing a procedure to allow us to track student progress after completing our program (1-2 years out)
- Increase the number of student organizations
- Increase the number of business and industry partnerships

CHAPTER 4 CURRICULUM, INSTRUCTION, AND ASSESSMENT

B. CURRICULUM, INSTRUCTION, AND ASSESSMENT

B1. What Students Learn

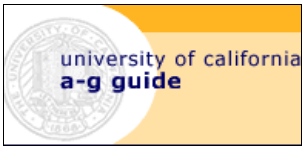
a) To what extent does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the expected schoolwide learning results through successful completion of any course of study offered?

MVROP classes consist of a culturally diverse student population of high school and adult students of various learning abilities. This formidable challenge is met by employing a variety of teaching methods. Consistent with the mission statement and philosophy, Mission Valley ROP (MVROP), must ensure students develop the skills and talent necessary for employability and career advancement in the 21st century. Continual evaluations and observations of students in the work environment is an integral part of most programs. MVROP is committed to the development and growth of technical and social skills of our students. In an effort to ensure curricula is challenging and of the greatest value to students, many programs are seeking or have been approved in the appropriate UC a-g category. Staff is also committed to actively seeking increased opportunities for articulation agreements with post secondary and creating opportunities to work with District academic and CTE teachers to develop career academies.

MVROP is committed to the development and growth of technical and interpersonal skills of our students. Providing students with a complete educational experience to include applicable skills integrated with academic rigor is an intrinsic part of the ESLRs and philosophical belief of MVROP. This belief serves as the foundation from which all curriculum goals are formed. Curriculum which engages students and benefits them both socially and economically is considered necessary and vitally important in different industry sectors that offer a number of different opportunities.

All staff and faculty understand and fully support the relationship to academic excellence that ESLRs and educational standards of responsibility play in student achievements along with the individual needs of students. Addressing these needs such as enhancing student self-esteem and confidence by successive increased challenges, recognition and teacher support in the classroom setting exemplify this commitment to the student. MVROP students demonstrate workplace basic skills and behaviors, career-technical skills and knowledge, and employment skills necessary to pursue their selected opportunity. General lesson plans (UIP-Unit Implementation

Plan) have been developed for instructional support of the Mission Valley ROP ESLR topics. These lessons plans include time, materials, objectives, content, teacher and student instructions, and assessment suggestions. Lessons are available to all MVROP Instructors electronically or as hard copy, and they may be modified to suit the class and student needs. The topics include problem-solving and decision-making methods, teamwork development, work ethics, job employability, and portfolio structure. These lessons strengthen the workplace basic and employability skills instruction.



Eleven current programs at Mission Valley ROP have been approved for the 2009-2010 school year. The approval must be renewed each year.

Several instructors have been working toward aligning the curriculum to meet UC a-g requirements. Substitute time is given to teachers to allow time for UC a-g curriculum revision and course submittal. Offering courses that meet the UC a-g approval assist students with meeting the minimum eligibility for the University of California admission requirements. The general requirements are in History, English, Mathematics, Lab Science, Language (other than English), Visual and Performing Arts, and a College Preparatory Elective. A list of the eleven 2009-2010 MVROP UC a-g approved courses is available in the Appendix.

In order to present programs that offer students a meaningful educational experience at MVROP, a process has been developed to review and update course outlines. It starts with a career cluster (home group) meeting led by the supervising administrator. A labor market analysis is conducted, advisory committee recommendations are considered, and the members may review national/state standards. A standardized format is chosen in order to write the course outline and the biennial review forms. Documents are presented to the Governing Council, every two years for approval. Final forms are submitted to the state for certification. If a program is to be approved by an individual high school for academic credit, the ROP administrator meets with the high school curriculum council to present the program and outline. The high school administrator meets with the department chair to ask for approval; then the documents are forwarded to the district office for recording. Currently, there are 9 courses approved by Fremont Unified School District, to receive math credit for graduation.

District Math Credit Approved Courses

1. Construction Technology	6. Computerized Accounting
2. Manufacturing Technology	7. Programming C++
3. Computer Aided Drafting	8. Business Math
4. Computer Programming	9. Business & Personal Finance
5. Accounting	

All course outlines include Mission Valley ROP ESLRs (workplace basic skills, career technical skills, and employability skills). A standardized format provides consistency within the various programs offered to both high school and adult students. Each outline revision allows the instructor to write units of curriculum as competency statements that identify student proficiency upon completion of the course. Updating course outlines enables MVROP to prepare for the Governing Council biennial review process for approval of each course outline. The final step for each course outline will be to submit them to California Department of Education (CDE) as part of the course certification process.

MVROP curriculum is challenging, in order to prepare students for industry expectations. Hands-on instruction takes place within a classroom using research-based methods. Instructors present objectives and outcome expectations for projects, so that students have a clear direction for the assignment and unit. Students work independently and/or in teams in order to complete the project and demonstrate their competencies. Many students keep a handbook/binder of all their ROP notes and class work, for reference of what they have learned. At the completion of the course, high school students compile a career portfolio of their best work.

Instructors use various measurement tools to evaluate what students have learned. Regular methods of student quizzes, tests, and certification exams are recorded and considered. Other examples of evaluation include student checklists, achievement awards, the number of completers in the program, course follow-up data, 2+2 articulation applicants, completion certificates, and changes in class schedules from year to year.

2 + 2 Articulation

Mission Valley ROP actively seeks connection of higher learning for students, so that transferable credits, may be earned. Administrators initiate contact with representatives from the college admissions department. Teachers meet to determine which courses match with undergraduate courses at local community colleges. After a curriculum review process, units are determined and agreement contracts are formalized. Mission Valley ROP students who meet the criteria for transferable credits will complete the forms at the end of the course. Copies of these documents and a list of articulated courses, may be found in the MVROP administration office and on our share drive. Lists of the current articulation agreements are found in the Appendix of this self study report, the MVROP CTE Plan as well as on our website. Our 2+2 Articulation Agreements are current with Ohlone College (Fremont), Chabot/Las Positas College (Hayward), Mission College (Santa Clara) and Foothill College.

MVROP's purpose is to provide high skill, occupational training, that reflects and meets the demands of the current workplace. Through Community Classroom (CC) and/or Cooperative Vocational Education (CVE) training experiences at business sites students acquire skills necessary for successful employment. Students enrolled in courses that offer CC/CVE, meet in

offsite locations for the application of course competencies. Over 1000 students are enrolled in Merchandising/Marketing, Medical Assisting, Nursing Assisting/C.N.A., Sports Therapy, Veterinary Assisting, Pharmacy Clerk and Technician, EKG Technician, Careers in Education/Teaching, and Cosmetology programs. Some of the MVROP site partners are: Kaiser Hospital and clinic locations, Masonic Home, Kidango, YMCA, Tri-Cities Animal Shelter, Mission Valley Veterinary Clinic, VCA Mission San Jose Veterinary Hospitals, and Walgreens.

Each student's instructor and site manager create a personalized training plan for the development of workplace skills. Training plans identify key skills applied at the field site after completing classroom units of instruction. Individual instructors make the training site arrangement. Community site training includes essential ESLR skills such as problem solving, decision-making, communication, personal skills, technology use, safety awareness, and specific occupational competencies. Every site supervisor evaluates students each quarter using an employer evaluation form. This tool often identifies the level of skill achieved by the student. Future internships, job shadowing, and mentoring opportunities are being developed for the Culinary Arts, Biotechnology, Construction Technology, Information Technology and Arts, Media and Entertainment programs as well.

An extensive Certificate of Completion and Achievement process is used to recognize students who successfully complete course/programs at Mission Valley ROP. Instructors use the course outline competencies to determine completion of program expectations. The advisory committee members validate the certificate competencies listed on the back of the high school certificate. This certificate identifies what students learn. A variety of criteria are used such as attendance, assessment of career technical skills, participation in community worksite learning, or active involvement with a student leadership association. High school instructors identify those students who have passed the competencies listed in the course outline. The course competencies and names of the field training sites are listed on the back of the certificate. The adult students completing quarterly Business and Finance courses are awarded individual certificates for (90% and above) attendance and (70% and above) skill level for class work. The goal is to finish all required courses in an Academy Career Certificate program in order to earn an overall Program Certificate. These certificates are highly valued by our adult student population and the employers who hire them according to advisory committee minutes. The 32% budget reduction and need to adhere to AB 2448 by transitioning to cost recovery basis for the adult Health and Medical programs has resulted in a severe reduction in the number of adult Certificates of Completion and Achievement awarded.

Summary of Findings for Criterion B1	**Supporting Evidence**
Students are formally recognized with ESLR attainment through the awarding of Certificates of Completion and Achievement	Student Portfolios, electronic template on ASAP system, course outline competencies, course syllabus
All course outlines identify the ESLRs	Course outlines available on the share drive
The biennial review process ensure that all MVROP course outlines are submitted for Governing Council and CDE approval every 2 years	Biennial review forms, Governing Council minutes, Course Certification from CDE

B2. How Students Learn

a) To what extent does the professional staff use research-based knowledge about teaching and learning?

Administrators and teachers use a variety of strategies to remain current in and apply research-based professional knowledge to improve their teaching and learning techniques. For example, all performance evaluations contain an element for professional development. MVROP fully supports faculty in their desire to further their own education and mastery of their discipline by encouraging and supporting continuing educational opportunities. MVROP also encourages all employees to participate in professional associations to enhance their personal and professional knowledge and to share meaningful, relevant and timely research-based information with their students. Instructors also review current trends and research information acquired through general news outlets, trade associations and publications, online source co-workers and community groups to supplement curriculum beyond the text for students.

Industry standards are identified and addressed through annual Advisory Committee Meetings. Teachers, in collaboration with administrators, have aligned some MVROP course outlines to the CTE standards including the foundation standards. An area of growth is to align all of the ROP course outlines to the CTE standards to include foundation standards and California Academic Content Standards for Language Arts, Math, Science, or Visual and Performing Arts where applicable. An additional area of growth is to develop lesson plans that have been aligned to the above standards. Currently one MVROP cluster leader is participating in a professional development opportunity that involves developing 4 standards based and identified lesson plans for the statewide project CTE Online. Once approved these lesson plans will available statewide. This teacher will be utilized to teach other teachers how to develop CTE standards-based lesson plans. The Instructional Administrative Team has received CTE Online training. Additional teachers will be sent for CTE Online training to facilitate integration of CTE standards into all course outlines and lesson plans. The Designated Project Leader for the CTE Teach grant program that was awarded to MVROP will also support this effort by expanding the New Teacher Training of MVROP CTE teachers transitioning from industry to the classroom to include integration of CTE standards. Course content area skills within the course outlines have been aligned to the MVROP ESLRs.

b) To what extent does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and expected schoolwide learning results?

Identified strengths for how Mission Valley ROP encourages student learning includes the instructors' ability to identify, strategize and plan for meeting the student learning needs of various learning levels. MVROP instructors, early in the school year, identify and define the mission statement and ESLR's to all students. This discussion illustrates the expectations that students should have to take control and responsibility for their learning. Early identification of students' knowledge base at the beginning off the school year through observation and assessment testing, writing and speaking assignments allows the instructor to identify what skills need to be developed and enhanced during the school year.

Students identified with learning disabilities are given special consideration and accommodations to meet established course objectives without compromise to established educational standards. All students regardless of background and ability are actively involved in the learning based on the expected school wide learning results and curricular objectives. A variety of instruction and teaching styles allow students to learn in a manner that is of greatest impact to them. Instructors observe students and evaluate aptitudes regularly (through testing methods) to identify students that may be visual learners, auditory or a combination, in order to better direct students toward learning objectives and expectations. There are a number of different ways to instruct students including lecture, textbook reading, role play, presentations, case studies, student competitions/show cases, video presentations, online educational resources, and demonstrations.

Teachers design tools such as skills checklists or rubrics to communicate performance criteria to students. Teachers show a sample of the finished work, to clarify the level of performance that is expected. Assignments are modified to meet students at their level and challenge them throughout the course. Instructors recognize the need to periodically stop instruction and question students for understanding. Instructors may ask students to write a summary for an assignment to evaluate the outcome. This allows student interaction with the instructor for feedback regarding relevance of the assignment.

In all the courses that are offered at MVROP, the teachers use a variety of daily activities to maintain the involvement of students. Applied learning is a predominant instructional strategy for MVROP teachers. Teachers want to make sure that their student's work demonstrates the required knowledge and skills as well as the ability to think critically and solve problems. CC/CVE/Intern field training site supervisors work regularly with instructors to offer applied learning. Individual training plans are developed from course competencies, so students (employees) may practice workplace and career technical skills.

Collaborative learning takes place in groups that solve question and answer worksheets and problems, and when students participate in class role-plays. A variety of strategies may be used when a teacher-plans diverse groups. Students may be evaluated based upon their ability in a team and their team's productivity. Other application situations are: hands-on Internet use to research problems and solutions, Powerpoint presentations, lecture, audio/video media, handouts, field trips, and student led teaching.

Many classes utilize a laboratory environment where the teacher can observe the students as they apply their skills. Regular observation of students working in class may be through role-plays, active listening, group interaction from teams, individual work in the lab on computer-based assignments and presentations. Examples of classes include: Computer Graphics Design, Web Design, Animation, Digital Imaging, and Digital Video Arts Production. After a hands-on project is completed in computer graphics design, students are asked to describe how another student created their project. In some classes, students are regularly held accountable for understanding skills well enough to be able to "teach" them to another student. Especially for courses with level 1 and 2 students combined in sections. In other classes, students participate in setting classroom norms and improve their awareness of how to build a positive working environment. Teachers also supervise and observe student work when they are on-the-job (CC/CVE/Intern), at career

development conferences, and at community activities such as health fairs. Employers also observe and evaluate student performance for achievement of workplace skills.

Summary of Findings for Criterion B2	Supporting Evidence
Advisory Committee provide necessary feedback by ensuring identification of industry standards	Advisory Committee minutes, worksite evaluations from CC/CVE training
Need to integration and identify CTE standards to include academic content standards for all course outlines	Teacher professional development surveys, focus group feedback
Develop standards-based lesson plans	Focus group feedback, share drive, CTE Online depository
Additional staff training is needed for full implementation of CTE standards	Focus group feedback
Performance based assessments, project based hands on applications, presentations, role playing, mentor site evaluations are some of the activities that demonstrate ESLR attainment for MVROP teaching staff	Teacher observations, focus group feedback, student surveys

B3. How Assessment Is Used

a) To what extent is the teacher and student use of assessment frequent and integrated into the teaching/learning process?

Assessment methods are varied both between and within programs and include but are not limited to such methods as projects, tests and quizzes, and student feedback. Teachers use these assessments to not only monitor student learning, but to evaluate their own methods and practices. Assessments may also include the input of advisory committee members (industry representatives) to ensure that what we are teaching correlates to the skills and knowledge required in order for a student to succeed in a given industry. Evaluations of mentor supervisors and teacher observations of the work site for student interns is another assessment used as part of the teaching/learning process.

b) To what extent are the assessment results the basis for measurement of each student's progress toward the expected schoolwide learning results?

In the adult business and medical programs, the Test of Adult Basic Education (TABE) is used to determine skill level and proper placement. Potential students who do not meet the minimum academic skills requirement are referred to Fremont Adult School (FAS). An adult program flow chart has been developed to clarify and direct students into the Basic Skills courses that offer enrichment and are appropriate for them. This plan encourages student success because of the careful planning of student course selection. Students are given multiple opportunities to take different versions of the TABE test and demonstrate the improvement of their basic skills. Once academic levels have been attained through FAS courses the potential student may return for another opportunity to assess at MVROP and be accepted into the desired program.

At each of the high schools, teachers have resources available to address the special needs population. Individual Educational Plans (IEPs) are prepared; students are tested and assigned to a resource teacher, if appropriate as indicated by test scores. The resource teacher conducts a regular check on the student's progress and provides regular support to ensure student success. This district staff member works with the ROP instructor assigned to their high school campus. Support for a special needs student may include modification of instruction, support of student completion, communication with parents, and specialized testing arrangements as dictated by the IEP.

Hands-on courses use performance-based methods of instruction with individual evaluation of skills. Students are provided the opportunity to be independent learners through the use of checklists, where they can self-assess their performance level. In automotive, a computerized record (All Data) lists all the experience and hands-on procedures completed by each student. A work order is used to document the task and the time spent completing the job. Industrial Technology programs use ongoing safety testing for shop participation and for equipment use by students. There are various forms of preparation for the industry and state certifications, such as Certified Nursing Assistants exam, the state Cosmetology exam, Medical Assisting exam, Pharmacy Technician Certification Board exam, and the National Healthcareer Association exam for EKG Technicians.

All students are expected to complete a student portfolio that will include a completed job application, resume, work samples, and a teacher issued Certificate of Achievement and Completion stating the competencies they have achieved.

c) To what extent are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?

MVROP staff and students use frequent assessment techniques to measure student progress toward application of the ESLRs. Regular assessment allows staff to evaluate and adjust curriculum and instruction to meet the needs of our student population. Students are regularly graded and given progress reports each quarter. Teachers use computerized software programs such as Gradebook or Micrograde or teacher created spreadsheets with formulas to maintain records of student progress with the ability to provide reports to students on a regular basis, in some cases daily if needed. MVROP teachers make it a policy to provide timely feedback to students so that students are continually aware of how they are succeeding in a particular class. MVROP teachers will use assessment results to determine if changes in curriculum and instruction are necessary to ensure student learning attainment. Teacher websites would allow for easier access for parents and students to information regarding student progress.

Employer Evaluations are completed quarterly for CC/CVE students, by their job site supervisors. Work evaluation areas include Job Performance (using career technical skills), Personal Appearance, Punctuality, Attendance, and Suggestions for Student Development. Once completed, the evaluations are discussed with each student participant and then integrated into their grade. In addition, individualized training plans are developed for each CC/CVE/Intern student. Progress and completion of skill development is noted and signed off by their supervisor. This information is communicated to the students' instructor for school records.

These school records are reviewed and signed off by the Director of Educational Services as part of the teacher check out sheet at the end of the school year. The records are maintained and stored by the Director of Educational Services. General evaluation results made by mentor site supervisors are shared with advisory committees who make recommendations to curriculum and instruction based on this feedback.

In order for student completers to qualify for 2 + 2 Articulation transferable credit, participants must maintain a grade of A or B. Some courses require passing of a final exam determined by the community college or an entrance exam at the beginning of the course. Students are evaluated by their ROP instructor to confirm eligibility of the community college credits. Application forms are completed by the instructor listing a grade, units of credit, and the recommended course code. Records are kept in the Administration office by the Administrative Assistant.

d) To what extent are the assessment results the basis for allocation of resources?

High school members who join a student organization such as DECA, HOSA, or Skills USA have their skills assessed during the school year at student conferences. Students enter competitions in order to be evaluated on industry standards. Industry appropriate competencies are determined, and participants complete written, oral, and hands-on testing of ability. Those students who perform well may advance from the regional level, to the state and national levels. Several newspaper articles have been published regarding student success in various programs. These articles appear on our website and are documented in Governing Council minutes. Teachers who lead student organization chapters that participate in student competitions are supported with a stipend and their expenses to attend the competitions are also covered. Budget is allocated each year to support these efforts.

