East San Gabriel Valley

Regional Occupational Program & Technical Center

Educate, Empower, Employ

Postsecondary Supplement to the COE/WASC Self-Study Report

April 23 – 26, 2018

Western Association of Schools and Colleges WASC

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EAST SAN GABRIEL VALLEY ROP/TC

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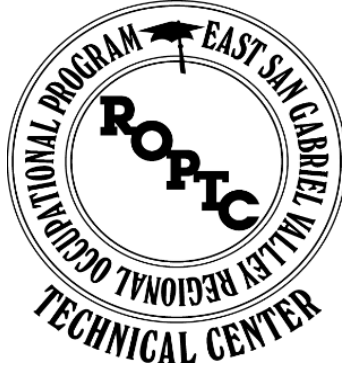
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East San Gabriel Valley Regional Occupational Program
and Technical Center

Presents to the:

Accrediting Commission for Schools

Western Association of Schools and Colleges

WASC Progress Report
and
WASC Postsecondary Supplement
to the
COE/WASC Self-Study Report
April 23-26, 2018

Dr. Sherryl Carter, Superintendent

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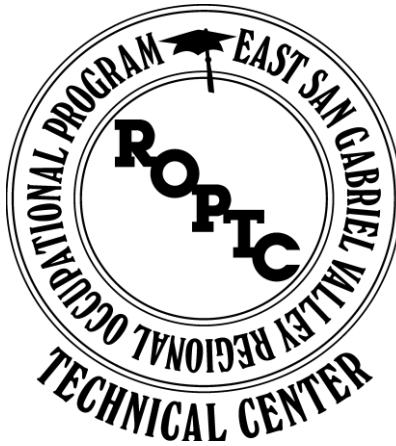
EAST SAN GABRIEL VALLEY ROP/TC

PROGRESS REPORT

2012-2018

East San Gabriel Valley ROP/TC
1501 Del Norte Street
West Covina, CA 91790

Accrediting Commission for Schools
Western Association of Schools and Colleges

Significant Changes and Developments

I: Significant Changes and Developments

Description of significant changes and/or developments since last WASC visit (program additions, staffing changes, student enrollment changes)

Significant Changes and Developments Impacting Funding:

Resolution to fund ESGVROP/TC Programs: When ROPs were folded into the Local Control Funding Formula, the Governor mandated a Maintenance of Effort (MOE) for the 2013-2014 and 2014-2015 school years that required school districts maintain 2012-2013 funding levels for ROP programs. In preparation for the MOE's sunset on June 30, 2015, the ESGVROP/TC Superintendent, Deputy Superintendent, and CFO met with the ROP's Joint Board of Management to present various options on how to proceed at the conclusion of mandated funding. At the conclusion of these meetings, the ESGVROP/TC Board unanimously voted to modify the JPA agreement to continue to fund ROP classes at current levels. Subsequently, the seven districts served by ESGVROP/TC passed resolutions confirmed the ROP Board's decision. These modifications to the JPA agreement ensure that ESGVROP/TC will continue to provide high quality CTE programs for its districts.

While large numbers of high school students in the seven districts continue to receive ROP services, there have been changes (since 2012) in the manner these ROP/CTE courses are being delivered:

- The majority of high school ROP courses are now being offered at the high schools, while fewer numbers of high school ROP students are attending ROP classes at the ROP Del Norte Center.
- This shift of high school ROP attendance away from the Center towards attending ROP classes at the high schools was in large part caused by the elimination of most ROP bussing services between the high schools and the ROP center. The bussing service was eliminated due to the reduction of funding when the Flex funding was implemented back in 2011.
- The other prevailing reason for re-locating high school ROP courses back at the home campuses was due to the increased emphasis on high school career pathways, funded by the Career Technical Education Incentive Grant (CTEIG). ROP courses provide the capstone courses for most high school career pathways, and in some cases, provide the concentrator classes of a pathway as well.
- In April 2014, ESGVROP/TC was awarded a Youth Career Connect (YCC) grant by the U.S. Department of Labor. Funding was awarded to ESGVROP/TC by the Irvine Foundation to provide resources to expand the existing work-based learning (WBL) to a larger regional program with additional work-sites, transportation, and additional instructors in pedagogy. This grant has been serving 5 high schools within the JPA (four comprehensive and one alternative school). This grant has also infused the ROP classes into career pathways at the funded high schools.
- While the largest numbers of high school ROP students are attending the ROP classes at their home high schools, significant numbers of high school students still attend capstone classes at the Del Norte site after school from 3 PM to 5 PM. **In 2016-17, 237 high school students attended afterschool capstone classes at the Del Norte ROP Center.**

- **The following Career Pathways have been established at the District High Schools:**

PATHWAYS

SECTOR:	AGRICULTURE AND NATURAL RESOURCES

Pathway	*High School*
Agriscience	Covina High School

SECTOR:	ARTS, MEDIA, AND ENTERTAINMENT

Pathway	*High School*
Design, Visual and Media Arts	Charter Oak High School
	Diamond Bar High School
	Fairvalley High School
	West Covina High School
Performing Arts	Covina High School
	Diamond Bar High School
Production and Managerial Arts	Baldwin Park High School
	Diamond Bar High School
	Edgewood High School
	Glendora High School
	Sierra Vista High School
Game Design and Integration	Edgewood High School

SECTOR:	BUILDING AND CONSTRUCTION TRADES

Pathway	*High School*
Cabinetry, Millwork and Woodworking	Diamond Bar High School

SECTOR:	BUSINESS AND FINANCE

Pathway	*High School*
Business Management	Arrow High School

SECTOR:	EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES

Pathway	*High School*
Child Development	Arrow High School
	Baldwin Park High School
	Sierra Vista High School
	Walnut High School
	West Covina High School

SECTOR: ENGINEERING AND ARCHITECTURE

Pathway	*High School*
Architectural Design	Diamond Bar High School
	Glendora High School
	Walnut High School
	West Covina High School
Engineering Technology	West Covina High School

SECTOR: FASHION AND INTERIOR DESIGN

Pathway	*High School*
Fashion Design and Merchandising	Azusa High School

SECTOR: HEALTH SCIENCE AND MEDICAL TECHNOLOGY

Pathway	*High School*
Patient Care	Baldwin Park High School
	Charter Oak High School
	Coronado High School
	Covina High School
	Diamond Bar High School
	Edgewood High School
	Gladstone High School
	Sierra Vista High School
	Walnut High School
	West Covina High School

SECTOR: HOSPITALITY, TOURISM, AND RECREATION

Pathway	*High School*
Food Service and Hospitality	Charter Oak High School
	Gladstone High School

SECTOR: INFORMATION AND COMMUINCATION TECHNOLOGIES

Pathway	*High School*
Software Systems and Development	Baldwin Park High School
	Charter Oak High School
	West Covina High School

SECTOR: MARKETING, SALES, AND SERVICE

Pathway	*High School*
Marketing	Azusa High School

SECTOR:	PUBLIC SERVICES

Pathway	*High School*
Public Safety	Diamond Bar High School
	Edgewood High School
	West Covina High School

SECTOR:	TRANSPORTATION

Pathway	*High School*
System Diagnostics, Service and Repair	Azusa High School
	Baldwin Park High School
	Gladstone High School

Enrollment of ROP Students by District

District	School Year 2016- 2017
Azusa USD	992
Baldwin Park USD	865
Charter Oak USD	539
Covina Valley USD	756
Glendora USD	365
Walnut Valley USD	1,626
West Covina USD	1,791
Total Students Per Year	6,934

Significant Changes and Development in Staffing:

Because of the flat levels of funding, coupled with increased costs of operation, the result was fewer dollars to provide program services.   In order to maintain the same level of instructional programs, ESGVROP/TC significantly reduced its administrative staffing:

The following positions have been eliminated as of January 2018:

#	job title	terminated
1	Director Curr. & Instruct	8/31/2017
1	Student Services Advisor	8/1/2017
1	YCC-Case Manager	7/31/2017
2	Instr Aide/Hrly Asl	6/8/2017
1	Student Store Cashier	5/31/2017
1	Student Outreach Liaison	2/10/2017
1	Counselor Alt Ed Ycc	11/18/2016
1	Instr Aide/Hrly Asl	8/10/2016
1	Student Services Clerk	3/31/2016
1	Dean Of Student Svcs Tosa	8/28/2015
1	Student Services Advisor	6/30/2015
1	Director Post-Secondary	6/30/2015
1	Custodian I	4/30/2015
1	Academics Office Asst	4/30/2015
1	Instr Aide/Hrly	4/30/2015
1	Career Placement Spc	3/9/2015
1	Copy System Operator/Hrly	3/2/2015
1	Lead/Counselor	1/1/2015
1	Admissions Representative	1/1/2015
1	Veterans Outreach Recruit	9/18/2014
1	Attendance Clerk	8/22/2014
1	Quality Assurance Spec	8/18/2014
1	Inst Aide/Hrly Med Asst	8/18/2014
1	Inst Aide/Hrly Nurs Assis	8/18/2014
1	Clerical Aide	8/18/2014
1	Assessment Proctor	8/18/2014
1	Program Facilitator Hs	6/30/2014
1	Computer Tech II	6/30/2014
1	Attendance Clerk/Hrly	6/30/2014
1	Inst Aide/Monthly	5/31/2014
1	Inst Aide/Hrly Computer	4/17/2014
1	Financial Aid Specialist	10/25/2013
1	Clerk Typist II	10/9/2013
1	Inst Aide/Hrly Health Sci	8/31/2013
1	Clerical Aide	6/12/2013

  6 Admin/Leadership
30 Support Staff

The job duties associated with the eliminated positions have been redistributed among other leadership personnel.   Administrative Leadership positions remain at levels that are capable of adequately

supervising programs. Current Administrative positions include: Superintendent, Deputy Superintendent, Chief Business Official, Director of Human Resources, three instructional supervisors, Work Based Learning Coordinator, YCC Program Manager, Perkins Coordinator, Medical Assisting Director, EMT Program Director, CNA Program Director, Alternative Education Counselor.

ESGVROP/TC secured a CTE Teach Mentoring Grant that provides funding to support the teacher-mentoring program. Since the implementation of the mentor program in 2012, a total of 25 mentors have been selected and approved. Mentors receive training on the documentation and mentor requirements during orientation training sessions and one-on-one training sessions. Administrative support is dedicated to monitor and evaluate the mentoring process and ensure documentation is submitted once a semester.

A total of 121 new teacher candidates have been and/or are currently supported by a mentor. Of those 121 teacher candidates, 39 teachers have successfully completed the mentoring program and cleared their preliminary teaching credentials.

Significant Changes to Program 2012-2018:

Global Best Awards from the International Partnership Network (2014): ESGVROP/TC was honored by the International Partnership Network as Thematic Winner – North America in Science, Technology, Engineering and Mathematics. At the awards ceremony, ESGVROP/TC was given a second award as the World Wide Thematic Winner in Science, Technology, Engineering and Mathematics for its high school programs. These awards were foundational in securing additional funding through the Youth Career Connect (YCC) grant for program development in STEM careers. In 2017, the South Bay Work Force board recognized the ESGVROP/TC training programs in Medical Assisting, EMT, CNA and Phlebotomy for outstanding high job placements.

Additional UC "a-g" courses approved:

As of 2017-18, ninety ESGVROP/TC courses have been approved for UC A-G courses credit. This total is up from a total of 31 courses in 2012. Of these courses, 7 are in Social Sciences, 20 are in English Language Arts, 10 are in Mathematics, 16 are in Laboratory Science, 6 are in Languages other than English, 10 are in Visual and Performing Arts, and 18 are in electives.

Significant numbers of these UC "a-g" classes contain work-based learning components giving the student opportunity to contextualize academic standards and recognize the significance of mastering academic competencies for "real life" application. Districts use ESGVROP/TC UC approved classes to complete their sequence of courses for Perkins, expand their master schedule, and to provide a wider variety of classes for university bound students.

All high school programs internally articulated to Postsecondary Division programs: The articulation of ROP High School classes to the ESGVROP/TC Postsecondary Division provides students with a valuable opportunity for accelerated professional certification, educational advancement, and career development. In addition to internal articulations, ESGVROP/TC also articulates its classes to numerous colleges and universities in Southern California. Below is the 2017-18 list of ESGVROP/TC articulations:

ESGVROP/TC Articulation Agreements with Multiple Colleges

2017/2018

Charles Drew University

Medical Assisting, Nurse Assistant, Emergency Medical Technician (Pending)

Mt. San Antonio College:

Accounting / Business	**Industrial Design and Engineering**
Administration of Justice 1 & 3	**Kinesiology (Sports Medicine)**
Administration of Justice 1 & 3	**Microsoft Office Specialist**
Computer Information Systems	**Medical Terminology**
Electronics/Robotics	**Photography**

Engineering and Architecture

Mt. Sierra College:

AAS General Education	**Bachelor's Degree**
Business Administration	**Game Arts & Design**
Digital Video & Visual Effects	**Information Technology**
Photography	**Telecommunications**

National Polytechnic College:

Medical Assisting

Pacific Oaks College:

Child Development/Human Development   Associates, Bachelors, and Masters Programs

Rio Hondo College:

Automotive Technology   (Pending)   Computer Aided Drafting/Design CADD (Pending)

Union Institute

Child/Human Development	**Criminal Justice**	**Bachelors of Science**

Pharmacy Technician

Transition Night: ESGVROP/TC provides WorkAbility and conventional internships for students with Individualized Education Plans (IEPs) that recommend the instructional strategy. Since 2012, in collaboration with school districts, the ESGVROP/TC and San Gabriel/Pomona Regional Center has annually provided a resource fair for students with disabilities to assist them transition into life after high school. Over 50 vendors and 200 students and their families participate in this event each year. All students are highly motivated by community involvement and work-based learning; students benefit immensely by the visible support and personal interaction of these partnerships activities making them a valuable instructional resource.

INCREASED EMPHASIS ON WORK-BASED LEARNING:

Through funding provided by **Irvine Foundation (2014-2017) a study was initiated** to measure the effectiveness of the ESGVROP/TC region-wide work-based learning infrastructures by: a) using the ESGVROP/TC JPA to coordinate regional WBL opportunities, b) providing employer mentors and, c) providing WBL specialists who are professionals in the field. Expected outcomes included:

1. Increased numbers of work-based learning sites and employer mentors. Business partners have increase from 320 before implementation to a current level of 415.
2. Increased numbers of students who have work-based learning opportunities.
3. Increased numbers of UC "a-g" courses being taught at high schools. The list has been expanded to over 50 fully integrated CTE courses
4. Increased numbers of CTE instructors who use work-based learning in their curricula
5. Increased numbers of academic teachers who are trained to infuse work-based learning into their integrated curricula.

Data were collected on more than 4,000 students attending the 21 different high schools in the seven school districts. These were students in Career and Technical Education (ROP/CTE) pathways for which at least one of five surveys was completed by or for them: 1) Student Satisfaction Survey 2) Department of Labor "Work Readiness Tool" completed by each student's work site supervisor; 3) Parent Satisfaction Survey; 4) Telephone Follow-Up Survey, only for high school graduates; 5) Transcript survey (completed by the school counselor).

KEY OUTCOMES DIRECTLY RELATED TO THEIR WORK-BASED LEARNING

- Participants' student grade point averages rose by nearly half a grade point (0.48) from grades 10 to 12.
- Employers rated WBL students more highly in "appearance", "response to supervisor", and "teamwork", with lower rated scores in "initiative," "problem solving", and "creativity".
- Students who work more hours tend to get higher WRT performance scores
- Nearly all students believed that their parents expected them to complete a four-year college degree.
- When asked if their child had a Career Plan, 89% of parents reported that the child did have a plan. But 33% were unsure about whether the plans articulated goals and only 16% were aware if counselors had made changes in the plans.
- 47% of parents did not know if their child's plan helped with course selection and 67% could not say whether it helped in meeting developmental benchmarks.
- 74% of parents were able to report that their children had access to career path counseling.
- Career Path counseling services were most widely recognized and judged by 78% to be "helpful" to "very helpful".

- Parental satisfaction exceeded expectations, on overall   program services and getting quality job training.
- Off-campus WBL experiences tended to be more positively valued as being part of classes preparing students for their future job.
- Those having on-campus WBL experiences have higher ambitions for their education than those having off- campus WBL experiences.

The Following were key recommendations resulting from the study:

Recommendation: Career pathway instructors should consider introducing scenarios and other learning situations where students can learn how to take initiative in problem solving   and creativity even when they are in entry-level positions. This type of learning could be reinforced not only   in the classroom but also by the worksite supervisor, with support from the Intermediary's Work Based Learning Specialist or career counselor.

