

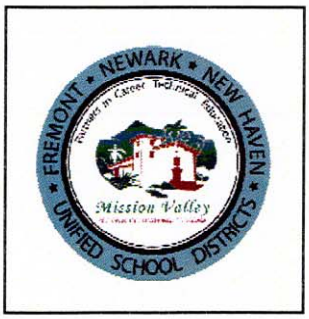
Mission Valley ROP

Wednesday, November 28, 2007

3:30 p.m. Governing Council Meeting

MVROP Board Room

(510) 657-1865 Ext. 15141


FREMONT • NEWARK • NEW HAVEN
UNIFIED SCHOOL DISTRICTS
Mission Valley

Agenda

Regular Meeting of the Governing Council
Mission Valley Regional Occupational Program
MVROP Board Room
Wednesday, November 28, 2007, 3:30 p.m.

Call to Order _____ p.m.

Pledge of Allegiance

Roll Call:

_____ Larry Sweeney, President
_____ Jan Crocker, Vice President
_____ Jenn Stringer, Clerk
_____ Alternate Board Members

Approval of Agenda

Motion: _____
Second: _____
Vote: _____

Communication:

a. Items from the Board

b. Items from the Staff

c. Oral Communication

- Program Presentation: Fire Science Program

d. Written Communication

- October 27, 2007 – Fremont Bulletin, *"Celebration of a dream come true"*
- October 23, 2007 – The Argus, *"Mission Valley opens door to success"*
- October 15, 2007 – The Argus, *"ROP marks opening of new building"*
- October 23, 2007 – Trademarkets.com, *"Mission Valley ROP provides students with career paths"*
- November 4, 2007 – The Argus, *"ROP relevant"*
- October 27, 2007 – The Argus, *"For low achievers"*
- October 20, 2007 – The Argus, *"Logan dishes up culinary program"*

e. Public Comment

- Blue Speaker Card: Items on the agenda
- Green Speaker Card: Items not on agenda

Consent Calendar:

a. Minutes:

Approve minutes from Governing Council Regular Meetings on October 17, 2007.

b. Business and Finance:

B&F #1 Approve Purchase Orders over $5,000

B&F #2 Approve Warrants $5,000 and above

B&F #3 Adopt Resolution No. 3-0708
Increase to Income – Lottery

B&F#4 Adopt Resolution No. 4-0708
Accept donation to Mission Valley ROP

Curriculum and Instruction:

C&I #1 Approve course outlines for new courses
Sports Psychology
Beginning Video Production
Advanced Video Production

c. Employment Personnel:

EP #1 Approve Certificated Personnel Recommendations for Employment, Resignations, and Terminations.

EP #2 Approve Classified Personnel Recommendations for Employment, Resignations, and Terminations.

End of Consent Calendar:

Motion: _____
Second: _____
Vote: _____

Board comments on Consent Calendar:

_____
_____
_____

Board of Education #1 **Information/Action**

Review and provide input on AR 5338 Gang Affiliation and Activity.

Motion: _____
Second: _____
Vote: _____

Board of Education #2 **Information/Action**

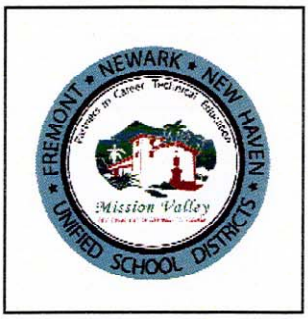
Review and approve revision to BP 4162 – Vacation Policy.

Motion: _____
Second: _____
Vote: _____

Board Requests

_____
_____
_____

Meeting Adjourn: _____p.m.



Communication

THIS WEEK: FATAL SHOOTING Page 4 | ROP CENTER OPENS Page 4 | FESTIVAL OF LIGHTS Page 6 | FIREHOUSE REBUILD Page 7

50¢

FREMONT BULLETIN

Community

Neighborhood news and events in Fremont

Man dies following shooting at Walgreens

BY WES BOWERS

Fremont Police Department arrested three Bay Area teenagers, one of them from Fremont, on charges of fatally shooting a 24-year-old Fremont man at Meadow Square Shopping Center Tuesday.

The teens were arrested after a six hour standoff at 5109 Hutton St. The incident began at about 12:20 p.m. on Oct. 23 at the Meadow Square Shopping Center at Grimmer Boulevard and Blacow Road.

Police reports indicate that occupants of two vehicles became involved in an altercation in front the shopping center's liquor store. Police say that at some point, the driver of one of the vehicles produced a semi-automatic handgun and shot the driver of the other vehicle. The victim was shot while running to the store.

The victim, later identified as Elric Wheeler, 24, of Fremont, was able to stumble toward a payphone in the shopping center's southwest corner, where he was found dead by arriving officers, police said.

The suspects fled in a silver-colored, late 1990s four-door Honda Accord.

In the aftermath of the shooting, Irvington High School was placed on lockdown at 12:45 p.m. Robertson High School, five blocks away, was also placed on lockdown at about the same time.

The Roberston lockdown was

Please see Page 11



State Superintendent of Public Instruction Jack O'Connell (left) accepts a proclamation from Charles Brown, superintendent of the Missio Valley Regional Occupational Technical Training Center, during the building's dedication Monday.

'Celebration of a dream come true'

State dignitaries among those christening $17-million technical-vocational ROP center

BY WES BOWERS

About 100 staffers from Fremont Unified School District, City of Fremont, and local and state representatives gathered at the new Mission Valley Regional Occupational Technical Training Center to celebrate the facility's grand opening Monday.

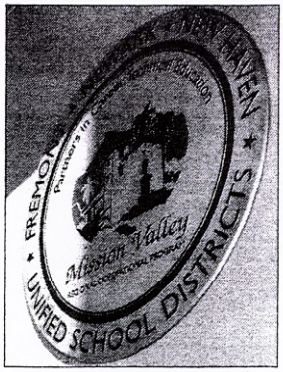
The center, located at 5109 Stevenson Blvd., will serve 5,000 high school students and adults with technical and vocational classes under a joint agreement between the Fremont, Newark and New Haven unified school districts.

Charles Brown, Mission Valley's superintendent, said the new facility has already been featured in the American School Board Journal as an innovative facility.

"For us, this is a celebration of a dream come true," Brown said. "This building represents a significant investment to provide high-tech instruction to students throughout the Tri-Cities area."

Plans to build a new technical training center began in 2002, in an effort to move the small facility at the former Mowry Elementary School on Laiolo Road.

The move to property adjacent to Kennedy High School combines 19 classrooms, and 16,000 square feet of office and meeting space, with the current 10 regional occupation classes located at Kennedy.



Mission Valley Regional Occupational Technical Training Center will serve 5,000 high school students and adults with technical and vocational classes under a joint agreement between the Fremont, Newark and New Haven unified school districts.

Photos by James Sakane

Brown boasted the proje was finished on time and und budget.

Construction was estimated about $17 million, funded by th district's sale of the Laiolo Roa site. The property sold for $23. million, and is planned to b used for a Summerhill Home re idential development.

Linda Widmar, a form Fremont Unified Board Education member, said the cer ter was a personal dream com true for her. She recalled man consecutive years when distri and program officials wer unsure what kind of funding, any, the program would receive

Widmar said the facility wa an example of the district's gooc faith agreement with the citizer of Fremont.

"This is about keeping a tru

Please see Page 1

WELCOME TO

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CENTERVILLE

ELEVATION 57 FEET.

TO OGDEN 799 4/10 M.

The Historical District with a Diverse Future

This large completely developed flatland district carries a history that is filled with a commerce that thrived upon its centrally located position and the railway passing through it. Today, the train depot has been preserved to serve a variety of Silicon Valley commuters. Modern day Centerville is filled with a variety of community-minded merchants who share a common goal of building a prosperous future.

ROP building completed five years after conception

Continued from Page 4

alive with the taxpayers of Fremont Unified School District," she said. "When a piece of property is sold, the district has an obligation to repay the taxpayers.

"This building represents a keeping of the faith by FUSD, along with Tak Fudenna Stadium and the future expansion of Valhalla at Irvington High School," she added.

Widmar said the facility has the potential to be a provider of higher education for students and adults.

Larry Sweeney, a Fremont Unified board member and president of the Mission Valley ROP board, said the center will be a model facility for similar programs across the nation.

"This is an impressive building that represents hours of foresight, execution and management," he said. "This is without a doubt the greatest state-of-the-art facility in the state — probably the most innovative in the state, maybe even the country."

Sen. Ellen Corbett, D-Fremont, presented Brown with a resolution commemorating the opening of the new center.

"We'll be seeing the results of today's event for many, many years to come," she said. "I'm glad the superintendent (Brown) acknowledged the students today, because this is what it is all about. They will be leading California and the nation into the future."

Jack O'Connell, state superintendent of public instruction, echoed Corbett's acknowledgments.

"Hundreds of thousands of students will be going through these doors over the next several years, and their lives will be enriched and enhanced by this facility," he said. "We need to close the achievement gap in this state, and this facility, and its staff, will definitely help do that."

Brown presented O'Connell with a certificate of appreciation for his ongoing support of the facility's process over the last five years.

The Mission Valley center was completed over the summer, and Brown said the entire program was relocated in time for the 2007/2008-school year.

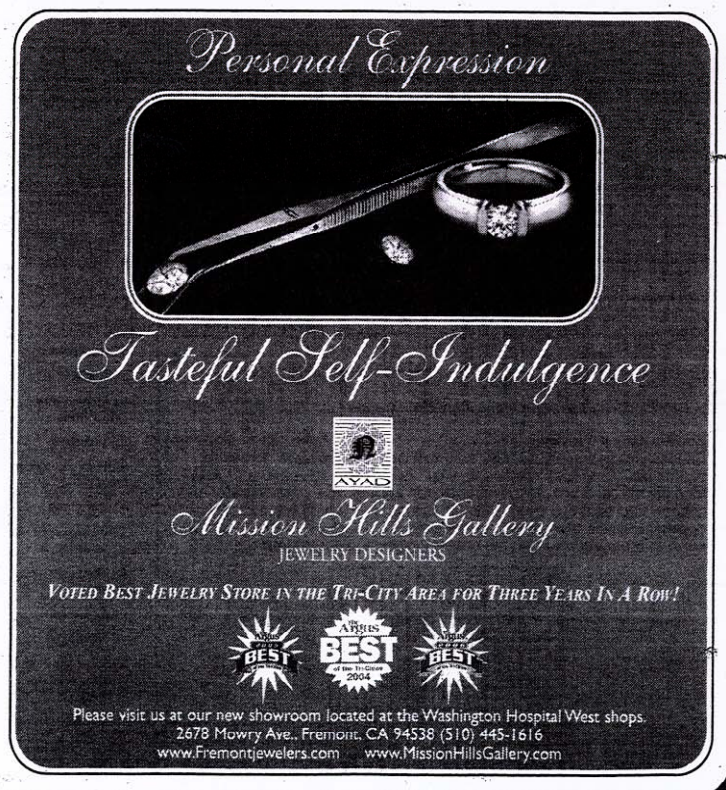


State Sen. Ellen Corbett, D-San Leandro, presents a plaque to the ROP administrators for achieving completion of the $17-million center.

Photos by James Sakane



The new Mission Valley ROP building's front lobby and reception were toured by guests at the grand opening Monday.



City
Rob
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Mission Valley opens doors to success





BEA AHBECK — Staff photo

STATE SENATOR ELLEN CORBETT (above) chats with Chris Phillips, 16, a forensics student at the Mission Valley Regional Occupational Program, during a tour of the Fremont campus Monday. The senator was on hand for the inauguration of the program's new career technical training center. State Superintendent of Public Instruction Jack O'Connell (left) speaks during the opening ceremony. Marine Color Guard sergeants Oscar Galindo (below, left), Dante Trujillo, Manuel Santiago and Andres Aranda march in with the flags.

Skills program celebrated as new building opens

By Linh Tat
STAFF WRITER

FREMONT

STUDENTS must prepare for today's competitive job market, and one place that's helping them to meet that goal is the Mission Valley Regional Occupational Program, the state's highest elected school official said Monday.

With the $14 million ROP building as the backdrop, state Superintendent of Public Instruction Jack O'Connell and others who spoke at the Fremont campus's grand opening ceremony touted the career technical program for providing high school students and adults seeking ongoing development with analytical and hands-on skills.