Within a career cluster, teachers may work together sharing lesson plans and instructional methods. Normally, a new instructor is supported by their peers within a cluster, until they feel comfortable working independently. Our instructors come with quite a variety of industry experience and teaching ability. Each person's contribution towards improving the course material and delivery methods will benefit the program as a whole.

Summary of Findings for Criterion B3	**Supporting Evidence**
Participation in student organizations, student completion of "B" or better to qualify for 2+2 articulation, showcasing student achievement and quarterly evaluation by mentor site supervisors allow for students to demonstrate ESLRS attainment.	Student portfolio, articulation agreement applications, CC/CVE student records binder, publications regarding student organization members ranking at competitions
Teacher websites would allow for more transparency and access with stakeholders	Focus good feedback

Strengths

- Input from Advisory Committee members is critical
- MVROP courses have been UC approved for a-g requirements including: Digital Video Arts, Anatomy and Physiology, Forensic Biology, and Biotechnology
- Availability of course syllabi and course outlines on the share drive to facilitate consistency of courses
- Implementation of Student Portfolios that include resume, work samples, and application sample geared to increase student employability
- Internship, Community Classroom, and Career Vocational Education opportunities for students to connect what they have learned in the classroom to the workplace
- Rubric to evaluate the attainment of ESLRs
- Availability of classes that offer math credit to FUSD high school students
- Articulation agreements with Chabot College/Las Positas, Mission College, Foothill College, and Ohlone College
- Certificates of Achievement for individual courses and Certificates of Completion for career pathways sector programs
- Providing opportunities for Industry Certifications to students
- Providing opportunities for participation in student organizations including HOSA, DECA, and Skills USA
- Staff Development opportunities for certificated staff
- Collaborative opportunities through teacher cluster (department) meetings
- Instructors use a variety of instructional and assessment techniques to ensure that students achieve learning objectives
- Preparing students to use appropriate technology and occupational competencies as defined by ESLRs
- Students' work demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills
- Students find technology availability adequate or better in ROP Classes
- Opportunities for students to showcase their achievements at MVROP (Multimedia Festival, Car Show, Forensic Challenge, etc)
- Examples of students working in pairs, groups and as a class to achieve learning objectives and simulate the workplace environment
- Project based learning with hands on applications
- Curriculum that is updated by industry trends as reported by advisory committees

Opportunities for Growth

- Increased integration of academics into the CTE curriculum
- Increased professional development opportunities for teachers including assessment tools and technology integration that will increase student achievement of the ESLRs
- Increase students' abilities to explain and understand the MVROP ESLRs
- Staff training on the CTE standards and frameworks
- Provide teacher websites to be accessed by students, parents, and staff and provide consistency of information

CHAPTER 4 SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C1. Student Connectedness

a) To what extent are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the expected schoolwide learning results?

The Mission Valley Regional Occupational Program provides career training and variety of student support services to both adults and teens in the Tri-Cities area. The Superintendent, Director of Educational Services, Program Coordinators oversee and direct all instructional programs.

An up-to-date student and community profile illustrates the educational, ethnic, and economic background of those we serve as well as the unique characteristics and needs of our community. Understanding this data is beneficial to the faculty and administrators as it helps us determine the future direction of course offerings.

Student feedback is routinely utilized to consider changes, additions, or deletions to programs, classes, or teachers through follow-up surveys, on-line surveys and in-class surveys. These are all opportunities for students to be heard as they evaluate the quality and availability of Mission Valley's programs. Results of these surveys are available to teachers as well as administrators. Recommendation is that student survey results be made available to teachers in a more timely manner. Also student surveys should be given at least twice a year to ascertain growth and attainment of ESLRs.

On the main campus, despite cuts in staffing MVROP provides access to a Student Services Center where students may utilize computers, phones, fax, and copy machines. Job openings are posted as well as information to link students to additional community based assistance. Additionally, a comfortable student lounge with a patio, informational bulletin board and vending machines, are also provided.

Informational sessions are held in the Student Services Center for all adult cost recovery programs. Potential students have the opportunity to hear presentations on these programs directly from the teachers. They are presented with the course syllabus to include course

competencies and ESLRs along with grading criteria, internship expectations, and costs. Students are encouraged to attend these informational sessions so that they know what to expect. MVROP adopted a no refund/no credit policy beginning in 2008-2009 because of budget considerations.

Reductions to our print and mailings budget have resulted in the elimination of high school and adult course catalogs. However, the website is continuously updated with course information. Students have access to computers in Student Services and the Registration Office to look review our website and register for adult classes. High school students register through their counselors.

The ASAP Attendance program, used for registration and student tracking, creates a savings of time and effort for both staff and students. High school students are registered on their home school campus through the efforts of our College and Career Technicians whose salaries are partially paid by MVROP.

Although all main campus ROP support services are available to teens as well as adults, most high school support services are found on the individual high school campuses. Currently there are College and Career Technicians on all seven of the comprehensive high schools we serve. One of their responsibilities is to assist with information and enrollment in ROP courses. They provide career interest assessment, college articulation information, career fairs, and many other support services at their high school career centers. They meet monthly with ROP administration to remain updated on course offerings and to discuss student needs. It should be noted here that the effectiveness of individual career technicians varies somewhat depending on their home schools' perceived need for, understanding of, and philosophy of our programs. Main campus ROP teachers communicate with career technicians via e-mail or by phone as needed.

Counselors are also currently available on all high school campuses. They provide assistance with scheduling and student support and are involved in the individual academic and personal concerns students may have. The ROP high school coordinator serves as liaison to the counselors, ROP administration, and teachers. Counselors are hosted at a yearly Educator's Brunch at the ROP Center. Counselors have the opportunity to visit with students and teachers to find out more about individual courses and programs. ROP teaching staff at the Center sometimes finds it difficult to access the high school counselors by phone and also use e-mail as well as the ROP Coordinators to communicate student concerns.

A process for intervention or referral is in place for adults and teens. Adults are referred to the Coordinator assigned to adult programs by teacher recommendation, or the student may request an appointment to meet with the Coordinator via the Administrative Assistant. Case managers are no longer available to provide referrals to community agencies and personal support. However our partnership with the Tri-Cities One-Stop Career Center located at the Ohlone Newark Center provides the following services to our students: assessment testing, career counseling, workshops for job search, unemployment insurance information, job training information, on-site employer recruitment, a computer resource center, access to CALJOBS, employer job listings, and print/video resources.

Direct Support Professional (DSP) Training is offered by MVROP. Caregivers employed in Community Care Facilities for developmental disabled children and adults, must be certified by the State of California. Providers contact our DSP trainer/coordinator via fax or our Student Services phone number to register for training classes and challenge testing. The Student Services center also allows students to do job search, check on job listings, study for class, practice computer skills, make-up hours. Teens are referred to their respective high schools with yellow or blue referral notices, which also go to the students' home. Teachers are encouraged to communicate with parents and counselors.

Teacher involvement in student success of the ESLRs is extensive. In a multitude of ways, both in the classroom and out, teachers are involved in students learning and career advancement. 74.6% of high school students surveyed and 79.7% of adult student surveyed report that their teachers explain their learning objectives at least 3-4 times per week or daily. Many programs have community classroom experiences available that provide valuable work experience and often jobs. Maintaining good relationships with community partners, is primarily executed by teachers, but also supported by management through advisory committees. Skills check-off sheets, student journals, career portfolios, fashion shows, forensic competitions, car shows, health fairs, multimedia festivals, career fairs and receptions, DECA conferences, recruitment opportunities, open houses, Student-of-the-Year awards, advisory committee meetings, and in-class attendance and achievement certificates are just some of the teacher driven and administration supported methods to achieve our collective goals. Unfortunately, our partnership with Fremont Adult School (FAS) offering a Basic Skills Program (ABE) and General Equivalency Diploma (GED) preparation on the ROP Center campus for students needing improvement in language and computation skills was eliminated after the 2007-2008 school year due to adherence to AB 2448. However, stakeholders who report for the Test of Adult Basic Education (TABE) to determine academic eligibility for our cost recovery programs and do not meet minimum levels are referred to the FAS campus to take these programs.

Co-curricular activities linked to the ESLRs include community classroom (CC), cooperative vocational education (CVE), career competencies gained and documented on training plans, and journals, and former students as guest speakers. Other co-curricular activities students can be involved in are student competitions and showcases, service learning opportunities and membership in student organizations such as DECA, HOSA, Skills USA and Virtual Enterprise. An area of growth is increased opportunities for student organizations such as formation of a HERO chapter for the culinary students.

Many methods are used to connect students to the resources available. At some of the high schools a focus period is provided to explore careers and ROP options. Survey results show that 83.9% of the 1600 high school students surveyed and 88.1% of the 117 adult students surveyed rate the technology available in their ROP class as 'adequate' or 'high quality.' Attendance clerks, college and career technicians, high school counselors, administrators, phone and e-mail lists, referral forms, parent contact emergency forms, network acceptable use agreements, access to MVROP computers and school bus stickers are all efforts to make resources available.

Summary of Findings for Criterion C1	Supporting Evidence
MVROP supports students organizations by paying teacher stipends and the teacher expenses associated with student organization competitions	MVROP Student Organizations Guidelines
Increase opportunities for creation of more student organizations	Focus group feedback, Advisory Committee minutes
ESLRs attainment is demonstrated through curricular activities such as CC/CVE training, student competitions and showcases, student organization participation	Individualized Training Plans, Student Organization membership rosters,
Student feedback is solicited	Student survey results
Request completion of student survey at least twice a year to measure growth of student ESLRs	Focus group feedback
Adequate technology resources are provided	Student surveys
Survey results should be available in a more timely manner	Focus group feedback
Informational sessions are held for adult internship cost recovery programs so that students know expectations before paying non-refundable fees	MVROP website, sign-sheets
Student Services provides student access to technology to be used for job searching or instructional purposes	Make up hours slips in teacher records, Focus group feedback

C2. Parent/Community Involvement

a) To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?

Active advisory committees comprised of community partners and teachers in each subject area, support students and programs at MVROP. Meeting once or twice a year, they review curriculum and textbooks, ascertain program needs, discuss job and labor market issues, and review the ROP mission statement. They function to provide information, assistance, recommendations, and resources. Through them courses are kept up-to-date, relevant, and geared to the needs of the business and industry community.

Involvement with families includes parent chaperones and guest speakers, PTSA, Grad Night, new student orientation, open house, career fairs, site council meetings, and referrals to parents. Many avenues are used to keep families and community members informed regarding our students and programs. Each high school has a Principal's Newsletter, the school newspaper,

student handbooks, and sometimes day planners, back-to-school night, referral slips, catalogs and flyers, training agreements, parent information letters regarding immunizations and internships, teacher phone calls, financial aid nights, and numerous other communication efforts are utilized. The community is informed through administration attendance at outside meetings such as Rotary Club, word-of-mouth from successful students, Governing Council presentations, the MVROP website, newsletter, and electronic marquee.

Community resources are utilized as much as possible. Jointly developed training plans for interns, career receptions at major facilities such as Kaiser Hospital and the Newark Hilton Hotel, monetary and equipment donations, guest speakers, and many city, county, and state agencies are some of the resources used. Additionally, some teachers and administrators attend partnership meetings at local community colleges to participate on their advisory panels and solidify articulation agreements.

The number of certificates earned can demonstrate how well students demonstrate the ESLRs and their responsibility for achievement of them. Most classes also have ESLR assignments to heighten student awareness and classroom visitations are routinely done to check for ESLR components. ESLR posters are found in each classroom. Focus group feedback recommends development of a recognition program that acknowledges individual student attainment of meeting personal goals and a system of tracking student progress after leaving MVROP.

Summary of Findings for Criterion C2	**Supporting Evidence**
Active Advisory Committees support students and programs at MVROP	Donations, Advisory Committee minutes
ESLRs are disseminated and communicated to stakeholders	ESLR posters in classrooms and offices
The ability to electronically track or survey students after they leave MVROP to determine how participation in ROP program affected their future goal attainment is appropriate data	Focus group feedback
Providing a way to recognize attainment of individual student personal goals and objectives should be developed in conjunction with a pre/post survey or assessment	Focus group feedback

Strengths

- Opportunities for professional internships are disseminated so that students are aware of what is expected of them to qualify for these opportunities and how they are assessed.
- Student Services facilities provide all students access to computer/internet capabilities for individual classroom performance as well as job searching
- DECA, HOSA, SkillsUSA-MVROP supports students in these organizations as they provide knowledge and experience in pursuing their personal professional development.

- ESLRs are emphasized throughout curricular activities to students, discussed and assessed by students to quantify how they are meeting their professional objectives.
- Program Advisory Committees are held for each industry sector and these committee members provide insight into career advancement and skills that students will need to compete for professional placement.
- Use of technology in the classrooms is evident
- Sufficient resources provided for classrooms

Opportunities for Growth

- Expansion of existing assessment procedures to track student exiting from MVROP
- Develop and implement a recognition program that acknowledges individual students whom meet and exceed their personal goals and objectives.
- Survey students at least twice a year to document ESLRs attainment and provide additional opportunity for student input
- Make survey results available to teachers in a more timely manner

CHAPTER 4 RESOURCE MANAGEMENT AND DEVELOPMENT

D. RESOURCE MANAGEMENT AND DEVELOPMENT

D1. Resources

a) To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's purpose and student achievement of the expected schoolwide learning results?

Mission Valley ROP (MVROP) allocates about 84% of its budget directly to instructional resources and related costs. MVROP has a budget committee which oversees the budget and allocation of funds. The Budget Committee which consists of administrators, staff, and cluster leaders (teachers representing their program/sector) oversee the development of the annual budget. Faculty and staff submit budget requests based on anticipated need for the next school year. There is a need for better correlation between budget requests and ESLRs attainment. Additionally written guidelines as to the responsibilities of the Budget Committee should be developed and reviewed before each meeting.

The budget request cycle is as follows: Each teacher submits and discusses the following year's budget allocation request to their cluster leader. Then the cluster leader discusses the request with the respective program manager. Next, the requests are reviewed, discussed, and submitted to the Director of Educational Services who sends the final and if necessary revised budget allocation requests to the Director of Business Services. Once those steps have been completed, a budget is created and submitted to the budget committee for alteration and approvals. After the budget has been approved by the committee it is forwarded to the governing council for approval.

Unprecedented budget reductions of at least 32% have necessitated the need for MVROP to develop guidelines to include criteria for program support in building career pathway models in response to economic uncertainty for future budgets cuts and trends in the job markets. These guidelines were presented to the Governing Council in December 2009. Focus group recommends expanding this criteria to include developing guidelines regarding faculty and staff reductions.

Protections are in place to safeguard against mishandling of funds. Twice a year MVROP goes through an audit review by an outside auditing firm. Monies that are collected are receipted and verified by 2 accounting technicians before deposited. Deposits are made once a week. The fiscal

agent for MVROP is FUSD, and MVROP follows the guidelines and protocol established by FUSD and the County Office of Education. A master schedule of room assignments is created annually based upon the classroom and instructional needs of the various programs by the Instructional Administrative Team.

MVROP has a safety committee that meets periodically throughout the year to address safety needs, concerns, and crisis management. It has been pointed out that the safety meeting should meet more often and on a regular scheduled basis. Staff members have requested that more training be provided for in areas of injury prevention, emergency classroom procedures and workers compensation.

Staff assignments are determined by open positions, program demands and budget allowances. Once a need is determined, a posting is made, and candidates are interviewed. Staff vacancies are posted through various internet sites, staff would also suggested that staff vacancies be posted in the staff work room and through e-mail. Once a staff vacancy is filled, if a credential is needed the candidates must obtain the required credentials. If a position requires a credential, candidates must obtain the credential before they can be hired. Once they have the credential, candidates must meet the state requirements to continue holding the credential. There are budget allocations for new teachers' development and staff development. Although MVROP offers programs that are current with technical and job market trends, there are programs that are in need of evaluation to determine if the program is keeping current and if the program meets the current job market trends.

Summary of Findings for Criterion D1	**Supporting Evidence**
Budget committee made up of MVROP stakeholders provides valuable advisory/input on development of MVROP annual budget	Budget Committee Minutes, Governing Council Minutes
Written guidelines for Budget Committee responsibilities should be developed and reviewed regularly	Focus group feedback
Guidelines for Building Career Pathway Models provides criteria for program support	Governing Council Minutes
Budget Allocation process is a collaborative process	Written budget request procedures, focus group feedback
Budget requests and ESLRs attainment should be better correlated.	Focus group feedback
Create guidelines for faculty and staff reductions in light of budget uncertainty	Focus group feedback
Protections are in place to safeguard against mishandling of funds	Audit Review, Governing Council minutes, Alameda County Office of Education approval
Safety committee addresses safety needs, concern, and crisis management but should meet more regularly	Focus group Feedback
Communicate MVROP internal job vacancies via e-mail and postings in staff workroom	Focus group feedback

More training in injury prevention, emergency classroom procedures, and workers compensation should be provided	Focus group feedback
Staff vacancy postings should be posted in the staff workroom and via e-mail.	Focus group feedback
Programs should be evaluated to determine if they are remaining current with current job growth trends	Focus group feedback

D2. Resource Planning

a) To what extent do the governing authority and the school execute responsible resource planning for the future?

Each year MVROP prepares a long range strategic budget planning document. This document examines the allocation and resources, as well as anticipated budgets for the next upcoming three years. The three year planning document is submitted to the County Office of Education for approval. MVROP needs to prove that they can support the institution for three years under the current economic plan. The long range planning document is a living document and alterations are made based on current economic status.

MVROP holds an annual CTE meeting for all stakeholders to assist in long range planning. Also, advisory committees meetings are held annually for each program/sector. The advisory committee consists of community stakeholders who contribute to the long range planning of the programs/sector. They contribute experience and knowledge of the marketplace while sharing their vision for future trends in the industry. These community stakeholders provide valuable insight into required employee skills, projected job growth areas and emerging technology required by an emerging workplace including online applications. Along with the CTE the Technology committee should meet more often to provide valuable input to MVROP and their upkeep with the current and future trends in technology.

In addition to standard sources, resources for MVROP come from donations of supplies and expertise from various community stakeholders. These stakeholders often provide valuable resources vital to MVROP. Business partners have provided supplies that the MVROP budget could not accommodate.

Monthly governing council meetings, attended by representatives from all three school districts, are held to address administrative, financial, and instructional issues. In addition, the financial feasibility and needs of MVROP are reported on and discussed.