Recommendation: Additional and ongoing professional development should be offered to pathway teachers, to build their skills in differentiating instruction in a manner that allows for a variety in different student pace of learning. Additional research should also be conducted that measures the effectiveness of such training in the actual differentiation of teaching practices within the career path classrooms.

STAFF DEVELOPMENT CHANGES OCCURRING AS A RESULT OF THIS STUDY: Beginning in the Fall of 2017, ESGVROP/TC instructors were given specific Professional Development based on the outcomes of the Irvine Foundation Study: Staff development has included: 1. A Power Point Presentation on the results of the Irvine Study, 2. A Professional Development Activity on problem solving, creativity, and projected based learning conducted by two instructors who have demonstrated expertise in these areas, 3. A problem solving activity involving all instructors whereby they generated ideas, activities and projects that would assist their students in increasing their levels of creativity, and problem solving while in their work based learning environments.

STAFF DEVELOPMENTS ON COMMON CORE: Each year, resources are allocated for Staff Development. Much of the staff development as focused on Work Based Learning (see above), Career Pathway Development.   An additional primary focus has been the implementation of Common Core State Standards. Experts in the field were brought in to work with staff to identify within their curricula where Common Core Standards are taught. Instructional supervisors work with staff in industry sector meetings to develop lessons that specifically address a broad base of academic Common Core Standards that are reinforced by CTE instruction.

YOUTH CAREER CONNECT (YCC) GRANT

In April of 2014, the ROP was awarded the Youth Career Connect Grant from the U.S. Department of Labor. The Youth Career Connect Grant was designed to serve students in economically disadvantaged communities in the San Gabriel Valley. The funding from the grant has allowed ESGVROP/TC to create and enhance career pathways in smaller learning communities which prepare students with the academic and CTE skills necessary to complete a rigorous academic and career technical program in STEM careers that are currently being held by H1B visa employees.

Due to the demographic requirements of the grant, the participating schools that qualified as an entire campus are: Baldwin Park High School, Sierra Vista High School, Gladstone High School, Covina High School and the ESGVROP/TC Community Day School (Margett Pathway Academy).

The Youth Career Connect Grant funding has allowed the organization to provide additional services such as: additional articulation services through Mt. San Antonio College, increased externship opportunities, field trips, transportation services, and student Summer Youth employment. All districts benefit from additional transportation services, which increase work-based learning opportunities. The grant is funded through June 30, 2018. Since its **inception the YCC grant has provided career pathway services to 1541 students.**

DESCRIBE THE IMPACT THESE CHANGES HAVE HAD ON THE SCHOOL AND/OR SPECIFIC CURRICULAR PROGRAMS:

Resolution to Fund ESGVROP/TC Programs: In a time when many ROP have closed their doors, the agreement of the Joint Powers Agency's districts to continue to pass through funding means that the ESGVROP/TC continues to operate and serve its seven districts with high quality CTE classes.

Reduced availability of resources; Reduction of leadership positions in response to declining revenue and expansion of duties for existing leadership personnel: Changes that followed a decline in revenue were kept as far away from the classroom as possible, the greatest impact of was the reduction of leadership positions. (See the list of eliminated positions on page 8 of this report).

Additional Revenue and Resources /Grants: ESGVROP/TC has always understood the major impact of revenue sources on instructional program and, with that in mind, only sought out and applied for those resources that support the organizational Mission and the student learning outcomes valued by our districts. The additional funding for Work-based Learning (WBL) (Irvine Foundation); the additional funding for developing and enhancing career pathways (CTEIG and YCC) all precisely fit those requirements. The total CTEIG dollars from 2015 through 2019 are $11,100,594. The YCC funding for 2014 through 2018 is $4,499,251.00. A new Department of Rehabilitation Grant entitled "We Can", provides funding for special education students transitioning from school to employment

In a time of dwindling resources and program cuts, additional funding from the Youth Career Connect Grant, the CTEIG Grant, and the Irvine Foundation grant all allow the ESGVROP/TC to: 1) expand and improve its work-based learning instruction, 2) increase student access to pathways, 3) increase the number of training sites, 4) and provide business mentor and educator training.

ESGVROP/TC secured a CTE Teach Mentoring Grant that provides funding to support the teacher-mentoring program. The expansion of the mentor program has given the organization better opportunities to match teachers with mentors. The success of the mentoring program not only impacts teachers but ultimately positively impacts the students. The districts that the ROP serves state how pleased they are with the outcomes of the program.

Presentations to Districts on How CTE Instruction Supports Student Mastery of Common Core Standards: ESGVROP/TC Leadership made presentations at district high schools on how CTE supports

student mastery of Common Core State Standards. Informational presentations to districts such as these make visible the role of ROP CTE instruction in meeting the goals and benchmarks of State and Federal mandated programs.

II: Ongoing School Improvement

Describe the process of engagement of all stakeholders in the review of student achievement data and the implementation/monitoring of the Action Plan

Describe the process used to prepare the progress report

As current Deputy Superintendent, Dr. John Smith is responsible for the accuracy of the content of the report, and the updating, planning, implementation, and monitoring of the Action Plan. WASC team members, including Dr. Sherryl Carter, Dr. Laurel Adler, Ms. Lil Walker, Ms. Judy Gilleland, Ms. Colleen Crawford, Ms. Stacy Arrieta, Ms. Annet Johnson, Ms. Denise Peterson, and Ms. Leticia Covarrubias all contributed to the writing of this Progress report. The team first examined the third year progress report, and then determined: 1) areas that needed updating, 2) New projects and activities that were initiated after the third year progress report, and 3) any additional changes that had occurred both since the last visit in 2012, and since the third year progress report in 2015.

Key leadership team members were provided a preliminary draft of the Progress Report and asked to evaluate it for completeness and readability. They were also asked to suggest changes and additions to the document.

Following the peer review by the leadership team, a second draft was prepared for the Superintendent and Deputy Superintendent for review and revision prior to it being submitted to the Board for final evaluation and approval.

Process of engagement of all stakeholders in the review of student achievement data

Student demographics over the last 3 years was provided by Data Research Specialist, Lil Walker. This data indicated a rise in student grades and overall achievement. To better understand this improvement, supporting data was gathered.   Much of the student achievement data was incorporated into the Irvine Foundation Final Report and Power Point presentation (see Evidence files for the full report and the power point presentation) The WASC team examined and discussed student use of articulation agreements to the Technical Center and compared this data to data describing student use of private and public post-secondary articulation agreements.

The team studied student enrollment patterns and student class preferences based on number of enrollments.

This accumulated data was distributed to key leadership personnel who we asked to analyze it and come to meaningful conclusions they were asked to share about cause and effect in student learning outcomes and achievement. In addition, we asked peer administrators to help identify critical learner needs, gaps in data collection, and to suggest Action Plan items.   Most recent data were presented to all staff at the Fall 2017 Staff Development meeting. **(See evidence of Staff Development agendas and attendance sheets)**

Student Achievement data is shared continuously and frequently with faculty and staff at meetings to plan instructional and program improvements. Reports citing student achievement data are disseminated to

district representatives at Educational Advisory Council (EAC) meetings and to industry mentors at Employer Advisory meetings. **See minutes for EAC meetings and Employer Advisory meetings IN EVIDENCE)**

Student achievement data and reports on student learning outcomes are presented to the Joint Board of Management, to district Superintendents, to district and high school Administrators, high school ROP counselors, to staff and faculty and to ROP leadership team members. All stakeholders are invited to share insights and suggestions that would result in improved services to districts and higher student achievement.

PROCESS OF ENGAGEMENT OF ALL STAKEHOLDERS IN THE IMPLEMENTATION/MONITORING OF THE ACTION PLAN:

Due to the many changes in ROP funding, the Action Plan was modified in 2015 to reflect current funding levels and current priorities of the school districts. Priorities were impacted by the CTEIG funding which accelerated Districts' moves towards career pathways. The Leadership Team developed the Action Plan, which was then presented to the following stakeholders for input and suggestions: ROP Staff members, School District Leadership, ESGVROP/TC Board.

The formulation of the Action Items provided an opportunity to select a leadership team member who would be responsible for fulfilling specific items and generating progress reports. In light of the reduction of leadership personnel engaged in instructional supervision, a well-crafted plan for implementation and monitoring of the Action Plan was of particular import.

