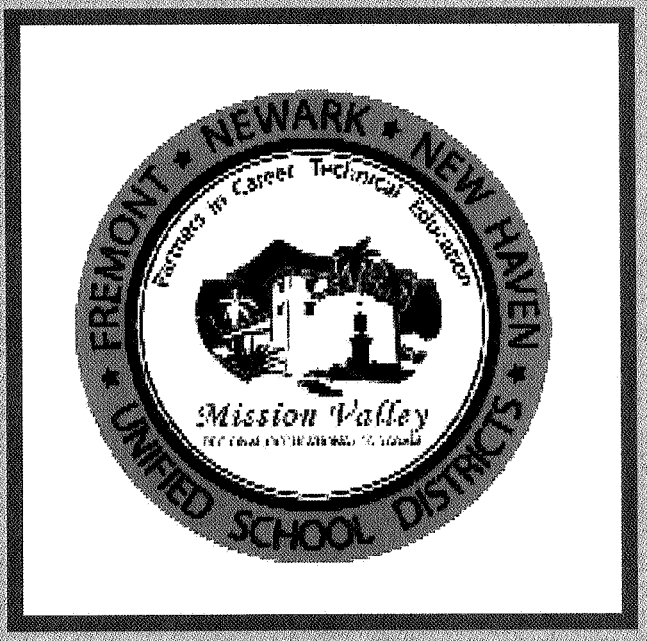


Mission Valley ROP

Wednesday, January 16, 2008

3:30 p.m. Governing Council Meeting

ROP Board Room

(510) 657-1865 Ext. 15141


FREMONT • NEWARK • NEW HAVEN •
UNIFIED SCHOOL DISTRICT
Pathways to Career Technical Education
Mission Valley

Agenda

Regular Meeting of the Governing Council
Mission Valley Regional Occupational Program/Center
ROP Auditorium
Wednesday, January 16, 2008

Call to order _____p.m.

Pledge of Allegiance

Roll Call:

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

Board of Education Item #1

Election of Officers:

President _____

M _____ S _____ V _____

Vice President _____

M _____ S _____ V _____

Clerk _____

M _____ S _____ V _____

Communication:

a. Items from the Board
b. Items from the Staff
c. Oral Communication
   - *Presentation by MVROP Culinary Program*
d. Written Communication
   - *Memo from Vavrinek, Trine, Day & Co. regarding the MVROP Audit*
   - *December 19 article in The Argus... "Checkups and tuneups"*
e. Public Comment
   - Blue Speaker Card – Items on the agenda
   - Green Speaker Card – Items not on the agenda

Consent Calendar:

a. Minutes:
Approve minutes from Governing Council Meeting on December 19, 2007

b. Business and Finance:
B&F#1 Approve Purchase Orders over $5,000
B&F#2 Approve Warrants $5,000 and above

c. Curriculum and Instruction:
C&I#1 Course Approval for Personal Fitness Trainer, SHAPE Core and Woodworking Technology

End of Consent Calendar:

Motion: _____
Second: _____
Vote: _____

Board comments on Consent Calendar:

_____
_____
_____
_____

Meeting adjourned _____pm

Communication

To the governing board
Mission Valley Regional Occupational Program

We have audited the financial statements of Mission Valley Regional Occupational Program for the year ended June 30, 2007, and have issued our report thereon dated November 21, 2007. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility under U.S. Generally Accepted Auditing Standards

As stated in our engagement letter dated March 1, 2006, our responsibility, as described by professional standards, is to plan and perform our audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement and are fairly presented in accordance with U.S. generally accepted accounting principles. Because an audit is designed to provide reasonable, but not absolute assurance and because we did not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us.

As part of our audit, we considered the internal control of Mission Valley Regional Occupational Program. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

Significant Accounting Policies

Management has the responsibility for selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by Mission Valley Regional Occupational Program are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2007. We noted no transactions entered into by Mission Valley Regional Occupational Program during the year that were both significant and unusual, and of which, under professional standards, we are required to inform you, or transactions for which there is a lack of authoritative guidance or consensus.

Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected.

5000 Hopyard Road, Suite 335 Pleasanton, CA 94588-3351 Tel: 925.734.6600 Fax: 925.734.6611 www.vtdcpa.com
FRESNO • LAGUNA HILLS • PALO ALTO • PLEASANTON • RANCHO CUCAMONGA

Audit Adjustments

For purposes of this letter, professional standards define an audit adjustment as a proposed correction of the financial statements that, in our judgment, may not have been detected except through our auditing procedures. An audit adjustment may or may not indicate matters that could have a significant effect on the Mission Valley Regional Occupational Program's financial reporting process (that is, cause future financial statements to be materially misstated). In our judgment, none of the adjustments we proposed, whether recorded or unrecorded by the Mission Valley Regional Occupational Program, either individually or in the aggregate, indicate matters that could have a significant effect on the Mission Valley Regional Occupational Program's financial reporting process.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the governmental unit's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Issues Discussed Prior to Retention of Independent Auditors

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Mission Valley Regional Occupational Program's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Difficulties Encountered in Performing the Audit

