



HIGH SCHOOL DIPLOMA: A TICKET TO WHERE? San Mateo County's Approach to High School Career Technical Education

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SUMMARY

The school districts in San Mateo County (County) can be proud of their many educational accomplishments. Statistics show that County students regularly perform above the state average in both high school graduation rates and the percentage of graduates who seek higher education. The fact remains, however, that a significant number of students do not pursue post-secondary education and may leave formal schooling without sufficient skills to obtain jobs that provide satisfaction and decent earnings.

The Regional Occupational Program (ROP) is a state program designed to provide career training for high school students who may or may not choose to attend college. The 2012-2013 San Mateo County Civil Grand Jury (Grand Jury) investigated the ROP operated by the County Office of Education (COE) and finds that even though the COE has a functioning career education program available for its high school students, the program inexplicably failed to pursue available federal funding despite having passed a motion to apply for that funding.

The Grand Jury also finds that the COE has the majority of its career technical education (CTE) classes in just two high school districts, and lacks policy-related documentation that is in keeping with recommendations made by both the federal and state governments. To its credit, the program is attempting to develop greater ties with the business community, as well as initiating efforts to convene a "summit" where various ROPs can share best practices.

The Grand Jury recommends that the COE aggressively pursue all avenues of additional funding for the ROP program, consider adding classes in districts that do not have an ROP course offering, and document the critical aspects of ROP policy.

BACKGROUND

What is the outlook today for young people trying to find a job with only a high school education? It is bleak, and has been growing steadily bleaker since the beginning of the recent fiscal crisis. Competition with college graduates, coupled with an ever-increasing need for technical skills, often leaves high school graduates in low-paying, dead-end jobs, as can be seen in the following chart from The Business Journals:¹

¹ <http://www.bizjournals.com/bizjournals/on-numbers/scott-thomas/2012/12/grads-earn-85-more-than-those-without.html>.

State	Completed education with high school diploma (median earnings)	Completed education with bachelor's degree (median earnings)	Increase from previous step	Completed education with graduate or professional degree (median earnings)	Increase from previous step
CA	\$29,073	\$55,210	89.90%	\$77,294	40.00%

Educators place considerable focus on preparing all students for college. The truth is, however, that not all students want or are able to pursue a college education. So where should these students receive the necessary education and training that will prepare them for rewarding, well-paying careers without post-secondary study? Both federal and state governments have addressed this question in ambitious plans and programs discussed below.

The subject of the Grand Jury's investigation is how well the COE has implemented these or other plans in local high schools. The investigation also looked at accountability for program results and the program's effectiveness and efficiency in obtaining the maximum funding available.

METHODOLOGY

Documents

- See the Bibliography.

Site Tours

- The Grand Jury visited the ROP training facility located at 1800 Rollins Road, Burlingame.

Interviews

- The Grand Jury interviewed management representatives from the COE and the ROP.

DISCUSSION

Portrait of a High School Graduating Class

The California Office of Education's Educational Demographics Unit shows for 2008-2009, the most recent year for which data is available, that 74.6% of high school graduates from high schools countywide enrolled at post-secondary institutions.² Unfortunately, there is no published data more recent than the 2008-2009 school year.

² 2008-09 High School Graduates' College Enrollment (Estimated) – State Fiscal Stabilization Fund Postsecondary Indicator C11; California Department of Education, Educational Demographics Unit;

2008-09 Countywide High School Graduates' College Enrollment (Estimated)³

Ethnicity/Race	Total High School Graduates	Number of High School Graduates Enrolled in Postsecondary Institutions	Percentage of Total High School Graduates Enrolled in Postsecondary Institutions
Hispanic or Latino of Any Race	1,439	861	59.8 %
American Indian or Alaska Native, Not Hispanic	17	12	70.6 %
Asian, Not Hispanic	1,441	1,196	83.0 %
Pacific Islander, Not Hispanic	150	89	59.3 %
African American, Not Hispanic	181	119	65.8 %
White, Not Hispanic	2,004	1,625	81.1 %
Two or More Races, Not Hispanic	*	*	*
Not Reported	130	98	75.4 %
Total	5,364	4,001	74.6 %

These data also indicate that a sizable portion of high school graduates--roughly one in four--did not pursue additional education, at least directly out of school. Moreover, this figure does not account for high school dropouts who might otherwise have remained in school had they been offered classes that were more relevant to their skills or interests.