Summary of Findings for Criterion D2	**Supporting Evidence**
Advisory Committee and CTE meetings are held annually to assist with long range planning and provide valuable business/industry input	Advisory Committee minutes, CTE Advisory Committee minutes, Focus group feedback
The CTE Advisory Committee and	Focus group feedback

Technology Committee should meet more often to offer input on current and future trends in technology	
Monthly Governing Council meetings are overseen by representatives from the three partnering school districts	JPA agreement, Governing Council minutes, Board policies

Strengths

- Budget submissions
- Bi-annual audits
- Effective processes for safeguarding for funds
- Budget committee
- Master schedule
- Safety committee meetings
- Budget allocation process
- Long range planning
- CTE and Advisory Committee involvement
- Monthly Governing Council meetings
- Student /Staff Surveys

Opportunities for Growth

- Connection of ESLR attainment to the budget process
- Staff workers compensation training
- Economic uncertainty procedures for reducing faculty and staff positions
- Written budget committee policies and procedures
- Regularly scheduled Safety Committee meeting
- Reestablishment of Technology Committee with regularly scheduled meetings
- Announcements of MVROP internal job vacancies should be widely circulated via email and postings in the staff workroom.

Goal #1 **Improve communication to all stakeholders**

Rationale **A properly trained staff enhances student learning outcomes. To give students a competitive edge as the enter employment or post secondary training by making sure that staff remains abreast of current trends and practice, to ensure that we're on the same page with the students.**

ESLRs addressed All ESLRs are addressed

AREAS OF GROWTH/ACTIVITIES How does the statement address student learning outcomes?	*STATUS	PERSON RESPONSIBLE	RESOURCES	TIMELINE	WAYS OF ASSESSING PROGRESS	REPORT OF PROGRESS
▪ Offer additional opportunities of professional development 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 the ESLRs	IP	Instructional Team, Faculty, Leadership Team (Cluster leaders, Support staff, and Managers)	Staff Development funds, General funds, Perkins, Professional Development/ Technology/ Curriculum Grants, Business and Industry partners in-kind donations, CTE Online	Ongoing	Faculty/Staff Surveys, Pre/Post Assessments on ESLR Attainment, Use of ESLRs Rubric, Student Organization Leadership Surveys, Student Body Surveys, Amount of funds spent on faculty professional development opportunities increases	Report out at staff meeting, Advisory meeting , website, Governing Council minutes, Faculty handbook, Student Organization meetings, Cluster meeting minutes, Leadership Team Meetings

AREAS OF GROWTH/ACTIVITIES How does the statement address student learning outcomes?	*STATUS	PERSON RESPONSIBLE	RESOURCES	TIMELINE	WAYS OF ASSESSING PROGRESS	REPORT OF PROGRESS
▪ Offer organizational opportunities for staff to improve administrative efficiency in support of student programs	NS	Administrative Team, Staff, Leadership Team (Cluster leaders, Support staff, and Managers)	General funds, Staff Development funds, Business and Industry partners in-kind donations	September 2011	Amount of funds spent on staff professional development opportunities increases, Faculty/Staff surveys, Student surveys	Leadership Team meetings, Staff meetings, Support staff meetings
▪ Each staff member to have a written professional development plan that addresses professional expectations 1. Teachers	IP	Instructional Team	Yearly Goals and Objectives Process	Ongoing	Curriculum changes to course outline, syllabus, lesson plans, formal/informal observations by Instructional Team, annual beginning, mid-year and ending goals and objectives meeting with Program Managers, column advancement on salary schedule	Advisory meeting minutes, formal evaluation, annual written goals and objectives statement from teachers with documentation of goal attainment and assessment criteria for file, Governing Council minutes
2. Staff	NS	Dir. of Ed Services/Dir. of Business Services	Yearly Goals and Objectives Process	September 2010	Annual beginning, mid-year and ending goals and objectives meeting	Formal evaluation, Governing Council minutes

AREAS OF GROWTH/ACTIVITIES How does the statement address student learning outcomes?	*STATUS	PERSON RESPONSIBLE	RESOURCES	TIMELINE	WAYS OF ASSESSING PROGRESS	REPORT OF PROGRESS
					with Supervisor	
▪ Increase students' abilities to explain, understand, and demonstrate attainment of the MVROP ESLRs	IP	Faculty, Clusters	ESLR Rubric, Course Outlines, Lesson Plans	Pilot September 2011, Enact September 2012	Pre/Post ESLR assessment per cluster, Semester updates to Program Managers, Student ESLR Surveys, Student portfolios, mock interviews	Cluster Meeting minutes, Goals and Objectives meeting with Program Managers, Advisory Committee meetings, website, Governing Council presentations

Goal #2 **Provide awareness and visibility of ROP programs among all stakeholders through effective communication**

Rationale **Students, staff and community will feel more connected with greater awareness of what is occurring at MVROP; Transparency enables stakeholders to work better as a team, pulling in the same direction for increased student learning outcomes; Effective two-way communication improves morale; Communicating the role of ROP students' success builds awareness, brings value and credibility to CTE and it impact on student learning; Engaging students in their own learning by communicating explicit expectations .**

ESLRs addressed All ESLRs are addressed

AREAS OF GROWTH/ACTIVITIES How does the statement address student learning outcomes?	*STATUS	PERSON RESPONSIBLE	RESOURCES	TIMELINE	WAYS OF ASSESSING PROGRESS	REPORT OF PROGRESS
▪ The Mission statement will be updated to reflect the need to train students on the latest technology in CTE in alignment with MVROP stated ESLRs i.e. Green Initiatives	NS	WASC Leadership Team (Cluster Leaders, Support Staff, Management, Governing Board)	Advisory Committee Minutes, Cluster Meeting Minutes, Student Surveys	June 2011	Submittal to Governing Board for approval	Superintendent via Board Minutes, Staff Meeting, website
▪ Improved communication to all stakeholders through increased use of multimedia	IP	Web Designer, Information Technology	General fund, expertise of web designer and IT	Ongoing	Student surveys	Staff meetings, website, MVROP

AREAS OF GROWTH/ACTIVITIES How does the statement address student learning outcomes?	*STATUS	PERSON RESPONSIBLE	RESOURCES	TIMELINE	WAYS OF ASSESSING PROGRESS	REPORT OF PROGRESS
1. Increased development of website to communicate with all stakeholders	IP	Manager, PR Administrator, Instructional Team	Manager	Ongoing	Surveys	newsletter, Cluster meetings minutes, Advisory meetings minutes
2. Frequently refreshing electronic marquee to communicate to stakeholders	IP	IT Manager, PR Administrator, Dir of Ed Services	IT Manager, Expertise of multimedia teachers,	Ongoing	Observation of changing marquee slides on bi-monthly basis, staff /student surveys	Staff meetings, MVROP newsletter, staff meeting
3. Provide teacher websites to be accessed by students, parents, and staff to provide consistency of information						
a) Develop budget plan to include training for teachers 1. New technologies to possibly include short message service (SMS)	NS	Director of Business Services, Director of Educational Services, IT Manager, Web Designer, PR Administrator	General fund, budget planning procedures, advisory member solicitations	June 2011	Parent/staff/student surveys on semester basis	Staff meetings, cluster meetings, leadership team meetings
b) Develop criteria for content of websites; students can post homework for paperless assignments (green)	NS	Leadership team	Leadership team expertise, Internet searches, establish criteria from partnering districts, student feedback	June 2013	Bimonthly staff feedback on submitted criteria	Cluster meetings, staff meetings, MVROP portal

AREAS OF GROWTH/ACTIVITIES How does the statement address student learning outcomes?	*STATUS	PERSON RESPONSIBLE	RESOURCES	TIMELINE	WAYS OF ASSESSING PROGRESS	REPORT OF PROGRESS
c) Create teacher websites	NS	Information Technology Manager, Web Designer	Volunteer teachers to pilot websites, expertise of web designer and Information Tech Mgr	January 2013	Student/Parent feedback; teacher feedback	Leadership Team meetings, Cluster meetings, and Staff meetings
▪ Develop and implement an improved formal recognition process that acknowledges individual students' personal goals and objectives as well as student learning outcomes throughout their ROP experience.	IP	Each administrator	Master schedule	Ongoing	Teacher input through clusters	Governing Council & Ad/Min meeting
1. Create formal criteria for acknowledging achievement of student personal goals	NS	Instructional Team, Leadership Team	Teacher input, Advisory Committee input, Internship evaluations	June 2013	Written criteria guidelines	Staff meetings, Cluster meetings, Advisory Committee minutes, MVROP newsletter, portal, website
2. Create formal criteria for acknowledging attainment of ESLRs	IP	Instructional Team, Leadership Team	ESLRs rubric, Teacher input, Advisory Committee input, Internship evaluations,	June 2012	Written criteria guidelines	Staff meetings, Cluster meetings, Advisory Committee minutes, MVROP newsletter, website, portal

AREAS OF GROWTH/ACTIVITIES How does the statement address student learning outcomes?	*STATUS	PERSON RESPONSIBLE	RESOURCES	TIMELINE	WAYS OF ASSESSING PROGRESS	REPORT OF PROGRESS
▪ Using marketing strategies effectively to communicate student learning outcomes to stakeholders Examples include: ➢ Student/Staff surveys at the beginning of the year and at the end of the year to measure growth; communicate feedback. ➢ Internet surveys ➢ Press releases to paper ➢ Website ➢ Local radio ➢ Student of the Year ➢ Legacy Program ➢ Student Activities ➢ ROP Student Representatives ➢ School Open Houses ➢ PTA meetings ➢ Shadow cases to highlight ROP programs at HS sites ➢ Internship evaluations ➢ MVROP Newsletter ➢ Student Organizations Note: invite all stakeholders to showcase events (including advisory committee members, community classroom site personnel, etc)	IP	All Staff	Website, electronic marquee, MVROP newsletter, College and Career Tech Specialists, General fund, Relationships with community and advisor,	Ongoing	Student surveys on quarterly/ semester basis, community feedback via webpage survey	Staff meetings quarterly, Board meetings, website, Teacher websites

CHAPTER 5 SCHOOLWIDE ACTION PLAN

Goal #3 **Be a leader in developing and implementing career pathways**

Rationale **Rigorous and relevant curriculum and instruction requires business and industry professional input, thereby creating demand for higher expectations resulting in increased successes for students and improved preparation to better compete for employment opportunities; becoming relevant to business and industry by building relationships where industry can indicate their needs and MVROP meets the needs by providing the framework through career pathways creates a cycle of rigor, relevance, and relationships; Well planned and effective career pathways allows for targeting of resources to meet the collective needs of all students.**

ESLRs addressed All ESLRs are addressed

AREAS OF GROWTH/ACTIVITIES How does the statement address student learning outcomes?	*STATUS	PERSON RESPONSIBLE	RESOURCES	TIMELINE	WAYS OF ASSESSING PROGRESS	REPORT OF PROGRESS
▪ Developing procedure to allow us to track student process after completing our program 1. Collect student e-mail addresses using incentive and link back to website	IP	Leadership Team (Cluster leaders, Support staff, and Managers) Faculty and Staff	General fund, Information Technology Manager , Web Designer, CalPASS, Tech Prep funds, grants	Ongoing	Bi-annual electronic surveys, Teachers report # of responses to Program Managers	Governing Council Minutes, website, Media outlets

AREAS OF GROWTH/ACTIVITIES How does the statement address student learning outcomes?	*STATUS	PERSON RESPONSIBLE	RESOURCES	TIMELINE	WAYS OF ASSESSING PROGRESS	REPORT OF PROGRESS
▪ Business and industry partnerships need to be stronger and more actively involved	IP	Cluster members, Instructional Team, Administrators, Staff	Professional Associations, Advisory Community-Based Organizations	Ongoing	Increase in: donations-dollars or in-kind, internship opportunities, more advisory committee members	Advisory Committee meeting, website, marquee, MVROP newsletter, local paper, Staff meeting, Governing Council Minutes
▪ Increased integration of academics into the CTE curriculum/Staff training on the CTE standards and framework	IP	Instructional Team, Faculty	California Department of Education grants, Staff development funds, Trained teachers, CTE Online	Ongoing	Standards based lesson plans in substitute file, Creation and use of CTE Online lesson plans, observations	Advisory Committee meeting, Leadership Tem meetings, Staff meeting, Governing Council Minutes
▪ Evaluate curriculum for all industry sectors taught at MVROP to determine where "Green Technology" may be employed to enhance program offerings.	IP	Instructional Team, Faculty	Business and Industry, labor market data	January 2012	Course outlines with competencies to include green initiatives, plan for reduction of purchase of paper	Advisory Committee meeting, website, marquee, MVROP newsletter, local paper, Staff meeting, Governing Council Minutes

APPENDIX

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MISSION VALLEY ROP ORGANIZATIONAL CHART……page 90

MANAGEMENT RESPONSIBILITIES……page 91

WASC FOCUS GROUPS……page 92

MVROP COURSE LIST 2009-2010……page 93-95

ARTICULATION AGREEMENTS……page 96-98

UC COURSE APPROVED A-G LIST……page 99

CTE MASTER ADVISORY COMMITTEE LIST……page 100-105

SURVEY FORMS……page 106-126

A. 2009-2010 HIGH SCHOOL STUDENT SURVEY FORM
B. 2009-2010 ADULT STUDENT SURVEY FORM
C. 2008-2009 CERTIFICATED EMPLOYEE PROFESSIONAL DEVELOPMENT SURVEY

CAMPUS ADMINISTRATION/MAPS……page 127-136

A. AMERICAN
B. IRVINGTON
C. KENNEDY
D. LOGAN
E. MISSION SAN JOSE
F. MVROP CAREER TECHNICAL TRAINING
G. NEWARK MEMORIAL
H. ROBERTSON
I. WASHINGTON

School Year 2010 - 2011
Mission Valley ROP Governing Council

Fremont Unified School District Representatives



Larry Sweeney, Vice-President
larry4sb@aol.com



Lily Mei, Alternate
lily@lilymei.org

Newark Unified School District Representatives



Janice Schaefer, Clerk
jschaefer@nusd.k12.ca.us



Nancy Thomas, Alternate
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New Haven Unified School District Representatives



Kevin Harper, President
kharper@nhusd.k12.ca.us



Jonas Dino, Alternate
jdino@nhusd.k12.ca.us

In the absence of the clerk, council elects a clerk "protem" to sign off on minutes and other documents before the meeting can proceed. Meetings are held on the 3rd Thursday of the month at 5pm.

MVROP Administrative Staff:

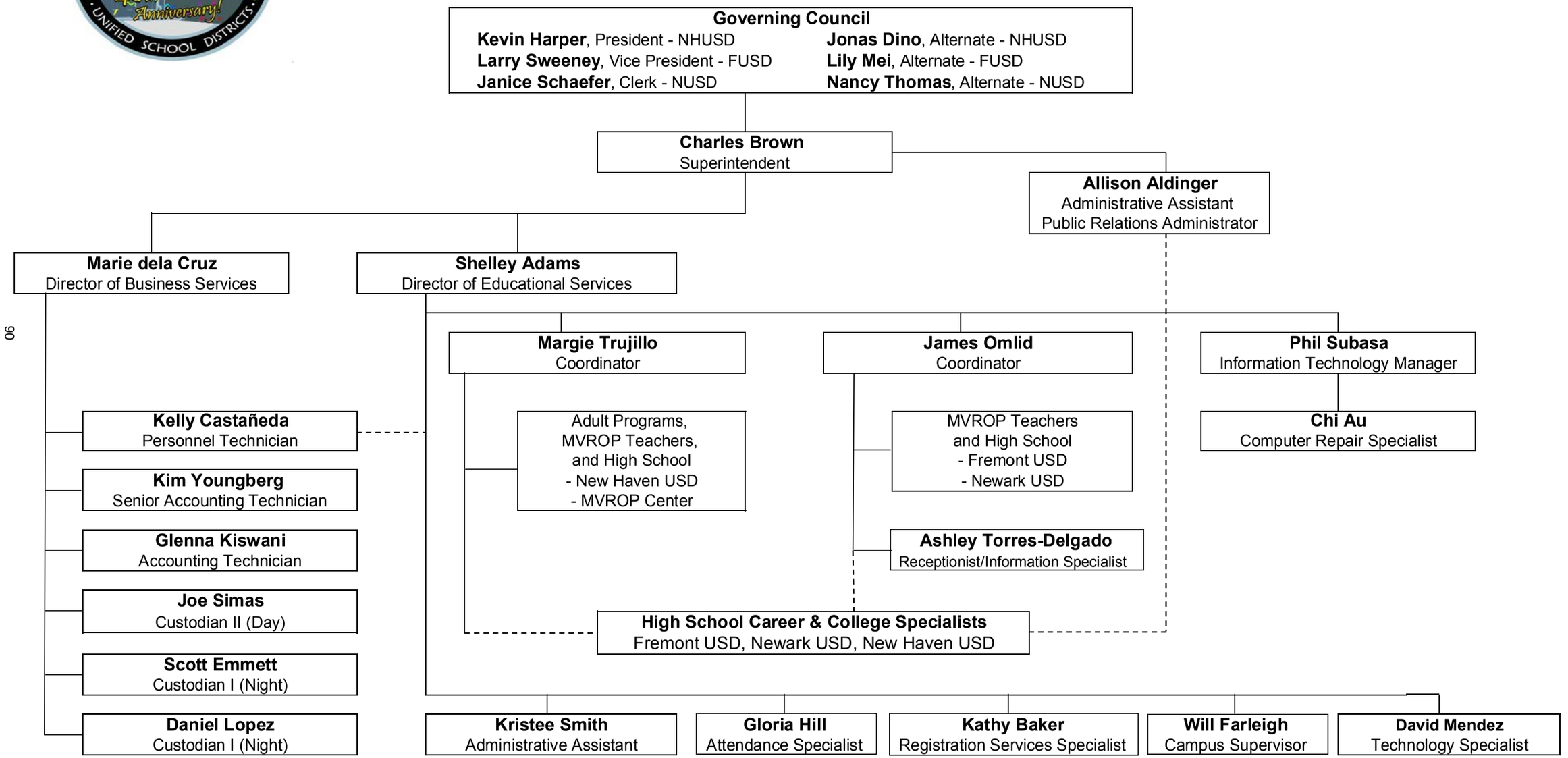
Charles Brown, Superintendent
Shelley Adams, Director of Educational Services
Marie dela Cruz, Director of Business Services
Jim Omlid, Coordinator
Margie Trujillo, Coordinator
Phil Subasa, Information Technology Manager
Allison Aldinger, PR Administrator

2.18.10 ama

Mission Valley ROP

Career Technical Training Center

Organizational Chart



February 16, 2010, 306 pm kms

MISSION VALLEY ROP
Career Technical Training Center
Management Staff Responsibilities

CHARLES BROWN
- ▸ Governing Council
- ▸ Contracts
- ▸ Governance of WASC Action Team
- ▸ WASC Action Team (all admin.)
  - Organization for student learning
- ▸ Complaints and conflict resolution
- ▸ Occupational advisory committees (as assigned)
- ▸ Staff supervision & evaluation
  - Shelley Adams
  - Allison Aldinger
- ▸ Professional Associations
  - ACSA
  - Alameda Co. WIB
  - CAROCP/CALCP
  - Chamber of Commerce
  - WIA Youth Council
  - Rotary
  - ACTE
  - Alameda County Office of Ed.
  - California Department of Ed.
- ▸ Curriculum development, review, and revision
  - Cosmetology
- ▸ District superintendents
- ▸ Facilities planning and leasing
- ▸ Community relations
- ▸ Legislation and advocacy
- ▸ Legal and governmental issues

Back up:
Marie Dela Cruz, Shelley Adams

MARGIE TRUJILLO
- ▸ Coordinator for New Haven USD and Adult Programs
- ▸ Adult Coordinator/guidance
- ▸ High School Coordinator Logan high schools (NHUSD)
- ▸ Staff supervision & evaluation
  - Adult teachers
  - Health Science/Medical
  - Business & Finance
  - Culinary Arts (Logan)
  - Marketing, Sales, & Service (Logan, ROP Center)
  - Support Staff (input only)
  - Bobbie Lawrence
- ▸ Complaints and conflict resolution
- ▸ Adult Students
- ▸ High Schools Students (NHUSD)
- ▸ Perkins
- ▸ Job Referral Information
- ▸ Curriculum development, review, and revision
  - Agriculture and Natural Resources
  - Education, Child Development, and Family Services
  - Finance and Business
  - Health Science and Medical Technology
  - Hospitality, Tourism, and Recreation
  - Marketing, Sales, & Service
- ▸ Industry Certification
- ▸ Adult Education (liaison)
- ▸ Professional Associations
  - Adult Ed
  - FBLA
  - HOSA
  - CAHCE
  - CBEA
- ▸ CalWORKS
- ▸ ETPL-Employment Training Provider List
- ▸ WIA
- ▸ Occupational advisory committees (as assigned)
- ▸ Evening classes
- ▸ One Stop affiliate status
- ▸ Community reference directory
- ▸ Summer school principal
- ▸ Articulation
- ▸ ASAP
- ▸ UC course approvals
- ▸ WASC Action Team (all admin.)
- ▸ Counselors meetings for NHUSD
- ▸ Staff development
  - New teacher workshop

Back up:
Shelley Adams, Jim Omlid

MARIE DELA CRUZ
- ▸ Staff Supervision & Evaluation
  - Support Staff (input only)
  - Kelly Castaneda
  - Glenna Kiswani
  - Kim Youngberg
  - Scott Emmett
  - Danny Lopez
  - Joe Simas
- ▸ Attendance (Lead)
- ▸ Electronic Attendance
- ▸ Professional Associations
  - CAROC Business Officials
  - CASBO
- ▸ Budget Development
- ▸ Budget Management
- ▸ Statistical Reports
- ▸ Information Management
  - Projections
  - Revenues
  - Expenditures
  - Spreadsheets
- ▸ Inventory
- ▸ Final Claims & Payment
- ▸ Insurance
  - Theft & Vandalism
  - Workers Comp
- ▸ State Forms & Reports
- ▸ WASC Action Team (all admin.)
  - Resource Management and Development
- ▸ ASAP Lead
- ▸ Employee Handbook
- ▸ Facilities Maintenance and Operations
- ▸ Custodial Services
- ▸ WASC Action Team (all admin.)

