

**MID-CYCLE VISIT
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

MISSION VALLEY ROP

5019 Stevenson Blvd

Fremont, CA 94538

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Visiting Committee Members

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I. Introduction

Mission Valley ROP (MVROP) is the regional occupational program for the Tri-City area providing career technical education training in 11 career pathways (industry sectors) to students within Alameda County. Through a joint powers agreement, MVROP serves high school students within the Fremont Unified School District (FUSD), New Haven Unified School District (NHUSD), and Newark Unified School District (NUSD) attendance areas. In addition, MVROP serves a limited number of adult students in fee-based classes. MVROP has been instrumental in preparing students for successful business, medical, and technical careers, serving 3,700 high school and adult students annually.

MVROP is involved in various business and community partnerships. The school works closely with their three partnering school districts: FUSD, NHUSD, NUSD, and local community colleges (Ohlone, Chabot/Las Positas, Diablo Valley, Universal Technical Institute, Mission, and Cal State East Bay). In addition, administrators and teachers are active participants in The Association of Career and College Readiness Organizations (CAROCP) and the California Association of Career Technical Education (CACTE).

Mission Valley ROP provides a leadership role in improving and enhancing Career Technical Education programs in local high schools and the community by offering over 100 sections in eleven of the fifteen California career pathways including:

- Arts, Media, and Entertainment
- Building and Construction Trade
- Business and Finance
- Education, Child Development, and Family Services
- Engineering and Architecture
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information and Communication Technologies
- Marketing, Sales, and Service
- Public Services
- Transportation

The program's student achievement data is impressive as noted in the completion rates by industry sector over three years. MVROP enrollment numbers have increased steadily over the past three years. Program data shows a decline in completers in all industry sectors. MVROP identifies a change in their student data system as a cause for the decline, with current data reports being cleaner and more accurate. Another contributing factor may be the community demographics with the push for college preparation and a-g courses. Many students face heavily academic course loads and complete only part of the three hundred hours required to be counted as MVROP completers.

MVROP data shows exponential growth in the college credits earned by MVROP students over the past three years. With the emphasis on strengthening the CDE's College and Career Indicators (CCI), MVROP Program Coordinators have had a slight role change. Program Coordinators have worked diligently and very successfully with partner school districts and local colleges to develop articulation and dual enrollment programs. MVROP continues to develop new articulations and track and renew expiring agreements. Program Coordinators now work directly with instructors as their evaluators to offer classroom support and help instructors apply for UC a-g course approval, set up articulation agreements with local community colleges, and provide and support opportunities for students to earn industry certifications. In addition, they assist students enrolled in articulated courses to apply for the associated college credits. These changes have resulted in exponential growth in the number of colleges with articulation agreements, the number of students earning articulation credits, the total college credits earned, and the college applications completed in high school classrooms. The changes with the role of the Coordinator have had a positive impact on the CCI numbers that are being reported to MVROP's JPA districts. The program has seen a steady increase in the number of students earning college credits and successfully completing their CTE courses as a part of the UC a-g coursework.

Since the last WASC self-study full visit, there have been some significant changes including the addition of culinary programs at two high schools. These new programs have had a positive impact on enrollment at those specific school sites. In the summer of 2018, a new Director of Business Services was announced. MVROP encountered normal staff turnover since the last full WASC visit and has been able to hire well-qualified instructors to fill vacant positions.

Another significant change that has been a major shift is that MVROP implemented a new student information system (SIS). There was frustration with the past SIS. The system was not able to produce accurate data with consistency. The shift to a new SIS has had a big impact on student data tracking. The new SIS helped greatly in keeping better track

of student drops and completers.

During staff development in August 2016, five WASC committees were formed. These five committees and the leadership team were responsible for overseeing the progress of the action plan and preparation for the mid-cycle WASC visit. The five committees include: Action Plan Review, Course Evaluation, Mission Statement and ELRS/SLOs, Technology, and the Cyber Team. These committees are made up of members of the faculty and staff. All staff and faculty serve on one of the committees. Each committee has specific assignments and definitions. The leadership team is made up of the administration, select classified staff and cluster leaders from the various industry sectors. The committees met during staff development in August of 2016, 2017, and 2018 as well as during staff meetings. The committees were encouraged to meet remotely during the school year to discuss progress and report out on assignments.