More recent data on graduation rates, for the school year 2011-2012⁴, indicated that 83.3% of County students graduated from high school, compared to 78.5% for the entire state of California. County students had a lower dropout rate than the rest of the State, 11% vs. 13.2%.

Based upon the most recent data for County college enrollment (74.6% for the school year 2008-2009), and the most recent data for County high school dropout rates (11%), there are likely 30-35% of students in the district who either do not graduate high school or do not go on to higher education.

<http://dq.cde.ca.gov/dataquest/sfsf/PostsecondaryIndicatorC11.aspx?cChoice=C11Cnty&cYear=2008-09&TheCounty=41,SAN%5EMATEO&cLevel=County&cTopic=C11&myTimeFrame=S&submit1=Submit>.

³ <http://dq.cde.ca.gov/dataquest/cohortrates/CohortList.aspx?cds=00000000000000&TheYear=2011-12&Agg=T&Topic=Graduates&RC=State&SubGroup=Ethnic/Racial>

⁴ <http://dq.cde.ca.gov/dataquest/cohortrates/CohortList.aspx?cds=00000000000000&TheYear=2011-12&Agg=T&Topic=Graduates&RC=State&SubGroup=Ethnic/Racial>

A national study by Harvard University states that “large numbers [of students] dropped out because they felt their classes were not interesting and they didn’t believe high school was relevant, or providing a pathway to achieving their dreams.”⁵

The Harvard study goes on to say that students leave school for many reasons, including “under-preparation for academic work; financial pressure; competing claims of family and jobs...but certainly a major reason is that **too many can’t see a clear, transparent connection between their program of study and tangible opportunities in the labor market.**” [Emphasis Harvard]⁶ With regard to those who do graduate high school but do not pursue post-secondary education, there would be less concern if high school graduates were well prepared for the workforce and had been trained for meaningful careers. However, the 2008-2012 California State Plan for Career Technical Education states, “as many as 40 % of American public high school graduates are unprepared for both college and work.”⁷

A national study by Rutgers University, dated June 2012, states that only 3 in 10 high school graduates are employed full time.⁸ More alarming is the fact that of those who are employed, almost 9 in 10 are paid by the hour with a median starting wage of \$8.25.⁹ Fifty-six percent of these consider what they do to be “just a job to get by.”¹⁰ Unfortunately, there are no equivalent studies for either California or the County, where the minimum wage is \$8.00 per hour.¹¹

The dismal statistics noted above should not be surprising. Among the least surprised would be legislators and others involved with education at the federal and state level. Over the years, both Congress and the California state legislature as well as the federal and state departments of education have offered a number of proposals, plans, and funding opportunities for CTE. These are discussed in detail below.

What Has Been Done at the Federal Level?

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins Act),¹² provides federal money for career technical education. The Perkins Act provided funding for 2006 through 2012, with school districts required to submit applications¹³ each year. For the 2012-13 school year, the Perkins Act made available a nationwide total of \$43,764,144, with allocations based on U.S. census data. The funds were available for local educational agencies serving grades 9–12 and adults. While it not possible to say with certainty what amount the COE

⁵ Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century, Harvard Graduate School of Education, February 2011, p. 10.

⁶ Ibid, pp. 10-11.

⁷ 2008-2012 California State Plan for Career Technical Education, p.39;
cte.ed.gov/docs/stateplan/CA5YearStatePlan.pdf.

⁸ Left Out. Forgotten? Recent High School Grads and the Great Recession; Carl Van Horn, et.al., Rutgers University, John J. Helrich Center for Workforce Development, June, 2012, p.2.

⁹ Ibid, p.4.

¹⁰ Ibid.p.6.

¹¹ California Minimum Wage 2012, 2013;<http://www.minimum-age.org/states.asp?state=California>.

¹² [http:// www.gpo.gov/fdsys/pkg/BILLS.../pdf/BILLS-109s250enr.pdf](http://www.gpo.gov/fdsys/pkg/BILLS.../pdf/BILLS-109s250enr.pdf).