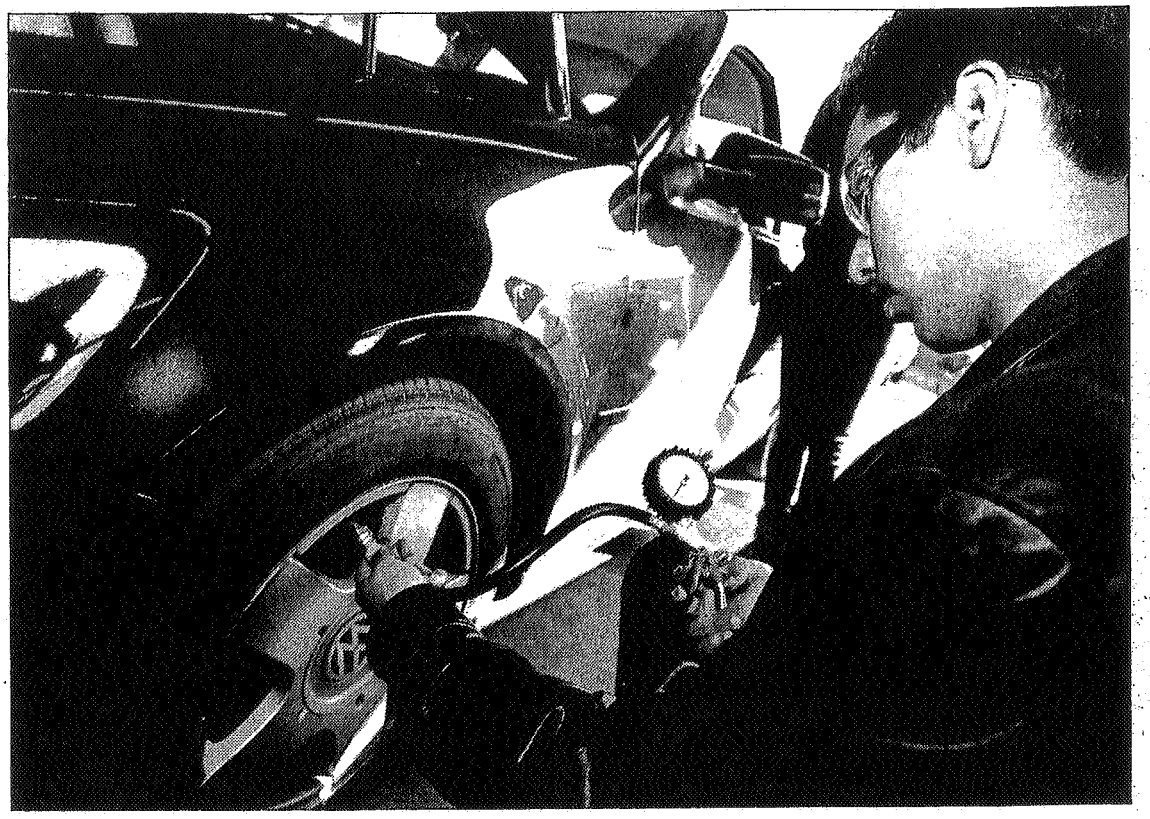
We encountered no significant difficulties in dealing with management in performing our audit.

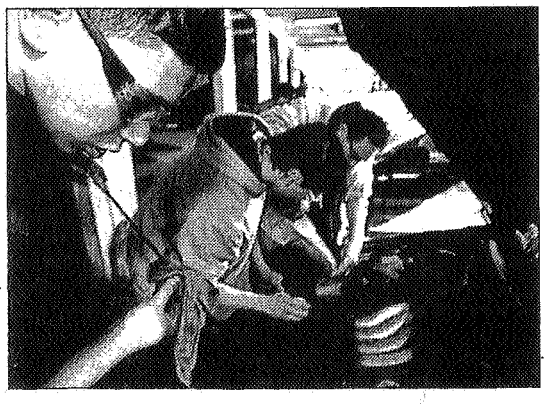
This information is intended solely for the use of Governing Board, the California Department of Education, the State Controller's Office, and management of Mission Valley Regional Occupational Program and is not intended to be and should not be used by anyone other than these specified parties.

Vavrinek Trine Day + Co. LLP

Palo Alto, California
November 21, 2007

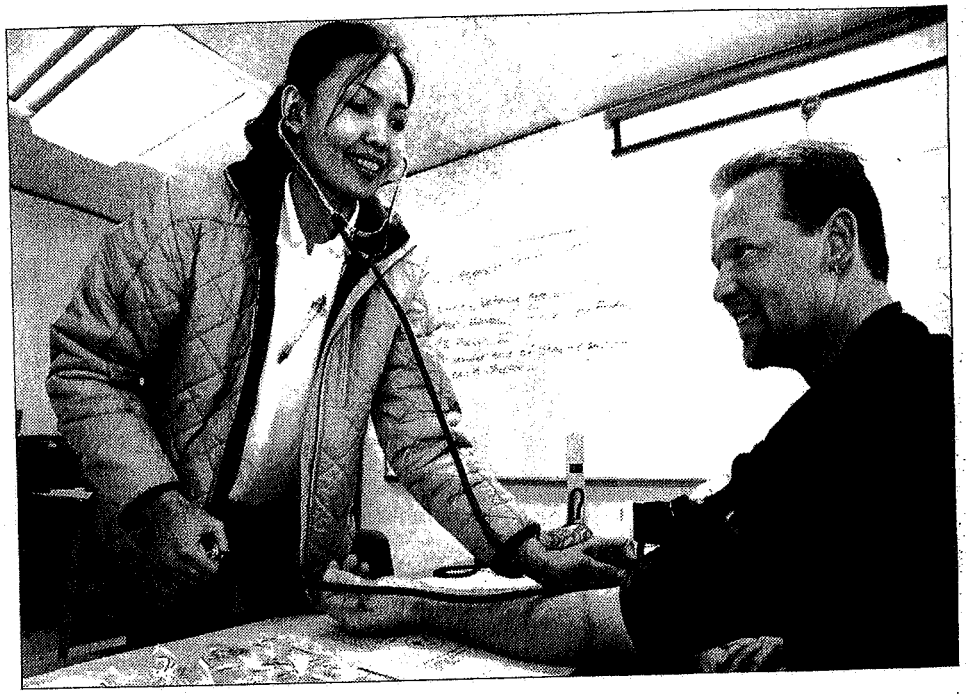
The Argus
Local





Checkups & tuneups

WEDNESDAY
December 19, 2007



MISSION VALLEY REGIONAL Occupational Program automotive technology student Andrei Zambrano (top), 18, adds air to a tire. On Saturday, car owners could bring their vehicles in for a basic checkup conducted by automotive students. While they waited, they also had an opportunity to have their blood pressure read by medical assisting students. In lieu of payment for the two-in-one checkup, individuals were asked to donate food to the needy. Automotive technology student Michael Gomez (above center), 16, checks the oil level on a car, and medical assisting student Grace Torres (above) checks Jay Risingeros' blood pressure.

ANDA CHU — Staff photos

Consent Calendar

Minutes

Regular Meeting of the Governing Council
Mission Valley Regional Occupational Center/Program
Wednesday, December 19, 2007

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

Present: Larry Sweeney, President
Jenn Stringer, Clerk
Ray Rodriguez, Alternate
Janice Schaefer, Alternate

Absent: Jan Crocker

Member Jenn Stringer made a motion to approve all items on the December Agenda. Larry Sweeney made a second to the motion. Members voted 2-0 to approve all items on the Agenda.