"It's more important today than ever before that we provide a quality education to our students," O'Connell said. "Our students are going to have to receive a high level education, not just if they're going to thrive . . . but if they're simply going to survive in this new, competitive economy."

Situated at the southeast corner of Kennedy High School, the two-story, 45,000-square-foot facility features 19 class-

Please see **ROP**, Local 3



Skills program hailed as new facility opens

▸ **ROP,** from Local 1

rooms, including two state-of-the-art science labs and six computer labs.

Its forensics lab, for example, has 30 individual work stations, each with its own microscope that is connected to a laptop, which in turn is connected to an overhead projector in the room.

The building, which has been recognized by the American School Board Journal, opened this fall.

Mission Valley Regional Occupational Program is expected to serve about 5,000 students this year, officials said. The program offers classes in myriad fields, including health sciences, computers, business, interior and fashion design, and automotive technology.

Fremont Fire Chief Bruce Martin, who spoke at the ceremony, lauded his department's partnership with ROP through its fire-science program.

"This will be the cornerstone of our future recruitment efforts," he said.

After the speeches, ROP staff members led tours of the facility.

Those attending also were served hors d'oeuvres and cookies prepared by culinary arts students. Pupils in other disciplines also worked the event — media students videotaped the ceremony and floral design students from the Hayward ROP arranged flowers.



BEA AHBECK — Staff

IRVINGTON HIGH CHOIR MEMBERS Ai Baba, Mandy Carlson and Angelica Senior sing the national anthem during the grand opening ceremony for the Mission Valley ROP career technical training center in Fremont on Monday.

Staff writer Linh Tat covers education for The Argus. She can be reached at 510-353-7010 or ltat@bayareanewsgroup.com.

□□□

To view a Web cast of the grand opening ceremony, visit www.mvrop.org.

On the Agenda

▸ **NEWARK**

Planning Commission

The Planning Commission will hold a public hearing at 7 tonight in the sixth floor Council Chambers of City Hall, 37101 Newark Blvd., to consider a permit for a beverage container recycling facility, NexCycle.

The firm would be in the parking lot next to Raley's Supermarket at 6397 Jarvis Ave.

Details are available at the Planning Department, 37101 Newark Blvd.

▸ **FREMONT**

School board

The school board will meet at 6:30 p.m. Wednesday in the City Council Chambers at City Hall, 3300 Capitol Ave. The meeting will be broadcast on cable Channel 27.

The board will:

▸ Discuss kindergarten registration and whether to give priority to families based on length of residency or to use a lottery system.

▸ Discuss the Oakland A's proposed ballpark village school and possibly give direction to staff.

▸ Hold a hearing to determine if the district has sufficient textbooks and instructional materials.

▸ Consider approving the quarterly Williams Uniform Complaint Procedures report. One complaint, regarding odor in a facility, was made against the district from July through September.

▸ Recognize 2006-07 recipients of the Fremont Education Foundation's Innovative Education Grants.

▸ Consider three expulsion cases.

▸ **UNION CITY**

City Council

A regular council meeting will begin at 7 tonight at City Hall, Council Chambers, 34009 Alvarado-Niles Road. The meeting will be broadcast live on Union City cable Channel 15.

The council will:

▸ Honor the late Tom Kitayama with a plaque and dedicate the city council chambers to the former mayor.

▸ Review the first quarter report of the city's general fund. The report will analyze the first three months of 2007-08 and compare results with the financial plan and the prior fiscal year.

Library Hours

FREMONT MAIN LIBRARY

2400 Stevenson Blvd.

510-745-1400

Monday	1 to 9 p.m.
Tuesday	1 to 9 p.m.
Wednesday	11 a.m. to 9 p.m.
Thursday	11 a.m. to 6 p.m.
Friday	11 a.m. to 6 p.m.
Saturday	10 a.m. to 5 p.m.
Tuesday	1 to 8 p.m.
Thursday	11 a.m. to 6 p.m.

IRVINGTON LIBRARY

41825 Greenpark Drive, Fremont

510-795-2631

Wednesday	10 am. to 5 p.m.
Thursday	1 to 9 p.m.
Friday	10 a.m. to 6 p.m.
Saturday	10 a.m. to 5 p.m.
Sunday	1 to 5 p.m.

NEWARK LIBRARY

UNION CITY LIBRARY

34007 Alvarado-Niles Road

510-745-1464

Monday	10 a.m. to 6 p.m.

NILES READING CENTER

150 "I" St., Fremont

510-795-2626

Tuesday	10 a.m. to 5 p.m.

ROP marks opening of new building

The Mission Valley Regional Occupational Program will hold a ceremony from 1 to 3 p.m. Oct. 22 to celebrate the opening of its new facility this school year.

The 45,000-square-foot building features 19 classrooms, including four state-of-the-art biotechnology and health science labs and six computer labs.

Scheduled to attend the celebration are state Superintendent of Public Instruction Jack O'Connell; Sen. Ellen Corbett, D-San Leandro; Tri-City area schools superintendents; school board members and local business leaders.

Light refreshments will be served.

Those attending will get a chance to tour the classrooms.

To R.S.V.P., call 510-492-5132 or e-mail ksmith@mvrop.org.

Mission Valley is located on the Kennedy High School campus, at Stevenson Boulevard and Blacow Road in Fremont.

Irvington High to host college workshop

Parents are invited to a free college workshop at Irvington High School on Thursday.

The workshop will cover how families can pay for college, including a discussion about the interest savings scholarship.

The workshop will run from 7 to 8:30 p.m. in the school library, 41800 Blacow Road, Fremont. No reservations are required.

HOMEROOM

18 Newark students named AP scholars

Eighteen Newark Memorial High School students were named Advanced Placement scholars in recognition of their performance on the college-level tests in May.

Loy Durham and Simon Tao earned the title of AP Scholar with Distinction for earning an average grade of 3.5 or higher on all exams taken and grades of 3 or higher on five or more of the tests.

Yazmin Amacker was named an AP Scholar with Honor for earning an average score of at least 3.25 on all the exams taken and grades of 3 or higher on four or more tests.

Fifteen other students were named AP scholars by completing three or more exams with grades of 3 or higher. They are Agustin Borjon, Aaron Bowyer, Collin Breen, Jenny Diaz, Sunshine Falck, Charles Hudson, Puneetpal Kaur, Sheehab Khan, Alexander Matias, Martin Mwangi, Rocio Sanchez, Reeti Sharma, Labiba Shere, Brian Trieu and Cameron Wood.

About 18 percent of the more than 1.4 million students worldwide who took Advanced Placement tests were named scholars, said Stephanie Evans of Newark Memorial's college and career center.

New Haven student writes winning essay

Cesar Chavez Middle School student Jaspreet Gill won $500 for an essay she submitted for a California Teachers Association's writing contest.

A seventh-grader last year when the essay was penned, Jaspreet wrote about the life and philosophy of Cesar Chavez, a labor leader who co-founded United Farm Workers.

Teacher Bruce Roberts has seen five of his students named winners in this writing contest.

HomeRoom is a Monday feature of The Argus. If you have school news, call Linh Tat at 510-353-7010, e-mail her at ltat@bayarea-newsgroup.com or send a fax to 510-353-7029.

Catholic educators strive to keep institution afloat

▶ **SCHOOLS,** from Local 1

has eight. Berkeley has just one after the closure this summer of St. Joseph the Worker School. The pastor of the church said years of low enrollment and a mounting deficit left him no choice.

The closure of St. Joseph's sent ripples of concern to other Catholic schools. But Kruska — who arrived after the pastor's decision was made — has assured principals closing schools is not in his plan.

Kruska is unlikely to launch a "Save Our Schools" campaign anytime soon, though. To him, the concept sounds too negative, too desperate. He prefers to frame the challenges facing the parochial schools in terms of improvement and growth. For that to happen, he says, the system needs to approach what he calls the "business of education" differently.

"We haven't gotten away from this 'If you build it they will come' concept," Kruska said, referring to the days when families lined up around the block to enroll, as often directed by their pastors.

Now that people have more options and tuition has risen (largely, because costs increased as lay teachers began to replace nuns), schools need to market themselves better, he said.

"As a Catholic educational community, we haven't been really clear on 'Why would you pay $5,000 for a Catholic education when your kids can learn algebra at a public school for free?"

Kruska believes a consortium of schools will help members learn how to recruit new families, improve their academic programs — especially in the sciences and in the instruction of English language learners — and leverage needed resources.

"A lot of foundations won't talk to you if you're an

children to transfer schools. They could make purchases in bulk to get better deals.

And consortium staff would raise money, to be shared among the members, for such things as landscaping or building maintenance.

Kruska says the consortium won't function as a top-down, central office bureaucracy. The participating schools — who will make a three-year minimum commitment — would make the decisions.

Kruska hopes to hire an executive director by Nov. 1 and to give short-term contracts to two financial and academic consultants, for a total annual budget of around $250,000.

But convincing a group of historically autonomous schools to commit to the unknown is not easy. Of the 47 elementary schools in the diocese, about nine — including Our Lady of the Rosary in Union City; Queen of All Saints in Concord; St. Anthony, St. Bernard, St. Jarlath, St. Elizabeth and St. Martin de Porres in Oakland; St. Barnabas in Alameda and St. Cornelius in Richmond — expressed interest in the idea.

"A lot of the schools are worried about restrictions on them," Kruska said, before leaving to talk to a concerned faculty group in Concord. "They're afraid to lose their unique identity, and since it's a new thing, it's kind of scary in that way."

As of last week, only about four of those schools appeared ready to join, Kruska said.

St. Jarlath School in East Oakland is one of them.

M. Katherine Capra, St. Jarlath's principal, said many questions remain about the structure of the consortium and how it will work. But, she said, her school needs all of the support it can get.

"We're on the edge of greatness," Capra said. "But families are of modest means, not everyone pays full tuition. St. Jarlath offers music and art (the art teacher found grants to pay her salary), but it doesn't have a physical education or a Spanish teacher.

The consortium might allow two or three schools to split the cost of such teachers, she said.

"Money is helpful, but it's not everything we need. We need people. We need manpower. We have a skeleton crew here," Capra said.

Jessica Fritzsche, principal of St. Cornelius School in Richmond, said she sees the consortium as a means to greater resources and improved instruction. She believes the support she will receive through the new model will free her to spend more time in the classroom, and that it will allow teachers to talk strategy with their counterparts at other schools.

"I'm wholly optimistic," Fritzsche said. "My feeling is that more people involved in the school and attention to help the school can only be a good thing."

Sr. Rose Marie Hennessy, the principal of Oakland's St. Elizabeth School who also has served as diocesan superintendent, said her school has decided to wait at least a year before committing.

The Fruitvale area elementary school is involved in so many projects — a brand new preschool and a new partnership with her religious order, the Dominican Sisters — that they didn't think it would be wise to add anything else to the list.

Still, Hennessy said, "We want to commend the effort. I'm glad it's being done and I think it will be very successful."

Kruska, who is writing his doctoral dissertation on financial models of Catholic education, speaks on

Prejudice within

▶ **ELLISON,** from Local 1

systems biased, our desperate immigrants and pious Muslims demonized. . . . If we are different at all, it is a matter of degree, not kind.

I need to mention as well instances when several of my minority teaching colleagues have condemned all white educators as racists, claiming only they, themselves, were capable of helping kids of color. None of us is innocent.

Recently, a friend of mine invited me to join her in writing an indignant letter to the governor of Louisiana. But, I wondered: Who among us dares to cast the first stone at anyone in Louisiana? At anyone at all? No, Jena is but a small tip of an iceberg of prejudice extending beneath our entire nation, and upon which we all stand — too often in smug denial.

I will write the letter. I must. But only after I've acknowledged my own faults, and rededicated myself to eradicating them.

Won't you join me?

Dave Ellison is on a leave of ab-

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Mission Valley ROP provides students with career paths

Tuesday, October 23, 2007; Posted: 08:07 PM

FREMONT, Oct 23, 2007 (Daily Review - McClatchy-Tribune Information Services via COMTEX) -- MVLY | charts | news | PowerRating -- Students must prepare for today's competitive job market, and one place that's helping them to meet that goal is the Mission Valley Regional Occupational Program, the state's highest elected school official said Monday.