Care was taken to revise and craft Action Items aligned with Federal and State mandates, grant and funding objectives, and WASC objectives for higher student achievement to create economy of effort.

III: Progress on Critical Areas for Follow up / Schoolwide Action Plan

ESGVROP/TC High School Division was not given critical areas for follow up at the time of the 2012 visitation because the WASC accreditation was a dual accreditation visit and considered to be supplemental to the Commission of Occupational Education (COE) accreditation. With the Commission on Occupational Education accreditation process, criteria must all be met or accreditation is not awarded.

Comments on the achievement of each Action Plan section.

Action Plan Item #1
Plan visits for high school senior students to learn about ESGVROP/TC certificate and applied associate degree programs.

Progress Summary
ESGVROP/TC high school field trips to Del Norte Campus have been conducted frequently throughout each school year. Postsecondary personnel have also visited high school campuses to make presentations.

Evidence and Examples of Action Plan Implementation

- *Field trip records*
- *Records and dates of visits to high school campuses to make presentations or attend college and career events*
- *Bus schedule*
- *Calendar of FASFA workshops*
- *Records of students from the seven districts attending Del Norte Technical Center postsecondary classes.*

Action Plan Item #2
Revise courses after each industry advisory to ensure CTE program is based on locally validated industry standards and curricular content is responsive to labor market conditions to provide all students with transferable skills necessary for success in future occupations.

Progress Summary
This action plan item occurs every school year. Employer's Advisory Board (EAB) meetings are held twice a year All conditions required under the California Education Code, the Council on Occupational Education (COE) and Western Association of Schools and Colleges (WASC) were met and the courses were updated according to the recommendations of industry advisors. After each Advisory, recommendations are summarized in meeting minutes and documentation. Changes to the course outlines are bolded. Minutes and revised course outlines are distributed to teachers.

Evidence and Examples of Action Plan Implementation
- *EAB Minutes*
- *EAB recommendation and revisions recorded on surveys and bolded on course outlines*
- *Revised Training Plans*
- *Current Labor Market Survey Information*

Action Plan Item #3
Plan with our 7 districts for future classes to be taught on the high school campuses

Progress Summary
The Deputy Superintendent and the Instructional Supervisors meet regularly with the high school principals and/or their designees to plan course offerings for each year. Because the current emphasis is on career pathways, it is especially important that ROP courses become part of each of the high schools' career pathways. Generally, ROP courses meet the Pathway's capstone course requirement. However, in some cases, ROP courses are also used to meet the concentrator course requirement in a high school career pathway. These high school based meetings occur throughout the school year in anticipation of program changes that may occur at semester or in the following school year. Emphasis is placed on creating pathways that integrate CTE and academic standards and high demand labor market, and that meet CTEIG funding requirements.

Action Plan Item #4
Research demand and add articulation agreements with our courses and our Associate of Applied Science Degree Programs.

Progress Summary
This activity is conducted annually.   Currently, we have an agreement with Pacific Oaks University to accept our 60 Associate of Applied Science degree credits towards a bachelor's degree at Pacific Oaks, Union Institute for the Bachelor's Program, and a pending agreement with Charles Drew University with its Bachelors Degree program.   Additionally, Pacific Oaks teaches the Bachelor's Degree program at the ESGVROP/TC Campus. As a result, ESGVROP/TC Associate degree graduates can continue on to their bachelor's degree without ever leaving our campus.   Talks are under way to locate a Masters degree cohort at the ESGVROP/TC campus as well.   Currently, discussions are underway with Charles Drew University (a four year private university offering degrees in health professions) to articulate our Associate Degree courses as well. Local community colleges continue to articulate high school and postsecondary courses into their AA degrees.

Evidence and Examples of Action Plan Implementation
- ***Articulated Class Lists***
- ***Articulation Agreements***

Action Plan Item #5
Increase number of fully integrated CTE courses approved by University of California (UC) as "a-g"

Progress Summary
ESGVROP/TC was one of the first ROPS to write course outlines for UC "a-g" approval. To date, ESGVROP/TC has been the most successful ROP in procuring this prestigious status for its courses. This process has led to 90 UC approved courses that can be adopted by any of the high schools served by ESGVROP/TC.

Evidence and Examples of Action Plan Implementation
- ***ESGVROP/TC UC "a-g" approval list***

Action Plan Item #6
Research the labor market in the San Gabriel Valley to substantiate the continuance of current course offerings and develop new courses.

Progress Summary
This Action Item occurs every year. The State mandates that an annual labor market survey is conducted to substantiate the continuance of existing course offerings. This process has proven to be a valuable asset in program development.

Evidence and Examples of Action Plan Implementation
- ***Annual labor market surveys***
- ***Advisory meeting minutes reflecting labor market validation***

Action Plan Item #7
Offer integrated curricula through sequenced courses, in multiple pathways, that bridge educational segments

Progress Summary
ESGVROP/TC course curricula are constantly revised to fully integrate contemporary State and Federal mandates, professional certification standards, accreditation criteria, educational partnership requirements for articulation and UC approval, and industry recommendations. With the passage of the CTEIG funding, all ROP courses have been sequenced within career pathways, following the guidelines and regulations of the Career Tech Incentive Education Grant legislation, plus Federal Perkins requirements. These in multiple career paths provide students and counselors with a clearly mapped out strategy for student continuing education and career development.   UC "a-g" approvals offer a choice of college prep CTE courses for university bound students.   Articulation agreements bridge educational segments providing advanced placement and reduced tuition for high school students who successfully complete ROP programs and meet the criteria negotiated in the articulation agreements.

Action Plan Item #8
Staff Development: Provide districts and students with highly prepared instructors, administrators, and staff who are supported by sustained, high-quality, and relevant professional learning, including pre-service, in-service, and ongoing professional development.

CTE teachers must maintain a high level of professional standing in their technical field while mastering the equally challenging role of educator. High quality professional development is essential to the success of the teacher, the students and the school. During the hiring selection process, teacher candidates are asked two questions on the customized application:
1. How do you maintain up-to-date professional knowledge?
2. How and when were you trained to teach?

Professional development after hire is continuous. Training events, meetings, and workshops are held throughout the year to keep faculty and administrators informed and up-to-date in educational laws and adopted State and Federal initiatives such as the Common Core. ESGVROP/TC has always encouraged and rewarded professional growth, the acquisition of degrees and advanced degree, acquisition of additional professional certification in education and industry. Historically ESGVROP/TC has awarded stipends for higher education, professional experience, and advanced profession certification such as CBEST and CSET certification and advanced degrees.

The CTEIG funding has allowed the organization to expand its professional development activities beyond the basics. The primary focus has been the implementation of Career Pathways, and Common Core State Standards. Experts in the field are brought in to work with staff. Instructional supervisors have since worked with staff in industry sector meeting to develop lessons that cover such areas as Pathway sequencing, project based education, course articulation, UC A-G course approval, work based learning, and Common Core. Additionally, Instructional Supervisors make presentations at district high schools on how CTE supports student mastery of Common Core State Standards. A recent staff development presented the results of the effectiveness of ESGVROP/TC Work-based Learning including formative assessment of student achievement data. Teachers were then given time to develop strategies to assure that work based learning components of their curricula are effective and relevant.

Evidence and Examples of Action Plan Implementation
- ***Staff Development Agendas and Sign-in Sheets***
- ***Meeting agendas***
- ***Presentation handouts***

Action Plan Item #9
Establish Mentoring Program for CTE Credential.

Progress Summary
This is action item was completed by June 2012. However, establishing the program was just the Initial step in establishing a Mentoring Program to meet the needs of ESGVROP/TC's credential candidates. The mentoring program continues to be an important aspect of preparing new CTE teachers.

Evidence and Examples of Action Plan Implementation

Records of completion of credentialing criteria and award of credential
- ***List of Mentors***
- ***List of Mentees***
- ***Mentoring materials and records***
- ***Mentor reports***

Action Plan Item #10
Provide training and workshops on the use of formative assessment and data including data from work-based learning to improve student achievement.

Progress Summary
ESGVROP/TC teachers have been trained to examine their instructional strategies to find out "why" or "how" student outcomes are generated. The most recent training using ESGVROP/TC assessment data was in the fall of 2017 where staff heard the assessment results for the work based learning components of their courses. ROP teachers are also involved in following up on each of their students from the prior year. This data is assembled in the CDE E1 and E2 reports, plus made available to all staff. Instructional supervisors who observe their teaching and provide "snapshot" assessment feedback as a formative assessment of their teaching also visit teachers. Yearly teacher evaluations provide summative assessments of each teacher's instructional skill level.