¹³ http://www.perkins4.org/PERKINS_4_GRANT_APPLN_FORM_2005_July_06_23_05.pdf.

would have received had it applied, the Tulare County Office of Education, which has roughly the same number of grade 9–12 students as does the COE, received \$620,933. This amount, if received by the COE, would have increased its ROP revenue by about 9%.

The County Board of Education at its April 16, 2007, meeting unanimously approved a motion to apply for a \$109,400 Perkins Act grant.¹⁴ That grant was to benefit the adult ROP, being held, at that time, at Sequoia high school. There is no record of any application made to benefit any of the County’s high school programs.

In his 2013 State of the Union address, President Obama urged the formation of school/business partnerships to create jobs for skilled workers, much like what Germany has traditionally done.¹⁵ This signaled a departure from his earlier position that all students should obtain a bachelor’s degree. It remains to be seen how this school/business partnership will be implemented, but the proposal appears to recognize that the “one size fits all” approach to education might not be the best answer.

What Has Been Done at the State Level?

In March 2008, the California State Board of Education approved the California State Plan for Career Technical Education 2008-2012 (State Plan).¹⁶ The purpose of the State Plan was to bring the goals of the Perkins Act to California and to both tailor and broaden those goals to fit the state’s environment and demographics. The State Plan declares in its preface that it “presents a vision for CTE that is both broad and bold, placing the requirements for federal Carl D. Perkins funding within this larger context.”¹⁷

The State Plan added that “CTE is both an educational strategy in its own right and the cornerstone of the state’s workforce development efforts.”¹⁸ The State Plan not only meets the requirements of the Perkins Act but also presents a broad and bold vision for CTE -- one that will catalyze the development of a fully integrated approach to CTE, coordinating and drawing upon multiple funding streams, and embedding CTE within the state’s overall education and workforce development systems to serve the needs of all Californians.¹⁹

What Has Been Done at the County Level?

Locally, the goals of these ambitious CTE programs were to be documented and carried out in conformance with the California Department of Education’s “Instructions and Guidelines for the development of the 2008-2012 Career Technical Education (CTE) - Local Plan.”²⁰ However,

¹⁴ http://www.smcoe.k12.ca.us/BoardofEducation/Documents/Board_Agendas/Minutes041608.pdf, p.4

¹⁵ Obama’s 2013 State of the Union Address; http://www.nytimes.com/2013/02/13/us/politics/obamas-2013-state-of-the-union-address.html?pagewanted=all&_r=0

¹⁶ Op. cit.

¹⁷ 2008-2012 California State Plan for Career Technical Education, Executive Summary, p.1

¹⁸ Ibid, p.3.

¹⁹ Ibid, p.3

²⁰ Instructions and Guidelines for the development of the 2008-2012 Career Technical Education (CTE) Local Plan, California Department of Education; <http://www.cde.ca.gov/ci/ct/pk/documents/localplaninstruct.doc>.

despite these lofty goals, COE could not locate any written policy documentation that responded to the state guidelines, although procedures manuals do exist for teachers and students. It should be noted that current COE and ROP personnel were not involved in this omission.

The County's career technical education activities are conducted through the ROP, also referred to as the Regional Occupation Centers and Programs. The ROP has been in existence for over 40 years, and continues to be the key delivery system for state and county CTE training.²¹ (Note: the state often uses the terms CTE and ROP interchangeably when referring to the career technical education program. Governor Jerry Brown has shown a preference for CTE.)

The County is defined as a "Class III" county, according to Education Code section 1205.²² Individual school districts in Class III counties cannot establish their own ROP programs (per Education Code 52301(b)),²³ which is why the County has a centrally managed program.

The County's ROP comprises numerous courses taught in high schools and at the program's classroom and training facility located at 1800 Rollins Road in Burlingame. State Assembly Bill 2448,²⁴ passed in 2006, required ROPs to shift the emphasis from adults to high school students, with the target of 90% high school students and 10% adults. The County's total enrollment for the last full year reported (2011-12) was 3,425, with 3,183 high school students (93% of total enrollment) and 242 adult students (7%).²⁵

ROP management develops course offerings in concert with recommendations from local school boards, principals, and superintendents in response to the needs and wishes of the local population.