Communication:

a. **Items from the Board**
Jenn Stringer said New Haven Unified School District held their re-organization meeting this month. Jonas Dinos will be the alternate member for the next year. Mrs. Stringer also said she will not be able to attend the January meeting but will ask Mr. Dinos to attend in her place. Larry Sweeney said Nina Moore will replace Ivy Wu as the alternate member for Fremont Unified School District. Ray Rodriguez will replace Jan Crocker on the board and Janice Schaefer is returning this year as the alternate member for Newark Unified School District.

b. **Oral Communication**
A presentation by MVROP Forensic Science was scheduled for the board. Rick Herrmann gave a short background on the program as well as Gordon Sanford, instructor. Superintendent Brown led board members and guests upstairs to the new Science lab for the presentation. Instructor Gordon Sanford introduced his students and spoke briefly about the course curriculum, competitive events held during the year, career opportunities, and past student career successes. Students assisted members and guests with microscopic observations they were working on in class. Following the presentation, members and guests returned to the board room for the meeting.

c. **Items from Staff**
Superintendent Brown introduced guests in the board room: Sally Holguin, Betty Sandlin, Career Specialists from Newark Unified School District, and Margie Trujillo from Mission Valley ROP.

Superintendent Brown began with an update of Round 2 - 1D CTE Funding. MVROP is working on the applications for the funding. Our architects will complete a site plan and costing for our building proposals. The plan will go before an advisory committee on January 17 and to the Governing Council on February 20. If we are awarded the funding, we are looking at restructuring K4 for Fashion and Interior Design and reconfiguring K1, our Welding shop, to an updated classroom for a new Engineering Program. If we receive this funding, we will have covered all of our existing buildings through new construction or modernization which should meet our instructional needs for several years.

"We are interviewing for the PR/Admin position," Superintendent Brown said, "and are pleased to have Charlotte Grabill return until a replacement is selected."

Mr. Brown said MVROP is applying for UC A-G credit for some courses including Forensic Science. Member Rodriguez asked if a teacher had to be a credentialed Science teacher in order to receive the A-G credit for the course. Mr. Brown said it is not a qualification; however, it definitely helps gain approval for the course. Gordon Sanford, MVROP Forensic Science teacher, is a fully credentialed Science teacher having taught Science for FUSD before coming to teach for MVROP.

Superintendent Brown said election of officers will be on the January agenda. He noted that Jan Crocker, Newark Unified School District, left and will be replaced by Ray Rodriguez. Janice Schaefer was on the MVROP board several years ago. Mr. Brown, welcomed Janice back to the MVROP board again.

Superintendent Brown referred to today's Argus and the caption and photographs of our Medical Assistant and Auto Tech students. Students held a combined "Two for one Auto and Health Clinic this past Saturday. The event was offered to our Tri Cities community and provided an opportunity to have their automobile checked as well as their blood pressure taken. The event was very successful. Students learn a lot by having an opportunity to apply their skills to real consumers. A fee was not charged but the community was asked to donate food items which in turn would go to help needy families in our area. Students collected over 8 large cases of non perishable goods. Member Rodriguez is helping with the distribution of the food items through a program in Newark.

d. **<u>Written Communication</u>**

Superintendent Brown referred to articles included in the December Board Packet. The first one is an article and pictures, "Get a Clue," which was published in the December 5 issue of the Tri City Voice. The article was written by Bill Marshak, Editor, and gives an in depth description of how and

what our students are learning in the Forensic Science program. The second article was written by David Ellison, New Haven Unified School District teacher, and columnist for The Argus. Mr. Ellison wrote a column about a recent study published by US News and World Report.

Our November Board packet included a negative editorial published in an issue of The Argus as well as the published response letter written by Board Member Larry Sweeney. Mr. Sweeney invited the author of the editorial, Kevin Fogarty, to tour the MVROP facility. Mr. Brown said he and Charlotte Grabill met with Mr. Fogarty earlier this month and took him on a tour of the facility. Mr. Fogarty was extremely impressed with the caliber of classes provided by Mission Valley ROP and thanked Mr. Brown and Ms. Grabill for enlightening him on the value of Career Technical Education for high school and adult students.

Consent Section:

Following a brief discussion, Member Jenn Stringer motioned to approve all items included in the Consent Section of the December Agenda. Member Ray Rodriguez made a second to the motion. Members voted 3-0 to approve all items included in the Consent Section of the December Agenda.

Business and Finance #1 **Positive Certification**

Marie dela Cruz, Director of Business Services, said we are required to certify to the State twice a year as to our fiscal stability. The certifications are based upon financial data as of October 31 and January 31 and are termed, respectively, the 1st Interim and 2nd Interim Financial Report(s). Mrs. dela Cruz referred to the report enclosed which states revenue/income, expenditures, criteria and standards, reserves and fund balance, multi-year projections, and certification. Our projected revenues for the year are $8,385,008 which is $23,950 higher than the adopted budget due to a decrease in Base Revenue, increase in local income and increase in lottery. The decrease in revenue limit was due to a decrease in about 7 growth ADA between P1 and P2 attendance reporting period. This may change again when we receive the P3 Annual certification in February 2008. Our ADA cap for the year is 2,144. Estimated CalWORKS ADA is 25. Total ADA needed for full funding is estimated at 2,169. We are on target to reach our full cap and are way beyond where we were this time last year. Projected expenditures for the year are $8,605,008. This is 2.9% more than the adopted budget mostly because of the $220,000 one-time payment of the Science Labs to Fremont Unified. Total employee salary and benefit cost is 73% of our total expenditures. Under the Criteria and Standards section, our financial data is compared with State established standards in ten areas. MVROP did not meet three standards; however, we had an explanation which was accepted. The salaries and benefits ratio should not exceed 2% plus/minus historical average. In the current year, we are at 60.3% which is within standard. In the next two years, our projections show salaries and benefits 2% above the standard. The trend in subsequent years will

increase partly due to AB2448 requiring ROP's to increase high school student participation. More classes will be offered at the high schools resulting in an increase in FTE's. In reference to our reserves and fund balance, we project a decrease to the ending fund balance of $220, 0000 – the amount contributed to the cost of the science labs in the new building. The reserves for retiree benefits was reduced by $100,000 and added to the reserves for economic uncertainty. There are only 3 employees who qualify for post retirement benefits. Reserves for economic uncertainties are 8.2% which is above the State minimum of 3%. We are planning to use some of the reserve account to match Prop 1D CTE funds for our buildings. Based on our multi-year projections, the fund balance will be positive at the end of this fiscal year and the two subsequent fiscal years. Mission Valley ROP is able to make a Positive Certification in this 1st Interim Report.