Evidence and Examples of Action Plan Implementation
- ***Student outcome Reports***
- ***Snapshots of classroom instruction***
- ***Irvine Foundation Research Report on ESGVROP/TC work based learning results***
- ***Irvine Foundation power point summary of ESGVROP/TC work based learning results***

Action Plan Item #11
Maintain or increase student retention in ESGVROP/TC programs. Increase student completion rates.

Progress Summary
ESGVROP/TC continuously examines strategies and model practices that would improve student achievement, retention and successful completion of its programs. These strategies include internal and external articulation agreements, UC "a-g" approved college prep classes, sequenced career pathways at each high school, rigorous up-to-date curricula that meet multiple standards and benchmarks to assist students to gain jobs, retain employment or gain promotions rapidly. In addition to preparing all students for employment, ESGVROP/TC students are given assistance in procuring employment after successfully completing their training.

Evidence and Examples of Action Plan Implementation
- ***CPL RETENTION REPORT (Completion, Placement Licensure)***
- ***Job fairs, college and career fairs***
- ***FASFA Workshops Schedules***
- ***High School presentations on postsecondary educational opportunities and professional certification***

Action Plan Item #12
Conduct annual follow up survey with completing students

Progress Summary
Prior to the LCFF implementation ESGVROP/TC annually polls completed mandated reporting on the E1 and E2 reports. CDE no longer requires the E1 and E2. So ESVROP reports student outcomes via its own student information system.

Below are the 2016-17 student follow-up results:

2016-2017

STUDENT FOLLOW UP RESULTS

		% of
# of 12 graders	1148	responses
Responses	414	
Employed in related field	1	0.2%
Employed	107	25.8%
School	306	73.9%
Military	0	0.0%
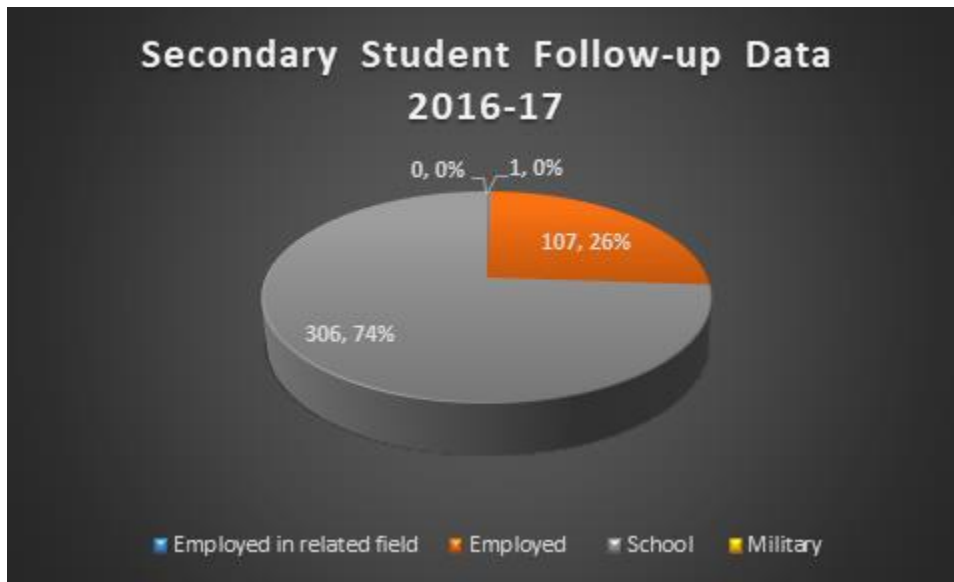
COMMENTS: One year after graduation, the largest numbers of respondents were in school. The second largest numbers of graduates were working. This is not a surprising result, since most the ROP graduates of 2016-17 were enrolled in Career Pathway sequences as opposed to a single CTE/ROP course. The purposes of Career Pathways are to prepare students for both college and career.

The current CTEIG funding (received by all 7 school districts of ESGVROP/TC) emphasizes the importance of this dual purpose (college and careers). It would appear that these former ROP students are enrolling in colleges and universities as intended. The data also refute some still common assumptions that CTE is primarily for students who are not going to college.

Evidence and Examples of Action Plan Implementation
- **Student Outcome Report**
- *Enrollment data for Technical Center certification programs*
- *Reports on the numbers of students using articulation agreements*
- *YCC Student Survey Results*

Action Plan Item #13
Provide opportunities for applied, contextual learning for all students.

Progress Summary
Work-based learning is the capstone of any CTE program. By its very nature, work-based learning increases student engagement, supports student achievement and improves retention and completion. Students work with industry professionals and under the supervision of their instructor to complete their training plan by demonstrating industry level competency.

Students without access to off-campus work-based learning are given an opportunity to demonstrate job readiness through on campus work based learning, work based projects such as virtual enterprise, and other forms of authentic assessment. The YCC grant, the CTEIG grant and Irvine Foundation Funding have expanded all work based and contextual learning activities.

Evidence and Examples of Action Plan Implementation
- *List of worksites*
- *Number of classes with work-based learning component*
- *Sample Worksite Training Plans*
- *Work Readiness Tool*

Action Item #14
ESGVROP/TC will be accessible to all students

Progress Summary
ESGVROP/TC strives to make its programs accessible to all students and to meet diverse student needs to assist them successfully complete its programs and secure employment in their chosen field. With the elimination of categorical funding for ROP, most of the bussing from school sites to the ESGVROP/TC center was eliminated. At the same time, ROP courses were increased at each school site so those accesses to ROP courses were still maintained. High School students continue to attend the Center after school, but provided their own transportation. Bussing is still provided in special circumstances or for specific program enhancements such as some of the internships for work-based learning and field trips.

New course development is a cooperative process between ROP instructional leaders and each high school's administration.

Evidence and Examples of Action Plan Implementation
- *Schedules of classes at each high school and at Del Norte Campus*
- *Student enrollment records*
- *Lists of Job Fairs, and field trips*

Action Plan Item 15
Plan for additional transportation to worksites for work-based learning

Progress Summary
With the additional funding available through the YCC grant and the Irving Foundation, transportation to worksites for work-based learning is less of the challenge it once was when the severe reduction of funding

required the termination of regional student transportation. Under YCC funding, an additional bus was purchased to assist with student transportation for field trips, college days, some work site learning and other off campus activities. New CTEIG funding has also helped to provide resources for transportation.

Evidence and Examples of Action Plan Implementation
- **Bus schedules of student activities**
- **Number of worksite agreements**

IV: Schoolwide Action Plan Refinements

Refinements to existing Action Plan and newly identified issues

The revised Action Plan reflects Items that either meet State and Federal mandates and/or continue to be a priority with ESGVROP/TC. Items carried forward have been reviewed and updated to reflect current staffing. The names of those individuals with primary responsibility for fulfilling and reporting on the progress of the Action Item have been bolded.

The current 2018 Action Plan is in collaboration with the COE Strategic Plan. Additional items in the WASC Action Plan reflect specific Action items for secondary programs that are not reflected in the COE Strategic Plan.

SECTION 1
SCHOOL PROFILE

Future Business Leaders of America

Future Health Professionals HOSA

**Postsecondary Supplement
to the
COE/WASC *Self-Study Report***

Postsecondary schools in the joint COE/WASC accreditation process must answer the following questions with concise narrative paragraphs that summarize to what extent the school meets or exceeds the "WASC Postsecondary Criteria." All information provided should relate only to ROPs, high school level programs/classes, and other non-CTE programs. All CTE classes or programs are reviewed by COE Visiting Committee Members while WASC Representatives review all ROPs, high school level programs/classes, and other non-CTE programs.

Postsecondary schools are asked to form a Focus Group that consists of teachers of ROPs, high school level programs/classes, and other non-CTE programs. The Focus Group should meet and work collaboratively to complete the *WASC Postsecondary Supplement* in preparation for the joint COE/WASC site visit.