Back up:
Shelley Adams, Charles Brown

ALLISON ALDINGER
- ▸ Board Secretary
- ▸ Board Packet
- ▸ WASC Action Team (all admin.)
- ▸ Career Technicians
- ▸ Public Information
- ▸ Recognition & Awards
  - Staff
  - Teachers
  - Students
  - Business Partners
- ▸ WASC Action Team (all admin.)
  - Public Information
- ▸ Private School Contacts
- ▸ Catalogs
- ▸ Advertising
- ▸ Media Relations
- ▸ ROP Certificates of Competency
- ▸ Professional Associations
  - CAROCP
  - Chamber of Commerce
- ▸ CalSPRA
- ▸ CCRN
- ▸ Staff Development (Facilities and Program)
- ▸ Counselor Outreach
- ▸ ROP Web Page
- ▸ WASC Action Team (all admin.)

Back up: Kristee Smith

SHELLEY ADAMS
- ▸ Staff supervision & evaluation
  - Support Staff (input only)
  - Shelley Adams
  - Jim Omlid
  - Margie Trujillo
  - Kristee Smith
  - Kathy Baker
  - Gloria Hill
  - Phil Subasa
  - Will Farleigh
  - Elba Rios (Web Page)
  - Business Partnership Facilitator
- ▸ Program and staff development
- ▸ Complaints and conflict resolution
- ▸ Apprenticeships
- ▸ Professional Associations
  - ACSA
  - ASCD
- ▸ Curriculum development, review and revision (Lead)
  - Arts, Media, and Entertainment Technology
- ▸ WASC Action Team (all admin.)
  - Curriculum and instruction
- ▸ Credentials
- ▸ Coordinator functions
- ▸ Occupational advisory committees (as assigned)
- ▸ Advisory committee (Lead)
- ▸ Surveys
  - Mailing
  - Analysis
- ▸ High school registration and class enrollments
- ▸ Principals' meetings
- ▸ Student complaints & conflict resolution
- ▸ WASC Leadership Team Chair
- ▸ Handbooks
  - Teachers
  - CC/CVE
  - Advisory Committee
- ▸ Labor market surveys
- ▸ DSP grant

Back up:
Charles Brown, Jim Omlid, Margie Trujillo

JIM OMLID
- ▸ Coordinator for Fremont USD and Newark USD
- ▸ Staff development
  - New teacher workshops
- ▸ Student complaints and conflict resolution
  - High school students (FUSD, NUSD)
- ▸ Staff supervision & evaluation
  - All support staff (input only)
  - High school teachers (FUSD/NUSD)
  - Ashley Torres-Delgado
- ▸ Articulation
- ▸ Professional Associations
  - CBEA
  - CITEA
- ▸ Student Organizations
  - DECA
  - SKILLS USA
- ▸ Complaints and conflict resolution
  - High school teacher issues (FUSD, NUSD)
- ▸ Tech Prep
- ▸ Transportation
- ▸ Occupational advisory committees (as assigned)
- ▸ Curriculum Development, Review and Revision
  - Information Technology
  - Public Services
  - Engineering and Design
  - Manufacturing technology
  - Building Trades
  - Energy and Utilities
  - Transportation
- ▸ High school registration
- ▸ Summer school vice-principal
- ▸ UC course approvals
- ▸ Career tech liaison
- ▸ Industry certification
- ▸ Counselor outreach
- ▸ Counselors' meetings for Fremont USD and Newark USD
- ▸ WASC Action Team (all admin.)

Back up:
Margie Trujillo, Shelley Adams

PHIL SUBASA
- ▸ Computer System
  - Help Desk
- ▸ Computer System Management
  - Micro Computers
- ▸ Internal Web System
- ▸ Staff Development
  - Technology (Phil Subasa/Chi Au)
- ▸ Technology Lead
- ▸ MIS
  - ASAP data and reports
- ▸ Supervision and Evaluation
  - Chi Au
- ▸ WASC Action Team (all admin.)

Back up:
Chi Au

Rev: 7/02/2009

Mission Valley ROP
Career Technical Training Center
2009-2010 WASC Focus Groups and Assignments

WASC Leadership Team Member*

MANAGEMENT	
* Shelley	Adams
* Allison	Aldinger
* Charles	Brown
* Marie	dela Cruz
* Jim	Omlid
* Phil	Subasa
* Margie	Trujillo

GROUP A ORGANIZATION FOR STUDENT LEARNING *(Meet in the Board Room)*	
* Mari	Moschetti
* Kim	Youngberg
Rene	Brucker
Mike	Carey
Scott	Emmett
Glenna	Kiswani
Herve	Le Biavant
Danny	Lopez
Ray	McDonell
David	Mendez
Patti	Rutherford
Kurt	Shadbolt
Janay	Shepherd
Christopher	Skrocke
Anu	Suresh

GROUP B CURRICULUM, INSTRUCTION, & ASSESSMENT *(Meet in Room 206)*	
* Hector	Albizo
* Joyce	Veasley
Henry	Antipuesto
Chi	Au
Kathy	Baker
Jay	Crawford
Will	Farleigh
Barbara	Feist
Stan	Hearne
Moiz	Khan
Gary	Marsh
Kristee	Smith

GROUP C BUSINESS PARTNERSHIPS *(Meet in Room 205)*	
* Doug	Nahale
* Gordon	Sanford
Kitty	Cecil-Hunter
Dan	Chase
Carolyn	Chavez
John	Cimino
Lehua	Lee
Valerie	Montano
Ashley	Torres-Delgado
Dhana	Uppula

GROUP D RESOURCE MANAGEMENT & DEVELOPMENT *(Meet in Student Services)*	
* Cliff	Adams-Hart
* Kelly	Castañeda
* Bruce	Voeltz
Gloria	Hill
Sal	Jacquez
Jeremy	Love
Steve	Mendez
Elba	Rios
Stan	Rodrigues
Joe	Simas

Revised 12-9-2009, 1047am kms

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Mission Valley ROP

Career Technical Training Center
2009-10 Course List

Agricultural & Natural Resources
(Curriculum Development: Margie Trujillo

TEACHER	COURSE	SCHOOL SITES(S)	DISTRICT	PROGRAM MANAGER
Patricia Rutherford	Veterinary Assistant	MVROP Center	MVROP	Margie Trujillo

Arts, Media, and Entertainment Technology
(Curriculum Development: Shelley Adams)

TEACHER	COURSE	SCHOOL SITE(S)	DISTRICT	PROGRAM MANAGER
Valerie Montano	Digital Photography 1, Digital Imaging	Mission San Jose	FUSD	Jim Omlid
James Briano	Comp. Applications, Web Page Design, Animation	Washington	FUSD	Jim Omlid
Thomas Bartholomew-Couts	Animation, Digital Photography 1, 2, 3	American	FUSD	Jim Omlid
Shiloh Burton	Digital Photography 1, 2, 3	Irvington	FUSD	Jim Omlid
Dan Chase	Digital Video Production 1, Digital Graphics 1, Computer Graphic Design 1, 2	Irvington, MVROP Center	FUSD, MVROP	Jim Omlid
Barbara Feist	Digital Video Arts Production 1, 2	MVROP Center	MVROP	Jim Omlid
Gina Holmberg	Digital Drawing	Irvington	FUSD	Jim Omlid
Jeremy Love	Animation, Digital Imaging	Mission San Jose	FUSD	Jim Omlid
Raymond McDonell	Dig. Sound Design 1, 2, Animation 1, 2, Comp. Graphic Design 1, 2*, Animation 1, 2*	MVROP Center	MVROP	Margie Trujillo
Tom Murray	Digital Photography 1	Kennedy	FUSD	Jim Omlid
James Rardin	Video Production/EMP 1, 2, Beginning Video Production	James Logan	NHUSD	Margie Trujillo
Elba Rios	Animation, Computer Graphic Design, Digital Photography 1	James Logan	NHUSD	Margie Trujillo

Business and Finance
(Curriculum Development: Margie Trujillo)

TEACHER	COURSE	SCHOOL SITE(S)	DISTRICT	PROGRAM MANAGER
Joyce Veasley	Computer Accounting/Money Management, Accounting Clerk*	Irvington, MVROP Center	FUSD, MVROP	Jim Omlid/Margie Trujillo
"Kitty" Catherine Cecil-Hunter	Administrative Support*	MVROP Center	MVROP	Margie Trujillo
Jo Ann Garbarini	Computer Applications	Washington	FUSD	Jim Omlid
Linda Kamalnathan	Computer Applications, Microsoft Office	Kennedy	FUSD	Jim Omlid

Education, Child Development, & Family Services
(Curriculum Development: Margie Trujillo)

TEACHER	COURSE	SCHOOL SITES (S)	DISTRICT	PROGRAM MANAGER
Janay Shepherd	Careers in Education 1, 2	MVROP Center	MVROP	Margie Trujillo

Engineering and Design
(Curriculum Development: Jim Omlid)

TEACHER	COURSE	SCHOOL SITE(S)	DISTRICT	PROGRAM MANAGER
Richard Lawrence	Introduction to Engineering, CAD 1, 2	James Logan	NHUSD	Margie Trujillo

Health Science and Medical Technology
(Curriculum Development: Margie Trujillo)

TEACHER	COURSE	SCHOOL SITE(S)	DISTRICT	PROGRAM MANAGER
Cliff Adams-Hart	Medical Assisting	MVROP Center	MVROP	Margie Trujillo
Henry Antipuesto	Pharmacy Clerk 1, 2, Pharmacy Technician*	MVROP Center	MVROP	Margie Trujillo
Amberlee Aviña	SHAPE 10th Grade – Personal Trainer, SHAPE Core	Irvington	FUSD	Jim Omlid
Irene Brucker	Certified Nursing Assistant, Certified Nursing Assistant* (CNA)	MVROP Center	MVROP	Margie Trujillo
Carolyn Smith Chavez	Medical Assisting*	MVROP Center	MVROP	Margie Trujillo
Jay Jackson	Sports Psychology	Irvington	FUSD	Jim Omlid

Adult Courses

Mission Valley ROP
Career Technical Training Center
2009-10 Course List

Lehua Lee	Sports Therapy 1, 2	Irvington, MVROP Center	FUSD, MVROP	Margie Trujillo
Breanne McCallum	SHAPE 9th Grade PE – Introduction to Personal Training	Irvington	FUSD	Jim Omlid
Glenda Stapf	CNA, Medical/Health Careers, Medical Occupations	James Logan	NHUSD	Margie Trujillo
Dhana Uppula	Anatomy & Physiology, Medical/Health Careers, EKG Technician*	Irvington, MVROP Center	FUSD, MVROP	Margie Trujillo

Hospitality, Tourism, and Recreation
(Curriculum Development: Margie Trujillo)

TEACHER	COURSE	SCHOOL SITE(S)	DISTRICT	PROGRAM MANAGER
Mari Moschetti	Culinary Arts 1, 2, Introduction to Hospitality	Kennedy	FUSD	Jim Omlid
Mike Carey	Culinary Arts 1, Event Planning & Catering	American	FUSD	Jim Omlid
Herve LeBiavant	Culinary Arts 1, 2	James Logan	NHUSD	Margie Trujillo
Christopher Skrocke	Culinary Arts 1, 2	Newark Memorial	NUSD	Jim Omlid

Industrial Technology
(Curriculum Development: Jim Omlid)

TEACHER	COURSE	SCHOOL SITE(S)	DISTRICT	PROGRAM MANAGER
Stan Hearne	Construction Technology 1, 2, Construction Technology 1, 2*	MVROP Center	MVROP	Jim Omlid

Information Technology
(Curriculum Development: Jim Omlid)

TEACHER	COURSE	SCHOOL SITE(S)	DISTRICT	PROGRAM MANAGER
Hector Albizo	Network Technician 1, 2, Computer Support Specialist 1, 2	Irvington	FUSD	Jim Omlid
John Holcomb	New Media Technology, Computer Support Specialist 1	American	FUSD	Jim Omlid
Moiz Khan	Computer Support Specialist 1, 2	American	FUSD	Jim Omlid

Marketing, Sales, and Service
(Curriculum Development: Margie Trujillo)

TEACHER	COURSE	SCHOOL SITE(S)	DISTRICT	PROGRAM MANAGER
Bruce Voeltz	Business Ownership, Computer Applications, Work Experience, Marketing/DECA 1, 2	Newark Memorial	NUSD	Jim Omlid
Gary Marsh	Sports Entertainment & Marketing, Business Ownership, On-line Business, Merch./Marketing 1, 2	American	FUSD	Jim Omlid
Wil Richberg	Virtual Entertainment/Marketing Management 1, 2	James Logan	NHUSD	Margie Trujillo
Janay Shepherd	Computer Accounting/Money Management, Marketing/Special Education	Robertson , MVROP Center	FUSD, MVROP	Margie Trujillo

Public Services
(Curriculum Development: Jim Omlid)

TEACHER	COURSE	SCHOOL SITE(S)	DISTRICT	PROGRAM MANAGER
Gordon Sanford	Forensic Science 1, 2	MVROP Center	MVROP	Margie Trujillo
Sal Jacquez	Fire Science/First Responder, Fire Science/Driver Operator/EMT, Fire Science/EMT	MVROP Center	MVROP	Jim Omlid
Emily Panico	Forensic Science 1	James Logan	NHUSD	Margie Trujillo
Anu Suresh	Biotechnology	Mission San Jose, MVROP Center	FUSD, MVROP	Margie Trujillo/Jim Omlid
EMT Instructors				
Matt Gutierrez	EMT*, Fire Science/Driver Operator/EMT, Fire Science/EMT,	MVROP Center	MVROP	Jim Omlid/Margie Trujillo
Law Enforcement Instructors				
Jay Crawford	Law Enforcement	American	FUSD	Jim Omlid
Steve Mendez	Law Enforcement	James Logan	NHUSD	Margie Trujillo
Stan Rodrigues	Law Enforcement	James Logan	NHUSD	Margie Trujillo

Adult Courses

Mission Valley ROP

Career Technical Training Center
2009-10 Course List

Transportation Technology
(Curriculum Development: Jim Omlid)

TEACHER	COURSE	SCHOOL SITE(S)	DISTRICT	PROGRAM MANAGER
John Cimino	Auto Painting & Refinishing, Auto Painting & Refinishing 1, 2*	MVROP Center	MVROP	Jim Omlid
Doug Nahale	Basic Car Care, Auto Technology 1,2	Washington	FUSD	Jim Omlid
Kurt Shadbolt	Introduction to Automotive Services, Basic Car Care, Small Engine Repair, Auto Technology 1, 2	James Logan	NHUSD	Margie Trujillo

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Adult Courses

Articulation Agreements
Mission Valley ROP/Ohlone College

MVROP/ High School Course	Course Outline Name	ROP Instructor	Ohlone Course	Ohlone Instructor	Update/date of Agreement
Arts and Media					
TV Broadcast Technology	Web Design & Media	James Briano	MM105 - 4 units	Pilar Lewis	1/22/2009
Television Technology	TV Broadcast Technology	James Rardin	Broadcasting 141 - 3 units	Gary Kauf	1/22/2009
Education					
Careers in Education 1	Careers in Education	Janay Shepherd	ECS 300 & 195 - 6 units	Janice Jones	7/24/2008
Careers in Education 2	Careers in Education	Janay Shepherd	ECS 311 & 195 - 4 units	Janice Jones	5/5/2009
Finance & Business					
Accounting Principles	Accounting Principles	Joyce Veasley	BA 106 - 3 units	Vern Piumarta	1/22/2009
Business/English Corres	Business Office Skills	C.E. Cecil Hunter	BA 116 - 4 units	Christine Bolt	1/22/2009
Quickbooks	Computerized Accounting using QuickBooks	Joyce Veasley	BA 109B - 1.5 units	Vern Piumarta	1/22/2009
Applied Excel	Applied Excel	Joyce Veasley	CAOT 193 A/B/C - .5 units	Rick Arellano	1/22/2009
Office Skills (Keyboarding)	Office Skills	C.E. Cecil Hunter	CAOT 104	Lesley Buehler	1/22/2009
Merchandising/Marketing	Merchandising/Marketing	Gary Marsh	BA 126 - 3 units	Christine Bolt	1/22/2009
Business Math	Business Math	Joyce Veasley	BA 123 - 3 units	Lesley Buehler	1/22/2009
Health/Human Services					
Law Enforcement & HLS	Administration of Justice	Jay Crawford	AJ 101 - 3 units	Richard Cominos	1/22/2009
Biology/Biotechnology	Biotechnology	Anu Suresh	BIOT 105 - 4 units	Laurie Issel-Tarver	4/6/2009
Sports Therapy	Sports/Physical Therapy	Lehua Lee	KIN 257 - 4 units	Jeff Roberts	1/22/2009
Information Technology					
Info Communication Tech	Info Comm Tech 1 & 2	Hector Albizo	CNET 105 - 4 units	Richard Grotegut	1/22/2009
Info Communication Tech	Info Comm Tech 3	Hector Albizo	CNET 155A or 154 - 4 units	Richard Grotegut	1/22/2009
MS Windows Internet	Computer Business Applications	C.E. Cecil Hunter	CAOT 153 - 1 unit	Lesley Buehler	1/22/2009