Member Stringer thanked Mrs. dela Cruz stating she is always amazed at how well ROP keeps their finances in check. Member Sweeney said he also appreciates how proactive ROP is in keeping their reserves so strong. Member Rodriguez asked who makes the decision on placing extra money in the reserve account. Mrs. dela Cruz said it is a decision by upper management. Additionally, we bring these options to the board. Mr. Rodriguez suggested we have future discussions with the board regarding the reserves and would like to see the board policy for dealing with reserves. Superintendent Brown said noted we have to maintain a higher reserve because of possible changes in funding that affect ROPs.

Ray Rodriguez made a motion to accept the Positive Certification that MVROP will be able to meet its financial obligations for the current fiscal year and subsequent two years. Member Stringer made a second to approve the motion. Members voted 3-0 to accept the Positive Certification that MVROP will be able to meet its financial obligations for the current fiscal year and subsequent two years.

Business and Finance #2 **Audit Report for Fiscal Year 2006/2007**

Mrs. dela Cruz gave a PowerPoint presentation which addressed components included in the annual financial report prepared by auditors Vavrinek, Trine, Day & Co. The audit for the year ended June 30, 2007 and was conducted in accordance with Government Auditing Standards. The audit includes an overview of financial statements, financial highlights, asset reports, and accomplishments in 2006/07. Our ending balance of $3,866,764 is up by 7.9%. Costs for MVROP's contribution to the new building totaled $1,470,000. Mrs. dela Cruz referred to a new page included in the Audit Report (page 34) which describes who we are and what we do. Following her presentation, Mrs. dela Cruz reported that there were no deficiencies or material weaknesses found in Internal Control over Financial Reporting. MVROP complied with State laws and regulations and there were no findings by the auditors.

Members Sweeney, Rodriguez, and Stringer thanked Mrs. dela Cruz and her staff again for their clarity and effectiveness in handling the MVROP budget.

Member Stringer made a motion to accept the Audit Report from Vavrinek, Trine, Day & Company for Fiscal Year 2006/2007. Member Rodriguez made a second to approve the motion. Members voted 3-0 to accept the Audit Report from Vavrinek, Trine, Day & Company for Fiscal Year 2006/2007.

Board of Education #1 **Calendar for Meeting Dates**

Superintendent Brown referred to the dates for meetings in the remainder of the year. There seem to be no problems with any of the dates affecting school breaks, etc.

Member Stringer made a motion to approve meeting dates for the months of January through June. Member Rodriguez made a second to the motion. Members voted 3-0 to approve meeting dates for the months of January through June.

Board of Education #2 **BP 4162 Vacation Policy**

Mr. Brown said this is the second reading for BP 4162; but since this has a change included, it will be a first reading. Mrs. dela Cruz addressed this item stating this was discussed at the board meeting in November. As previously written, we did not include the amount of days that could be carried over. This revision addresses that and limits carryover to 15 days per year. Mr. Brown said this was another suggestion by our auditors. Mr. Rodriguez said we could approve this as the 2nd reading with revisions and not bring it back for another meeting. Mr. Sweeney asked if the days are set up the beginning of the year. Mrs. dela Cruz said the days are accrued. You earn so many a year; however they are pro-rated. It was suggested by Rick Herrmann that we change the new statement under classified and certificated to state as follows: *"employees may carry over a maximum of 15 days of vacation to the subsequent year."*

Member Stringer made a motion to approve the second reading of BP 4162, with the revisions stated. Member Rodriguez made a second to the motion. Members voted 3-0 to approve the second reading of BP 4162 with the revisions stated.

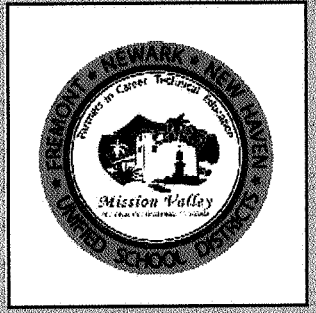
The meeting adjourned at 5:05 p.m.

_____

Larry Sweeney, President

_____

Jenn Stringer, Clerk



Business and Finance

MISSION VALLEY ROP

PO REPORT
BOARD MEETING
January 16, 2008
Period: 12/10/07-1/8/08
AGENDA ITEM - B&F #1
PO'S OVER $5000

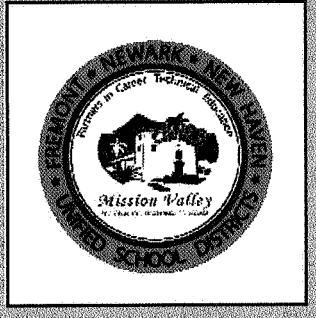
PO NUMBER	VENDOR NAME & ACCOUNT CODE	DESCRIPTION	AMOUNT

NO PO'S OVER $5000 DURING THIS PERIOD

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

B&F #2
January 16, 2008

Date	Warrant #	Vendor	Purpose	Amount	PO number
12/11/07	602984	Lee Clark	Teacher referrals for credentialing	$ 6,800.00	804712
12/11/07	602923	PG&E	Electricity - monthly bill	$ 6,025.95	
12/11/07	602926	School Specialty Inc	Furniture for new building	$ 5,939.27	801111
12/11/07	602926	School Specialty Inc	Furniture for new building	$ 15,853.25	801448
12/11/07	602927	School Specialty Inc	Furniture for Irvington HS room 72	$ 14,592.08	801645
12/12/07	TF 800355	FUSD	ROP busing for October	$ 23,524.92	
12/13/07	TF 800366	FUSD	ROP busing for November	$ 15,404.52	
12/13/07	TF 800364	FUSD	Lease 1st and 2nd qtrs 07/08	$110,000.00	
12/13/07	TF 800364	FUSD	Services 1st and 2nd qtrs 07/08	$112,896.00	



Curriculum and Instruction

MISSION VALLEY REGIONAL OCCUPATION PROGRAM
PERSONAL FITNESS TRAINER OUTLINE

1. Course Title:

Personal Fitness Trainer

2. CBEDS Title:

Other Health Careers Course

3. CBEDS Number:

4298

4. Job Titles:

	DOT Codes	O*NET Codes
Entry-level		
Certified Nursing Assistant		31-1012.00
Radiology 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 competency-based course is designed to introduce and expose students to entry-level employment skills in the areas of fitness and exercise (i.e. physical therapy, and athletic training.) Instruction will include basic anatomy and physiology, vital signs, and nutrition for fitness and sports. Specific topics such as training room management, theory and application of exercise (isometric, isotonic, isokinetic), and injury prevention are also taught.