The most popular ROP courses by attendance are in biotechnology, information technology, digital media, and nutrition.²⁶ A list of the spring 2013 course offerings can be found at Appendix A (courses taught on high school campuses) and Appendix B (courses offered at the Burlingame facility).

Currently, state law provides that the maximum number of ROP credits a high school student can obtain is 10 per year, for a total maximum of 40 credits from grades 9-12.²⁷ Beginning in the current school year (2012-13), State Assembly Bill 1330²⁸ allows a student to substitute one ROP course for one course in visual or performing arts or foreign language.

²¹ California Department of Education (<http://www.cde.ca.gov/ci/ct/rp/index.asp>), p. 1.

²² Per discussion with COE management.

²³ Ibid.

²⁴ California Department of Education (<http://www.cde.ca.gov/ci/ct/rp/ab244807summary.asp>).

²⁵ E1 Secondary ROPC Summary Report: 2011-12, E1 Adult ROPC Summary Report: 2011-12; SMC COE.

²⁶ San Mateo County Office of Education: CTE District Courses 2012-13; SMC COE.

²⁷ Per discussion with COE/ ROP management.

²⁸ AB 1300 Assembly Bill – Amended, February 18, 2011, p. 1; http://www.leginfo.ca.gov/pub/11-12/bill_asm/ab_1301-1350/ab_1330_bill_20110902_amended_sen_v92.html.

The state does not mandate that every school offer ROP courses on campus; this is a decision made by each COE's ROP in conjunction with school districts.²⁹ ROP instructors are required to have a minimum of three years of experience in CTE and a recommendation from an approved CTE program sponsor.³⁰ While ROP provides and pays for most of the instructors, some schools hire their own instructors.³¹

ROP Funding

As mentioned previously, federal funding totaling \$43,764,144 was made available to educational agencies throughout the country for the school year 2012-13 through the Perkins Act, but the COE failed to apply for a grant, or lost the paperwork. Consequently, the COE's ROP funding has depended on a combination of fees charged for adult classes and the local property taxes received by the COE.³²

ROP funding for the County for the current school year and the previous three school years is as follows:³³

County ROP Funding

School Year	Property Taxes	Actual Fees	Total
2012/2013 (As of 1/22/13)	\$4,465,388	\$51,313	\$4,516,701
2011/2012	4,465,388	44,724	4,510,112
2010/2011	4,421,161	62,195	4,483,356
2009/2010	5,098,046	191,655	5,289,701

Fees are a combination of course fees paid by adult students and underwriting provided by business partners, e.g., local dentists who directly hire ROP graduates.

Although the state has allowed, "flex funding" (where certain funds designated for other purposes could be used in the years 2009-2015), according to management, the COE has not chosen to reallocate any state funds to or from any program.

Who is Being Served by the County's ROP?

²⁹ Per discussion with COE/ROP management.

³⁰ State of California, Commission on Teaching Credentialing: Designated Subjects Career Technical Education Teaching Credential, Based on SB 1104 – Issued on or after January 1, 2009.

³¹ Per discussion with COE/ROP management.

³² EdSource: Revenue Limits; http://www.edsource.org/iss_fin_sys_revlimits.html.

³³ Board Report: District 60 – SMCOE County Service Fund 01 – General Fund, SMC COE.

In the last full year reported (2011-12), the total number of secondary students enrolled in ROP classes was 3,183. Below is the demographic breakdown of those students:³⁴

Demographics of County ROP Students

Category	Male	Female	Total
American Indian or Alaskan Native	7	9	16
Asian	69	43	112
Black or African American	50	59	109
Hispanic or Latino	355	240	595
Native Hawaiian or Other Pacific Islander	2	10	12
White	459	369	828
Two or More Races	825	686	1511
TOTAL	1767	1416	3183

The Grand Jury noted that a large majority (66%) of the ROP classes offered for School Year 2012-13 are concentrated in two districts, Sequoia Union and San Mateo Union, as shown in the table below.

³⁴ E1 Secondary ROPC Summary Report: 2011-12; SMC COE.