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Fremont Fire Chief Bruce Martin, who spoke at the ceremony, lauded his department's partnership with ROP through its fire-science program.

"This will be the cornerstone of our future recruitment efforts," he said.

After the speeches, ROP staff members led tours of the facility.

Those attending also were served hors d'oeuvres and cookies prepared by culinary arts students. Pupils in other disciplines also worked the event -- media students videotaped the ceremony and floral design students from the Hayward ROP arranged flowers.

To view a Web cast of the grand opening ceremony, visit http://www.mvrop.org.

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Bay Area News Group-East Bay

The Argus

Opinion

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SUNDAY
November 4, 2007

LOCAL 5

theargusonline.com

LETTERS TO THE EDITOR

ROP relevant

IT IS obvious that Kevin Fogarty's disparaging remarks and conclusions, in his Oct. 27 letter regarding our high school students who take ROP classes, are the result of his lack of knowledge of the ROP program.

Mission Valley ROP not only fills the educational need to offer a broader range of learning opportunities to our students; it also provides hands-on training that can be used to augment the career selection of college-bound students, as well as provides real world training to those students who wish to go from high school into a career.

The vast majority of Fremont students who take ROP classes are college-bound kids who take these opportunities to learn more about science, medicine, technology, forensics, biotechnology, media, building trades, business, engineering, marketing, public service, information technology, and culinary arts, to mention just a few.

Some of our ROP students will take these skills and then go on to start their own businesses and provide jobs for others. As we all know, small business is the backbone of the U.S. economy.

Visit www.mvrop.org to see how relevant these programs are to all students.

Larry Sweeney
President, governing council, MVROP
Trustee, Fremont Unified School District

LETTERS TO THE EDITOR

For low achievers

WHEN I read the Oct. 20 article regarding a Mission Valley Regional Occupational Program to teach food service skills to high school students, I was at first hesitant to support the idea because I feel that high schools should teach English literature, algebra, western civilization, U.S. history, etc.

But now I wholeheartedly support it.

As a longtime area resident, I've had the opportunity to meet many local youths, and as a growing number are fat, ignorant slobs, we might as well prepare them to run that French fry machine at our local fast-food joints.

If this thought makes you grimace, don't fret. Fremont's many new immigrant families know the value of a demanding education, for these teens will become the future executives, proprietors, professionals and skilled tradesmen who will pull the levers and turn the gears in order to make this world work.

So keep that ROP class of "Gizzard Gravy 101" for the low-achieving kids — it will keep those teens from distracting the real students.

Kevin Fogarty
Fremont

Inappropriate

I COULDN'T believe Pete Stark's rampage on Oct. 18.

He said the war in Iraq was illegal, and carried on about our kids needing the health plan that President Bush had vetoed. I guess that's what set him off.

This war was voted on by both Houses and passed. Bush and his team also got permission from the United Nations.

Stark also mentioned taking money that could be used for kids' health care.

He and many of his colleagues, who have been in office as many years as he has, are more guilty of taking money from my father, his father and everyone who paid into Social Security, by borrowing money from our Social Security with phony IOU's.

In his many years in office, Stark has never tried to get a measure passed to start paying back that borrowed money.

Our kids will have to pay back this debt. The next generation of Congress will continue to borrow

representative next term.

His remarks insulted my friends, our retired military, but most importantly insulted our acti soldiers.

The American people deserved his apology.

Larry L. D
Frer

Character assassination

YOUR OCT. 18 headline "Newark council ca date sued city" certainly caught my attention.

As I read the article, I thought that the world must be pretty safe today if this article garnered 1-inch tall headlines.

But the more I read, the more infuriated I became to see a First Amendment speaker like Th Argus blatantly using its privileged position to e gage in what looked like character assassination Cornelius Lopes.

Most of the information in the article was 3-y old news and certainly not worthy of front page status. It was further infuriating to see The Argu using what I think is innuendo and speculation demean Lopes.

I recently met Lopes and found him to be a warm and engaging gentleman, responding to hi Jeffersonian instinct to try to better his commu through public service.

As difficult as it is to get people to run for offi it is just plain inexcusable for The Argus to slam candidates the way it did.

I hope The Argus will offer Lopes, and the co munity at large, an apology in letters just as larg as those used in the headline, for abusing the public trust the way it did Oct. 18.

Danny L. Rad
Ne

Writing to us

WE INVITE readers to share their views. Let must be 200 words or less and include your nar with middle initial, home address, day and nigh time phone numbers.

Please limit My Word articles to 550 words o less. All letters are subject to verification and editing for legal aspects, style, clarity and brevity

E-mail: Argusletters@angnewspapers.com (no at

The Argus

SATURDAY
October 20, 2007

Local & Business

City editor:
Rob Dennis
(510) 353-7014
Fax: (510) 353-7029
rdennis@angnewspapers.com



Web 2.0 wraps up summit in San Francisco. **Inside**

thsargusonline.com



Jaime RICHARDS
jrichards2517@hotmail.com

Careful's no fun

PRESENT-DAY snobs are doomed. You know why? Because the present isn't always better than the past.

It should be. We should learn from the past, build on it, and just keep getting better and better. But we don't always do that. Sometimes, instead of getting better, we get worse.

We have a tendency to think life now is better than it has ever been. And in many ways, it is. Today's technology turns decade-old stuff into antiques. Medical science is light-years ahead of where it was a century ago when the average American's lifespan was 47.

Business practices keep evolving. A woman and an African-American man are serious presidential candidates. Volunteerism is at an all-time high.

Yet, in many ways, the past kicks the present's butt. When is the last time we built a Hoover Dam, Golden Gate Bridge, Panama Canal or any architectural masterpiece? (Sports stadiums don't count.) The best I could come up with is Trump Tower.

Who are today's compelling

Logan dishes up culinary program

■ Students will train as chefs, serve paying customers

By Linh Tat
STAFF WRITER

UNION CITY — An East Bay Culinary Arts Institute to open in two years on the edge of the James Logan High School campus will serve as a training ground for aspiring chefs.

High school students in the Mission Valley Regional Occupational Program and older students from the New Haven Adult School will hone their culinary skills under the direction of a professional chef, and individuals will have an opportunity to prepare and serve meals to paying customers in the institute's full-service public restaurant.

The classes will be free to high school students, though there may be a fee for certain materials.

"This is a great opportunity for kids to get the type of skills that can earn them a living," said Enrique Palacios, executive director of operations for the New Haven school district and a former executive chef.

School officials hope to begin construction of the institute this summer and to have it open by spring 2009.

The district is seeking matching state dollars to pay for construction of the $5.28 million facility at Alvarado-Niles Road and Hartnell Street. In addition to state funds, the project would be paid for through Measure A, a $120 million bond approved in 2003.

The 8,513-square-foot institute would include a training kitchen, a demo kitchen with glass partitions so diners can see their food being prepared, and a restaurant that would seat 75. The facility also would include a covered outdoor dining area.

Rick Herrmann, director of education services for the Mission Valley Regional Occupational Program, said the level of interest in the culinary arts is

Please see **COOK,** Local 3



This season's colors

PEOPLE walk along Kaiser Drive in Fremont, where the trees already have started to show their fall colors and shed their leaves. The weather today is expected to be sunny, with a high of about 68, according to the National Weather Service.

ANDA CHU — Staff photos

In Brief

FREMONT

Halloween festivities planned for Elks Lodge

The League of Volunteers plans an evening of Halloween food and fun starting at 5 p.m. Sunday, Oct. 28, at the Fremont Elks Lodge, 38991 Farwell Drive.

The $30 event includes a prime rib and chicken dinner and the return of the "quarter auction," with prizes going for as little as 25 cents. A costume contest is also planned.

The proceeds will benefit LOV's Thanksgiving dinner at the Newark Pavilion and for homebound local residents. Last year, the program served 4,182 meals. Proceeds also will help Toys for Tots and Adopt-a-Family, among other charities.

Reservations should be made by Tuesday by calling LOV at 510-793-5683 or visiting the group's Web site at www.lov.org.

FROM STAFF REPORTS

Arts & Entertainment

MUSIC

FREMONT

Music at the Mission. The Chamber Music Series presents its opening concert of the season, "Zero Hour . . . The World of Astor Piazzolla," at 7 tonight at the Old Mission San Jose, 43300 Mission Blvd., Fremont. Piazzolla created a synthesis between the traditional danced tango music of Argentina and influences from classical music and jazz. Artists performing on the program include bandoneonista Seth Asarnow, guitarist John Imholz, violinist Ertan Torgul, bassist Bill Everett, and pianist Aileen Chanco. Guests may attend a post-concert gala event: Milonga (tango dance party) co-hosted by the Bay Area Tango Society. Includes appetizers, drinks and raffle. Present "Zero Hour" concert tickets at the door. Tickets, $30 general and $25 for students and seniors, may be purchased at www.musicatmsj.org or www.ticketweb.com.

Mission Coffee Roasting Co. features singer/songwriter Steve Seskin, at 7 p.m. Nov. 3. Admission is $10 at the door. Mission Coffee is located at 151 Washington Blvd., Fremont. For more information, call 510-623-6920 or visit www.fremontcoffee.com and follow the links.

The Essanay Cafe in Niles offers an open mic from 7 to 10 p.m. every Tuesday night. Musicians, comedians, and poets are welcome. No cover charge. Essanay Cafe is located at 37533 Niles Blvd., Fremont. For more information, view www.essanaycafe.com, or call 510-792-0112.

UNION CITY

The third annual "Paddypalooza" music festival, presented by Union City Leisure Services and Paddy's Coffee House, will be from 1 to 8 p.m. Oct. 27. Come hear some of the Bay Area's new and aspiring bands showcase their talents in this free event. Bands will perform live on the lawn behind the coffee house, located at 3900 Smith St., in Union City. For more information, call 510-324-8572.

ART

FREMONT

Gourd Madness II, the Fremont Art Association's fourth-quarter showcase, will highlight gourds of every size and shape from Oct. 27 through Nov. 11. The gourds are grown, harvested, put through various processes and then cut, scraped, carved, burned, dyed, painted, colored or textured. Some have objects glued to them, while others have holes drilled into them and others have pine needles, seaweed or other fibers woven into the walls. They are waxed and polished or turned into jewelry, purses, bowls or lamps. In the end, the humble gourd has been transformed into a work of art. Artists Sharon Dwyer, Susan Helmer, P. Kay Hille-Hatten, Judy Oyama Olson, Denise Oyama Miller, Marcia Ritz and Cindy Sullivan are following up on their first gourd show, which was a great success. The exhibit will be held at the Fremont Art Association Gallery, 37659 Niles Blvd. The gallery is open from 11 a.m. to 5 p.m. Wednesdays

Logan High campus to host full-service restaurant

COOK, from Local 1

high in the area. About 480 students are enrolled in ROP culinary classes throughout Tri-City area schools, he said.

"There's such demand to learn how to cook. The interest is there for personal use and for career preparation," he said.

According to the U.S. Department of Labor, the demand for highly skilled chefs in full-service restaurants is expected to grow through at least 2014.

This may be the first time a program with an operating restaurant will become available on a high school campus, both Herrmann and Palacios said.

Palacios did not know what types of food will be on the restaurant's menu, but said that no alcohol will be served.

The meals probably will be priced below market rate, but the cost will be enough for the restaurant to come out ahead, he said. Profits will go back to the institute.

Herrmann said he hopes the institute will serve as a bridge between Logan and the rest of the community. He envisions members of civic groups or local government being invited to special lunches at the restaurant, and people dining there before heading over to catch a play or concert at Logan, especially once its performing arts center is built.

"The vision we were thinking about was a restaurant that really invited the community into the school," Herrmann said.

Staff writer Linh Tat covers education for The Argus. She can be reached at 510-353-7010 or ltat@bayareanewsgroup.com.

BART ordered to pay up in discrimination suit

BART, from Local 1

lost wages for being passed over twice for promotions to foreman, Hyams said.

Hill, of Fairfield, now works for BART at the Concord maintenance yard.

He worked as an airplane mechanic in the Air Force before retiring and beginning a second career with BART in 1999.

In 2000, Hill was working at the Richmond maintenance yard. He filed an internal complaint to BART alleging that black mechanics weren't getting equal opportunity for promotions, and that a white co-worker referred to him by a racially charged term.

The next day, Hyams said, the co-worker punched Hill on the top of the head.