Integrated throughout the course are Career Preparation Standards, which include Workplace Basic Skills & Behaviors, Career Technical Skills, & Job Employment Skills.

6. Hours:

Students receive up to 180 hours of classroom instruction and up to 180 hours in a community classroom site. Maximum hours are 360.

7. Prerequisites:

None

8. Date of creation/ revision:

October 23, 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	Standards
I. ORIENTATION *(MVROP ESLR #2)*	5	0/0	
A. Define the roles and responsibilities of a personal trainer			
B. Review course objectives and competencies			
C. Demonstrate knowledge of course requirements and grading policies			
D. Discuss standard expectations, such as behavior, class rules, appropriate dress, and pre-course knowledge			
E. Discuss the career opportunities, certification requirements and education or training required for the next steps			
F. Discuss ROP Expected Student Learning Results (ESLRs) and their relationship to the course and employability			

		Class	CC/CVE	Standards
II.	**STRUCTURE AND FUNCTION OF THE MUSCULAR, NERVOUS AND SKELETAL SYSTEMS** *(MVROP ESLR #2)* A. Describe the structure, role, and function of skeletal muscle (Muscular System) B. Develop and understanding of muscles, ligaments, tendons and their role in fitness C. Explain the electrical conduction system of motor nerves (Nervous System) D. Describe the structure and role of bone of the skeletal system (Skeletal System)	20		
III.	**STRUCTURE AND FUNCTION OF THE CARDIOVASCULAR AND RESPIRATORY SYSTEMS** *(MVROP ESLR #2)* A. Describe the anatomical and physiological characteristics of the cardiovascular system B. Describe the mechanisms that control the circulation of blood throughout the body C. Describe the anatomical and physiological characteristics of the respiratory system D. Explain the exchange of gases between the lungs and the blood E. Understand the mechanisms that control respiration	20		
IV.	**BIOENERGETICS** *(MVROP ESLR #2)* A. Discuss the central role of adenosine triphosphate in muscular activity B. Explain the basic energy systems present in the human body and the ability of each to supply energy for various activities C. Discuss the effects of training on the bioenergetics of skeletal muscle D. Recognize the substrates used by each energy system and discuss patterns of substrate use with various types of activities E. Develop training programs that demonstrate an understanding of human bioenergetics and metabolism, especially the metabolic specificity of training. F. Describe oxygen uptake and the aerobic and anaerobic contributions to exercise.	10		
V.	**BIOMECHANICS** *(MVROP ESLR #2)* A. Recognize the various types of levers of the musculoskeletal system B. Quantify linear and rotational work and power C. Understand the factors contributing to human strength and power D. Evaluate the resistive force and power patterns of exercise devices based on their sources of resistance	10		
VI.	**CLIENT CONSULTATION AND HEALTH APPRAISAL** *(MVROP ESLR #2)*	10	5	

		Class	CC/CVE	Standards
	A. Describe the process of a pre-participation health appraisal screening B. Identify positive coronary risk C. Evaluate and stratify the health status of potential clients D. Recognize individuals requiring referral to health care professionals			
VII.	**FITNESS ASSESSMENT SELECTION AND ADMINISTRATION** *(MVROP ESLR #2)* A. Discuss the factors that affect the validity and reliability of client assessments B. Describe how to apply the risk stratification criteria to an individual client to determine suitability for specific tests C. Describe the process for selecting appropriate tests for individual clients D. Administer test protocols properly and safely	20	5	
VIII.	**FITNESS TESTING PROTOCOLS AND NORMS** *(MVROP ESLR #2)* A. Select appropriate tests for individual clients B. Discuss the protocols for selected fitness tests C. Correctly administer the selected fitness tests D. Compare your clients' results with normative data.	10	10	
IX.	**FLEXIBILITY, BODY WEIGHT, AND STABILITY BALL EXERCISES** *(MVROP ESLR #2)* A. List the factors that affect flexibility B. Explain the value of warming up before participating in flexibility training. C. Describe the various types of flexibility training. D. Demonstrate a flexibility-training program that emphasizes a combination of dynamic and static stretching E. Demonstrate exercises that use only body weight and stability balls	20	30	
X.	**PLYOMETRIC AND SPEED TRAINING** *(MVROP ESLR #2)* A. Identify the phases of the stretch-shortening cycle B. Understand the different roles of plyometric and speed training C. Recommend proper equipment for use during plyometric exercise performance D. Design safe and effective plyometric and speed training programs E. Provide instruction in correct plyometric and speed training technique and recognize common errors	20	30	
XI.	**RESISTANCE TRAINING, ADAPTATIONS, EXERCISE TECHNIQUES AND PROGRAM DESIGN** *(MVROP ESLR #2)* A. Understand the application of specificity, overload, and progression	40	30	

		Class	CC/CVE	Standards
B.	Select exercises, determine training frequency, and arrange exercises in a specific sequence			
C.	Gather load-related information by performing 1-repetition maximum, percent of body weight, or repetition maximum testing			
D.	Assign training loads, volume (as repetitions and sets), and rest period lengths			
E.	Discuss methods for determining when and how much to increase the training-load			
F.	Demonstrate the basic techniques for properly performing and teaching common resistance training exercises			
G.	Describe the acute and chronic adaptations to resistance exercise			
H.	Design resistance-training programs that maximize the specific adaptations of interest			
I.	Design resistance-training programs that avoid overtraining			
J.	Understand the effects of detraining and how to reduce them			
K.	Provide proper breathing guidelines			
L.	Determine when it is appropriate to wear a weight belt			
M.	Describe the conditions and techniques for spotting free weight exercises			
N.	Identify common exercise technique errors			
XII.	**AEROBIC TRAINING ADAPTATIONS AND ENDURANCE TRAINING PROGRAM DESIGN** *(MVROP ESLR #2)*	40	40	
A.	Identify acute physiological responses to aerobic training			
B.	Identify chronic physiological adaptations to aerobic training			
C.	Understand the factors that influence adaptations to aerobic training			
D.	Understand and identify the physiological factors associated with overtraining			
E.	Identify the physiological consequences of detraining			
F.	Discuss the effects of aerobic exercise on the body's physiological processes and explain the adaptations that occur			
G.	Select the appropriate mode of aerobic exercise			
H.	Determine aerobic endurance training frequency			
I.	Determine training intensity			
J.	Design programs with proper warm-up, cool-down, and exercise progressions			
K.	Apply long slow distance, pace/tempo/ internal training, cross training, arm exercise, and combination training in accord with client goals			
XIII.	**CARDIOVASCULAR ACTIVITY TECHNIQUES** *(MVROP ESLR #2)*	30	30	
A.	Teach proper technique for a number of cardiovascular machine activities			
B.	Teach proper technique for a number of cardiovascular non-machine activities			
C.	Guide clients on how to safely participate in activities, such as exercise classes and aquatic exercises			