Locations of County ROP Classes

School District	# of Classes Offered	Percent of Total Classes
Sequoia Union HS	136	36%
San Mateo Union HS	111	30%
Jefferson Union HS	70	19%
South San Francisco Unified HS	40	11%
Cabrillo Unified HS	16	4%

As the table shows, five out of six of the County’s high school districts hold at least some ROP classes on site. La Honda-Pescadero Unified, which has only 108 high school students, does not.

According to COE and ROP management, local school boards make the decision whether to offer on-campus ROP classes. Prior to 2006, ROP had a large percentage of adult students, and the Sequoia and San Mateo Union High School Districts hosted many of the classes because of their central location in the County. The majority of classes were held at the centralized facility at 1800 Rollins Road in Burlingame, which began a 3-5 year modernization project in 2006-07.

With the passage of AB2448 in 2006 requiring that 90% of ROP attendees be high school students, a major shift occurred. At that point, local school boards had the opportunity to offer ROP classes on their high school campuses. Sequoia and San Mateo already had the facilities so they continued to offer the majority of the County’s ROP courses.

The Grand Jury learned that many districts with fewer ROP courses would welcome more on-site classes, but they do not have adequate funding or have placed a lower priority on ROP classes when forced to make cutbacks or set limits in response to the 2007 budget freeze.

The Crucial Role of Guidance Counselors

Significantly, the Grand Jury learned from both COE and ROP management that each student’s school guidance counselor plays a critical role in identifying the most suitable courses for each child’s education and career path. Working with both the student and his or her parents, the Guidance Counselor is responsible for ensuring consideration of ROP options. While the Grand Jury did not interview individual guidance counselors, the importance of ongoing, realistic, goal-setting discussions between counselors and their students cannot be understated. As pointed out in the Rutgers study, more than fifty percent of students wish they had been more careful about the courses they took as electives or reported that they should have taken more classes related to preparing for a career.

What is Currently Happening in Sacramento?

During the course of its review, the Grand Jury learned that California Governor Jerry Brown is rethinking the way state educational funds are distributed to schools.³⁵ The Governor has proposed a Local Control Funding Formula (LCFF), which will replace the existing system with a new funding formula. This new formula places much greater power at the local level in deciding how education dollars are spent.

Since the passage of Proposition 98 in 1988, through the onset of flex funding in 2009, part of the education funds distributed by the state went to roughly 60 categorical programs such as ROP, that were mandatory for each county or district. The Governor's initial state budget proposal for 2013-14 eliminated the majority of categorical programs, including Regional Occupation Centers and Programs.

The most recent iteration of the State's FY2013-14 budget, delivered on May 14, 2013,³⁶ proposes to maintain funding for ROPs at the current level for the next 10 years for 12 counties in the state, of which the County is one.³⁷ This will be accomplished by folding these funds into the counties' LCFF distribution. This will, nonetheless, still allow the possibility of the funds being used for other purposes.

Assembly Bill 288³⁸ and Senate Bill 69³⁹ were recently introduced. These bills have as their goals a modification of how LCFF will be formulated.

At the County level, hearings to decide which programs will be retained and which will be eliminated in the 2013-2014 COE budget began in mid-May 2013. Interested citizens and groups can attend the open meeting of the COE to voice their opinions regarding this matter. The meeting schedule can be found at:

http://www.smcoe.k12.ca.us/BoardofEducation/Documents/Board_Agendas/12-13BoardMeetingSchedule.pdf.

FINDINGS

- F1. The COE should have documented ROP policies and procedures that conform to those recommended by the state.
- F2. Failure by the COE to seek a federal grant for career technical education funds for the high school program may have cost the County additional funding for ROP.

³⁵ The 2013-14 Budget Restructuring the K-12 Funding system;
www.lao.ca.gov/analysis/2013/education/restructuring-k12-funding/restructuring-k12-funding-022213.aspx.