Articulation Agreements
Mission Valley ROP/Mission College

Mission Valley ROP Course	# of Units	Mission College Course	Approval Date
Arts and Media			
Computer Graphics Design	3 units	GDES 035	11/1/2008
Education			
Careers in Education 1	3 units	CHD001	11/1/2008
Finance & Business			
Business Ownership	1 unit	Bus054	11/1/2008
Merchandising & Marketing	3 units	Mkt. 056A	11/1/2008
Hospitality, Tourism, Recreation			
Culinary Arts 1	5 units	FDRST 051 - Basic Food Preparation	11/1/2008
Information Technology			
Discovery 1 Networking for Home & Small Business	3 units	CIT* 021/22/23/24	11/1/2008
Discovery 2 Working at Small to Medium Business or ISP	3 units	CIT* 021/22/23/24	11/1/2008
IT Essentials PC Hardware & Software	4 units	Network Hardware & Software CT* 012	11/1/2008

Articulation Agreements
Mission Valley ROP/Foothill College

Mission Valley ROP Course	# of Units	Foothill College Course	Approval Date
Agricultural and Natural Resources			
Veterinary Assistant	3 units	VT 51-Intro to Vet Technology	3/20/2009

Articulation Agreements
Mission Valley ROP/Chabot College

Mission Valley ROP Course	Chabot College Course
Education	
Careers in Education 1	ECD 64, 95, 96
Careers in Education 2	ECD 50
Finance & Business	
Merchandising & Marketing	Bus 50, Bus 95, 96, Marketing 52 or Bus 59
Health/Human Services	
Medical Assistant	H 50, 51A, MA 71A, 71B
Health Occupations	H 50
Information Technology	
Computer Information Sciences	CAS 50
Public Services	
Administration of Justice	AJ 50
Fire Science	FST 50
Transportation Technology	
Auto Technology	AT 55, 70

A-G Course Approvals

Biotechnology 1 & 2	“d” Laboratory Science
Biotechnology	“g” Elective
2D Animation 1	“f” Visual and Performing Arts
Digital Graphic Art	“f” Visual and Performing Arts
Digital Video Arts Production 1	“f” Visual and Performing Arts
Digital Video Arts Production 2	“f” Visual and Performing Arts
Digital Imaging Arts 1	“f” Visual and Performing Arts
Digital Photography 1	“f” Visual and Performing Arts
Anatomy and Physiology for Health Professions	“g” Elective
Forensic Biology	“g” Elective
Interdisciplinary Forensic Sciences	“g’ Elective

Mission Valley ROP CTE Master Advisory Committee List

COMPANY	LAST NAME	FIRST NAME	JOB TITLE	Cluster
All About Pets*	Freeman	Roark	Medical Director	Agriculture and Natural Resources
Irvington Pet Hospital*	Rue	Deborah	Veterinarian	Agriculture and Natural Resources
Irvington Pet Hospital*	Martens	Carol	Associate Veterinarian	Agriculture and Natural Resources
Mission Valley Pet Clinic*	Payne	Chris	Veterinarian	Agriculture and Natural Resources
Mission Valley Pet Clinic*	Dizon	Julie	Practice Manager	Agriculture and Natural Resources
Newark Pet Clinic*	Young	Kaisa	Veterinarian	Agriculture and Natural Resources
93.3 FM KRZZ	Rojas	Manuel		Arts, Media, and Entertainment
Angela Christy Photography	Christy	Angela	Owner	Arts, Media, and Entertainment
Apple, Inc./Digital Turbulence Prod.	DeVore	Doug		Arts, Media, and Entertainment
Apple, Inc./Digital Turbulence Prod.	Van Wazer	Wendy		Arts, Media, and Entertainment
Chabot College	Mendez	Roberto	Director, Education Talent Search	Arts, Media, and Entertainment
Cinevision	Aryana	Vahid		Arts, Media, and Entertainment
Cutting Edge Audio & Video Group	Thompson	Bill		Arts, Media, and Entertainment
Delphi Productions	Quintana	Eric		Arts, Media, and Entertainment
IBI Synergy, Inc.	Munk	Jason		Arts, Media, and Entertainment
Rama Video Production	Lal	Ram		Arts, Media, and Entertainment
Total Immersion Software	Cammarata	Aaron		Arts, Media, and Entertainment
Triggerfish	Zielinski	Brad	Producer	Arts, Media, and Entertainment
Owens Electrical and Solar	Marsh	Ernest	Business Development Consultant	Building, Trades and Construction
Petersen Dean Roofing and Solar Systems	Scott	Bill	Vice President - Sales	Building, Trades and Construction
Petersen Dean Roofing and Solar Systems	Petersen	Jay	Executive Vice Predident	Building, Trades and Construction
Petersen Dean Roofing and Solar Systems	Petersen	Jim	President and CEO	Building, Trades and Construction
Petersen Dean Roofing and Solar Systems	Murch	Randy	Sales Manager	Building, Trades and Construction
Rayit Home Improvement	Spergler	Tim	Business Owner	Building, Trades and Construction
SunPower Corporation	Ram	Bobby	Director, Global Community Relations	Building, Trades and Construction
Fremont YMCA*	Mehta	Deepa	Associate Program Director	Education, Child Development, and Family Services
Fremont YMCA*	Rice	Cathrine	Program Director	Education, Child Development, and Family Services
Kidango*	Turner	Deborah	Deputy Director	Education, Child Development, and Family Services

Mission Valley ROP CTE Master Advisory Committee List

Kidango*	Pare	Jennifer	Director of Ed.	Education, Child Development, and Family Services
Smiling Faces*	Do	Katie	Owner/Director	Education, Child Development, and Family Services
Colyer's Appliance	Colyer	Glen	Owner	Energy and Utilities
Gibbs Heating	Fowler	Chris	Installer	Energy and Utilities
Mr. Appliance of EastBay	Ruperto	Joselito		Energy and Utilities
Mr. Appliance of EastBay	Ruperto	Cornelio		Energy and Utilities
Northaire Supply Co	Evans	Stephen	Operations Manager	Energy and Utilities
Sears	Clark	Wilmer	Technical Manager	Energy and Utilities
Sears	Thompson	Kimberly	District HR Manager	Energy and Utilities
Sears	Amrhein	Diane	Sears Nor Cal Human Resources	Energy and Utilities
SEMI Global Headquarters	Anderson	Lisa	Vice President	Energy and Utilities
Altran Solutions	Au	Sobeny Anny	Office Manager	Engineering and Design Technology
APS Optics	Farberov	Sofiya	Owner/CAD Drafter	Engineering and Design Technology
Conceptus, Inc.	Wartinger	Steve	Tool & Eqpt Dev Eng/Model Shop Supvr	Engineering and Design Technology
Crosby Group	Petruc-Naum	Ana	CAD Manager	Engineering and Design Technology
Custom Product Development	Poirier	Dennis	QC Manager	Engineering and Design Technology
Department of Aviation & Technology - College of Engineering	Bates	Seth	Professor, Materials and Manufacturing	Engineering and Design Technology
Fire Tech, Inc.	Van Bemmel	Serena	Fire Protection Engineer	Engineering and Design Technology
Lam Research Corporation	Moore	Julie	Internal Communications and Employee Engagement Manager	Engineering and Design Technology
Lam Research Corporation	Croyts	Tamara	Manager	Engineering and Design Technology
Martinek Manufacturing	Martinek	Charles	President	Engineering and Design Technology
Pittsburgh-DesMoines Corp	Day	Heather	Sales Engineer	Engineering and Design Technology
Thermal Mechanical, Inc.	Zalan	Boris	Sr. CAD Engineer/IT	Engineering and Design Technology
Carole Wang Studio LLC	Wang	Carole	Fashion Designer	Fashion and Interior Design
Gabriella Ronegas Designs, Inc	Weiler	Colleen	Interior Designer	Fashion and Interior Design
Gap*	Gulledge	Jeanette		Fashion and Interior Design
JC Penney*	Lehmer	Ana	Asst Store Manager	Fashion and Interior Design
The Art Institute of California - Sunnyvale	Lev	Patty	Dean of Academic Affairs	Fashion and Interior Design
The Art Institute of California - Sunnyvale	Hosseinzadeh	Yasmin	Public Relations	Fashion and Interior Design
AppleOne Employment Services	Pratt	Patty	Branch Manager	Finance and Business

Mission Valley ROP CTE Master Advisory Committee List

Careers by Design	Metten	Anthony		Finance and Business
Community Resource for Independent Living	Ayala	Sue	PAS Cordinator	Finance and Business
CornerStone Staffing Solutions	Dias	Debbie	Staffing Representative	Finance and Business
CornerStone Staffing Solutions	Kwon	Nancy	Branch Manager	Finance and Business
Fremont Bank	Gibson	Danyelle	Corporate Recruiter	Finance and Business
Fremont Bank	Gunderson	Kathryn	Training Manager	Finance and Business
International Association of Administrative Professionals	Smith	Diana	President, Tri-City Chapter	Finance and Business
Modern Mechanical*	Siegert	Susan	Vice President	Finance and Business
Newark Chamber of Commerce	Ganaye	Colleen	Member Development Director	Finance and Business
Sysco Foods	Moreno	Blanc	Human Resources	Finance and Business
WorldPac	Provancha	Diane	Customer First	Finance and Business
Alameda County District Attorney	Fang	Lisa	Deputy District Attorney	Health, Science, and Medical Technology
Amgen, Inc.	Parimoo	Daisy	Manufacturing Associate	Health, Science, and Medical Technology
Bayer Health Care LLC	Meng	Qi	Senior Research Scientist	Health, Science, and Medical Technology
California Applied Biotech Center	Lam	Nora	Director	Health, Science, and Medical Technology
California Cardio*	Ortiz	Lydia	Office Manager	Health, Science, and Medical Technology
Cardio DX	Truong	Theresa	Research Associate	Health, Science, and Medical Technology
Cardio DX	Singh	Paul	Research Associate	Health, Science, and Medical Technology
Codexis, Inc.	Colaco	Colin		Health, Science, and Medical Technology
Dr. Ebrahim Ahmadi	Ahmadi	Ebrahim	Owner	Health, Science, and Medical Technology
Filipinos for Affirmative Action	Joaquin	Katy	Community Organizer	Health, Science, and Medical Technology
Impax Laboratory	Chavarria	Jose	Q.A. Associate	Health, Science, and Medical Technology
Kaiser Permanente*	Simmons	Kelli	EKG Technician	Health, Science, and Medical Technology
Kaiser Permanente*	Raj	Jo	Service Manager	Health, Science, and Medical Technology
Kaiser Permanente*	Baines	Jasmine	Department Manager	Health, Science, and Medical Technology
Kaiser Permanente*	Phillips	Kimberly	Department Coordinator	Health, Science, and Medical Technology
Masonic Homes*	Lacayo	Ann	Administrative Assistant	Health, Science, and Medical Technology
Masonic Homes*	Grimes	Helen	Licensed Vocational Nurse	Health, Science, and Medical Technology
Masonic Homes*	Navalta	Julita	Licensed Vocational Nurse	Health, Science, and Medical Technology
Masonic Homes*	Del Carpior	Teresa	RCFE Manager	Health, Science, and Medical Technology
Milpitas Care Center*	Zarate	Pat	Registered Nurse	Health, Science, and Medical Technology
Park Central Care and Rehabilitation*	Bocala	Julieta	Registered Nurse	Health, Science, and Medical Technology
San Mateo County Transit	Green	Kelly		Health, Science, and Medical Technology
Seniors at Home	Johnson	Gerogina		Health, Science, and Medical Technology
St. Anthony Care Center*	Coleman	Patricia	LVE	Health, Science, and Medical Technology
St. Anthony Care Center*	Leslie	Janet	Activities Director	Health, Science, and Medical Technology
Tri-City Health Center*	Phillips	Suzy	HR Manager	Health, Science, and Medical Technology

Mission Valley ROP CTE Master Advisory Committee List

Walgreens*	Korimilli	Ushasri	Pharmacy Manager	Health, Science, and Medical Technology
Cakes by Danika	Balland	Danika	Chef	Hospitality, Tourism, and Recreation Services
Day Break Gourmet Restaurant	Farjas	Patrick	French Master Chef	Hospitality, Tourism, and Recreation Services
Delmonte Meat Company	Hoover	Dana	Outside Sales Chef	Hospitality, Tourism, and Recreation Services
High Seas Capital	Altomare	Val	Broker/Owner	Hospitality, Tourism, and Recreation Services
Juice Equipment Co., Inc.	Brookner	Lance	President	Hospitality, Tourism, and Recreation Services
Mirchi Cafe	Ahmadi	Lisa	Owner/Chef	Hospitality, Tourism, and Recreation Services
NMS Host	Strickland	B.J.	General Manager	Hospitality, Tourism, and Recreation Services
Professional Culinary Institute	Burhain	Vivien	Culinary Presenter	Hospitality, Tourism, and Recreation Services
Computer Pro	Chen	Carl	General Manager	Information Technology
Hypersurf Internet	Alameda	Chris	Vice President	Information Technology
Keep It Simple	Powell	David	Sr. Network Engineer	Information Technology
New YorkTransit, Inc.	Pham	Ben	Network Administrator	Information Technology
Rocketdog Brands, Inc.	Goitanosu	Cadolin	I.T.Director	Information Technology
Rocketdog Brands, Inc.	Kondilas	Peter		Information Technology
City of Union City	Friday	Christine	Economic and Community Development	Marketing, Sales and Service
DeVry University	Anthony	Wayne		Marketing, Sales and Service
First United Services Credit Union	Bermudez	Tess	Branch Manager	Marketing, Sales and Service
First United Services Credit Union	Fernandez	Tony	Development Director	Marketing, Sales and Service
Fremont Chamber of Commerce	Kaneshiro	K.K.	Director of Member Services	Marketing, Sales and Service
Macy's	Murray	Michael	Store Director	Marketing, Sales and Service
New Wave Research	Wong	Rick	Vice President of Finance & Administration	Marketing, Sales and Service
Penumbra, Inc.	Powers	Ryan	Director of Operations	Marketing, Sales and Service
Western Career College	Hall	Craig	High School Coordinator	Marketing, Sales and Service
Alameda County	Faria	Lisa	Deputy District Attorney	Public Services
Alameda County Coroner's Bureau	McAdams	Norman	Deputy Coroner	Public Services
Career Academy Support Network	Tidyman	Susan	State Coordinator	Public Services
City of Fremont - Family Services	Schwartz	Judy	Administrator	Public Services
City of Fremont Fire Department	Martin	Bruce	Fire Chief	Public Services
City of Fremont Fire Department	Maize	Ron	Training Staff Captain	Public Services
City of Fremont Fire Department	Martin	Jim	Acting Deputy Chief	Public Services
City of Fremont Fire Department	Kramm	Pat	EMS Nurse	Public Services
City of Fremont Fire Department	Zaarour	Doreen	Office Supervisor	Public Services
City of Newark Fire Department	Caminada	Brian	Assistant Chief	Public Services
City of Union City Fire Department	Rodriguez	Carlos	Fire Chief	Public Services
City of Union City Fire Department	Rivers	Marlene	Battalion Chief	Public Services
City of Union City Fire Department	Ramirez	Dora	Administrative Assistant	Public Services
City of Union City Fire Department	Wiersma	Patti	Administrative Assistant	Public Services

Mission Valley ROP CTE Master Advisory Committee List

Clay and Bones	Nusse	Gloria Louise		Public Services
County of Santa Clara	Whelan	Andrea	Coroner's Investigator	Public Services
FBI	Pope	John	Special Agent/ERT	Public Services
FBI	Ward	Elizabeth	Special Agent	Public Services
Forensic Analytical	Wong	Kenton	Senior Forensic Scientist	Public Services
Fremont Police Department	Gaziano	Calvin	CSI	Public Services
Fremont Police Department	Griese	Michelle	Officer/Forensics	Public Services
Fremont Police Department	Nikoui	Kourosh	Forensics Supervisor	Public Services
Fremont Police Department	Riggs	Mark	Lieutenant	Public Services
LEICA Geosystems, Inc	Grissom	Tony	Forensics Acct. Mgr.	Public Services
San Francisco Paramedic Association	Hsieh	Arthur	Chief Operating Officer	Public Services
San Francisco Paramedic Association	Gutierrez	Matt	Primary EMT Instructor	Public Services
San Francisco Paramedic Association	Farina	Theresa	Executive Director	Public Services
San Mateo County Sheriff's Office	Ortiz	Nadia	Property Officer	Public Services
Union City Police Department	Stewart	Greg	Chief of Police	Public Services
Union City Police Department	Mendez	Steve	Police Corporal	Public Services
Union City Police Department	Rodrigues	Stan	Detective	Public Services
West Valley College	Clark	Andora	Instructor	Public Services
Automotive Joint Apprenticeship Committees of CA	Cortese	Karl	Senior Apprenticeship Coordinator	Transportation Technology
Centerville Radiator	Piskel	James	Owner	Transportation Technology
Central Cevrolet	Brunelli	Bill	Operational Director	Transportation Technology
Central Collision Center	Finkwea	Dave	Manager	Transportation Technology
Dorso's Auto Repair	Guardino	Rick	Owner	Transportation Technology
Glenmoor Auto Repair	Raven	Gerald	Owner	Transportation Technology
Bay Area Industry Education Council	Mullins	Edward	Vice President of Operations	Ad Hoc
City Of Fremont - Office of Housing and Redevelopment	Carey	Janis	Housing Counselor	Ad Hoc
Employment Development Dept	Jackson	Allen	Site Manager	Ad Hoc
Fremont Adult School	Giudici	Steve	Principal	Ad Hoc
Fremont Chamber of Commerce	Bonior	Cindy	President & Chief Executive Officer	Ad Hoc
Fremont Elks Lodge #2121	Lanouette	Ian	Scholarship Chairman	Ad Hoc
Fremont USD	Gain	Therese	Director, Facilities	Ad Hoc
Mission College	Slabough	Jackie	Tech Prep Director	Ad Hoc
Mission Valley ROP	Baptista	Mary	Student	Ad Hoc

Mission Valley ROP CTE Master Advisory Committee List

Mission Valley ROP	Rodarte	Maria	Student	Ad Hoc
Ohlone College	Grotegut	Richard	Cisco Regional Academy Contact	Ad Hoc
Ohlone College	Headley	Yvonka	Counselor	Ad Hoc
Ohlone College	Stagnaro	Leta	Dean, Center for Health, Science, and Technology	Ad Hoc
Ohlone College	Quinta	Ron	Dean, Science, Engineering and Technology	Ad Hoc
Ohlone College	Carli	Gale	Dean, Health, Science, and Environmental Studies	Ad Hoc
Ohlone College	Wright	Jim	Vice President, Academic Affairs/Deputy Superintendent	Ad Hoc
Tri-Cities One Stop Career Center	Dodson	Tina	Director, Tri-Cities One Stop Career Center	Ad Hoc

***Internship Sites**

Mission Valley ROP High School Student Survey 2009-2010

Thank you for taking the time to complete the MVROP survey for the 2009-2010 school year. The purpose of this survey is to measure what students are learning from their MVROP programs. The survey will only take a few minutes to complete. Be thoughtful when answering the survey questions.