		Class	CC/CVE	Standards
	D. Help direct individuals to cardiovascular activities that match their preference and physical capabilities			
	E. Discuss the risk factors for hypertension, myocardial infarction, cerebrovascular accident, peripheral vascular disease, asthma, and exercise-induced asthma			
	F. Understand the stages of various diseases and how exercise can be used to enhance the client's quality of life			
	G. Know when it is appropriate to refer a client to a medical professional			
XIV.	**NUTRITION IN THE PERSONAL TRAINING SETTING** *(MVROP ESLR #2)*	20		
	A. Review and discuss a client's diet and estimate his or her energy expenditure and requirements			
	B. Review and discuss the change in a client's nutritional and fluid requirement due to exercise			
	C. Review and discuss guidelines for weight gain and weight loss.			
	D. Review and discuss the appropriate exercise prescription, general nutritional guidelines, and program design for individuals who are obese, who are overweight, or who have hyperlipidemia, eating disorders, or diabetes			
	E. Review and discuss lifestyle change strategies (diet, exercise, and behavior changes) that will improve the health status of people with these nutritional and metabolic concerns			
	F. Recognize the role and appropriateness of dietary supplementation			
	G. Describe the circumstances that require the trainer to refer clients to a licensed nutritionist or registered dietitian			
XV.	**EXERCISE PSYCHOLOGY FOR THE PERSONAL TRAINER** *(MVROP ESLR #2)*	15		
	A. Cover ways to set effective exercise goals			
	B. Recognize the value of motivation			
	C. Review and discuss methods to motivate a client			
XVI.	**CLIENTS WHO ARE PREGNANT, OLDER, OR PREADOLESCENT** *(MVROP ESLR #2)*	10		
	A. Discuss exercise recommendations and precautions for pregnant women			
	B. Explain the health benefits of senior exercise and outline exercise guidelines for older adults			
	C. Describe developmentally appropriate physical activity programs for preadolescents that demonstrate an understanding of age-specific needs and concerns			
XVII.	**CLIENTS WITH ORTHOPEDIC, INJURY, AND REHABILITATION CONCERNS** *(MVROP ESLR #2)*	10		
	A. Understand the timing and events of tissue healing			
	B. Recognize the types of injuries that clients sustain			

		Class	CC/CVE	Standards
	C. Explain the goals of each phase of tissue healing			
XVIII.	**FACILITY AND EQUIPMENT LAYOUT AND MAINTENANCE** *(MVROP ESLR #2)*	10		
	A. Assess equipment organization, placement, and spacing requirements of an exercise facility			
	B. Review the unique layout and maintenance needs of a home exercise facility			
	C. Identify facility and equipment maintenance and cleaning duties that promote a safe exercise environment			
XIX.	**LEGAL ISSUES IN PERSONAL TRAINING** *(MVROP ESLR #2)*	20		
	A. Explain the aspects of the law pertinent to the personal training occupation			
	B. Define negligence and the four elements that an injured client must prove in a negligence lawsuit against the personal trainer			
	C. Identify the professional and legal responsibilities of the personal trainer			
XX.	**JOB SEARCH, RETENTION, AND TEST PREPARATION** *(MVROP ESLR #2)*	20		
	A. Demonstrate the ability to pass the personal trainer certification examination			
	B. Complete a resume and practice interview skills			
	C. Review employment practices, including current trends in employee compatibility, drug screening, and background checks			
	D. Demonstrate appropriate attendance, punctuality, responsibility and accountability for the classroom and worksite, if applicable			
	E. Identify and demonstrate leadership skills in the classroom and worksite			
	CAREER PREPARATION STANDARDS	**Class**	**CC/CVE**	**Standards**
XXI.	**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.			
		Class	**CC/CVE**	**Standards**
	E. Work reliably, responsibly, and ethically.			
	1. professional attitude			
	2. appropriate behavior			
	3. personal grooming			
	4. produce quality work			
	5. regular attendance and punctuality			
XXII.	**CAREER TECHNICAL SKILLS** ***(MVROP ESLR #2).***	*Integrated throughout course*		
	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

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

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.

Hours 360 180

Total Approved Course Hours 540

NHES-National Health Education Standards
CE-California Health Framework
NCE, NCE-National Center for Research in Vocational Education
H-National Consortium on Health Science and Technology Education
N-National Health Care Skill Standards

10. Additional Items:

a. Articulation:
None

b. Academic Credit:
None

c. Instructional Strategies:
lecture
group work
guided practice
demonstration
guest speakers
oral questioning
practical simulations
real-life experience stories
field trip

d. Instructional Materials:
handouts
articles
class web site
software/CD Roms
visual overhead transparencies
video tapes
Internet access

e. Certificate Competency List:

Students may earn American Heart Association Certificate for CPR

Required proficiency level for receipt of Certificate of Completion in Sports Therapy:

1. overall grade level of C for both semesters
2. minimum student mastery level for each proficiency
3. demonstrate occupational specific and general workplace skills

Career Technical Skills:

- Identify Various Sports Medicine Professional Careers and Related Fields
- Identify Human Anatomy and Physiology
- Classify Sports Injuries
- Explain Steps for Proper Handling of Emergency Situations
- Identify Universal Precautions to Prevent the Spread of Infection
- List Structure for the Ankle, Lower Leg, Knee, Thigh, Hip, Groin, Pelvis, Shoulder, Elbow, Forearm, Wrist, Hand, Spine, Thorax, Abdomen, Head, Face, Eyes, Ears, Nose, and Throat
- Describe Additional Health Concerns for Athletic Trainers
- Identify Environmental Factors and Risks
- Explain Nutritional Considerations for Athletes
- Describe Fitness Training Principles and Related Fields