Over time, Hill and the co-worker made a series of complaints accusing each other of harassing the other, Hyams said.

BART disciplined Hill without giving him an opportunity to respond to the charges, Hyams said.

In one instance, Hill was reprimanded after saying "excuse me" when the co-worker blocked his path to a water cooler, Hyams said.

The co-worker, she said, contended the statement was done in a sarcastic manner.

Contact reporter Denis Cuff at 925-943-8267 or dcuff@bayareanewsgrcup.com.

Community Calendar

TODAY | Oct. 20

Teen/senior computer connection — 10 a.m. to 1 p.m. Trained teen volunteers help those age 60 and older learn to use the Internet, e-mail, word processing, computer basics, and more. No fee, and reservations are not required — drop in any time during the hours listed. Fremont Main Library, Van Doorn Meeting Room, 2400 Stevenson Blvd. 510-745-1401.

Harvest carnival for kids — 1 to 3:30 p.m. Sponsored by the Berean Baptist Church and Deaf Baptist Church. Children and their parents are invited to attend the children's carnival in Los Cerritos Community Park, 3377 Alder Ave. (near American High School), in Fremont. All activities are free and will include games, face painting, candy and a puppet show. For more information, call 510-209-8421.

Documentary film — 1:30 p.m. Free showing of the film "9/11 Mysteries," reputed to be the best-made, most accurate and compelling of many films challenging the official story about 9/11. Interactive discussion follows the film. Presented by the Tri-City Independent Documentary Series and Alameda County Library at the Fremont Main Library, 2400 Stevenson Blvd. 510-745-1400.

Ghost house — 3 to 10 p.m. Annual Candle Lighters ghost house, whose theme this year is "100 years of scary movies." Children's costume parade at 3 p.m., today only. Ghost house is at the Chadbourne Carriage House on Fremont Boulevard, in the Fremont Hub, between Chili's and the Elephant Bar. Admission is $2 per person, and carnival games are 25 cents; also, food and novelty items available. 510-796-0595.

Halloween Train — 7 to 9:30 p.m. Ride the train through the fields and woods at Ardenwood Historic Farm for an evening of "hauntingly" good fun. The slightly frightful evening is designed for families with children ages 12 and younger. Advance tickets available Sundays at the Train Museum inside Ardenwood, or buy tickets on arrival. Fee is $5 for adults, and $3 for children ages 3 to 12. Farm is at 34600 Ardenwood Blvd., Fremont. For information and/or group reservations, call toll free at 866-417-7277.

SUNDAY | Oct. 21

Ghost house — 3 to 9 p.m. Annual Candle Lighters ghost house, whose theme this year is "100 years of scary movies." Ghost house is at the Chadbourne Carriage House on Fremont Boulevard, in the Fremont Hub, between Chili's and the Elephant Bar. Admission is $2 per person, and carnival games are 25 cents; also, food and novelty items available. 510-796-0595.

Halloween Train — 7 to 9 p.m. Ride the train through the fields and woods at Ardenwood Historic Farm for an evening of "hauntingly" good fun. The slightly frightful evening is designed for families with children ages 12 and younger. Advance tickets available Sundays at the Train Museum inside Ardenwood, or buy tickets on arrival. Fee is $5 for adults and $3 for children ages 3 to 12. Ardenwood Historic Farm, 34600 Ardenwood Blvd., Fremont. For information and/or group reservations, call toll free at 866-417-7277.

TUESDAY | Oct. 23

Ghost house — 6 to 9 p.m. Annual Candle Lighters ghost house, whose theme this year is "100 years of scary movies." Ghost house is at the Chadbourne Carriage House on Fremont Boulevard, in the Fremont Hub, between Chili's and the Elephant Bar. Admission is $2 per

sents "Dinosaurs or Mammoths — Which One Roamed Fremont?" Hear two stories about the ancient animals and participate in several hands-on activities. Free, one-hour program is intended for school-age children and their families. Fremont Main Library, 2400 Stevenson Blvd. 510-745-1421.

Slide presentation and stories — 7 p.m. "Exploring China: Tips for travel on your own." Presentation by father and son, Roy and Bryan Gillette, recounts their two families' months-long adventures exploring the vast country by plane, train, bicycle and on foot. Stories and slides on walking the Great Wall, visiting a giant panda preserve, and tips for surviving the language barrier, finding places to stay, and getting around. REI, 43962 Fremont Blvd., Fremont. 510-651-0305.

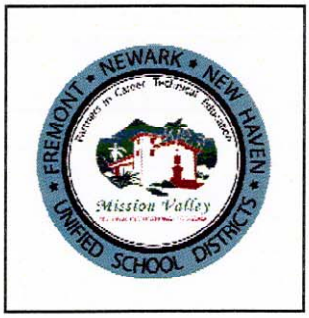
Bookmobile — 2:30 to 3:25 p.m., Cabrillo School, 36700 San Pedro Drive, Fremont; 3:45 to 4:30 p.m., California School for the Deaf, 39350 Gallaudet Drive, Fremont; 5:25 to 6:10 p.m., Booster Park, Gable Drive and McDuff Avenue, Fremont; 6:25 to 6:55 p.m., Camellia Drive and Camellia Court, Fremont. 510-745-1477.

WEDNESDAY | Oct. 24

Slide presentation and talk — 10 a.m. Free program, open to the public, presented by the Olive Hyde Art Guild in the Mission Room of the gallery, 123 Washington Blvd., Fremont. Historian Beverly Held will show slides and talk about the Dordogne region of France and the artists who painted there. 510-490-0728, or visit www.olivehydeartguild.org.

School age story time — 4 p.m. Free, 45-minute pro-

Consent Calendar


FREMONT • NEWARK • NEW HAVEN
UNIFIED SCHOOL DISTRICTS
Mission Valley

Minutes

Regular Meeting of the Governing Council
Mission Valley Regional Occupational Center/Program
Wednesday, October 17, 2007

President Larry Sweeney called the meeting to order at 3:35 p.m.

Present: Larry Sweeney, President, FUSD
Jan Crocker, Vice President, NUSD
Jenn Stringer, Clerk, NHUSD

Approval of Agenda:
Vice President Crocker made a motion to move Oral Communications to the top of the agenda. Clerk Stringer made a second to approve the motion. Members voted 3-0 to move Oral Communications to the top of the agenda.

Communication:

c. **Oral Communications**

Rick Herrmann introduced the staff of the Science, Health, and Physical Education (S.H.A.P.E.) Program from Irvington High School. S.H.A.P.E. is a unique example of how high school sites can integrate ROP courses into their career academy programs. Melanie Gavin, Career Pathway Coordinator at Irvington High School, began by giving a brief history of how S.H.A.P.E. came about. Irvington High School received a Small Learning Communities (SLC) grant to establish career pathways for students. S.H.A.P.E. is a health career pathway with an emphasis on health and physical education classes. The purpose of a career pathway is to prepare students for a career in a particular field.

Currently, there are 60 S.H.A.P.E. students in the 9th grade level and 60 S.H.A.P.E. students in the 10th grade level. There are 4 classrooms in the SLC. In the 9th grade, the students take English (medical terminology), Science (human biology and body systems), Health / S.H.A.P.E. Core (ROP's Health Careers), Physical Education (Intro to Personal Training), Math and an elective. The P.E. department also received a grant to purchase heart rate monitors that students are using for the classes. In the 10th grade, they take English, Science (General Biology), World History, Physical Education (ROP's Exercise Prescription) and 2 electives. In the 11th and 12th grades, the students have 4 elective courses to choose from to help shape their health careers understanding. ROP programs work well for the S.H.A.P.E. students, primarily because of the internship opportunities that some ROP courses provide. The end goal is to prepare students for a health career. Ms. Gavin explained that their visit to Palmdale High School's S.H.A.P.E. Academy, a program in existence for 10 years, was extremely helpful in getting Irvington's program up and running.

Vice President Crocker asked about S.H.A.P.E. program's staffing. Mr. Herrmann stated that their P.E. teachers are qualified for a designated

subjects credential, therefore allowing them to teach ROP courses, too. Ms. Gavin also added that the staff at Irvington was dedicated and passionate enough about health, athletics and physical fitness to get the program implemented. In addition, Mr. Herrmann stated the teachers stepped forward to take leadership roles with Principal Pete Murchison serving as the instructional leader. Clerk Stringer asked if the S.H.A.P.E. classes meet UC a-g requirements. Ms. Gavin replied that the Sports Therapy class is currently working toward meeting a-g requirements. Mr. Murchison stated that there are no honors classes in the S.H.A.P.E. sections, but it is something they may add later to attract more students to the program. President Sweeney concluded by complimenting the Irvington staff for leading the way for a successful career pathway and working with ROP.

a. **Items from the Board**

Clerk Stringer stated that at the New Haven School District Board Meeting last night, they discussed the proposal for the Culinary Arts Program and they were very excited. Vice President Crocker stated that they are working on a career academy at Newark and was pleased to see that ROP and Irvington were able to get the program like S.H.A.P.E. up and running so quickly.

b. **Items from the Staff**

Grand Opening Event

Superintendent Brown spoke briefly about the upcoming Grand Opening event on Monday. Superintendent Brown encouraged the board members to use the green VIP parking passes included in the invitation. ROP Fire Science students will be doing traffic control. ROP Culinary students will also be serving refreshments. Mr. Brown then explained that our keynote speaker is State Superintendent Jack O'Connell, along with a Senate Resolution from State Senator Ellen Corbett. He further explained the chronological order of speeches with former board members, current members and business leaders.

EL Certification Training Program

Superintendent Brown stated there are 24 teachers participating in the English Language (EL) Certification training program. The Instructional Team took a very proactive approach to bring the program to our teachers. The EL training is equivalent to the CLAD training program. The program meets for 12 sessions, 2 sessions per week on Tuesdays and Wednesdays. Mr. Herrman was able to negotiate the program fee down to $500 per teacher, which ROP will pay for. He stated the teachers deserve recognition because they are putting in long days twice a week. Although the program is something that needed to be completed, the participating teachers are also learning good teaching strategies.

Teacher of the Year Event
Superintendent Brown gave a brief summary of the Teacher of the Year event that took place at Cal-State East Bay. The ceremony included a 2-minute video on each of the Teachers of the Year. All teachers did an outstanding job, and we were extremely proud of our MVROP Teacher of the Year, Rene Brucker. Mrs. Crocker asked how the decision was made to select the MVROP Teacher of the Year. Mr. Brown replied that the MVROP administration team made the decision. We hope to participate again in next year's event.

Prop 1D CTE Facilities Funding
Mr. Brown stated that we are currently working on filling out the application for the Office of School Construction. The second round of Prop 1D funding is due February 1st, 2008. There are still 2 – 3 additional buildings we would like to fund. We are in the process of developing a credible plan for submission. Mr. Brown believes the second round of funding will be more competitive than the first round.

Upcoming Events and Conferences
Mr. Brown distributed invitations to the board members on a few upcoming events. First, there will be the CAROCP State Conference in Burlingame from November 14 – 16. Mr. Brown stated there are about 10 people from MVROP attending. Second, there is a conference hosted by our attorneys, Miller, Brown and Dannis (MBD) on November 1 in Oakland. Mrs. Crocker said she plans to attend both events.

Landscape Maintenance
President Sweeney stated that the landscape maintenance is part of the landlord-tenant responsibilities of FUSD. Mr. Brown explained that FUSD stated they were extremely short staffed to cover our landscape maintenance. President Sweeney asked that the FUSD be given the bill for landscape maintenance services.

d. Written Communication
Mr. Brown summarized the items included in the Written Communication section. He briefly explained that we do not regularly receive the test results for the students in cosmetology. The 2nd quarter results from the 2006 – 2007 school year indicate that 94% of the students have passed the practical test of the State Cosmetology Exam. In years past, we were able to get comparison results for Fremont Beauty College as well as with other cosmetology programs such as De Anza College.

e. Public Comment
None.

Consent Section:
Mr. Sweeney asked to pull B&F #5 for discussion. After the discussion on the pulled items, Mrs. Stringer made a motion to approve all items in the Consent Section. Mrs. Crocker made a second to approve the motion. Members voted 3-0 to approve all items in the Consent Section.