Please complete the survey and have your instructor verify completion.

If you are completing the survey outside of class, print the "thank you" page, write your name on the "thank you" page and give the page to your instructor.

1. Course Name

Course Name

2. Home School

Home School

Other

3. Teacher Name

Teacher Name

4. Please rate your instructor(s) on the following criteria.

	Excellent	Good	Satisfactory	Unsatisfactory	N/A
Presentation of subject matter	Please rate your instructor(s) on the following criteria. Presentation of subject matter Excellent	Good	Satisfactory	Unsatisfactory	N/A
Enthusiasm for course	Enthusiasm for course Excellent	Good	Satisfactory	Unsatisfactory	N/A
Knowledge of the subject	Knowledge of the subject Excellent	Good	Satisfactory	Unsatisfactory	N/A
Ability to answer students' questions	Ability to answer students' questions Excellent	Good	Satisfactory	Unsatisfactory	N/A
Feedback for graded coursework	Feedback for graded coursework Excellent	Good	Satisfactory	Unsatisfactory	N/A
Encourages expression of student views	Encourages expression of student views Excellent	Good	Satisfactory	Unsatisfactory	N/A
Stimulates student enthusiasm	Stimulates student enthusiasm	Good	Satisfactory	Unsatisfactory	N/A

	Excellent	Good	Satisfactory	Unsatisfactory	N/A
	Excellent				
Availability outside of class (including via email)	Availability outside of class (including via email) Excellent	Good	Satisfactory	Unsatisfactory	N/A
Overall rating of the instructor(s)	Overall rating of the instructor(s) Excellent	Good	Satisfactory	Unsatisfactory	N/A

Additional Comments

5. Please rate the course and its materials on the following criteria.

	Excellent	Good	Satisfactory	Unsatisfactory
Pace of material presented in class	Please rate the course and its materials on the following criteria. Pace of material presented in class Excellent	Good	Satisfactory	Unsatisfactory
Number and quality of examples used in class	Number and quality of examples used in class Excellent	Good	Satisfactory	Unsatisfactory
Reading materials required for this course	Reading materials required for this course Excellent	Good	Satisfactory	Unsatisfactory
In-class exercises & activities	In-class exercises & activities	Good	Satisfactory	Unsatisfactory

	Excellent Excellent	Good	Satisfactory	Unsatisfactory
Amount of student involvement in class discussions	Amount of student involvement in class discussions Excellent	Good	Satisfactory	Unsatisfactory
Value of course toward professional goals	Value of course toward professional goals Excellent	Good	Satisfactory	Unsatisfactory
Knowledge of concepts increased	Knowledge of concepts increased Excellent	Good	Satisfactory	Unsatisfactory
Usefulness of subject material	Usefulness of subject material Excellent	Good	Satisfactory	Unsatisfactory
Overall rating of the course	Overall rating of the course Excellent	Good	Satisfactory	Unsatisfactory

Additional Comments

6. How did you find out about Mission Valley ROP? (Please mark all that apply)

How did you find out about Mission Valley ROP? (Please mark all that apply) Open House

Attended classes at MVROP before

Website

Attended an ROP Event (i.e. career faire, tour, etc.)

Other (please specify)

7. How did you select the ROP course you are taking? (Please mark all that apply)

☐ How did you select the ROP course you are taking? (Please mark all that apply) Personal interest

☐ Graduation requirement

☐ Recommendation of school counselor or administrator

☐ Suggestion of Career Tech

☐ Friend's recommendation

☐ Parent's recommendation

☐ MVROP web page

☐ Attended an ROP Event

Other (please specify)

8. Please indicate factors that would impact your decision to take courses at MVROP in the future. (please mark all that apply)

☐ Please indicate factors that would impact your decision to take courses at MVROP in the future. (please mark all that apply) Course Description

☐ Articulation agreements with local colleges

☐ U.C. Approval

☐ Learning outcomes (what you know/be able to do)

☐ Courses that do not require homework

Other (please specify)

9. How knowledgeable is your high school counselor about ROP classes?

○ How knowledgeable is your high school counselor about ROP classes? Very knowledgeable

○ Somewhat knowledgeable

○ Not knowledgeable

○ N/A-adult student

10. How would you rate this ROP class?

○ How would you rate this ROP class? My favorite class and very helpful to me

○ Great class, I would recommend it to others

○ Average class

○ The class did not meet my expectations

Explain (if class did not meet expectations)

11. Did you find your ROP class helpful in planning a future career goal?

Did you find your ROP class helpful in planning a future career goal? Definitely helped

Somewhat helpful

Of little help

No Help

12. Did you receive employability training (how to get and keep a job)?

Did you receive employability training (how to get and keep a job)? Yes, excellent training

Some training, needs improvement

Little training

No training

13. How often were application of academics (reading, writing, math, or scientific principals) a part of your class?

How often were application of academics (reading, writing, math, or scientific principals) a part of your class? Daily

1-2 a week

1-2 a month

None

14. Did you have the opportunity to complete any job search tools in your ROP class?
(Please mark all that apply)

Did you have the opportunity to complete any job search tools in your ROP class? (Please mark all that apply) Resume

Job application

Cover letter

Work sample

Letter of recommendation

Letter of introduction

Internet job search

Complete an online job application

Thank you letter

Career interest survey

15. How often does your teacher explain your learning objectives (what you know/be able to do)?

How often does your teacher explain your learning objectives (what you know/be able to do)? Daily

3-4 times per week

1-2 times per week

Every other week

Never

16. How would you rate the technology available in your ROP class?

How would you rate the technology available in your ROP class? High quality

Adequate

Needs improvement

No technology available

Explain if no technology was available

17. Which of the following Web technologies have you used in the classroom? (Please mark all that apply)

Which of the following Web technologies have you used in the classroom? (Please mark all that apply) Google applications

Wikis

Blogs

Social networking site (Facebook, etc)

Video sharing sites (YouTube, etc)

Other (please specify)

18. What type of technology do you use in the class room? (Please mark all that apply)

What type of technology do you use in the class room? (Please mark all that apply) Digital camera

E-mail

Internet

LCD Projector

MS Office software

Other (please specify)

19. During your class period, how often did you work in teams?

During your class period, how often did you work in teams? Every day

1-2 a week

1-2 a month

Never

20. During your class period, how often do you have hands-on activities to practice what you learn? (i.e.: using tools, demonstration, role-play, lab activities.

During your class period, how often do you have hands-on activities to practice what you learn? (i.e.: using tools, demonstration, role-play, lab activities. Everyday

1-2 a week

1-2 a month

Never

21. How frequently did you have opportunities to speak with/meet industry professionals?(i.e.: guest speakers, field trips, competitions, internships, etc)

How frequently did you have opportunities to speak with/meet industry professionals?(i.e.: guest speakers, field trips, competitions, internships, etc) 1-2 a week

1-2 a month

1-2 a semester

Never

22. How frequently has ROP staff made you aware of post secondary training/education? (i.e.: community college, 4 year university, trade schools).

How frequently has ROP staff made you aware of post secondary training/education? (i.e.: community college, 4 year university, trade schools). 1-2 a week

1-2 a month

1-2 a semester

Never

23. How did you demonstrate safety/cleanliness procedures in your class/shop/lab/clinical environment? (Please mark all that apply)

How did you demonstrate

I wear appropriate safety gear

safety/cleanliness procedures in your class/shop/lab/clinical environment? (Please mark all that apply) I maintain a clean work station

☐ I practice appropriate tool safety (i.e.: goggles, uniform, gloves)

☐ Safety or cleanliness is not practiced or required in my ROP environment

Done

Mission Valley ROP Adult Student Survey 2009-2010

Thank you for taking the time to complete the MVROP survey for the 2009-2010 school year. The purpose of this survey is to measure what students are learning from their MVROP programs. The survey will only take a few minutes to complete. Be thoughtful when answering the survey questions.

Please complete the survey and have your instructor verify completion.

If you are completing the survey outside of class, print the "thank you" page, write your name on the "thank you" page and give the page to your instructor.

1. Course Name

Course Name

2. Teacher Name

Teacher Name

3. Please rate your instructor(s) on the following criteria.

	Excellent	Good	Satisfactory	Unsatisfactory	N/A
Presentation of subject matter	Please rate your instructor(s) on the	Good	Satisfactory	Unsatisfactory	N/A

	Excellent	Good	Satisfactory	Unsatisfactory	N/A
	following criteria. Presentation of subject matter Excellent				
Enthusiasm for course	Enthusiasm for course Excellent	Good	Satisfactory	Unsatisfactory	N/A
Knowledge of the subject	Knowledge of the subject Excellent	Good	Satisfactory	Unsatisfactory	N/A
Ability to answer students' questions	Ability to answer students' questions Excellent	Good	Satisfactory	Unsatisfactory	N/A
Feedback for graded coursework	Feedback for graded coursework Excellent	Good	Satisfactory	Unsatisfactory	N/A
Encourages expression of student views	Encourages expression of student views Excellent	Good	Satisfactory	Unsatisfactory	N/A
Stimulates student enthusiasm	Stimulates student enthusiasm Excellent	Good	Satisfactory	Unsatisfactory	N/A
Availability outside of class	Availability outside of	Good	Satisfactory	Unsatisfactory	N/A

	Excellent	Good	Satisfactory	Unsatisfactory	N/A
(including via email)	class (including via email) Excellent				
Overall rating of the instructor(s)	Overall rating of the instructor(s) Excellent	Good	Satisfactory	Unsatisfactory	N/A

Additional Comments

4. Please rate the course and its materials on the following criteria.

	Excellent	Good	Satisfactory	Unsatisfactory
Pace of material presented in class	Please rate the course and its materials on the following criteria. Pace of material presented in class Excellent	Good	Satisfactory	Unsatisfactory
Number and quality of examples used in class	Number and quality of examples used in class Excellent	Good	Satisfactory	Unsatisfactory
Reading materials required for this course	Reading materials required for this course Excellent	Good	Satisfactory	Unsatisfactory
In-class exercises & activities	In-class exercises & activities Excellent	Good	Satisfactory	Unsatisfactory
Amount of student involvement	Amount of student involvement in	Good	Satisfactory	Unsatisfactory

	Excellent	Good	Satisfactory	Unsatisfactory
in class discussions	class discussions Excellent			
Value of course toward professional goals	Value of course toward professional goals Excellent	Good	Satisfactory	Unsatisfactory
Knowledge of concepts increased	Knowledge of concepts increased Excellent	Good	Satisfactory	Unsatisfactory
Usefulness of subject material	Usefulness of subject material Excellent	Good	Satisfactory	Unsatisfactory
Overall rating of the course	Overall rating of the course Excellent	Good	Satisfactory	Unsatisfactory

Additional Comments

5. How did you find out about Mission Valley ROP? (Please mark all that apply)

How did you find out about Mission Valley ROP? (Please mark all that apply) Open House

Attended classes at MVROP before

Website

Attended an ROP Event

Other (please specify)

6. How did you select the ROP course you are taking? (Please mark all that apply)

How did you select the ROP course you are taking? (Please mark all that apply) Personal interest

Friend's recommendation

MVROP web page

Attended an ROP Event

Other (please specify)

7. Please indicate factors that would impact your decision to take courses at MVROP in the future. (Please mark all that apply)

☐ Please indicate factors that would impact your decision to take courses at MVROP in the future. (Please mark all that apply) Course Description

☐ Articulation agreements with local colleges

☐ Learning outcomes (what you will know/be able to do)

☐ Cost

☐ Ability to get a job in the tri-cities area

☐ Prerequisite for additional training

Other (please specify)

8. How would you rate this ROP class?

○ How would you rate this ROP class? My favorite class and very helpful to me

○ Great class, I would recommend it to others

○ Average class

○ The class did not meet my expectations

Explain (if class did not meet expectations)

9. Did you find your ROP class helpful in planning a future career goal?

○ Did you find your ROP class helpful in planning a future career goal? Definitely helped

○ Somewhat helpful

○ Of little help

○ No Help

10. Did you receive employability training (how to get and keep a job)?

○ Did you receive employability training (how to get and keep a job)? Yes, excellent training

○ Some training, needs improvement

Little training

No training

11. How often were application of academics (reading, writing, math, or scientific principals) a part of your class?

How often were application of academics (reading, writing, math, or scientific principals) a part of your class? Daily

1-2 a week

1-2 a month

None

12. Did you have the opportunity to complete any job search tools in your ROP class?
(Please mark all that apply)

Did you have the opportunity to complete any job search tools in your ROP class? (Please mark all that apply) Resume

Job application

Cover letter

Work sample

Letter of recommendation

Letter of introduction

Internet job search

Complete an online job application

Thank you letter

Career interest survey

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How often does your teacher explain your learning objectives (what you will know/be able to do)? Daily

3-4 times per week

1-2 times per week

Every other week

Never

14. How would you rate the technology available in your ROP class?

How would you rate the technology available in your ROP class? High quality

Adequate

Needs improvement

No technology available

Explain (if you indicated no technology available)

15. Which of the following Web technologies have you used in the classroom? (Please mark all that apply)

Which of the following Web technologies have you used in the classroom? (Please mark all that apply) Google applications

Wikis

Blogs

Social networking site (Facebook, etc)

Video sharing sites (YouTube, etc)

Other (please specify)

16. What type of technology do you use in the class room? (Please mark all that apply)

What type of technology do you use in the class room? (Please mark all that apply) Digital camera

E-mail

Internet

LCD Projector

MS Office software

Other (please specify)

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During your class period, how often did you work in teams? Every day

1-2 a week

1-2 a month

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1-2 a month

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How frequently did you have opportunities to speak with/meet industry professionals?(i.e.: guest speakers, field trips, competitions, internships, etc) 1-2 a week

1-2 a month

1-2 a semester

Never

20. How frequently has ROP staff made you aware of post secondary training/education? (i.e.: community college, 4 year university, trade schools).

How frequently has ROP staff made you aware of post secondary training/education? (i.e.: community college, 4 year university, trade schools). 1-2 a week

1-2 a month

1-2 a semester

Never

21. How did you demonstrate safety/cleanliness procedures in your class/shop/lab/clinical environment? (Please mark all that apply)

How did you demonstrate safety/cleanliness procedures in your class/shop/lab/clinical environment? (Please mark all that apply) I maintain a clean work station

I practice appropriate tool safety

I wear appropriate safety gear (i.e.: goggles, uniform, gloves)

Safety or cleanliness is not practiced or required in my ROP environment

Done

ROP Professional Development Survey 2008-2009

To All Certificated Employees:

Please provide feedback on your experience related to professional development. Self-assessment and involvement is key to the success of any professional development plan. Thank you for participating in this very important step in the professional development plan for MVROP. Providing your name for possible follow up questions is optional. Aggregate results (only) will be reported to the MVROP Administrative/Leadership team.

Thanks,

Joyce Veasley
Accounting and Computer Instructor

1) Name: (OPTIONAL)

2) What grade level(s) do you teach?	
Adult	
High School	
Both	
Other (Please Specify):	

3) Teaching Experience:	
1-2 years	
3-5 years	
6-10 years	
over 10 years	

4) How interested are you in professional development opportunities?	
Very interested	
Interested	
Neutral	
Somewhat interested	
Not interested	

5) Rank the following areas of professional development from 1-5 in terms of your greatest interest, with 5 being the highest. and 1 being the lowest.	
Instructional leadership	
Instructional practices	
Curriculum development	
Understanding the learning process	
Assessment	

6) What kinds of professional development activities have you participated in in the last two years? (check all that apply)	
School site provided training	
Local, regional or national conferences	
College level courses	
Self-directed study	
Other (Please Specify):	

7) If you have not participated in professional development activities, why not? (check all that apply)	
Timing or scheduling problems	
Not aware of professional development opportunities	
Lack of interest in topics	
Expense	
Other (Please Specify):	

8) What subject matter would you like to see covered by professional development activities?	
Employee saftety training	
MVROP policies and procedures	
Dealing with difficult people/situations	
Computer applications and computer skills training	
Time/self-management	
Written communication skills	
Learning styles	

Classroom assessment techniques	
Planning	
Oral communnication skills	
Management, business and leadership skills	
Other (Please Specify):	

9) How computer literate do you consider yourself?	
Expert	
Functional	
Novice	
No or very little computer experience	

10) What types of technology do you use in the classroom?	
Digital camera	
Email	
Internet	
LCD Projector	
MS Office software	
Software that comes with your curriculum	
Other (Please Specify):	