MISSION VALLEY REGIONAL OCCUPATION PROGRAM
S.H.A.P.E. CORE COURSE OUTLINE

1. Course Title: S.H.A.P.E. Core (Science, Health, Athletics, Physical Education)

2. CBEDS Title: Therapeutic Services

3. CBEDS Number: 4260

4. Job Titles

	DOT Codes	O*NET Codes
Entry-level		
Certified Nursing Assistant		31-1012.00
Radiology 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 is a one-semester, five-unit introductory course into career options in the health care field. Topics covered include an introduction to careers in the NHCSS health career clusters, educational requirements for specific careers, personal qualities of health care workers, legal and ethical issues that face health care workers and employment skills for health care workers. Students will gain this knowledge through lecture, individual and group projects, hands-on activities, guest speakers and field trips. SHAPE students who complete this course will have a better understanding of what area of health care they would like to investigate further as they continue their studies in the SHAPE academy.

6. Hours: 90

7. Prerequisites: None

8. Date of creation/revision: September 10, 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.

	CAREER PREPARATION STANDARDS	Class	CC	CVE
I.	**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

II.	**CAREER TECHNICAL SKILLS** ***(MVROP ESLR #2).***	Integrated throughout course		

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

III.	**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.			
	CONTENT AREA SKILLS	**Class**	**CC**	**CVE**
IV.	**Health Care Career Standards (Ch 1)** ***(MVROP ESLR #2)***	**15**	**15**	
	A. List five of the skill areas of the National Health Care Skill Standards			
	B. State two reasons for maintaining standards for the health care industry			
	C. Define the five career pathways in health care employment			
	D. Identify opportunities for employment and entrepreneurship in the health care field			
	E. Perform a career interest assessment			
	F. State two reasons for the importance of professional student organizations within the health care profession			
V.	**Health Care Systems (Ch 2)** ***(MVROP ESLR #2)***	**10**	**10**	
	A. Summarize significant historical changes in health care.			
	B. List the reasons for the importance to health care of the scientific method.			
	C. Compare ancient and current medical practices.			
	D. Identify major trends in health care			
	E. List the types of health care facilities and the services provided in each			
	F. List the ways in which health care facilities, government agencies, and nonprofit volunteer agencies contribute to the health of a community and the world			
	G. Identify the clients served by Medicare and Medicaid			
	H. Discuss the impact of the uninsured on health care costs			
	I. Summarize the purpose of Health Maintenance Organizations (HMOs)			
	J. Define the purpose of workers' compensation			
VI.	**Legal and Ethical Responsibilities (Ch 11)** *(MVROP ESLR #2)*	**10**	**10**	
	A. Describe the personal qualities of a successful health care worker			
	B. Distinguish among laws, morals and ethics			
	C. Explain the purpose of professional codes of ethics			
	D. Define standard of care			
	E. Describe informed consent			

	F.	Discuss the importance of confidentiality for health care professions		
	G.	Define the term advance directive and distinguish among living wills, durable powers of attorney, and health care proxies		
	H.	Describe clients' rights and responsibilities		
	I.	Successfully complete one recording procedure		
VII.		**Employment Skills (CH 12)** *(MVROP ESLR #2)*	**15**	**15**
	A.	Name the skills needed by all health care workers		
	B.	Diagram the elements of communication		
	C.	State the rules of health care charting and telephone etiquette		
	D.	List the needed math, science, and technology skills		
	E.	Analyze the strategies for finding a job		
	F.	Prepare a resume and cover letter		
	G.	Summarize how to approach a job interview		
	H.	Describe the procedure for leaving a job		
	I.	List the elements of professionalism		
	J.	Apply critical thinking and problem-solving skills		
	K.	State strategies for time and stress management		
	L.	Compare the characteristics of a good team member and leader.		
	M.	Explain the importance of respecting diversity		
VIII.		**Medical Terminology (Ch 5)** *(MVROP ESLR #2)*	**10**	**10**
	A.	Explain the origins of medical terminology		
	B.	Identify the four medical terminology word parts		
	C.	Build and break apart medical terms to create or define medical terminology		
	D.	Know how to "read" medical terms		
	E.	List common medical abbreviations		
IX.		**Anatomy and Physiology (Ch 6)** *(MVROP ESLR #2)*	**20**	**20**
	A.	Define the organization of the human body from its smallest element to the body as a whole		
	B.	Understand the directional terms and label the body planes and cavities		
	C.	Identify the twelve organ systems of the body		
	D.	Identify the major organs and functions of each organ system		
	E.	Identify common diseases and disorders of each organ system		
	F.	Define homeostasis and its importance		
	G.	Explain how all the systems work together to maintain homeostasis		
	H.	Identify medical professionals who specialize in each of the body systems		
X.		**Vital Signs (Ch 9)** *(MVROP ESLR #2)*	**10**	**10**
	A.	Recognize normal and abnormal values and characteristics of temperature, pulse, respiration and blood pressure for infants, children and adults		
	B.	Recognize common terminology and abbreviations used in documenting and discussing vital signs		

C. Convert temperatures between the Fahrenheit and Celsius measurement scales
D. Identify the sites for assessing the pulse and blood pressure.
E. List the effects of high and low blood pressure on the body

Total Hours	**90**	**90**
Total Approved Course Hours		**180**

10. Additional Items:

a. Articulation: None

b. Academic Credit: None

c. Instructional Strategies:

Lecture and discussion
Group work
Guided practice
Demonstration
Guest speakers
Oral questioning
Practical simulations
Real-life experience stories
Field trips

d. Instructional Materials:

Text: Health Care Science Technology, Booth, Kathryn A., Glencoe
In addition to the textbook there will be various handouts, articles, on-line tutorials, websites, software, video tapes, and Internet access.

e. Certificate Competency List:

Required proficiency level for receipt of certificate of completion in the SHAPE introduction to health careers course:

1. Overall grade level of C for both semesters
2. Minimum student mastery level for each proficiency
3. Demonstrate occupational specific and general workplace skills

Mission Valley Regional Occupational Program
Woodworking Technology Course Outline

1. Course Title:

Woodworking Technology 1, 2, 3, and 3D

2. CBEDS Title:

Furniture Making, Millwork, and Cabinet Making

3. CBEDS Number:

5514

4. Job Titles/DOT Codes:

Cabinet and Bench Carpenters	51-7011.00
Carpenters	47-2031.00
Set and Exhibit Designers	27-1027.00
Furniture Finishers	51-7021.00
Commercial and Industrial Designers	27-1021.00
Woodworking Machine Setters, Operators and Tendors, except sawing	51-7042.00
Construction Carpenters	47-2031.00

5. Course Description:

This competency based course prepares students to apply and develop core skills needed for more advanced courses in Furniture Design and Fabrication, Cabinetmaking and Architectural Millwork. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem-solving, workplace safety, and technology and employment literacy.