B&F #5 **Elimination of Steps 1-5 in the Hourly Evening Salary Schedule for Certificated Instructors**

Mr. Sweeney asked if we have the funds in place with no adverse impact on the budget to eliminate the steps from the hourly evening salary schedule. Marie Dela Cruz confirmed that we have the budget available to fund the elimination of steps in the hourly evening salary schedule.

Business and Finance #1 **Approve CTE Applications and authorize staff to submit applications for CTE funding to the OPSC and authorize use of reserve funds for matching funds**

Superintendent Brown reported that all five grants were approved for eligibility for funding. The next step is to submit the applications to the Office of Public School Construction. It is unclear who will make the final decisions for funding, OPSC or CDE. There is a process of rotation from Urban, Suburban and Rural applications. Fremont and Mission Valley ROP are considered Urban, while New Haven is considered Suburban. We do not know how many applications will be funded. Mr. Sweeney asked whether MVROP would have at least 3% in reserve funds if all grants were approved. Mrs. Dela Cruz confirmed MVROP would have 6% in reserve funds.

Mrs. Stringer made a motion to approve the CTE applications and authorize staff to submit applications for CTE Facilities Funding to the Office of Public School Construction and to authorize use of reserve funds for matching funds. Mrs. Crocker made a second to the motion. Members voted 3-0 for approving the CTE applications and authorizing staff to submit applications for CTE Facilities Funding to the Office of Public School Construction and authorizing use of reserve funds for matching funds.

Business and Finance #2 **Approve Cosmetology Contract for 2007/2008**

Mr. Brown met with Wendall Arnold, owner of Arnold Beauty College, to continue the contract for the cosmetology program. We normally increase rates based on COLA. We agreed to increase rates by 4.5%. We approved the contract for up to 475 ADA compared to last year which was 500 ADA.

Mrs. Crocker made a motion to approve the Cosmetology Contract for 2007/2008. Mrs. Stringer made a second to the motion. Members voted 3-0 for approving the Cosmetology Contract for 2007/2008.

Business and Finance #3 **Approve establishment of ROP Campus Supervisor Position (1.0 FTE)**

Mr. Brown stated that a greater number of students are walking through the ROP campus. We are working on additional gates to control the flow of student traffic. However, we are in need of a campus supervisor to work with the gates and walk the parking lot, in order to ensure a safe campus environment. Mr. Herrmann added that there has been an increase in student discipline issues since we moved to the new location, although our staff has addressed those issues quickly. Mrs. Crocker inquired whether the job duties are too much for a position that pays $26,000. Mr. Herrmann stated that we are paying more than FUSD campus supervisors. Also, there are a tremendous number of resumes coming in for the position. Mr. Brown also stated that the middle of day may not be as critical to have the ROP Campus Supervisor to roam the parking lot. It is a 184 day position and is on the same salary schedule as Custodian I.

Mrs. Stinger made a motion to approve the establishment of the ROP Campus Supervisor position. Mrs. Crocker made second to the motion. Members voted 3-0 for approving the ROP Campus Supervisor position.

Board of Education #1 **Approve the contract employment of a Business Partnership Facilitator**

Mr. Brown stated that one of our goals is to expand the link with business and industry. We are looking at a Business Partnership Facilitator to do several things for ROP. Mr. Herrmann indicated that the number one priority to make a great impact on our organization is business partnerships. If we put the responsibility on a marketing teacher, business partnerships would not be the main focus of their job. We decided that a dedicated, full-time business partnership facilitator is the best way to make it happen. Board members were delighted to see the incentives built into the contract. Mrs. Crocker said the description of the outcomes were concrete and solid.

Mrs. Crocker made a motion to approve the contract employment of a Business Partnership Facilitator. Mrs. Stringer made second to the motion. Members voted 3-0 for approving the Business Partnership Facilitator.

Board of Education #2 **Review and provide input to the revision of AR 4317 Employee Use of Technology Agreement**

Mr. Brown said there is a need to revise the AR 4317 to include a broader scope of the Employee Use Agreement to monitor employee's use of computer time. Secondly, we re-numbered the AR to place it in the appropriate Personnel section of the board policies. There was a discussion among board members which ROP teachers receive laptop computers. Mr. Herrmann stated that Program Managers determine which teachers get

laptop computers. Also, Phil Subasa added that teachers who teach at multiple school sites are issued computers. Culinary instructors, for example, receive laptop computers.

Mrs. Crocher made a motion to approve the revision of AR 4317 Employee Use of Technology Agreement. Mrs. Stringer made a second to the motion. Members voted 3-0 for approving the revision of AR 4317 Employee Use of Technology Agreement.

The meeting adjourned at 5:00 p.m.

_____
Larry Sweeney, President

_____
Jenn Stringer, Clerk

Business and Finance

MISSION VALLEY ROP

PO REPORT
BOARD MEETING
November 28, 2007
Period: 10/9/07-11/9/07
AGENDA ITEM - B&F #1

PO NUMBER	VENDOR NAME & ACCOUNT CODE	DESCRIPTION		AMOUNT
803345	Clean Source	Custodial equipment & supplies	$	5,426.49
	81-6350-0-6999-8201-4310-660-6013			
	81-6350-0-6999-8201-4410-675-6013			

Mission Valley ROP
Warrants $5,000 and above
Fiscal Year 07-08

B&F #2
November 28, 2007

Date	Warrant #	Vendor	Purpose	Amount	PO number
10/9/07	564335	Arnold Beauty College	Contracted instruction for ROP students	$ 49,584.34	802897
10/9/07	564335	Arnold Beauty College	Contracted instruction for ROP students	$ 59,492.59	802897
10/9/07	564342	Computer Pro	20 Shuttle systems with monitors	$ 21,377.13	802211
10/9/07	564187	FUSD	Science Labs	$220,000.00	802867
10/9/07	TF 800169	FUSD	ROP busing for September	$ 18,798.12	
10/9/07	564088	PG&E	Electricity - monthly bill	$ 9,114.61	
10/16/07	564822	ASAP Inc	Mo. fees to host ASAP database -pd qrtly	$ 6,391.24	801084
10/16/07	564733	PG&E	Electricity - monthly bill	$ 5,447.76	
11/6/07	601288	Arnold Beauty College	Contracted instruction for ROP students	$ 50,162.99	802897
11/6/07	601297	Bosch Diagnostics	Scan tool, software, adapters, cable kit	$ 7,103.55	803266
11/6/07	601123	PG&E	Electricity - monthly bill	$ 7,410.15	
11/6/07	601126	Sharp	Coin copy machine	$ 7,349.33	801730

_____ Information
__X__ Action
_____ Presentation

MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM
BOARD OF EDUCATION

A G E N D A I T E M

B&F #3

DATE OF BOARD MEETING: November 28, 2007

TITLE: Adopt Resolution No. 4-0708
Increase to Income
Lottery - Restricted Prop 20 and Unrestricted

Background:

In May 2007 the School Services of California lottery projection was $137 per ADA.

Current Status:

On June 29, 2007, the California Department of Education issued an increase in lottery projections at $143 per ADA.

Recommendation:

Staff recommends adoption of resolution number 4-0708 authorizing the increase to income.

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

FOR MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM

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

Fremont, California

Date: November 28, 2007

Pursuant to the provision of the Education Code Section 42602, we, the undersigned, Constituting a majority of the members of the governing board of the above-named district, do hereby transmit this resolution requesting a transfer in the amount and between the classifications of the budget of said school district indicated herein for the following reasons:

Increase to Income: LOTTERY

TRANSFER FROM	AMOUNT	TRANSFER TO	AMOUNT
81-1100-0-6999-1001-4310-660-6045	11,675		
81-6300-0-6999-1001-4110-660-6046	7,638		
	19,313		
		81-1100-0-6999-1001-4310-660-6045	11,675
		81-6300-0-6999-1001-4110-660-6046	7,638
			19,313

Respectfully submitted,

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

_____Request Approved _____ Not Approved

Posted by:

_____ Information
__X__ Action
_____ Presentation

MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM

BOARD OF EDUCATION

A G E N D A I T E M

B&F #4

DATE OF BOARD MEETING: November 28, 2007

TITLE: Adopt Resolution No. 5-0708
Accept Donations to Mission Valley ROP

Background:

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

Current Status:

Donated to:	Mission Valley ROP Auto Body program
Donated From:	CAA East Bay Chapter
Amount:	$1000
Description:	Toys for Tots
Donated to:	Enrique Cardenas III memorial scholarship
Donated From:	TGIF Body Shop
Amount:	$1000
Description:	"Never to be forgotten" scholarship fund

Recommendation:

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

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

Based on Form J-62
State Department of Education

District Request No.5-0708
B&F #4

FOR MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM

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

Fremont, California

Date: November 28, 2007

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

Donations

INCOME APPROPRIATION	ACCOUNT NO.	AMOUNT
Local Income	81-6350-0-0000-0000-8699-000-0000	1,000

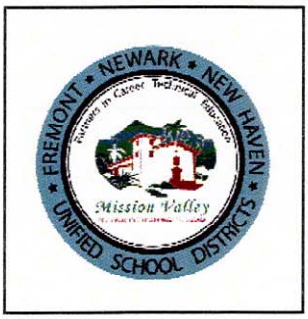
EXPENDITURE APPROPRIATION	ACCOUNT NO.	AMOUNT
Auto Body instructional supplies	81-6350-0-6701-1001-4310-661-6998	1,000

Respectfully submitted,

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

_____ Request Approved _____ Not Approved

Posted by:_____



Curriculum & Instruction

MISSION VALLEY REGIONAL OCCUPATION PROGRAM
SPORTS PSYCHOLOGY COURSE OUTLINE

1. Course Title: Sports Psychology

2. CBEDS Title: Therapeutic Services

3. CBEDS Number: 4260

4. Job Titles **O*NET Codes:**

Entry-level

Certified Nursing Assistant		31-1012.00
Radiologic Technician		29-2034.02
Home Health Aide		31-1011.00
Receptionists/Information Clerks		43-4171.00
Occupational Therapist Assistant	076.364-010	31-2011.00
Pharmacy Clerk		31-9095.00
Veterinary Assistant/Lab Animal Caretaker		31-9096.00

Technical-level

Dental Hygienist		29-2021.00
Massage Therapist		31-9011.00
Medical Record Technician		29-2071.00
Nurse (LVN, LPN)		29-2061.00
Paramedic/EMT		29-2041.00
Fitness Trainer and Aerobic Instructor		39-9031.00
Athletic Trainer		29-9091.00

Professional-level

Chiropractor	079.101-010	29-1011.00
Dentist		29-1021.00
Dietician		29-1031.00
Coach and Scout		27-2022.00
Medical/Health Services Managers		11-9111.00
Occupational Therapist	076.121-010	29-1122.00
Physical Therapist	076.121-014	29-1123.00
Physician and Surgeon		29-1069.99
Physician Assistant		29-1071.00
Psychologist		19-3039.99
Registered Nurse		29-1111.00
Sports Therapist		29-1129.99
Veterinarian		29-1131.00

5. Course Description: This course offers a mostly practical approach to the primary components of Sports Psychology. This course details the athlete's and athletic team's goal of obtaining the Optimal Performance Zone and how motivation and anxiety in practice and competition can deviate the athlete from their peak performance. This course will offer methods that can reduce anxiety and increase motivation to assist athletes and athletic teams to reach their full potential in their chosen athletic arena as well as improving individual and group performance beyond the realm of athletics. Integrated throughout the course are Career Preparation Standards, which include Workplace Basic Skills & Behaviors, Career Technical Skills, & Job Employment Skills.

Optional Background Information:
This elective will be a course offered in Irvington's newly developed SHAPE program, which will provide students with an athletic and medical-based pathway.

6. Hours: 360

7. Prerequisites: None

8. Date of creation/revision: October 4, 2007

Abbreviations:

CC =	**Community Classroom** (unpaid, on-the-job, training experience at business sites)
CVE =	**Cooperative Vocational Education** (paid, on-the-job, training experience at business sites)

9. Course Outline: Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.

	CONTENT AREA SKILLS	Class	CC	CVE
I.	**Define and identify Optimal Performance Level and issues that may impede an athlete or athletic team from reaching their Optimal Performance Level.** *(MVROP ESLR #2)*	**25**	**25**	
A.	List the factors that comprise the Optimal Performance Level.			
B.	Identify motivational factors that could impede Optimal Performance level through examples and self- and peer-evaluation, including boredom.			
C.	Explain learned helplessness theory and label situations where an athlete or a team's performance is diminished due to an issue of learned helplessness.			
D.	Define and identify the anxiety factors, including limited self-concept, fear of failure, and destructive self-criticism.			