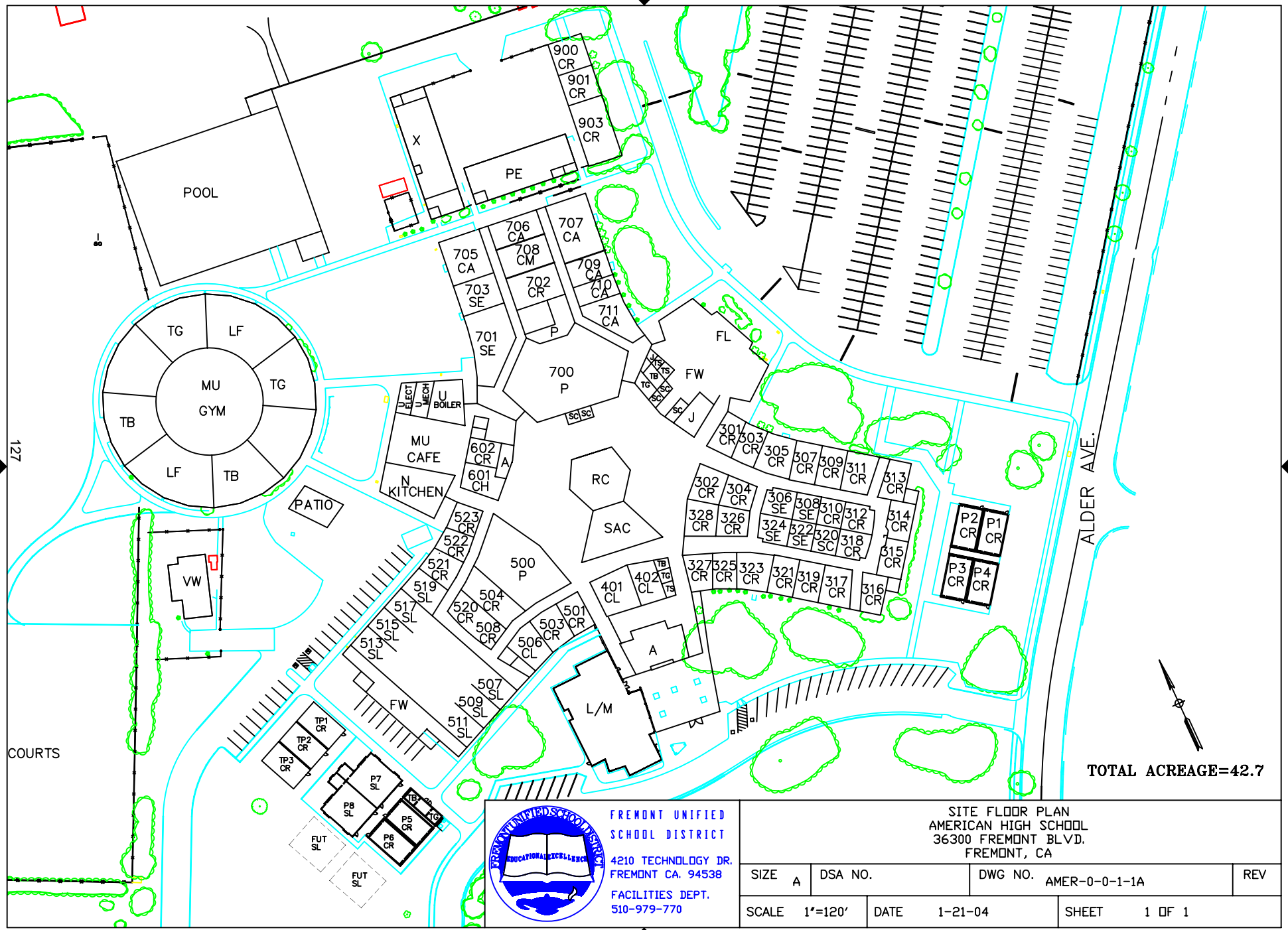
11) Which of the following Web 2.0 technologies have you used (check all that apply)	
Google applications	
Wikis	
Blogs	
Social networking sites (facebook, etc)	
Video sharing sites (youtube,etc)	
Other (Please Specify):	

12) What technology workshops would you like to see offered? (check all that apply)	
Navigating MVROP Student Access drive	

Creating web pages	
MS Word	
MS Excel	
PowerPoint presentations	
Email	
Using technology for grading (Excel, etc)	
Internet based gradebooks	
Digital Cameras	
Photoshop	
Google applications	
Wikis	
Blogs	
Social networking sites (facebook, etc)	
Video sharing sites (youtube,etc)	
Other (Please Specify):	

13) What is your preferred format for the delivery of professional development opportunities. Rank the following 1-5, with 5 being of the most interest to you, and 1 being of least interest.	
Formal courses	
Workshops or seminars	
Internet based learning	
Videos or texts	
Lecture style from experts in the field of education	

14) How prepared do you feel in delivering instruction to:				
	Very prepared	Adequately prepared	Slightly unprepared	Completely unprepared
English Learners				
Special Education students				
Students from diverse backgrounds				



FREMONT UNIFIED SCHOOL DISTRICT

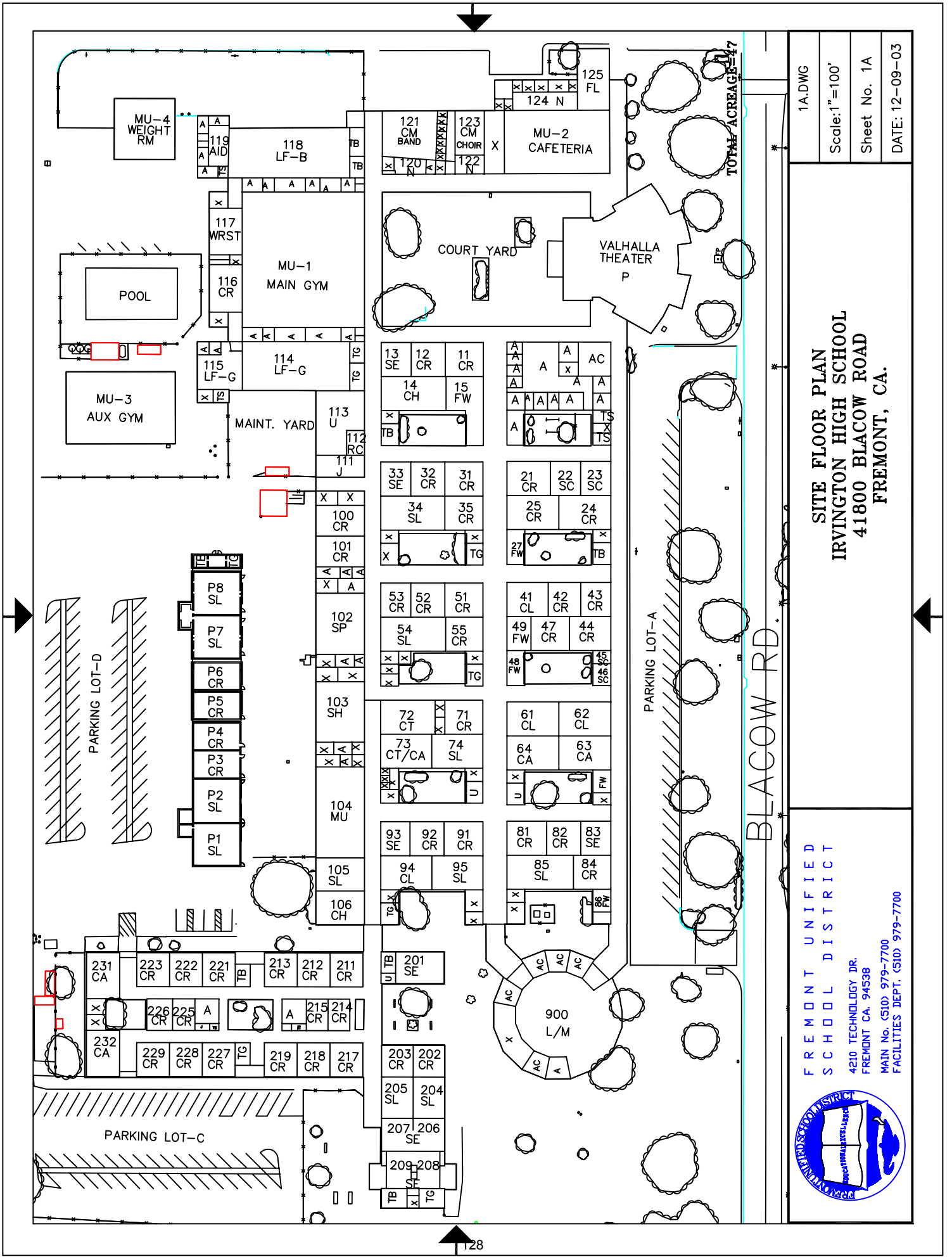
4210 TECHNOLOGY DR.
FREMONT CA. 94538

FACILITIES DEPT.
510-979-770

SITE FLOOR PLAN
AMERICAN HIGH SCHOOL
36300 FREMONT BLVD.
FREMONT, CA

SIZE	DSA NO.	DWG NO.	REV
A		AMER-0-0-1-1A	

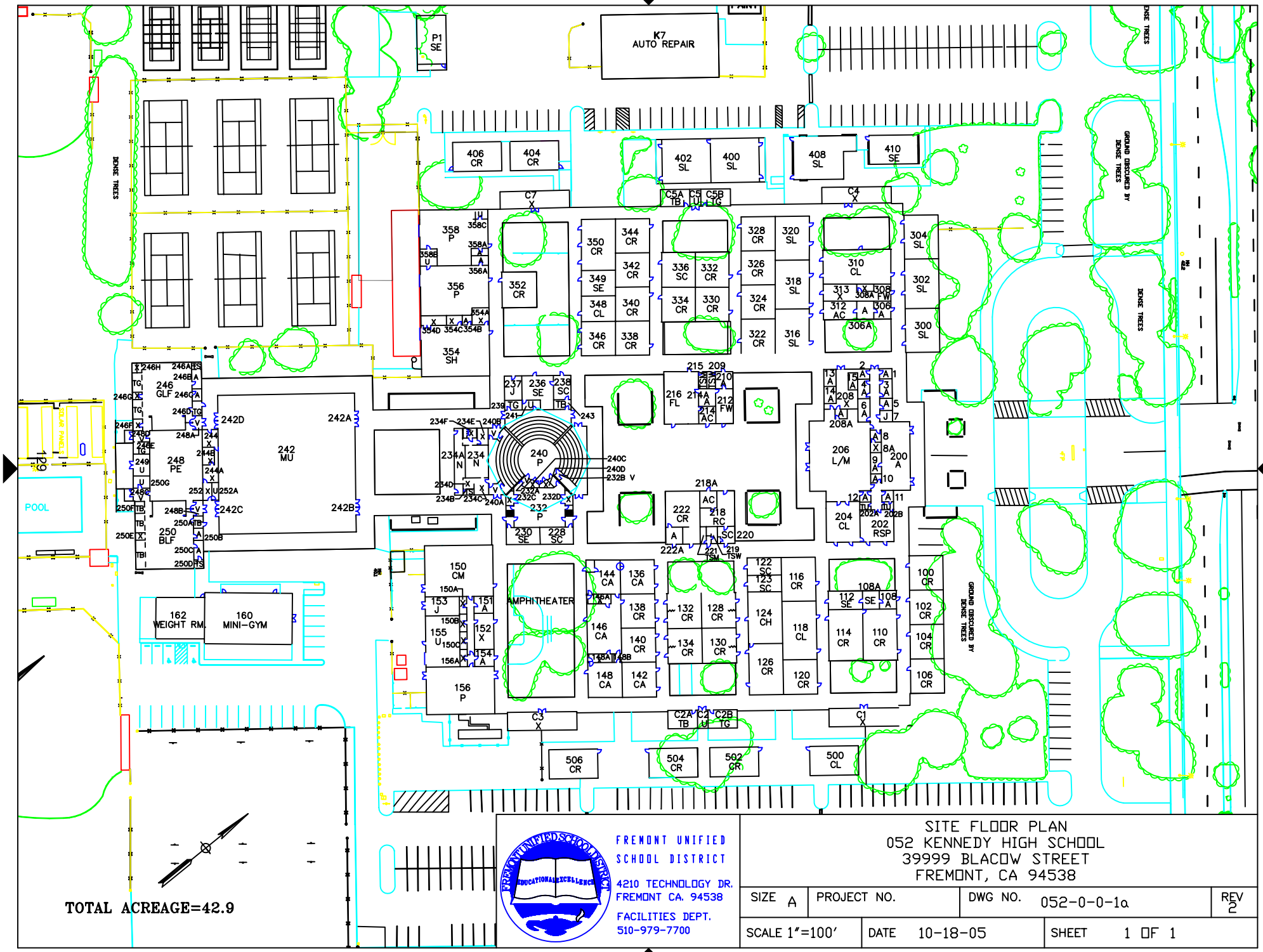
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1A.DWG
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Sheet No. 1A
DATE: 12-09-03

SITE FLOOR PLAN
IRVINGTON HIGH SCHOOL
41800 BLACOW ROAD
FREMONT, CA.

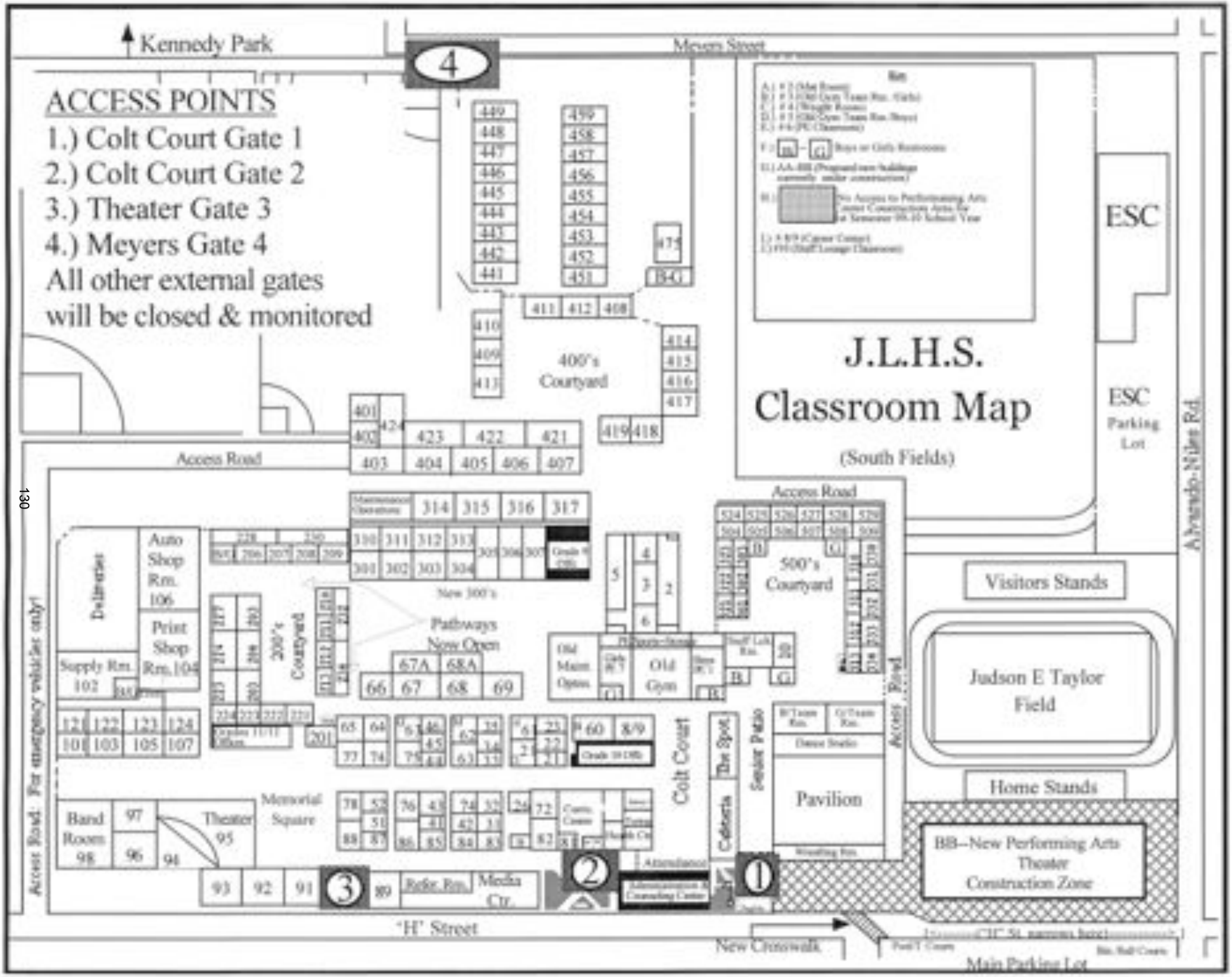
FREMONT UNIFIED SCHOOL DISTRICT
4210 TECHNOLOGY DR.
FREMONT CA. 94538
MAIN No. (510) 979-7700
FACILITIES DEPT. (510) 979-7700

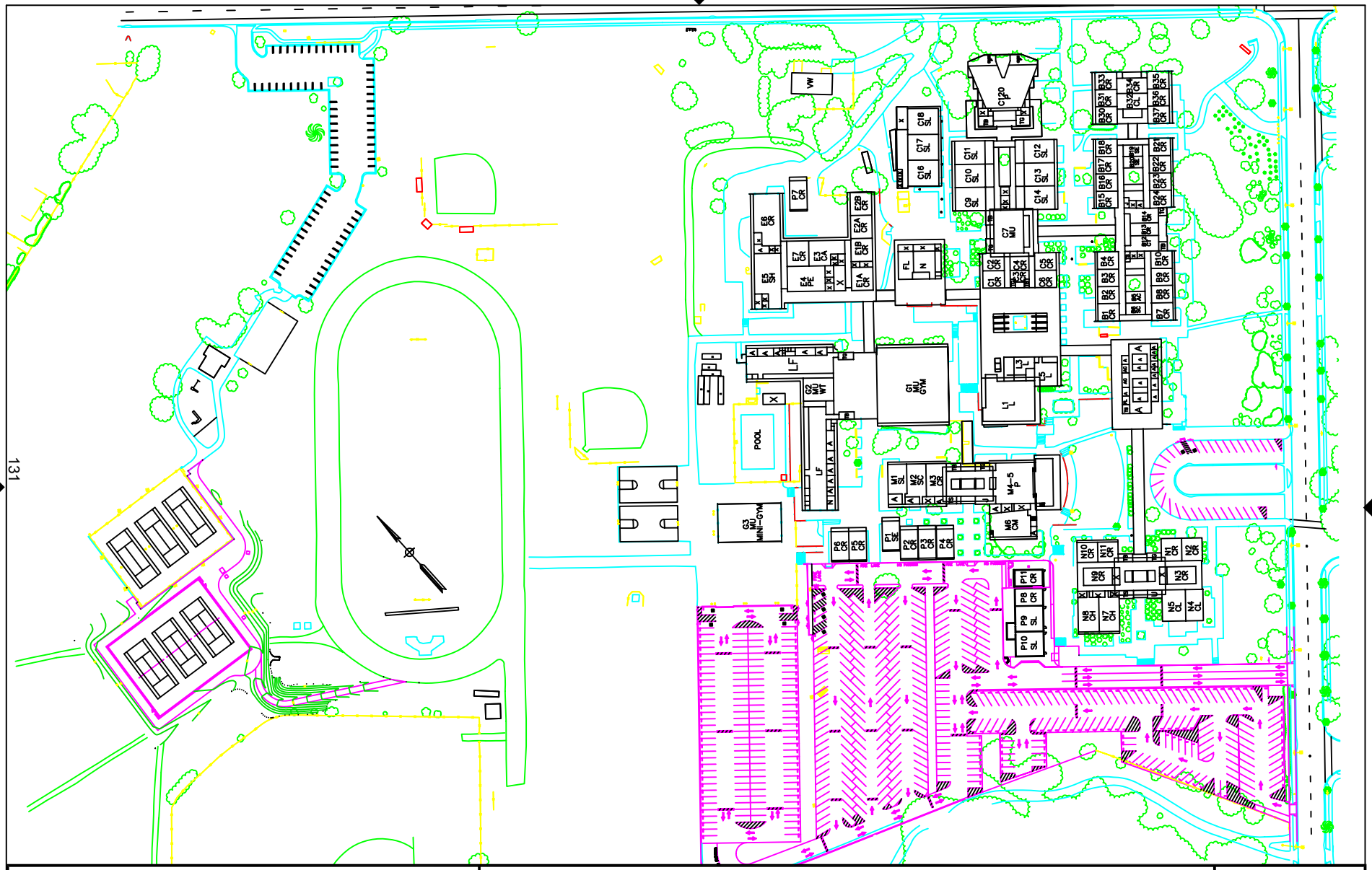


FREMONT UNIFIED SCHOOL DISTRICT
4210 TECHNOLOGY DR.
FREMONT CA. 94538
FACILITIES DEPT.
510-979-7700

SITE FLOOR PLAN
052 KENNEDY HIGH SCHOOL
39999 BLACOW STREET
FREMONT, CA 94538

SIZE	PROJECT NO.	DWG NO.	REV
A		052-0-0-1a	2
SCALE 1"=100'	DATE 10-18-05	SHEET 1 OF 1	


Kennedy Park
Meyers Street
4
ACCESS POINTS
1.) Colt Court Gate 1
2.) Colt Court Gate 2
3.) Theater Gate 3
4.) Meyers Gate 4
All other external gates
will be closed & monitored
J.L.H.S.
Classroom Map
(South Fields)
ESC
ESC Parking Lot
Alvarado-Niles Rd.
400's Courtyard
500's Courtyard
200's Courtyard
Access Road
Pathways Now Open
New 300's
Deliveries
Auto Shop Rm. 106
Print Shop Rm.104
Supply Rm. 102
Old Main Office
Old Gym
Staff Lnch Rm.
Colt Court
The Spot
Cafeteria
Senior Patio
Pavilion
Visitors Stands
Judson E Taylor Field
Home Stands
BB--New Performing Arts Theater Construction Zone
Band Room 98
Theater 95
Memorial Square
Ref. Rm.
Media Ctr.
Attendance
Administration & Counseling Center
'H' Street
New Crosswalk
Main Parking Lot
Access Road: For emergency vehicles only!