The Director of Educational Services (DES) worked with the Registrar, Information Technology Manager, and other classified staff members to gather the necessary information and data to create part 1 of the program's mid-cycle report. The DES also asked each of the WASC committees to provide updates on the progress of each committee's tasks. This information was gathered to become the foundation of part 2 of the program's mid-cycle report. The DES created the initial template of the report document and shared the report with the leadership team and WASC committees for any additional information and edits.

II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Goal 1 - Continue to improve classroom instruction

MVROP's progress on improving classroom instruction and developing individualized professional development plans has focused on support through annual teacher evaluation and staff evaluation. Program Coordinators follow up with instructors and staff throughout the school year to see that goals are being met. MVROP reports that both students and instructors have benefited from the resources gained from professional development opportunities by learning and acquiring up-to-date industry specific knowledge and skills.

In the area of online classroom and blended learning opportunities, MVROP is still in the early stages of establishing an organizational wide framework and protocols for online classroom and blended learning. MVROP is behind on the timeline for accomplishing this area focus and hopes to make progress in the coming months by focusing on the options that have been researched thus far. The visiting committee observed state of the art technology in classrooms with highly qualified instructors utilizing educational tools in innovative and an exemplary manner.

The key issue of staying current with technology and digital educational tools has been slow to re-establish the technology committee. MVROP pledges by the end of the 2018-19 school year to make committee member selections and hold quarterly meetings. A version of the technology committee has met on occasion and upgraded the student network agreement and the staff technology equipment checkout sheet. The Director of Educational Services, along with the Information Technology Manager, will follow-up with this key area.

Goal 2 - Provide awareness & visibility of ROP through effective communication

MVROP reviews its mission statement and SLOs annually and updates them if needed to reflect the need to train students on the latest technology in CTE. MVROP has deemed their mission statement and SLOs accurate. A new presentation of the mission statement and SLOs is being designed by students and are expected to be on display in August 2019.

In regards to improving communication to all stakeholders via multimedia MVROP has increased use of the digital marquee in front of the center to attract attention to its programs and events. MVROP has also established social media accounts to help

communicate important messages for those stakeholders that use those platforms (Instagram, Twitter, and Facebook). Staff have also utilized the upgraded (2017) website to share stakeholder information as well as board information and associated documents. Instructors are given time during staff development days in August before the start of the school year to update their respective web pages. Most instructors keep their webpages updated throughout the school year for students and stakeholders to see what's happening and to provide consistency of information. MVROP uses all forms of media to communicate student-learning data, events, project student success, and accomplishments. This is done by using the website, teacher webpages, the marquee, printed flyers and posters, digital newsletters, and social media accounts.

MVROP coordinators meet with high school counselors (career techs) monthly to share information and collaborate and MVROP is in the process of hiring a dedicated college and career technician to assist with career guidance and to work with the community colleges on course articulation and alignment.

Goal 3 - Increase student achievement by strengthening curriculum

A key issue for MVROP has been to align their CTE programs with UC a-g requirements. The program has made substantive increases in the number of courses that meet UC a-g requirements. This year (2019) the program has thirty-eight articulation agreements with four community colleges and twenty-six courses approved with CSU. MVROP is to be commended for this effort to find matching courses and initiate the collaborative work with college instructors and deans to come to agreement to articulate course work. MVROP staff makes a huge effort to help students meet those articulation agreements and earn the required credits. Through these efforts, MVROP students earned the following college credits: 2016 - 163 students, 2017 - 397 students, and 2018 - 844 students. Mission Valley ROP is working hard to try to increase this amount for 2019.

MVROP has made efforts to strengthen partnerships with business and industry through advisory communications and meetings. More time tracking and following up with these companies and connections is necessary and should continue to be worked on. Over 100 new advisors were added in the past three years. The program will continue to increase efforts to retain existing advisors by keeping them connected through advisory newsletters, additional meetings with instructors, and visits to their organization. Continued efforts need to be made to acknowledge advisors by thanking them with public recognition on digital newsletters, website, marquee, certificates, plaques, swag, and other forms of recognition.