**Section 1
School Profile**

School Name:
East San Gabriel Valley Regional Occupational Program & Technical Center (ESGVROP/TC)

School Address (include all branches and sites):
1501 Del Norte Street, West Covina, CA 91790
Phone: (626) 962-5080 / Email: admissions@ESGVROP/TC.org
Website: www.ESGVROP/TC.org

In addition, ESGVROP/TC serves the following schools in school districts on their site:

Azusa USD	Baldwin Park USD	Charter Oak USD
Azusa High School 240 North Cerritos Avenue Azusa, CA 91702-3733	Baldwin Park High School 3900 North Puente Avenue Baldwin Park, CA 91706-4428	Arrow Continuation High School 1505 South Sunflower Avenue Glendora, CA 91740-5839
Gladstone High School 1340 North Enid Street Covina, CA 91722-1214	North Park Continuation H.S. 4600 Bogart Avenue Baldwin Park, CA 91706	Charter Oak High School 1430 East Covina Boulevard Covina, CA 91723-0009
Sierra High School 1134 South Barranca Street Glendora, CA 91740-4916	Sierra Vista High School 3600 North Frazier Street Baldwin Park, CA 91706-3897	

Covina-Valley USD	Glendora USD	Walnut Valley USD
Covina High School 463 South Hollenbeck Avenue Covina, CA 91723-2955	Glendora High School 1600 East Foothill Boulevard Glendora, CA 91741-3024	Diamond Bar High School 21400 Pathfinder Road Diamond Bar, CA 91765-2747

Covina-Valley USD	Glendora USD	Walnut Valley USD
Fairvalley High School	Whitcomb Continuation H.S.	Ron Hockwalt High School

231 East Stephanie Drive
Covina, CA 91722

350 West Mauna Loa Avenue
Glendora, CA 91740-4399

476 South Lemon Avenue
Walnut, CA 91789-2951

Northview High School
1016 West Cypress Avenue
Covina, CA 91722-3145

Walnut High School
400 North Pierre Road
Walnut, CA 91789-2535

South Hills High School
645 South Barranca Street
West Covina, CA 91723-0269

West Covina USD	Post-Secondary External Site	Community Day School
Coronado Alternative High School 1717 West Merced Avenue West Covina, CA 91790-3406	Opportunities for Learning 12731 Ramona Blvd. Irwindale, CA 91706	Margett Pathway Academy 1501 West Del Norte Street West Covina, CA 91790

West Covina High School
1609 East Cameron Avenue
West Covina, CA 91791

Edgewood High School
1301 Trojan Way
West Covina, CA 91790

ROCP Background:
Regional Occupational Centers and Programs (ROCPs) are a public education service providing quality career technical education (CTE) by offering practical, hands-on career preparation and career guidance for students and adults, enabling them to achieve high education goals or acquire higher wage employment in careers for which they are suited and in which they have interest. ROCPs originated in 1967, as part of the Education Code, in response to the state commitment to making skills and career training available to all students without regard to race, color, creed, gender, national origin, or age. ROCPs operate under three different governing formats, Joint Power Agreements (JPA) comprised of two or more school districts, County Board of Education, and Single District. In addition to specific skills and comprehensive career education, ROCPs provide instruction in employment survival skills, placement, counseling and guidance services, and critical support services for students.

Institutional and Community Characteristics:
The ESGVROP/TC is a Joint Powers Agency (JPA) established June 20, 1972, formed under the auspices of Government Code §6500 and is currently governed by a seven-member board representing seven Unified School Districts (USD). The districts include Azusa USD, Baldwin Park USD, Charter Oak USD, Covina Valley USD, Glendora USD, Walnut Valley USD and West Covina USD. The ROP's first students attended in September 1972, and the first graduation was in June, 1973. A wide selection of career technical instructional courses (146 secondary; 17 post-secondary) serve the entire cross-section of students and adults. The ESGVROP/TC is accredited by the Western Association of Schools and Colleges (WASC), and the Council on Occupational Education (COE) as a secondary and post- secondary school and is able to grant a transferable technical degree (Associate of Applied Science) to students at the completion of their program of study. Programs and services including internships are made possible by widespread community collaboration.

The ESGVROP/TC is comprised of 7 school districts, incorporating approximately 240 square miles, located at the eastern end of Los Angeles County. ESGVROP/TC's main offices is located on Del Norte Street in West Covina, about 20 miles east of downtown Los Angeles. The main office is also known as the "Del Norte Campus". It's boundaries on the West by the San Gabriel River, on the North by the San Gabriel Mountains, on the South by the Orange County Border, & on the East by the San Bernardino County border.

Partners and stakeholders include government agencies, non-profit and community organizations, unions, trade organizations, 2-year and 4-year colleges and universities, adult education offices, 21 high schools and 321 businesses located throughout the community. Secondary and Post-secondary Education Partners include Mt. San Antonio College, Rio Hondo College, Citrus College, and Mt. Sierra College, Pacific Oaks College, Charles R. Drew University, University of California (UC) system, and California State University (CSU) system. These education partners articulate secondary and post-secondary courses, allowing college credit for ROP/TC courses taken.

District Communities
The communities served within the ESGVROP/TC partner school districts are located in 9 cities; Azusa, Baldwin Park, Charter Oak, Covina, Diamond Bar, Glendora, Irwindale, Walnut, and West Covina. The communities within the Districts have seen changing demographics over the last 6 years.

City	Male	Female	Caucasian	African American	Native American	Asian	Pacific Islander	Hispanic
Azusa	48.4%	51.6%	56.5%	4.0%	2.0%	10.2%	0.4%	26.9%
Baldwin Park	49.6%	50.4%	43.9%	1.2%	0.9%	14.2%	0.1%	39.7%
Charter Oak	53.5%	46.5%	36.2%	4.0%	0.3%	10.5%	0.2%	48.8%
Covina	48.8%	51.2%	55.0%	5.3%	1.6%	13.9%	.1%	24.1%
Diamond Bar	47.5%	52.5%	21.4%	5.2%	1.1%	52.8%	1.3%	18.2%
Glendora	48.2%	51.8%	53.0%	3.8%	1.7%	11.0%	0.1%	30.6%
Irwindale	46.5%	53.5%	53.2%	1.3%	1.4%	1.6%	0	42.5%
Walnut	49.0%	51.0%	26.2%	3.3%	0.6%	62.2%	0.5%	7.2%
West Covina	48.2%	51.8%	37.1%	5.4%	1.1%	28.7%	0.5%	27.2%

Except for Charter Oak, all cities show a higher percentage of females over males. This data is drawn from the US Census Bureau Estimates for 2016, with a ± .02% margin for error.

The total population of the combined cities is 425,747, with 35,289 (8.3%) of high school age

City	Population	High School Age	Single Parent Families	Child w/ Disabilities	Public Assistance	Living Below Poverty Level
Azusa	46,361	4,826	25.9%	6.9%	6.6%	17.6%
Baldwin Park	75,390	6,950	29.4%	1.6%	26.1%	16.7%
Charter Oak	9,310	802	25.6%	5.4%	18.3%	11.6%
Covina	48,587	3,517	25.4%	1.7%	21.6%	10.9%
Diamond Bar	56,793	4,498	2.1%	1.6%	9.9%	7.5%
Glendora	50,073	3,682	6.5%	4.3%	15.3%	9.4%
Irwindale	1,426	105	19.2%	1.8%	8.7%	12.5%

Walnut	29,970	2,498	46.4%	2.4%	2.9%	6.7%
West Covina	107,837	8,411	5.8%	2.8%	17.5%	10.3%
Total	**425,747**	**35,289**	**8.3**			

Provide a summary of analysis of learning data for the past three years, if possible. List what different formative and summative assessments are used to determine the learning levels of all students for all ROPs, high school level programs/classes, and other non-CTE programs. Identify any trends or conclusions identified as a result of data analysis (include pertinent charts and graphs).

Career Technical Education (CTE) courses integrate discipline-specific academic content with industry knowledge and skills, and can engage a wider array of students, provide them with increased options and empower them to succeed. The California State Plan for Career Technical Education has identified *11 Indicators of High Quality CTE*, the 11 indicators have been shared with ROP/TC teachers and incorporated into the ROP/TC strategic plan. Business Advisory groups provide suggestions for improvement in the course curriculum to ensure the students receive high quality training that will be effective when they graduate. In addition, the ROP utilizes cross-curricular schoolwide "Student Learning Outcomes" (SLOs) as a means to support content specific outcomes which are listed in ROP/TC course outlines.