FREMONT UNIFIED SCHOOL DISTRICT

4210 TECHNOLOGY DR.
FREMONT CA. 94538

MAIN No. (510) 979-7700
FACILITIES DEPT. (510) 979-7700

MISSION SAN JOSE HIGH SCHOOL
41717 PALM AVENUE
FREMONT, CA

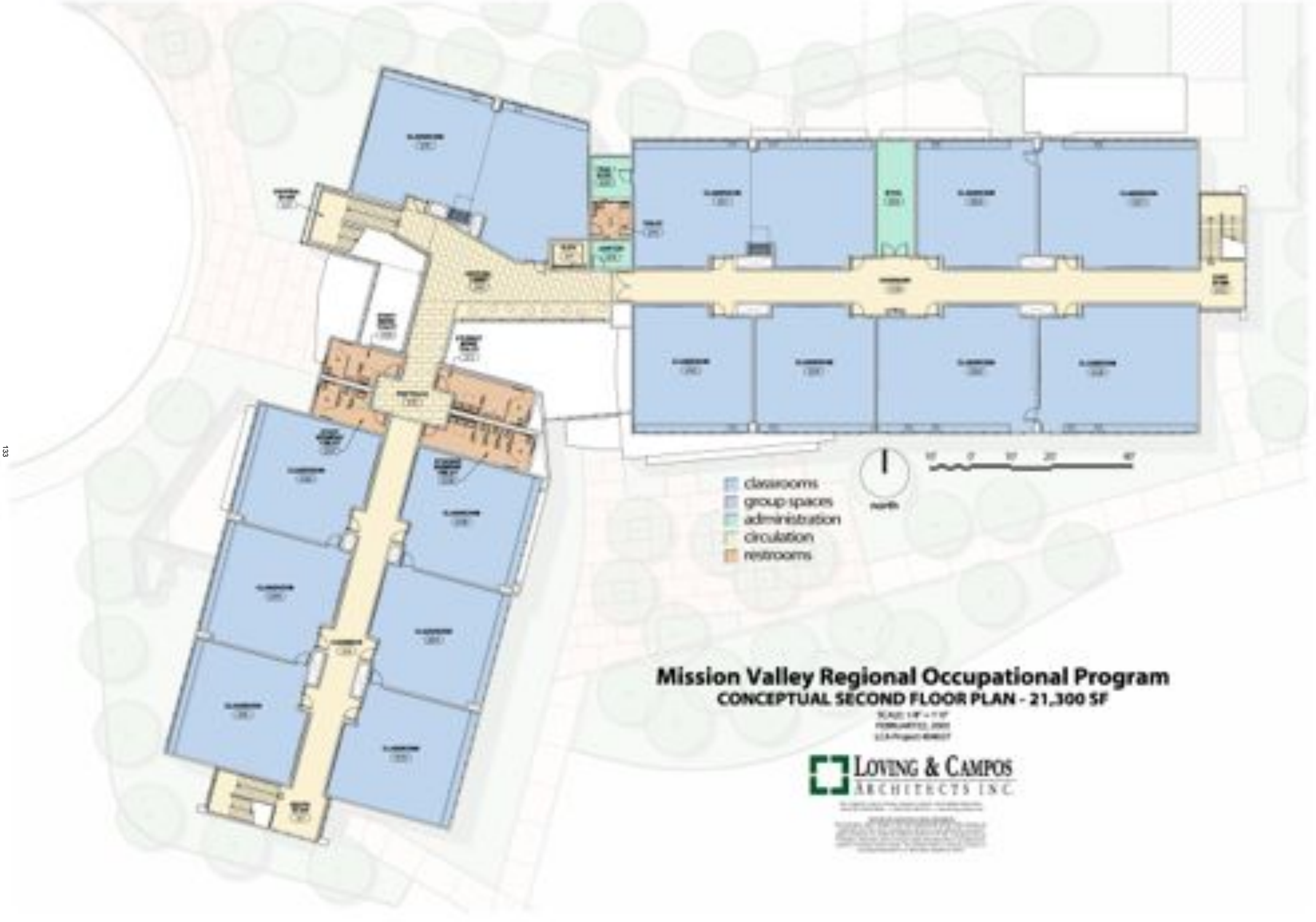
1A.DWG
Scale:1"=192'
Sheet No. 1A
DATE: 9-6-02

classrooms
group spaces
administration
circulation
restrooms

LOVING & CAMPOS
ARCHITECTS INC.

Mission Valley Regional Occupational Program

CONCEPTUAL FIRST FLOOR PLAN - 23,640 SF



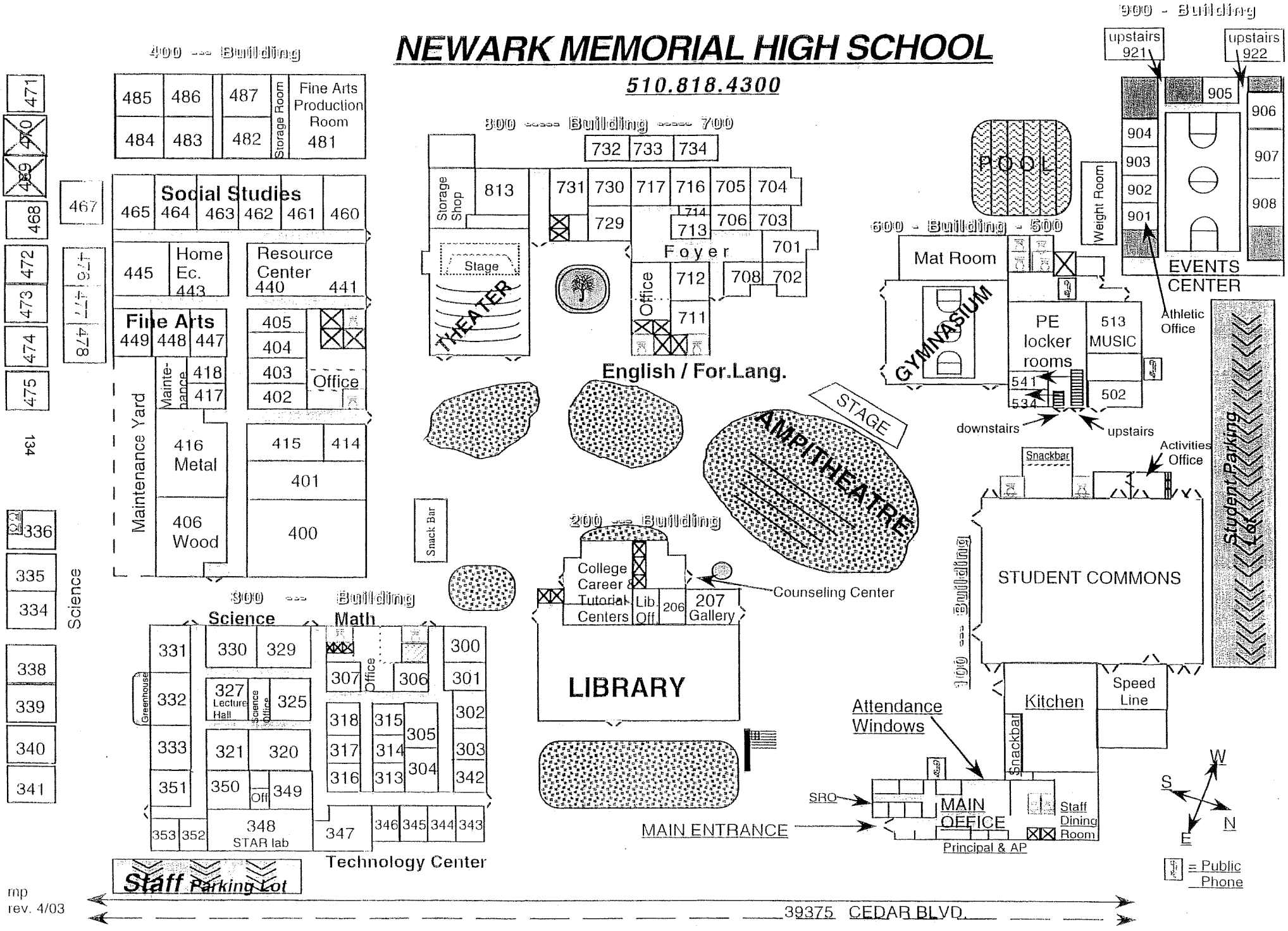
Mission Valley Regional Occupational Program

CONCEPTUAL SECOND FLOOR PLAN - 21,300 SF

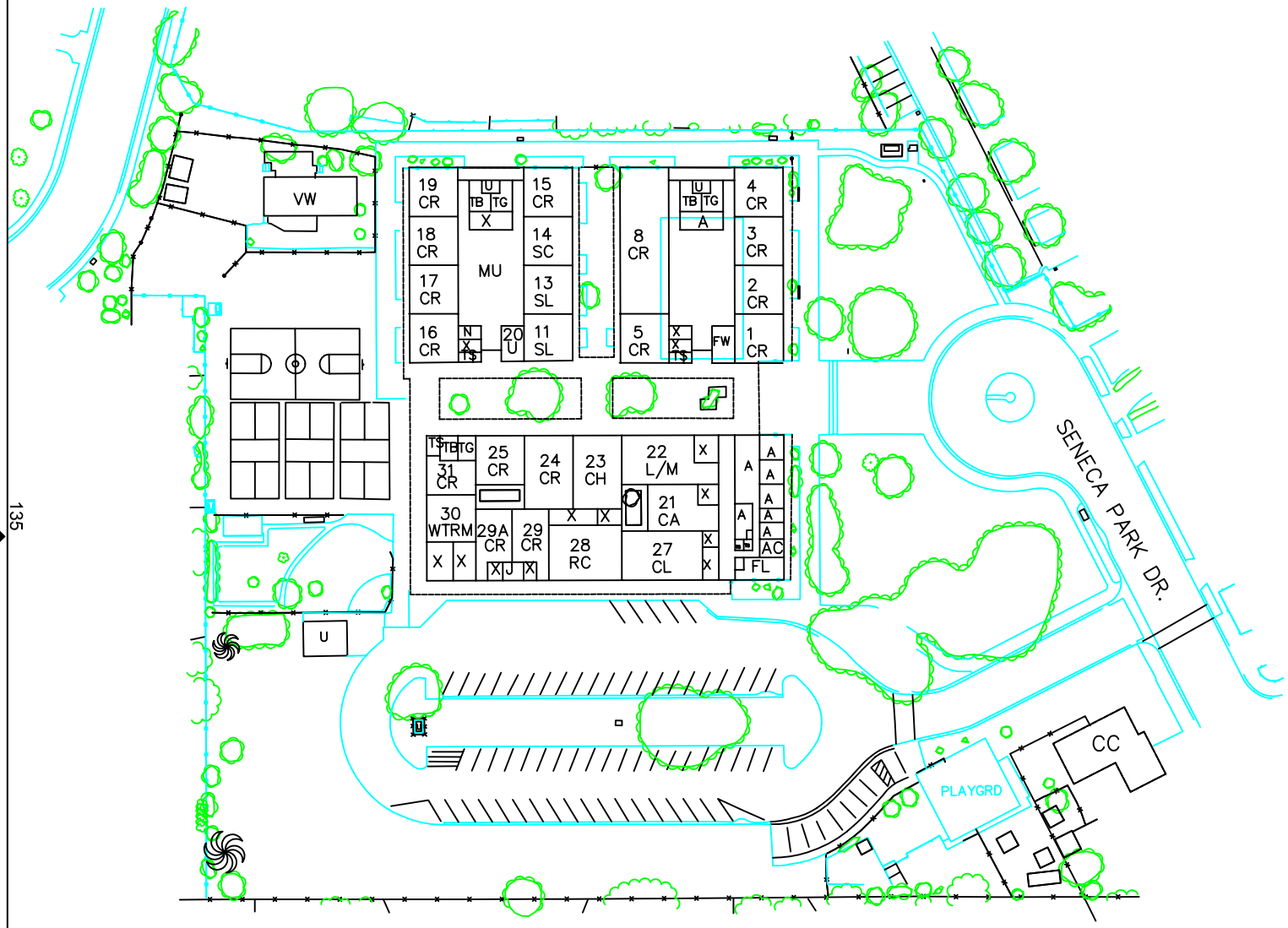
LOVING & CAMPOS
ARCHITECTS INC

NEWARK MEMORIAL HIGH SCHOOL

510.818.4300



mp
rev. 4/03



TOTAL ACREAGE=5.56

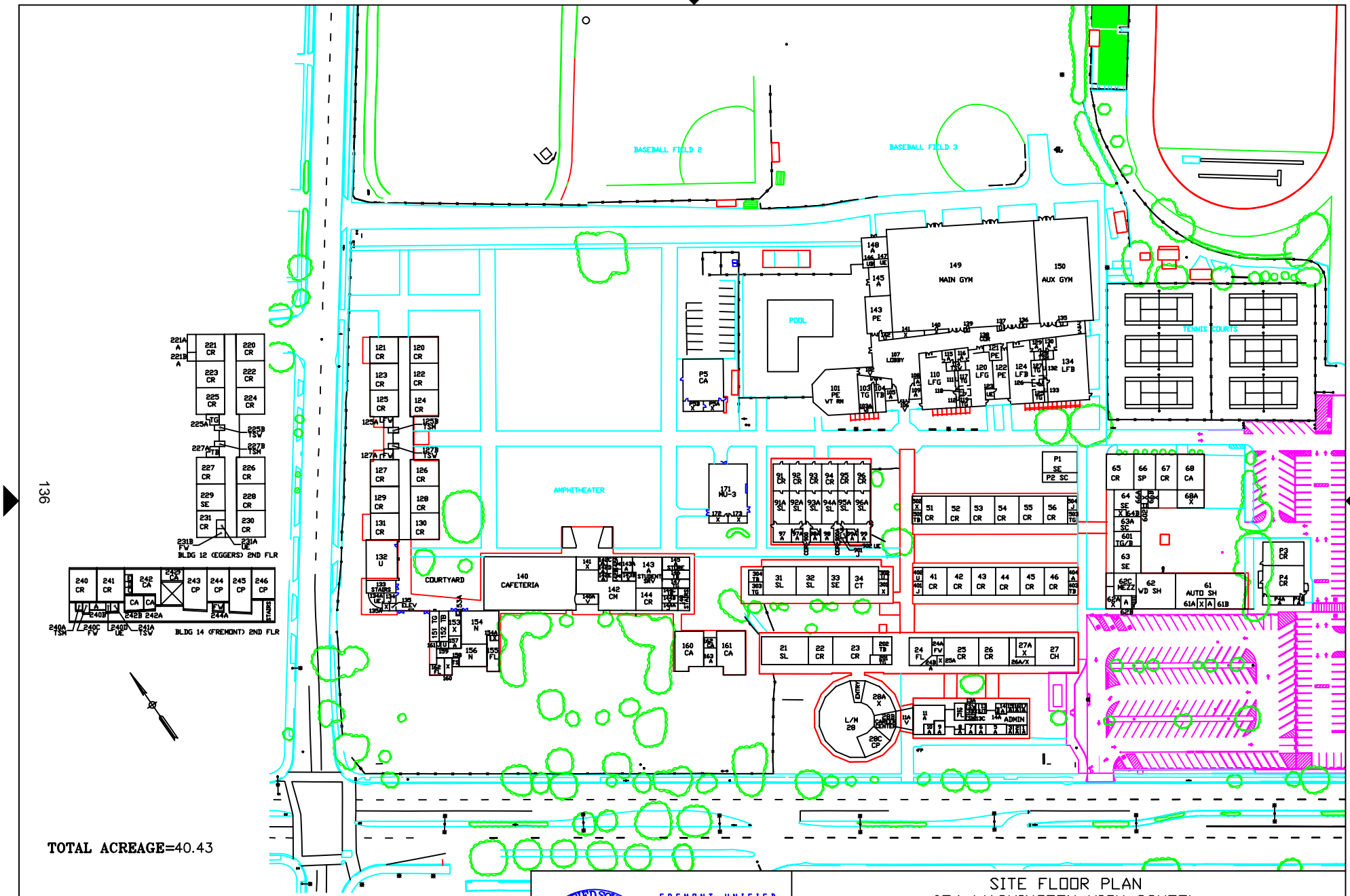
FREMONT UNIFIED SCHOOL DISTRICT

4210 TECHNOLOGY DR.
FREMONT CA. 94538

MAIN No. (510) 979-7700
FACILITIES DEPT. (510) 979-7700

SITE FLOOR PLAN
ROBERTSON VISTA ALTERNATIVE HIGH SCHOOL
4455 SENECA PARK DRIVE
FREMONT, CA.

1A.DWG
Scale:1"=100'
Sheet No. 1A
DATE: 9-04-02



136

TOTAL ACREAGE=40.43

FREMONT UNIFIED SCHOOL DISTRICT
4210 TECHNOLOGY DR.
FREMONT CA. 94538
FACILITIES DEPT.
510-979-7700

SITE FLOOR PLAN
054 WASHINGTON HIGH SCHOOL
38442 FREMONT BLVD.
FREMONT, CA 94536

SIZE	PROJECT NO.	DWG NO.	REV
A		054-0-0-0-1A	2
SCALE 1"=150'	DATE 2-07-06	SHEET 1 OF 1	