MVROP leveraged CTEIG funding and increased their staff development days (4) in August to work on CTE standards supplemented by conferences and workshops. Staff development topics include: the 11 elements of high-quality CTE, positive student discipline, AVID, instructional strategies, and standards for career ready practice. Program Coordinators also work with instructors to identify appropriate conferences and workshops and follow-up with instructors to help implement information learned into the instructor's current teaching assignment.

MVROP has made innovative efforts to allow students a broader experience in working with stakeholders from other industry sectors by fostering cross program collaboration. Instructors are encouraged to seek out opportunities for cross program collaboration. The communication starts in cluster and staff meetings. Some examples include the following:

- Game Design Students work with Marketing for Special Needs students by creating board games
- Careers in Education Students work with Marketing for Special Needs students with sample lesson plans
- Students in Digital Video Arts, Sound Design, Motion Graphics, Computer Animation and Game Design work together on projects throughout the year
- Digital Video Arts students work with all classes on promotional videos
- Civil Engineering Architecture students work with Biomedical Innovation students on designing a lab
- Civil Engineering Architecture students work with Construction students to design and build structures
- Law Enforcement and Fire Tech students collaborate for a local Memorial Day Tribute Ceremony
- Nursing Assistant and Sports Therapy students collaborate on a hand-washing lesson

Goal 4 - Assessment-Research, develop and implement a plan to collect and analyze student achievement data.

A key issue for MVPROP was the ability to track student data allowing the program to collect, aggregate and report current and alumni student data (program data, employment, post-secondary education, licensure exam, industry certification etc...) and track student progress after completing programs.

MVPOP has made significant progress again leveraging CTEIG funds by contracting with a vendor that provides industry recognized certificates upon successful completion of an examination with a passing score. The service provides recognition but also a way of

tracking performance data. All certifications and articulations are tracked in a google doc and shared with districts. Student surveys are given to students at the end of the year to complete. The results are compiled into a presentation with the analyzed data and includes the following question: “By December 31, 2018, which of the following best describes your plans?” The results are presented at staff development each year and each instructor is sent their individual full class survey results. Constant Contact allows us to gather data from students such as their contact email, which is used to follow up with an alumni email blast soon after the end of the school year.

MVROP also sought to finalize and implement an alumni data base program/website to support and connect alumni and it was launched in 2018. Alumni students subscribe to emails and newsletters which include scholarship and job opportunity information. In addition, it includes student success stories and the opportunity for alumni students to share their own personal success story. Success stories collected are posted on various instructor web pages in order to provide some insight for potential future students and used as a marketing tool. In addition, information is available with links to MVROP’s employment resource page which has various job opportunities from businesses and the scholarship page which has scholarship information. All contact information collected from the end of year student surveys are imported into the system followed by an email blast thanking students for choosing to stay connected. Additional email blasts are sent periodically throughout the year in order to share information about featured jobs on our employment resource page, opportunities for alumni students to become advisory members, and encourage alumni to help advertise events such as MVROP’s “Open House”. Average open rates for these alumni email blasts have averaged 37% which is considered successful since the industry average is 24%.

Within the goal of data integrity, MVROP needed to research and create a formal evaluation process for all CTE courses or programs to help determine if programs and course offerings meet or exceed the 11 high quality CTE standards. During the 2017-18 school year staff development, instructors were able to evaluate their courses against the 11 elements of high quality CTE and Program Coordinators used this information to help instructors create goals as part of their instructor evaluation process. A CTE course/program evaluation committee continues to work on creating a course/program evaluation tool, which is still in draft form. MVROP hopes to have the evaluating tool completed by Dec of 2019 and approved by the Governing Council in Spring 2020. The goal is to have the evaluation tool implemented for the 2020-2021 school year. This is an adjustment to the original action plan.

The final key issue identified by MVROP was a regular review of the Action Plan. Program

leadership integrated accreditation and specifically Action Plan activities into the annual Staff development event. Both classified and instructional staff have been assigned to a WASC implementation group. Each group has specific tasks that are directly related to the current action plan. In addition to meeting during the August staff development days, the WASC implementation committee groups meet after staff meetings about twice per year and they are encouraged to communicate in open discussions through electronic means throughout the year. As a result of these activities, adjustments have been made to the action plan since the last self-study. The timelines have been altered to reflect the current ability to complete the key issues. These adjustments will help to focus on accomplishing the 4 goals MVROP has set and to provide ample time to make sure the quality of the outcomes are consistent.