Students will learn the basic proper and safe use of woodworking machines. Students will be encouraged to utilize imagination and individual independence of thinking through designing, creating, interpreting and implementing designs in wood. After completing a required project, the student will have the opportunity for creative expression through design and building of projects of their choice.

6. Hours:

Class	720
CC	180
CVE	180
Total Hours	**900**

7. Prerequisites: None

Recommended: Basic Mathematics, including addition, subtraction, multiplication, division, of whole, decimal numbers, and fractions. Computation of area, perimeter, and volume. Conversion of fractions and decimals. Measuring to accuracy of one sixteenth inch.

8. Date of Creation:

December 11, 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:

			Class	CC	CVE
		Career Preparation Standards Necessary skills for any occupation *(MVROP ESLR = 1)*			
I.		**Workplace Basic Skills and Behaviors**		Integrated throughout course	
	A.	Apply skills learned in class			
	B.	Analyze information and makes decisions			
	C.	Communicate verbally and in writing			
	D.	Work independently and as a team member in a diverse workplace			
	E.	Work reliably, responsibly, and ethically			
		Career Technical Skills Occupational competencies *(MVROP ESLR = 2)*			
II.		**Classroom and Workplace Behaviors and Safety**	40	25	25
	A.	Communicate both verbally and in writing.			
	B.	Apply general shop and work site safety.			
	C.	Practice working independently as well as with others.			
	D.	Demonstrate both hand and power tools safety.			
	E.	Follow MVROP rules and policies at all times			
III.		**Measurement and Mathematics Review**	30	20	20
	A.	Demonstrate linear measurement to an accuracy of one sixteenth of an inch			
	B.	Calculate addition, subtraction, multiplication, division, and conversion of whole numbers, decimals and fractions			
	C.	Practice calculation of area, perimeter and volume of geometric shapes			
IV.		**Cabinetmaking and Furniture Materials**	50	10	10
	A.	Identify lumber sizes			
	B.	Recognize lumber grades			

			Class	CC	CVE
	C.	Be familiar with and effectively apply fasteners and adhesives			
V.		**Working Drawings**	50	15	15
	A.	Prepare isometric drawings			
	B.	Create scaled orthographic drawings			
	C.	Set up specifications and order of procedures			
VI.		**Joinery**	100	15	15
	A.	Demonstrate common edge joints			
	B.	Illustrate common corner joints			
	C.	Show common face joints			
	D.	Apply common end joints			
VII.		**Material Preparation**	100	15	15
	A.	Practice face thickness planing			
	B.	Illustrate edge jointing			
VIII.		**Shaping**	100	15	15
	A.	Perform edge shaping with router and router table			
	B.	Demonstrate edge and face shaping with a collar shaper			
IX.		**Turning**	30	10	10
	A.	Practice center to center turning with a wood lathe			
	B.	Illustrate face plate turning with a wood lathe			
X.		**Cabinet Construction**	100	15	15
	A.	Perform rod and plate layout			
	B.	Demonstrate case construction			
	C.	Show face frame construction			
	D.	Practice door construction			
	E.	Illustrate drawer construction			
XI.		**Finishing**	40	10	10
	A.	Perform sanding techniques			
	B.	Practice application of grain fillers			
	C.	Show application of wiping stains			
	D.	Demonstrate application of sealants			
		Career Path Strategies Strategic planning for a career *(MVROP ESLR #3)*			
XXII.		**Job Employment Skills**	80	30	30
	A.	Develop an understanding of how personal skill development in the areas of positive attitude, self-confidence, honesty, responsibility, initiative, self discipline, personal appearance, time management and desire to learn affects employability			

		Class	CC	CVE
B.	Recognize the key concepts of group dynamics, conflict resolution and negotiation. Working cooperatively with others, acceptance of supervision, assuming leadership roles, respect for others an understanding of harassment laws and an appreciation of cultural diversity in the workplace.			
C	Practice critical and creative thinking skills, logical reasoning and problem solving. Apply basic skills in order to calculate, estimate and measure. Locate and organize information/data. Interpret and follow directions from manuals, labels, specifications and working drawings. Analyze and evaluate information and solutions.			
D.	Demonstrate effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.			
E.	Comprehend Occupational Safety and Health. Avoidance of physical hazards in the work environment. Safe operation of equipment, safe handling of hazardous materials, appropriate attire, use of personal protective equipment, interpretation of warning and hazard communications, safety terminology.			
F.	Review career paths and strategies for obtaining employment within their chosen field. Resumes, application forms, cover letters, sources of employment information and interviewing skills, an overview of the industry and labor market trends. The importance of basic general education skills to the industry and options for further training.			
G.	Be aware of the need to adapt to changing technology by identifying, learning and applying new skills to improve job performance.			
	Hours	720	180	180
	Total Approved Course Hours		**900**	

10. Additional Items:

a. Articulation:

None

b. Academic credit:

None

c. Instructional Strategies:

- Lecture
- Group Discussion
- Reading Assignments
- Projects
- Hands-on Practice
- Demonstration
- Team Learning

d. Instructional Materials:
Umstattd, Modern Cabinetmaking, Goodheart and Wilcox, 1990
Instructor prepared manipulative lesson handouts

e. Certificate Competency List:

Career Preparation Standards:
Apply workplace basic skills and behaviors
Practice occupational safety standards
Use essential mathematics and measurements
Demonstrate effective job employment skills

Career Technical Skills:
Interpret shop drawings, material lists, and orders of procedure
Compute lumber board footage and other material quantities
Perform mathematical layout procedures for construction of furniture and cabinets
Mill, surface, cut, shape, and fasten components for furniture and cabinets
Install furniture and cabinet hardware
Apply stains and finishes to furniture and cabinets

End of Consent

End of Board Packet