II.	**Implement multiple plans to increase motivation among individual athletes and teams.** *(MVROP ESLR #2)*	**30**	**30**
A.	Explain the difference between intrinsic and extrinsic motivation and determine which one leads an individual athlete or athletic team closer to their Optimal Performance Level.		
B.	Create and set appropriate long- and short-term goals for athletic, scholarly, and social endeavors. Assist others in designing long- and short-term goals.		
C.	Design an action plan to accomplish athletic, scholarly, and social goals. Assist others in designing an action plans for long- and short-term goals.		
D.	Describe the different levels of the commitment continuum. Assess individual as well as other athletes' performance levels. Compare results with their potential and place on a graph to determine where students can improve.		
E.	Explain the difference between earned highs and unearned highs. List methods to acquire both and explain why unearned highs are not effective in the long term.		
F.	Gauge individual mental aptitude using a mental aptitude trainer and be able to administer a mental aptitude trainer to another athlete in order to identify motivational factors that could impede Optimal Performance Level.		
G.	Define self-efficacy and explain how self-efficacy can increase or decrease an athlete's potential.		
H.	List and implement several methods to maintain strong motivation for individual athletes and athletic teams as a season continues.		
III.	**Identify and implement a number of strategies that will reduce anxiety and increase athletic performance.** *(MVROP ESLR #2)*	**30**	**30**
A.	Utilize awareness and self-feedback to reduce anxiety and stress by identifying and working on areas of improvement.		
B.	Use feedback from others to reduce anxiety and stress by identifying and working on areas of improvement to become a better athlete. Additionally, offer feedback to other athletes in order to assist them in reducing anxiety.		
C.	Write and implement affirmations and positive self-talk to counteract the anxieties that the may encounter. Assist others in writing and implementing affirmations and positive self-talk.		
D.	Write and implement a personal visualization and imagery strategy that will aid them in reducing their anxieties. Write a visualization and imagery strategy for other athletes as well.		
E.	Utilize relaxation and breathing techniques to reduce stresses and anxiety and teach others how to use these strategies.		
F.	Improve their own focus and one-pointed attention to task as well as create a plan to improve the focus and one-pointed attention to other athletes.		

IV.	**Create plans for themselves and other athletes to improve athletic performance through physical training techniques.** *(MVROP ESLR #2)*	**30**	**30**

A. Understand and explain how sleep, food, and training influence the Optimal Performance Level. Additionally, create sleeping, eating and training regiments for themselves that they can recreate for others that will assist them in improving training longevity and endurance.
B. Explain and utilize the strategy of overcompensation to improve athletic performance and create a plan for others.
C. Identify when a slow practice strategy should be used to improve weaknesses in athletic performance.
D. Identify when the beginning-end method might be used and implement it to assist another athlete in improving their technical skills for their given sport.
E. Identify and create a plan when point-whole practice would be the most appropriate training technique.
F. Utilize imitation to improve techniques as well as create plans to use imitation for other athletes.
G. Explain how different physical training techniques add to motivation in order keep the athlete excited about competing and practicing in their chosen sport.
H. Explain how physical training can reduce anxiety by focusing on and making corrections to areas that require improvement.

V.	**Explain and utilize competition strategies both for personal benefit and to benefit other athletes.** *(MVROP ESLR #2)*	**30**	**30**

A. Explain the adversary and teacher/student approaches and how the teacher/student approach will both embrace positive rivalries and increase motivation and reduce anxiety.
B. Practice using mental practices before competition, including relaxation techniques, visualization, and the importance of ritual. Additionally, teach other athletes to utilize the aforementioned practices in order to reach their Optimal Performance Level.
C. Use mental practices during a competition setting, including relaxation techniques, affirmations, focus, and awareness. Offer ideas to other athletes as to how they could use these strategies to better their performance levels.
D. Explain how to use emotions during competition and be aware of when emotions can undermine an athletic performance. Perceive when emotions in others might hinder athletic performance and develop strategies to use these emotions positively.
E. Explain and implement self and peer strategies that will assist in maintaining Optimal Performance Level throughout a competition.

VI.	**Explain and implement some strategies to improve the athletic performance of an entire team, not just the individual athlete.** *(MVROP ESLR #2)*	**20**	**20**

A. Explain and offer examples to support the importance of a family atmosphere among teams, where team member use Agape love to

bolster team chemistry and performance.

B. List the benefits of team building and participate in some examples of team building. Additionally, come up with their own plan to implement a team building strategy for a team of their choosing.

C. Set appropriate team goals for a number of athletic teams at different points in the season or off-season.

D. List a number of affirmations specific to team play for their own teams or another team of their choosing. Offer suggestions for affirmations to be used for various team and individual sports.

E. Write a visualization strategy for an entire team and implement this visualization strategy with at least one athletic group.

VII. Apply the knowledge gained in this Sports Psychology class to other areas of their life, including future work life. — **15** — **15**
(MVROP ESLR #2)

A. Apply what they have learned in Sports Psychology to other aspects of life including school and social arenas.

B. Explain how the values learned in sports, including using talents, valuing relationships, and having a purpose beyond yourself can assist in all areas of life.

C. List and explain what kind of jobs would be applicable to the information they have gained from sports psychology and how they can use this information to improve their own job, the jobs of other individuals, and the jobs of groups of people that are working together towards the same goal.

CAREER PREPARATION STANDARDS	Class	CC	CVE
VIII. WORKPLACE BASIC SKILLS & BEHAVIORS ***(MVROP ESLR #1)***	Integrated throughout course		

A. Apply skills learned in class.
B. Analyze information and make decisions.
C. Communicate verbally and in writing.
D. Work independently & as a team member in a diverse workplace.
E. Work reliably, responsibly, and ethically.
   1. professional attitude
   2. appropriate behavior
   3. personal grooming
   4. produce quality work
   - regular attendance and punctuality

IX. CAREER TECHNICAL SKILLS — Integrated throughout course
(MVROP ESLR #2).

A. Use appropriate technology.
B. Understand and practice occupational safety standards.
C. Demonstrate an awareness of how a business or industry functions.
   1. policies regarding harassment
   2. evaluation process
   3. appropriate relationships with workers

X.	**JOB EMPLOYMENT SKILLS** *(MVROP ESLR #3)*	Integrated throughout course	

A. Develop a plan to achieve career goals.
B. Use effective job search strategies.
   1. employee benefits
   2. professional growth
   3. job application and resume
   4. interviewing skills
   5. follow-up techniques
   6. resignation
C. Demonstrate an awareness of the importance of lifelong learning.

Total Hours	**180**	**180**
Total Approved Course Hours		**360**

10. Additional Items:

a. Articulation: None

b. Academic Credit:

c. Instructional Strategies:
- Lecture and discussion
- Readings: supplementary sources
- Cooperative Learning Groups
- Field site observations
- Qualitative research
- Journaling

d. Instructional Materials:

The Mental Athlete. Porter, Kay. Human Kinetics, 2003
Body Mind Mastery. Millman, Dan. New World Library, 1999
The Sport Psych Handbook. Murphy, Shane. Human Kinetics, 2005
Wooden. Jamison, Steve and Wooden, John. Contemporary Books, 1997
Season of Life. Marx, Jeffrey. Simon and Schuster, 2003
The Edge. Ferguson, Howard. Getting the Edge Company, 1991

e. Certificate Competency List:

- Identify, describe and interpret the meaning of Optimal Performance Level
- Identify factors that may impede Optimal Performance Level
- Describe and implement the major theories of Sports Psychology using experiments and the scientific method
- Utilize awareness and critical thinking about Sports Psychology methods that can be transferred to individual athletes and teams to improve their Optimal Performance Level
- Develop multiple plans to improve an athletic team's or a group's chemistry, creating more of a family atmosphere among members
- Explain how the methods that can improve an athlete's or an athletic team's performance can be used in other real-life situations and job skills

BEGINNING VIDEO PRODUCTION
COURSE OUTINE

Course Title: Beginning Video Production

CBEDS Title: Broadcasting Technology

CBEDS Number: 5770

Job Titles/DOT Codes:

Entry Level:	
Production Assistant	962.611-014
Grip/Gaffer	962.687-022
News Gathering	194.362-022
Video Operator	194.282-010
Technical Level:	
Second Assistant	143.062-022
Special Effects	143.062-010
Audio Technician	194.262-010
News Technician	184.167-014
Professional Level:	
Technical Director	962.162-010
Schedule Coordinator	199.382-010
Videotape Engineer	194.382-018
Program Director	184.167-030
Television Director	159.067-014
Television Announcer	159.146-010
Television Producer	159.117-010

Course Description:
Video production is a hands-on production based curriculum. After an introductory equipment-training period, students will be divided into production units. Within each unit, students will take turns acting in the capacity of Director, Producer, Cameraperson, Editor, etc. From inception through scripting, production, and finally post-production students will gain an intimate understanding of the requirements necessary for the production of a PSA, documentary, artistic piece, an independent project and a group studio project. Among the responsibilities, each unit will share the following duties:

- Editing the final product.
- Presenting the finished product to the audience.

Hours: Class 180
CC 180

CVE 180
Total Hours 360

Prerequisites: Computer Application Skills

Date of revision: September 18, 2007

Abbreviations:

CC= Community Classroom
(unpaid, on-the-job, training experience at business sites)
CVE= Cooperative Vocational Education
(paid, on-the-job, training experience at business sites)

Course Outline:

			Class	CC	CVE
I.		**WORKPLACE BASIC SKILLS AND BEHAVIORS**	10	20	20
	A.	Apply skills learned in class			
	B.	Analyze information and make decisions			
	C.	Communicate verbally and in writing			
	D.	Work independently and as a team member in a diverse workplace			
	1.	Demonstrate a positive attitude			
	2.	Employ acceptable social skills			
	3.	Maintain confidence in oneself			
	E.	Work reliably, responsibly, and ethically			
	1.	Apply professional behavior to class work			
	2.	Practice top quality productivity			
	3.	Use integrity in class and be honest			
II.		**SAFETY STANDARDS**	5	5	5
	A.	Follow safety instructions, drills, laws, and company policies			
	B.	Stay alert for unsafe conditions and hazards			
	C.	Use safe moving and lifting standards, and use procedures in case of injury			
	D.	Keep a clean and ergonomic workstation			
III.		**BUILD TEAMWORK STRATEGIES & DYNAMICS**	15	20	20
	A.	Identify the roles of the production team: writer and director, assistant director, art director, producer, executive director, director of photography, sound designer, editor, gaffer, grip, continuity supervisor, production assistants			
	1.	Explain roles and division of work			
	2.	Practice teamwork techniques and values (work ethic)			
	3.	Demonstrate the art of directing and producing			
	B.	Develop relations between crew and subjects/actors			
	1.	Prepare the subjects/actors			
	2.	Develop interview techniques			
	3.	Comprehend the psychology of directing subjects/actors			
	4.	Practice directing the subjects/actors			
	C.	Develop interpersonal relations and communication skills by			

		taking an active role in team projects			
	D.	Develop Service Learning group projects			
IV.		**INTRODUCTION TO VIDEO PRODUCTION**	5		
	A.	Define basics of ROP			
	B.	Discuss course requirements, regulations, and procedures			
	C.	Review of course syllabus			
	D.	Set student expectations			
	E.	Demonstrate familiarity with major events in history			
	1.	Invention of film as a medium			
	2.	Development of major television networks			
	3.	Growth and changes in FCC regulation			
	4.	Influence of advertising and growth as an advertising medium			
V.		**INTRODUCTION TO EQUIPMENT**	15	10	10
	A.	Identify operation of cameras			
	B.	Explain the use of an audio mixer			
	C.	Compare the use of a video switcher			
	D.	Demonstrate function of character generator			
	E.	Explain teleprompter function			
	F.	Use video players and recorders (DVD/VHS)			
VI.		**INTRODUCTION TO VIDEO EDITING**	10	10	10
	A.	Explain the styles and formats of editing			
	1.	Recognize and explain the Kuleshov effect			
	2.	Recognize and explain the roots of non-linear editing in A/B rolling			
	B.	Create editing video segments			
	C.	Demonstrate editing an entire show			
	D.	Add aesthetic graphics titles			
VII.		**PRODUCTION POSITIONS AND RESPONSIBILITIES**	20	35	35
	A.	Perform the duties of a producer			
	B.	Perform the duties of a director			
	C.	Perform the duties of a technical director			
	D.	Perform the duties of a researcher			
	E.	Perform the duties of an anchor/talent			
	F.	Perform the duties of a reporter/actor			
	G.	Perform the duties of a writer			
	H.	Perform the duties of a floor director			
	I.	Perform the duties of a cameraperson			
	J.	Perform the duties of an audio engineer			
	K.	Perform the duties of a graphics artist			
	L.	Perform the duties of a lighting engineer			
	M.	Perform the duties of a editor			
VIII.		**UNDERSTANDING THE PRODUCTION PROCESS**	90	60	60
	A.	Comprehend the "visualization phase			
	1.	Ability to conceptualize and visualize an idea			
	2.	Develop a project proposal			
	3.	Develop a synopsis, treatment and screenplay			