Since 1997, at regular intervals, the University of California, Riverside consultant services, California Educational Research Cooperative (CERC) and School Improvement Research Group (SIRG), have performed analyses of student achievement, and schooling preferences for ESGVROP/TC, and have done comparative studies with other ROCPs in the state showing student achievement for CTE and non-CTE students, and reactions of CTE and non-CTE students to their schooling and preparation for careers or further education (California Educational Research Cooperative, 1998; School Improvement Research Group, 2000, 2004, 2007, 2010, 2016). The SIRG report for 2016 was made at the request of the Irvine Foundation, and included surveys of students, parents, teachers, and employers, asking about the learning effectiveness of overall schoolwork and ROP work-based learning. Teachers evaluate their students monthly or quarterly to ensure the learning level and skills developed of every student meet industry and CTE requirements. Students in work based learning are able to put into practice the content they learned in the classroom, allowing them to achieve work-place skill proficiency.

During interviews with teachers, they listed teaching methods that allow them appropriate individual formative and summative assessment. Based on the type of learning and assessment provided, teachers employ:

Direct Instruction:
- Questions and Answers
- Regular announced and unannounced tests, verbal and written

Indirect Instruction:
- Problem solving and critical thinking challenges (scenarios, hands-on learning)
- Discussion and Debate

Independent Study:
- Essays, Journals
- Student demonstration in Authentic Assessment
- Research Projects, Classroom Presentations

Experiential Learning:

- Work-Based Learning Tool
- Simulations, Role Play, Games
- Teamwork on Model Building and Demonstration

Interactive Instruction:
- Debates, Panel Discussion
- Interviewing Skills

The use of various teaching methods can be seen in the Curriculum syllabi and lesson plans. ESGVROP/TC utilizes a combination of formative and summative assessments through-out the school year and students are assessed in multiple ways pertaining to the course/pathway they are enrolled in. Teachers cover a specific topic followed by hands-on activities that re-enforce the topic and provides ongoing assessment around the topic. Summative assessments are given at the end of a learning topic, this may be weekly, or at the end of the quarter or semester. ROP/TC teachers regularly assess student performance using written assignments and/or assessments, projects, instructor observations using industry based skill check lists, industry certifications, student portfolios, individualized training plans, and internship/externship evaluations. Teachers use academic freedom to determine their evaluation strategy in order to foster a climate of continuous improvement.

"To encourage students to undertake more challenging studies in high school, the University of California assigns extra weight to grades received in honors-level courses. UC maintains an honors "a-g" course policy that defines the types of honors courses eligible for the UC honors designation" *(UC Course Guide)*. UC has designated 18 courses on the ESGVROP/TC list for 2016-2017. In the last 6 years, the ROP has added courses in all academic areas, a number of which are taught using Work-Based Learning (WBL), where students are able to participate in work-based activities in the workplace and learn the trade they are studying. The list below shows the increase in UC courses developed, and their instructional style.

Courses UC/CSU Approval Comparison			
	2011-2012	**2017-2018**	**WBL Courses**
a - History/Social Science	2 Courses	7 courses	4 of which are WBL
b - English	1 Course	20 courses	14 of which are WBL
c - Mathematics	1 Course	10 courses	4 of which are WBL
d - Lab Science	3 Courses	16 courses	12 of which are WBL
e - Language Other Than English	4 Courses	6 courses	2 of which are WBL
f - Visual & Performing Arts	9 Courses	11 courses	10 of which are WBL
g - College Preparatory Electives	11 Courses	24 courses	14 of which are WBL

"The intent of the "a-g" subject requirements is to ensure that students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study. Courses from California high schools and online schools used to satisfy the "a-g" subject requirements must be approved by UC and appear on the institution's "a-g" course list. These courses are to be academically challenging, involving substantial reading, writing problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills" (*UC Course Guide*).

ESGVROP/TC "a-g" courses have increased since 2012 from 31 to 94 approved courses. Not all "a-g" courses are currently taught, but schools and/or districts have the option to add courses at the beginning of the school year.

ESGVROP/TC courses offered are in sequence categories which make-up specific career pathways. Some classes are introductions to the different pathways, and the majority of courses are listed as concentrators and capstone courses that offer the students a variety of choices in pathways, allowing for changes in pathway if the student prefers. This year, and in the future, courses may be in demand based on their position in a pathway, and their work-based learning (WBL) teaching method. As of 2016-2017, all "a-g" courses are not only used for enrollment, but, with exam, receive 3 credit hours each toward graduation in the field the student chooses.

Evidence:
- **Irvine Grant Report**
- **Internal Articulation**
- **Courses approved UC a-g list**
- **ESGVROP/TC Strategic Plan**

ROP Courses, High School Level Programs/Courses, and Non-CTE Programs or Courses:
2016-2017 Enrollment in each program/course sorted by school within district:

Enrollment by District
As of: 02/23/2018

DISTRCIT	AM	PM	FD	FT	TOTAL
Azusa USD	965	0	0	0	965
Baldwin Park USD	720	0	0	0	720
Charter Oak USD	545	0	0	0	545
Covina Valley USD	579	0	0	0	579
Del Norte Campus	23	0	0	0	23
Glendora USD	413	0	0	0	413
Walnut Valley USD	1,560	0	0	0	1,560
West Covina USD	1,448	0	0	0	1,448
TOTALS:	6,253	0	0	0	6,253

SECTION 2

RESPONSE TO WASC'S POSTSECONDARY CRITERIA

Emergency Medical Technician

Section 2
Response to WASC's Postsecondary Criteria

Please respond to the following WASC Postsecondary Criteria by providing two or more paragraphs to each question as appropriate:

Criterion 1 – Institutional Mission and Schoolwide Learner Outcomes
1. **Provide the school's mission statement.**

    The East San Gabriel Valley Regional Occupational Program/Technical Center (ESGVROP/TC) mission statement is: "*ESGVROP/TC provides all students with the highest quality academic and technical skills necessary to be well-educated citizens, and responsible, productive employers and employees, and to be successful in obtaining high wage, high demand, and continuous employment.*" The ESGVROP/TC mission statement serves as a commitment to the highest levels of student learning by the use of the words, high wage, high demand, and continuous employment. These words focus on critical student outcomes in meeting 21st Century employment. Since being established, ROP/TC has maintained a concise mission statement supported by specific goals and objectives that has enabled the ROP to assess its overall educational effectiveness and a statement that reflects the beliefs of the ROP/TC.

    The California Department of Education (CDE) Career Technical Education (CTE) Standards and CDE Academic Standards have been embedded in each ESGVROP/TC course outline thus reflecting academic rigor within courses which facilitates a higher level of student learning. Higher level of student learning promotes the mission statement by providing "*all students with the highest quality academic and technical skills necessary…*" Recommendations from Business and Industry Advisory Committee members, relative to the perspective of timely rigorous, relevant, and current industry standards are imbedded in ROP/TC course outlines annually. This supports the mission statement by providing, "*responsible, productive employers and employees, and to be successful in obtaining high wage, high demand, and continuous employment.*" A copy of the mission statement has been given to every ESGVROP/TC student and is posted in every ROP/TC classroom. The mission statement is approved by the ROP/TC Governing Board annually.

Evidence:
*   **Mission Statement**

  Identify the Schoolwide Learner Outcomes (SLOs).

    Based on examination of student data, ESGVROP/TC high school students are preparing for higher (post-secondary) education and professional careers. Preparation includes the identification of schoolwide Student Learner Outcomes (SLOs) that students need to successfully pursue a full range of career opportunities. The SLOs describe what students need to know and be able to do to contribute in post-secondary education and/or the workforce.

    To prepare students for their future, it is critical for educators to incorporate communications, career planning and management, technology, problem solving and critical thinking, ethics and legal responsibilities, and a wide range of other learning outcomes. ESGVROP/TC developed a set of broad-based outcomes and began the adoption process in the Fall Semester of 2017 of the new Student Learner Outcomes (SLOs) by meeting with teachers to gather input and feedback on the

newly developed SLOs. ROP/TC administration was given the opportunity to review and discuss revised student learning outcomes with groups of teachers at partnering high schools. The outcomes were measured against individual schoolwide SLOs at partnering high schools to assess if student outcomes at the high school were consistent across all programs and all high schools regardless of the district. Partnering high schools have a minimum number of school site SLOs that have been developed and incorporated into the school's academic plan which are similar to the ROP/TC schoolwide SLOs.