³⁶ <http://www.ebudget.ca.gov/2013-14/pdf/Revised/BudgetSummary/Kthru12Education.pdf>

³⁷ Per COE management, these 12 counties are allowed to use excess property taxes for this purpose per the state Education Code. These counties are: Marin, Napa, Riverside, San Diego, Santa Barbara, Sonoma, Stanislaus, Santa Clara, San Mateo & Placer. San Luis Obispo and Monterey have excess property taxes but they don't run an ROP

³⁸ http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB88

³⁹ http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb_0051-0100/sb_69_bill_20130528_amended_sen_v95.pdf

- F3. County high school students would benefit from having ROP classes more geographically dispersed throughout the County, as the majority of ROP classes taught on campuses take place in only two school districts.
- F4. Guidance counselors play a critical role in identifying the most suitable courses for each child's education and career path.
- F5. The ROP would benefit from additional underwriting of its courses by the business community.

RECOMMENDATIONS

The Grand Jury recommends that the County's *Office of Education* do the following:

- R1. Direct Staff to document the fundamental policies for its ROP. The following topics, mentioned in the Instructions and Guidelines for the development of the 2008-2012 Career Technical Education (CTE) Local Plan, California Department of Education, should be considered:
 - Evaluation of program success
 - Accountability, and continuous improvement
 - Leadership at all levels
 - High-quality curriculum and instruction
 - Career exploration and guidance
 - Student support and student leadership development
 - Industry partnerships
 - System alignment and coherence
 - Effective organizational design
 - System responsiveness to changing economic demands
 - Skilled faculty and professional development
 - CTE promotion, outreach, and communication.
- R2. Take advantage of all ROP-related funding opportunities made available through the state and federal governments.
- R3. Aggressively pursue potential underwriters for ROP courses.

The Grand Jury recommends that each County *High School District and Unified School District* do the following:

- R4. Work with the COE to add ROP classes to its on-campus curriculum or document its reasons for not having such classes on campus.
- R5. Require that each guidance counselor in high school districts that offer ROP courses be required to confirm they have considered discussing ROP classes as part of each student's coursework.

REQUEST FOR RESPONSES

Pursuant to Penal code section 933.05, the Grand Jury requests the following to respond to the foregoing Findings and Recommendations referring in each instance to the number thereof:

- San Mateo County Office of Education
- The individual high school districts and unified school districts in San Mateo County

The governing bodies indicated above should be aware that the comment or response of the governing body must be conducted subject to the notice, agenda, and open meeting requirements of the Brown Act.

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http://www.perkins4.org/PERKINS_4_GRANT_APPLN_FORM_2005_July_06_23_05.pdf.

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2008-2012 California State Plan for Career Technical Education, California Department of Education, 2008, p.54; cte.ed.gov/docs/stateplan/CA5YearStatePlan.

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www.cde.ca.gov/ci/ct/pk/documents/localplaninstruct.doc.

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California Department of Education (<http://www.cde.ca.gov/ci/ct/rp/ab244807summary.asp>).

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Reports issued by the Civil Grand Jury do not identify individuals interviewed. Penal Code Section 929 requires that reports of the Grand Jury not contain the name of any person or facts leading to the identity of any person who provides information to the Civil Grand Jury.
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APPENDIX A

San Mateo County Office of Education
CTE DISTRICT COURSES
 2012 – 2013

INDUSTRY SECTOR	C U C S D	JUHS D				SMUHS D					SSFUS D			SUHS D				Class Sections Offered				
	Half Moon Bay	Jefferson	Oceana	Terra Nova	Westmoor	Aragon	Burlingame	Capuchino	Hillsdale	Mills	Peninsula	San Mateo	Baden	El Camino	So. San Francisco	Carlmont	Menlo-Atherton		Redwood	Sequoia	Woodside	
Agriculture and Natural Resources																						
Ag Environmental Science	2																					2
Agricultural Biology	2																					2
Environmental Science 1/2						1																1
AP Environmental Sci 1/2						2																2
Arts, Media & Entertainment																						
Art 2-8											1											1
Art 3-6											1											1
Art 3D 1-2											2											2
Art Multimedia 1-2											2											2
Multimedia											1											1
Art Multimedia 1							1															1
AP Studio Art											1											1
Art of Video1									1													1
Art of Video 1-2							1															1
Art of Video Adv.							1															1
Audio Production I								2													3	5
Audio Production II																					1	1
Animation	1															1						1
Adv. Animation																					1	1
Computer Animation																2						2
Academy Computer Animation															4	2						6