B. Comprehend the "pre-production phase"
   1. Design a production plan
      a. develop a budget
      b. develop an art design plan and props list
      c. develop a shot list
      d. develop a technical script
      e. sketch storyboards
      f. develop production schedules
      g. develop an equipment checklist
   2. Scout and determine locations for video shooting
   3. Cast actors/subjects
   4. Demonstrate organizational skills and competency in sound recording

C. Comprehend the "production phase"
   1. Determine video formats and ratios
   2. Understand and apply setups and composition
      a. determine camera frame and angles
      b. determine need for second camera
   3. Understand and apply light theory
   4. Understand and apply camera operation skills
   5. Pay attention to continuity
   6. Understand and apply sound design theory during the video shoot
      a. pay attention to ambient sounds and isolate microphone
      b. secure microphone placement correctly on subjects and out of camera range
      c. check sound levels

D. Comprehend the "post-production phase"
   1. Understand video "compositing"
   2. Demonstrate technical and theoretical aptitude in editing
      a. demonstrate knowledge of video editing techniques
      b. following rules of continuity
      c. make clear and seamless transitions between shots, scenes and sequences
      d. communicate with director throughout editing stage
   3. Demonstrate knowledge and competency of video editing tools in Final Cut Pro and/or Avid
      a. manipulate editing software applications
      b. "capture" digital video
      c. import and export video and sound clips
      d. develop a new project
      e. organize project bins
      f. manipulate video timeline and video layers
      g. manipulate video with chroma key effects
      h. manipulate, correct, and alter image color and contrast through effect use of effects and filters
      i. incorporate digital graphics and type
      j. incorporate and blend sound
      k. manipulate sound effects, volume, and levels
      l. determine video output options and techniques
      m. compress movies to appropriate output formats

	4.	Demonstrate organizational skills in editing a. transcribe all footage b. make notes of best footage			
	5.	Demonstrate knowledge of sound design and sound aesthetics a. augment hearing perception and sound recognition skills b. develop a sound concept, gather appropriate sounds, effects and voice-overs c. select and/or score original music with Garageband, Soundtrack, or MIDI files.			
	6.	Develop a sound mixing strategy and manipulate multiple sound layers in Final Cut Pro, Avid Express, Garageband, or Soundtrack			
	E.	Critique of final work 1. Acknowledgement of aesthetic and marketing values of final work 2. Comprehend production values			
IX.		**Comprehend Video Production Terminology**	6	16	16
	A.	Analyze digital art and its connection to cinematography			
	B.	Differentiate the rolls of video production team			
	C.	Comprehend the different phases of production			
	D.	Comprehend the cinematographic production design			
	E.	Comprehend directing terminology			
	F.	Comprehend videography terminology: camera frames, angles, setups, 180 degree line			
	G.	Comprehend lighting terminology: lighting setups, lighting sources, lighting equipment			
	H.	Comprehend editing, linear and non-linear terminology, tools, and techniques			
	I.	Comprehend sound terminology			
X.		**JOB EMPLOYMENT SKILLS**	4		
	A.	Develop a plan to achieve career goals			
	B.	Use effective job search strategies			
	1.	Complete a job application			
	2.	Develop a professional resume			
	3.	Demonstrate interviewing skills			
	4.	Discuss follow-up techniques			
	5.	Describe how to quit a job appropriately			
	C.	Demonstrate an awareness of the importance of lifelong learning			
VIII.		**GENERAL WORK PLACE AND SCANS SKILLS**	Integrated throughout course		
	A.	Read, write			
	B.	Perform mathematics			
	C.	Listen, speak			
	D.	Think carefully, cognitively, independently while applying research and performance skills			
	E.	Think creatively			
	F.	Make decisions, and solve problems			
	G.	Learn and reason well with knowledge gained from evidence			

and research			
Hours	180	180	180
Total Approved Course Hours		**360**	

Articulation: none

Academic Credit: none

Instructional Strategies:

- Group Discussion
- Projects
- Multi-Media
- Hands-on Practice
- Demonstration
- Team Learning
- Instructor-created Handouts
- Peer Presentation

Instructional Materials:

- *Television Production Handbook 9th Edition, Zettl*
- *Video Basics, Zettl*

Completion Certificate Competencies:

- Apply Workplace Basic Skills and Behaviors
- Demonstrate Operation of Production Equipment
- Perform Various Editing Methods
- Describe Production Positions and Responsibilities
- Use Effective Job Employment Skills
- Demonstrate SCANs Skills

ADVANCED VIDEO PRODUCTION
COURSE OUTINE

Course Title: Advanced Video Production

CBEDS Title: Broadcasting Technology

CBEDS Number: 5770

Job Titles/DOT Codes:

Entry Level:	
Assistant Videographer	194.362.010
Boom Operator	962.384.010
Production Assistant	962.611-014
News Gathering	194.362.022
Video Operator	194.282-010
Production Technician	194.062.010
Technical Level:	
Camera Operator, Television	143.062.022
Grip/Gaffer	962.687.022
Second Assistant	143.062-022
Special Effects	143.062-010
Audio Technician	194.262-010
News Technician	184.167-014
Production Coordinator	962.167.014
Professional Level:	
Associate Producer	159.117.010
Associate Director	962.167.014
Assignment Editor	132.132.010
Director	159.167.014
Technical Director	962.162-010
Schedule Coordinator	199.382-010
Videotape Engineer	194.382-018
Producer	159.117.010
Program Director	184.167-030
Reporter	131.262.018
Researcher	199.267.034
Screen Writer	131.067.050
Television Director	159.067-014
Television Announcer	159.146-010
Television Producer	159.117-010

Course Description:

Video production is a hands-on production based curriculum. Teams from each school work together, members taking turns acting in the capacity of Director, Producer, Cameraperson, Editor, etc. Students will have an opportunity to specialize in a job position the second semester. From inception through scripting, production, and finally post-production students will gain an intimate understanding of the requirements necessary for narrative and documentary production as well as live television production.

This course will involve lecture, lab, and hands-on work. When combined, the work of the teams will produce large scale works with practical applications. Students learn how to budget, schedule and cast their video projects as well as promote and market their finished work.

Hours: Class 360
CC 216
CVE 216
Total Hours 450

Prerequisites: Computer application skills, basic knowledge of video production

Date of revision: September 28, 2007

Abbreviations:

CC= Community Classroom
(unpaid, on-the-job, training experience at business sites)
CVE= Cooperative Vocational Education
(paid, on-the-job, training experience at business sites)

Course Outline:

			Class	CC	CVE
I.		**WORKPLACE BASIC SKILLS AND BEHAVIORS**	15	20	20
	A.	Apply skills learned in class			
	B.	Analyze information and make decisions			
	C.	Communicate verbally and in writing			
	D.	Work independently and as a team member in a diverse workplace			
	1.	Demonstrate a positive attitude			
	2.	Employ acceptable social skills			
	3.	Maintain confidence in oneself			
	E.	Work reliably, responsibly, and ethically			
	1.	Apply professional behavior to class work			
	2.	Practice top quality productivity			
	3.	Use integrity in class and be honest			
II.		**SAFETY STANDARDS**	10	10	10
	A.	Follow safety instructions, drills, laws, and company policies			
	B.	Stay alert for unsafe conditions and hazards			
	C.	Use safe moving and lifting standards, and use procedures in case of injury			
	D.	Keep a clean and ergonomic workstation			
III.		**BUILD TEAMWORK STRATEGIES & DYNAMICS**	21	20	20
	A.	Understand the roles of the production team: writer and director assistant director, art director, producer, executive director, director of photography, sound designer, editor, gaffer, grip, continuity supervisor, production assistants			
	1.	Explain roles and division of work			
	2.	Practice teamwork techniques and values (work ethic)			
	3.	Demonstrate the art of directing and producing			
	B.	Develop relations between crew and subjects/actors			
	1.	Prepare the subjects/actors			
	2.	Develop interview techniques			
	3.	Investigate the psychology of directing subjects/actors			
	4.	Practice directing the subjects/actors			
	C.	Develop interpersonal relations and communication skills by taking an active role in team projects			
	D.	Develop Service Learning group projects			
IV.		**EQUIPMENT OPERATION**	24	24	24
	A.	Advanced operation of cameras, including manual features			
	B.	Use of a studio audio mixer			
	C.	Correctly choose from a range of microphones, including varied polar patterns			
	D.	Demonstrate function of character generator			
	E.	Use of a creation of new DVDs			
V.		**NON-LINEAR VIDEO EDITING**	20	6	6
	A.	Explain the styles and formats of editing			
	1.	Interpret the Kuleshov effect			
	2.	Identify the roots of non-linear editing in A/B rolling			

	3.	Apply editing techniques to manipulate audience emotion			
	B.	Create editing video segments			
	C.	Demonstrate editing an entire show			
	D.	Apply addition of aesthetic graphics titles			
VI.		**PRODUCTION POSITIONS AND RESPONSIBILITIES**	80	36	36
	A.	Perform the duties of a producer			
	1.	Coordinate/schedule production process			
	2.	Create and maintain a budget			
	B.	Perform the duties of a director			
	C.	Perform the duties of a technical director			
	D.	Perform the duties of a researcher			
	E.	Perform the duties of a reporter/host			
	F.	Perform the duties of a writer			
		1. Apply knowledge of screenplay format			
	G.	Perform the duties of a floor director			
	H.	Perform the duties of a cameraperson			
	1.	Use proper camera composition			
	2.	Development an awareness of all objects and action within a frame			
	I.	Perform the duties of an audio engineer			
	J.	Perform the duties of a graphics artist			
	K.	Perform the duties of a teleprompter operator			
	L.	Perform the duties of a lighting engineer			
	1.	Practice using filters and diffusion			
	2.	Apply proper lighting techniques to create mood/atmosphere			
	M.	Perform the duties of a editor			
VII.		**UNDERSTANDING THE PRODUCTION PROCESS**	150	80	80
	A.	Comprehend the "visualization phase			
	1.	Ability to conceptualize and visualize an idea			
	2.	Develop a project proposal			
	3.	Develop a synopsis, treatment and screenplay			
	B.	Comprehend the "pre-production phase"			
	1.	Design a production plan			
		a. develop a budget			
		b. develop an art design plan and props list			
		c. develop a shot list			
		d. develop a technical script			
		e. sketch storyboards			
		f. develop production schedules			
		g. develop an equipment checklist			
	2.	Scout and determine locations for video shooting			
	3.	Cast actors/subjects			
	4.	Design a "call log"			
	5.	Demonstrate organizational skills and competency in sound recording			
	C.	Comprehend the "production phase"			
	1.	Determine video formats and ratios			
	2.	Understand and apply setups and composition			
		a. determine camera frame and angles			

b. determine need for second camera
3. Recognize and apply light theory
4. Demonstrate and apply camera operation skills
5. Pay attention to continuity
6. Analyze and apply sound design theory during the video shoot
   a. pay attention to ambient sounds and isolate microphone
   b. secure microphone placement correctly on subjects and out of camera range
   c. check sound levels