III. Commendations and Recommendations

MVROP is to be commended for the large increase in articulation agreements that resulted from implementation of the College and Career Indicators in 2016. The tasks involved in bringing many stakeholders to the table to agree on articulation of classes and then maintaining dozens of agreements is formidable. These efforts have resulted in opportunities for students to earn college credits in high school, experience the college enrollment process, and gain exposure to a college environment and classes.

The exponential growth of students completing college credits is commendable (from around 500 in 2015-16 to nearly 2500 in 2017-18) on at least two fronts: this supports college bound high school students by completion of credit courses they may have needed as freshman and also provides students that may not be college bound the experience and rigor of a postsecondary course. These students will be well positioned for workforce and/or a non-traditional college entry later in life. Related is the healthy growth of UC a-g course offerings at MVROP (22 in 2015-16 and 35 in 2018-19).

MVROP program has raised the bar (and rigor) of their courses by providing more UC a-g approved courses that serve both college bound students *and* those students that are eager to enter the workforce following secondary completion. With this population, MVROP is to be commended and the Visiting Committee notes the number of industry recognized certifications awarded went from around 750 in 2016-17 to 1300 in 2017-18. This ROP program is working hard to serve multiple demographics that include affluent communities in Fremont with high expectations for high school students to more marginalized communities in New Haven and Newark. As noted previously in this report, one reason for the incongruent growth of enrollment compared to completers is that many high school students are pressured to maintain an advanced placement track and do not have the capacity in their schedule to complete the capstone course or the required 300 hours. MVROP can also 'qualify' the graph that compares enrollment growth versus completers by comparing those students who genuinely attempt to complete, while not including those high achieving students that have no intention of completing and rather are testing the waters or completing electives only through ROP.

The Visiting Committee recommends that MVROP attempt to leverage the momentum garnered from the beginning of year Professional Development and foster staff development through the year. Understanding the logistics of bringing together teachers that may often be bound to professional development responsibilities at their 'home' high schools, there is good reason to work on staff development beyond the fall semester and to motivate teachers to work on best practices year round, regardless of the nature of the

professional development. There is good evidence that teachers are experts in their field and that they are committed to cross program collaboration as noted earlier in this report (i.e. biology students conducting soil experiments in the culinary arts program garden). There would be value in professional development around pedagogy (effective instruction) and supporting learning with teaching accommodations to serve students that range from GATE students to those with special needs.

While there is evidence that MVROP reviews its mission statement and student achievements annually and updates them if needed to reflect the need to train students on the latest technology in CTE, the Visiting Committee recommends that MVROP embrace the change from ESLRs to SLOs and use the language of schoolwide learning outcomes. It is expected that a new presentation of the mission statement and SLOs, designed by students, to be on display in August 2019.

MVROP identifies the key issue of staying current with technology and digital educational tools. MVROP reports the need to re-establish the technology committee and pledges to have a functioning committee holding quarterly meetings by the end of the 2018-19 school year. A version of the technology committee has met on occasion and upgraded the student network agreement and the staff technology equipment checkout sheet. The visiting committee observed state of the art technology tools being used very effectively in classrooms. The committee encourages MVROP to develop the committee with a focus on recognizing the outstanding technology resources in place and developing a technology plan. The plan should focus on identifying technology needs and ways to use technology to support excellent classroom instruction. The Director of Educational Services, along with the Information Technology Manager, will follow-up with this key area.

MVROP developed five WASC committees in August 2016. These committees and the leadership team were responsible for overseeing the progress of the action plan and preparation for the mid-cycle WASC visit. The five committees include: Action Plan Review, Course Evaluation, Mission Statement and ESLRs/ SLOs, Technology, and the Cyber Team. All staff and faculty serve on one of these committees. The visiting team encourages MVROP to maintain these teams and provide time and encouragement in focusing on the action plan in the teams' work as the school enters the second half of the WASC visit cycle and begins to prepare for the full visit in three years.