San Mateo County Office of Education
CTE DISTRICT COURSES
 2012 – 2013

INDUSTRY SECTOR	C C C C C D																		Class Sections Offered		
	Half Moon Bay	JUHSD				SMUHSD						SSFUSD			SUHSD						
		Jefferson	Oceana	Terra Nova	Westmoor	Aragon	Burlingame	Capuchino	Hillsdale	Mills	Peninsula	San Mateo	Baden	El Camino	So. San Francisco	Carlmont	Menlo-Atherton	Redwood	Sequoia	Woodside	
Building Trades and Construction																					
Adv. Small Gas	3																				3
Beginning Wood	1																				1
Advanced Wood	1																				1
Construction 1											3										3
Woods													3								3
Wood I																4			3		7
Woods II/III																		1			1
Wood 1 & 2		2																			2
Woods 1 - 4															1						1
Wood Tech 1				3	3																6
Wood Tech 2					1																1
Wood Tech 3					1																1
Wood Tech 2 & 3				1																	1
Woodworking										2											2
Education, Child Dev. & Family Services																					
Child Development							3	2	4	1	1										11
Personal Finance				1																	1
Principles in Early									1												1
Energy & Utilities																					
Grn Career Tech I-P																			2		2
Grn Career Tech II-																			2		2
Grn Career Tech III-																			2		2
Sustainable Energy								1													1
Engineering and Design																					
Architectural Design									1												1
Architectural Design							3														3

San Mateo County Office of Education

CTE DISTRICT COURSES

2012 – 2013

INDUSTRY SECTOR	C U S D																Class Sections Offered				
	Half Moon Bay	JUHSD				SMUHSD					SSFUSD			SUHSD							
	Jefferson	Oceana	Terra Nova	Westmoor	Aragon	Burlingame	Capuchino	Hillsdale	Mills	Peninsula	San Mateo	Baden	El Camino	So. San Francisco	Carlmont	Menlo-Atherton	Redwood	Sequoia	Woodside		
Hospitality, Tourism and Recreation																					
Culinary Arts																					6
Foods 1	1				1	1	1	1				1				2		3			9
Foods II																1		1			2
Food & Nutrition	2	2	3	5	4	2													5		23
Advanced Foods			1	1																	2
FEAST						2															2
Foods & Nutrition I										3											3
Home Economics										1											1
Hotel and												1	2								3
Nutrition									4												4
Nutrition 1-2					2						3										5
Information Technology																					
AP Computer Science																			1		1
Comp Apps I															2	2		6			10
Computer Concepts	4		3	2																	9
Computer				3																	3
Computer				1																	1
Computer																4			2		6
Computer																			2		2
IB ITGS																		1			1
Java Programming																		1			1
NovaNet															6						6
Industrial Arts																					

APPENDIX B

San Mateo County Office of Education
 Regional Occupational Program
 1800 Rollins Road
 Burlingame

Classes at a Glance
 2012 – 2013

D - Laboratory Science
 F - Visual & Performing Arts
 G - Elective

INDUSTRY SECTOR	1800 Rollins Rd., Burlingame	Credits	Duration	Class Sections Offered	UC/CSU Approved a-g Eligibility	Articulation Agreements
Arts, Media & Entertainment						
Animation/Graphic Arts		10	2	5	X	
Art & Multimedia		10	2	2	X	
Computer Animation I		10	2	1		
Computer Animation II		10	2	1		
Advanced Animation		10	2	1	X	
Digital Media & Animation I/II		10	2	1	X	
Digital Photography		10	2	13	X	
Journalism		10		1		
Video Production I/II		10	2	4	X	X
Web-based Media & Design I		10	2	6	X	X
Web-based Media & Design II		10	2	2		
Education, Child Dev. & Family Services						
Child Development I/ II		10	2	10	X	X
Principles in Early Education		10	2	1	X	X
Engineering & Design						
Architectural Design		10	2	5	X	
Construction Technology		10	2	2		
Engineering Technology		10	2	2	X	
Exploring Technology		10	2	3		
Engineering Robotics		10	2	2		
Wood Fabrication		10	2	1		
Finance & Business						
Business Office Careers	X	5/10	1-2	5		X
Computer Applications				1		