D. Comprehend the "post-production phase"
1. Interpret video "compositing"
2. Demonstrate technical and theoretical aptitude in editing
   a. demonstrate knowledge of video editing techniques
   b. follow rules of continuity
   c. make clear and seamless transitions between shots, scenes and sequences
   d. communicate with director throughout editing stage
3. Demonstrate knowledge and competency of video editing tools in Final Cut Pro and/or Avid
   a. manipulate editing software applications
   b. "capture" digital video
   c. import and export video and sound clips
   d. develop a new project
   e. organize project bins
   f. manipulate video timeline and video layers
   g. manipulate video using keyframes
   h. manipulate, correct, and alter image color and contrast through effect use of effects and filters
   i. incorporate digital graphics and type
   j. incorporate and blend sound
   k. manipulate sound effects, volume, and levels
   l. determine video output options and techniques
   m. compress movies to appropriate output formats
4. Demonstrate organizational skills in editing
   a. transcribe all footage
   b. make notes of best footage
5. Demonstrate knowledge of sound design and sound aesthetics
   a. augment hearing perception and sound recognition skills
   b. develop a sound concept, gather appropriate sounds, effects and voice-overs
   c. select and/or score original music with Garageband or Soundtrack
6. Develop a sound mixing strategy and manipulate multiple sound layers in Final Cut Pro, Avid Express, Garageband, or Soundtrack

E. Develop a marketing plan
1. Develop publicity for video such as poster, DVD cover, press release
2. Develop a demo reel
3. Search the Web for festivals and other means of video distribution

	E.	Critique of final work 1. Acknowledgement of aesthetic and marketing values of final work 2. Interpret production values			
VIII.		**COMPARE FILM/VIDEO THEORIES/TECHNIQUES**	25	15	15
	A.	Comprehend theories of media and the message			
	B.	Survey video production trends			
	C.	Demonstrate knowledge of directing techniques			
	D.	Practice videography aesthetics and techniques			
	E.	Interpret editing aesthetics and techniques			
	F.	Recognize screenwriting elements			
	G.	Demonstrate knowledge of production design			
IX.		**JOB EMPLOYMENT SKILLS**	15	5	5
	A.	Develop a plan to achieve career goals			
	B.	Use effective job search strategies			
	1.	Complete a job application			
	2.	Develop a professional resume			
	3.	Demonstrate interviewing skills			
	4.	Discuss follow-up techniques			
	5.	Describe how to quit a job appropriately			
	C.	Demonstrate an awareness of the importance of lifelong learning			
VIII.		**GENERAL WORK PLACE AND SCANS SKILLS**		Integrated throughout course	
	A.	Read, write			
	B.	Perform mathematics			
	C.	Listen, speak			
	D.	Think carefully, cognitively, independently while applying research and performance skills			
	E.	Think creatively			
	F.	Make decisions, and solve problems			
	G.	Learn and reason well with knowledge gained from evidence and research			
		Hours	360	216	216
		Total Approved Course Hours		**450**	

Articulation: none

Academic Credit: none

Instructional Strategies:

- Group Discussion
- Projects
- Multi-Media
- Hands-on Practice
- Demonstration

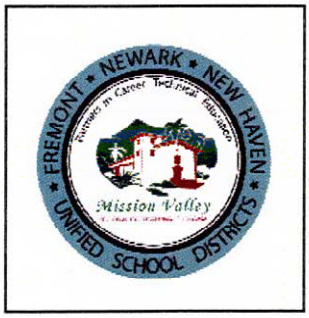
- Team Learning
- Instructor-created Handouts
- Lab

Instructional Materials:

- *Television Production Handbook 9th Edition, Zettl*
- *Video Basics, Zettl*

Completion Certificate Competencies:

- Demonstrate operation of production equipment
- Perform various editing methods
- Describe production positions and responsibilities
- Project manage from concept and pre-production through marketing and distribution
- Use effective job employment skills
- Apply workplace basic skills and behaviors
- Demonstrate SCANs skills



Employment Personnel

MISSION VALLEY REGIONAL OCCUPATIONAL CENTER/PROGRAM
GOVERNING COUNCIL

AGENDA ITEM

_____ **Information**

Date: November 28, 2007 **__X__ Action**

Title: REPORT OF CLASSIFIED PERSONNEL ACTIONS

Background:

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

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

Current Status:

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

Recommendation:

Approve classified Personnel recommendations for: *Employment, Resignation, Termination.*

Marie dela Cruz
(510) 657-1865

Classified Personnel
Division

Charles Brown
Superintendent

ECL 1

CONSENT ITEMS
MISSION VALLEY ROP

Classified Personnel

New Hires

NAME	POSITION	HOURS	SUPERVISOR	OTHER
Wilmer Farleigh	Campus Supervisor	40 hrs/week	Rick Herrmann	
Roxane Johnson	Classroom Teacher Aide	7 hrs/week	Irene Brucker	Nursing Assisting
Matthew Stewart	Classroom Teacher Aide	8 hrs/week	Henry Antipuesto	Pharmacy Technology
Michelle Wheeler	Classroom Teacher Aide	7 hrs/week	Irene Brucker	Nursing Assisting

Resignation

NAME	POSITION	HOURS	SUPERVISOR	OTHER
Karen Mangon	Administrative Assistant/ Public Relations Administrator	40 hrs/week	Charles Brown	

Termination

NAME	POSITION	HOURS	SUPERVISOR	OTHER
Erin Matlock	Classroom Teacher Aide	6 hrs/week	Kitty Cecil-Hunter	

(con4Nov0708)

MISSION VALLEY REGIONAL OCCUPATIONAL CENTER/PROGRAM
GOVERNING COUNCIL

AGENDA ITEM

_____ **Information**

Date: November 28, 2007 ___X___ **Action**

Title: REPORT OF CERTIFICATED PERSONNEL ACTIONS

Background:

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

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

Current Status:

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

Recommendation:

Approve Certificated Personnel recommendations for: *Employment.*

Rick Herrmann
(510) 657-1865

Certificated Personnel
Division

Charles Brown
Superintendent

ECL 1

CONSENT ITEMS
MISSION VALLEY ROP

Certificated Personnel

Percentage of Salary Schedule

NAME	HOURS PER DAY	SUBJECT	OTHER
Kevin Brown	80% of 6 hours	Industrial Technology	

(con3Nov0708)

End of Consent

Board of Education #1

X____ Information
X____ Action

MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM
BOARD OF EDUCATION

AGENDA ITEM
Board of Education #1

Date of Board Meeting: **November 28, 2007**

TITLE: **AR 5338 Gang Affiliation and Activity**

Background:

In December 1996, Mission Valley ROP established an administrative regulation to comply with Board Policy 5338 Gang Affiliation and Activity.

Current Status:

The current administrative regulation does not cover dress code or gang-related clothing. MVROP staff revised the AR 5338 to include a section on gang-related clothing on school premises and school-sponsored activities.

Recommendation:

Review and provide input to the revision of AR 5338 Gang Affiliation and Activity.

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

Gang Affiliation and Activity BP 5338

The governing council intends to maintain campuses which are safe for students and staff in accordance with the mandate of the Constitution of the State of California. In meeting this commitment, the governing council finds that gangs which initiate or advocate activities which threaten the safety and well-being of persons or property on school campuses are harmful to the educational purposes for which the schools are operated. The council further finds that the use of hand signals and the presence of any apparel, jewelry, accessory, book, or manner of grooming which, by virtue of its color, arrangement, trademark, symbol, or any other attribute, denotes membership in such a group creates a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school.

The council further finds that incidents involving initiations, hazings, intimidations and/or related activities of such group affiliations are likely to cause bodily danger, physical or mental harm to students and are prohibited.

The Superintendent or designee shall develop appropriate regulations to ensure that any student wearing, carrying, or displaying gang paraphernalia, or making gestures which symbolize gang membership, or causing an incident affecting the school attendance of another student shall be subject to appropriate disciplinary action.

The Superintendent or designee shall provide staff in-service training in gang recognition and communicate to all staff current symbols of gang membership.

The Superintendent or designee shall establish programs designed to enhance individual self-esteem, to foster interest in a variety of wholesome activities, and to promote membership in authorized student organizations in order to counter gang membership.

Legal Reference:

California Constitution, Article I, Section 28(c)
California Education Code
32050 - Hazing Definition
32051 - Hazing Definition
48907 - Student Rights and School
48900 - Grounds for Suspension and Expulsion (General)
48900.5 - Suspension by Principal

First Reading: 10/17/96
Second Reading: 12/12/96
Adopted: 12/12/96

Gang Affiliation and Activity

The Governing Board has determined that the wearing of gang-related clothing on school premises or during school-sponsored activities threatens the health and safety of the students and impairs the school environment accordingly. Students may not wear, possess, use, distribute, or display any clothing, color, jewelry, emblem, badge, symbol, colored bandana, or sash which represents or evidences membership or affiliation with any gang or promotes gang-related activity.

I. Intervention Procedures

In compliance with Policy #5338, intervention strategies must be initiated with any violation of the policy. The intervention process to be utilized with Governing Council Policy #5338 is as follows:

a. When appropriate, ROP staff will meet with home school staff, student, parent or guardian, and law enforcement officials to discuss the concerns and consequences of involvement in gang-related activity.

b. The student shall be referred to the site or district counselor for further intervention actions deemed appropriate by site or district administration.

c. After all means of intervention have been tried, disciplinary action such as suspension and/or expulsion may be used a s final means of enforcement of the policy.

d. In the event that Policy #5338 has been violated with other suspendable incidents (i.e. vandalism, fighting, etc.), disciplinary action such as suspension and/or expulsion may be utilized with intervention strategies.

II. The Superintendent shall ensure that –

a. All ROP staff, certificated and classified, are aware of the provisions of Board Policy #5338 and of the responsibilities they have for complying with the provisions as follows:

1. Ensure continuing staff, parent and student awareness of the signs of gang affiliation/activity with programs to inform students of the potential dangers of gang involvement;

2. Refer to the ROP Administration any student considered to be in violation of the policy;

3. Implement procedures to provide intervention(s) for students found to be in violation of the provisions of Policy-#5338.

4. Recommend the expulsion of any student who, after all other means of intervention have failed, engages in gang-related activity as defined in Policy #5338.

III. Training

Training to provide increased awareness of the threat to the safety of students and staff posed by gang-related activity shall be provided annually to all staff. All presentations shall provide training in current identification symbols used by students involved in gang-related activity, as well as hand signals, apparel, jewelry, and any other significant gang-related material/information.

Regulation Established: December 12, 1996
Revised: November 28, 2007

X____ Information
X____ Action

MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM
BOARD OF EDUCATION

AGENDA ITEM
Board of Education #2

Date of Board Meeting: **November 28, 2007**

TITLE: **BP 4162 Vacation Policy**

Background:

In December 2001, Mission Valley ROP established Board Policy 4162 covering vacation procedures for classified and certificated non-teaching employees. The policy was adopted in January, 2002.

Current Status:

School auditors recommended we revise the vacation policy to include the maximum amount of vacation days that can be accumulated by employees.

Recommendation:

Review 1st reading of revised Board Policy 4162.

Marie Dela Cruz	Business Services	Charles Brown
Staff Contact	Department	Superintendent, Mission Valley ROP

VACATION

Classified

Classified non-management employees shall earn vacation credit at the prescribed rate as part of his/her compensation. **The maximum accumulated vacation for Classified non-management employees shall be thirty-three (33) days.**

Classified management employees who work full-time shall earn twenty (20) days vacation each work year. **The maximum accumulated vacation for Classified management shall be thirty-five (35) days.**

Vacations are to be arranged as to provide for maximum efficiency of the operations at all times, and are to be taken during the year earned or during the subsequent twelve (12) months.

Upon separation, employees may be paid for vacation earned but not used the prior year and vacation earned but not used during the current year.

Certificated Non-Teaching

Twelve-month certificated non-teaching employees who work full time are entitled to twenty (20) days of vacation during each annual contract period. **The maximum accumulated vacation for Certificated non-teaching employees shall be thirty-five (35) days.**

Vacations are to be arranged so as to provide for maximum efficiency of the operations at all time and are to be taken during the year earned or during the subsequent twelve (12) months.

Upon separation, employees may be paid for vacation earned but not used the prior year and vacation earned but not used during the current year.

Legal Reference:	Education Code 45197
First Reading:	December 20, 2001
Second Reading:	January 24, 2002
Adoption:	January 24, 2002
First Reading/ Revised Policy:	November 28, 2007
Second Reading/Revised Policy:	
Adoption:	

End of Board Packet