Comp. Acctg/QuickBooks Pro	X	5/10	1-2	2		X
Computer Concepts		10	2	2		
Computer Foundations		5	1	2		
Personal Finance		10	2	1		
Health Science & Medical Technology						
Biotechnology 1-2		10	2	11	X	
Biotechnology 3-4		10	2	5	X	
Biotechnology Services • (Summer)		10	1	1		
Biotechnology Research		5	1	1		
Dental Assisting	X	15	1	1		
Dental Occupations	X	10	1	1		
Insurance Billing and Coding	X	10	1	2		
Medical Admin. Assistant •	X	10	1	3		X
Medical Health Care Careers		10	1	2		
Hospitality, Tourism & Rec.						
Culinary Arts 1 - 2		10	2	5		
FEAST Program 1 - 2		10	2	2		
Hotel & Hospitality Services •		5	1	3		X
Marketing, Sales & Service						
Supervisor/Manager Training		5	1	1		
Transportation						
Auto Body Rep. & Refinishing	X	10	1-2	3		
Auto Specialist		10	1-2	6		X

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- Course offers internships

Issued: August 1, 2013

SEQUOIA UNION HIGH SCHOOL DISTRICT

480 JAMES AVENUE, REDWOOD CITY, CALIFORNIA 94062-1098

ADMINISTRATIVE OFFICES (650) 369-1412

BOARD OF TRUSTEES

CARRIE DU BOIS
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SUPERINTENDENT

September 12, 2013

Honorable Richard C. Livermore
Judge of the Superior Court
c/o Charlene Kresevich
Hall of Justice
400 County Center, Second Floor
Redwood City, CA 94063-1655

Re: Grand Jury Report: "High School Diploma: A Ticket to Where? San Mateo County's Approach to High School Career Technical Education"

Dear Judge Livermore:

This letter is in response to the Civil Grand Jury Report, "High School Diploma: A Ticket to Where? San Mateo County's Approach to High School Career Technical Education (CTE)." This report was sent out to all San Mateo County school districts and, per statute, each school district needs to respond to the report.

Response of the Sequoia Union High School District

Findings

- F1. Not applicable—pertains solely to the County Office of Education
- F2. Not applicable—pertains solely to the County Office of Education
- F3. The Sequoia Union High School District agrees that there should be ROP (Regional Occupational Program) classes offered throughout the county. The district wishes to point out that under the LCFF (Local Control Funding Formula) the county office of education no longer funds ROP sections in the Sequoia Union High School District and that all ROP/CTE classes offered at its schools are entirely self-funded with local property tax dollars.
- F4. The district agrees that guidance counselors play a critical role in identifying the most suitable courses for each student. The Sequoia Union High School District took action to restore the fifth guidance counselor position at each high school that had been previously cut through state reductions in categorical programs.
- F5. The district agrees that the ROP program would benefit through greater involvement of the business community. The SUHSD is seeking to work with the County Office of Education and other high school and unified districts to coordinate and support outreach efforts to the business community.

Recommendations

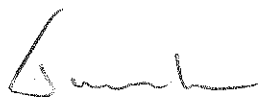
- R1. Not applicable—pertains to the County Office of Education
- R2. Not applicable—pertains to the County Office of Education
- R3. Not applicable—pertains to the County Office of Education

Hon. Richard C. Livermore
September 12, 2013
Page 2

- R4. The Sequoia Union High School District absorbed the cost of retaining the 23 ROP sections formerly funded by the San Mateo County Office of Education. The district formed a task force last spring to develop a district vision and plan for Career Technical Education. The work of the task force will continue in the 2013-14 school year.
- R5. Guidance counselors in the Sequoia Union High School District are well informed of the ROP/CTE sections available at their sites and make appropriate recommendations to students. The district maintains a ten credit graduation requirement in Career Technical Education and this is reviewed with every district student.

The Sequoia Union High School District Board of Trustees approved this response to the San Mateo County Civil Grand Jury at its meeting on September 11, 2013.

Respectfully,



James Lianides, Ed.D.
Superintendent

c: Board of Trustees