The revised SLOs were accomplished through a series of meetings with stakeholders and by revising the ROP/TC's existing Expected Student Learning Results, formerly known as ESLRs. The adopted SLOs have formed the basis for all ROP/TC coursework and student support activities. SLOs have been written into the ESGVROP/TC secondary course outlines and shared with certificated staff during the February 2018 staff in-service. SLOs have been integrate into student program evaluations.

Newly revised and updated SLOs include the following;

Demonstrate appropriate work ethic _through_:
- Punctual, regular attendance
- Personal integrity and respect
- Collaboration and teamwork, working cooperatively with others
- Positive attitude, enthusiasm, initiative, decisiveness

Demonstrate appropriate employment preparation _through_:
- Assessment, career planning, goal setting
- Resume, employment application, interview skills
- Attainment of course specific competencies

Demonstrate entry level use of appropriate technology and equipment _through_:
- Adherence to safety procedures, precautions
- Application of knowledge, skills
- Workplace simulation/internships

Demonstrate effective communication _through_:
- Workplace appropriate verbal, written and listening skills
- Performance of verbal and written directions

Demonstrate critical thinking skills _through_:
- Analysis/evaluation and solution of problems
- Practical/successful application of available resources

Demonstrate professionalism _through_:
- Socially appropriate interaction, ethical use of personal technical and social media
- Industry appropriate dress and appearance
- Confidentiality

- **Student Learning Outcomes (SLOs)**
- **Agenda – February 2018 Staff In-service**

2. **Explain the degree to which SLOs are used to impact curriculum development, professional growth activities, resource allocations, or other school improvement activities?**

ESGVROP/TC utilizes the organizational mission statement as a first step in developing the Student Learning Outcomes (SLOs). To prepare students for the future, it is critical for teachers to incorporate Student Learning Outcomes (SLOs) into the teaching and learning process. This is accomplished by using project-based and work-based learning instructional strategies. All ESGVROP/TC Course Outlines include the SLO objectives established through a partnership of ROP/TC instructor and industry partners to ensure current industry expectations are incorporated into the existing curriculum. To ensure that staff has the pre-requisite skills and knowledge to deliver established SLOs across the curriculum, resource opportunities are provided to staff to attend professional growth activities, conferences, and workshops. Professional growth activities are used to support all areas of the curriculum.

ESGVROP/TC works closely with all its district partners to provide current and relevant course offerings that meet the needs of all students. Our goal is to create a learning environment that takes into account individual student needs by working at a pace that fosters success in both academics and career technical education (CTE).   ESGVROP/TC courses within CTE pathways reflect SLOs using current labor market trends and in meeting the needs of a 21st Century workforce. Analysis and review of schoolwide learner outcomes happens during the Industry Sector Advisory Committee meetings and during Instructional Supervision meetings at least annually.

Evidence:
- **ROP Course Outline**
- **Industry Sector Advisory Committee meeting minutes**
- **Instructional Leadership Meeting Minutes**
- **Staff Developments**

3. **Evaluate the purpose of your non-CTE programs, your ROP programs, or any other high school level programs/courses that you offer. Why are you offering these programs?**

The purpose of ESGVROP/TC is to provide a regional delivery system for career technical education to high schools in Los Angeles County. The ROP/TC Governing Board, Executive Cabinet, and Leadership Team uses a variety of course and program assessments to determine the curricular needs of the ROP/TC partner districts. Assessments include student opinion surveys, attendance in other courses, and review by the Industry Sector Advisory Committee, counselor meetings, and local school site administrative input. ROP/TC administration evaluates emerging occupations, labor market trends, and interest at individual school sites. Additional survey information from Work Based Learning Site Evaluations help in the analysis of the data gathered to make decisions regarding future ROP/TC course offerings.

Working with each district, the ROP/TC Administration investigates ROP/TC course/pathway interest, availability of qualified CTE teachers, and compatibility of proposed programs with other existing programs. The Deputy Superintendent meets regularly with the administration of the districts to investigate the curricular needs of the schools and how ROP/TC can meet those needs.

There are other factors that are considered in determining ROP/CTE courses. Work-based learning sites provide students with access to state-of-the-art equipment that may not be found in individualized programs due to cost factors. Community and industry partners donate their time, expertise, and equipment to ROP/TC programs. The ROP/TC tracks In-Kind donations made by our community partners. Availability or access to equipment and/or donations play a role in courses/pathways that may be offered.

ESGVROP/TC offers our partnering districts a variety of alternative education programs to meet academic and career technical education (CTE) needs of their at-risk and special needs students. The Del Norte Campus houses a Community Day School (CDS) known as the Margett Pathway Academy (MPA). MPA has had a successful rate of returning expelled students to good standing to their home district with improved GPAs or by issuing high school diplomas for graduating seniors who have met the MPA high school academic criteria. Graduations rates for MPA seniors included the following;

MPA Graduation Rates By Year
2014-15   60%
2015-16   71%
2016-17   75%

ROP/TC sponsors a significant number of CTE classes on Continuation High School campuses, some that offer dual enrollment at the local community college through program articulation. Work-based-learning is available to students with IEPs providing students with additional career technical education opportunities.

Evidence:
- **Labor Market Surveys**
- **Advisory Committee Meetings**
- **ROP Counselor Agendas**
- **Work-Readiness Tools**
- **MPA Transcripts/Diplomas**
- **Workability Grant**
- **WE CAN Contract**

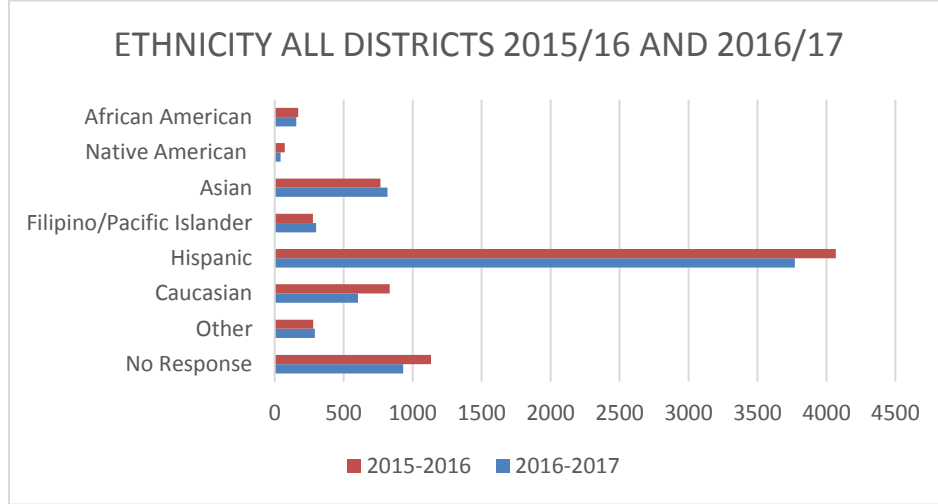**4. Describe the demographic make-up of your student body.**

ETHNICITY BY DISTRICT 2015-16

Ethnicity	2015-16 Azusa	2015-16 Baldwin Park	2015-16 Covina-Valley	2015-16 Charter Oak	2015-16 Glendora	2015-16 Walnut Valley	2015-16 West Covina	2015-16 MPA
Native American	15	7	15	7	8	5	15	0
Asian	5	25	29	11	21	573	103	0
Filipino/Pacific Islander	20	13	39	20	16	93	77	0
Hispanic	725	751	731	292	194	303	1054	19
African American	11	4	33	22	16	43	41	0
Caucasian	57	16	117	145	309	104	84	1
Other	34	22	49	22	42	55	56	0
No Response	156	97	172	173	80	174	279	3

ETHNICITY BY DISTRIC 2016-17

Ethnicity	2016-17 Azusa	2016-17 Baldwin Park	2016-17 Covina-Valley	2016-17 Charter Oak	2016-17 Glendora	2016-17 Walnut Valley	2016-17 West Covina	2016-17 MPA
Native American	15	2	10	1	0	3	12	0
Asian	4	4	10	15	14	632	139	0
Filipino/Pacific Islander	17	15	17	18	8	135	90	0
Hispanic	743	715	446	241	102	428	1087	9
African American	9	3	20	16	12	62	34	0
Caucasian	54	30	62	86	150	141	81	1
Other	35	25	56	32	17	58	68	0
No Response	115	53	135	130	62	167	268	1

ETHNICITY ALL DISTRICTS 2015/16 AND 2016/17

Categories: African American, Native American, Asian, Filipino/Pacific Islander, Hispanic, Caucasian, Other, No Response
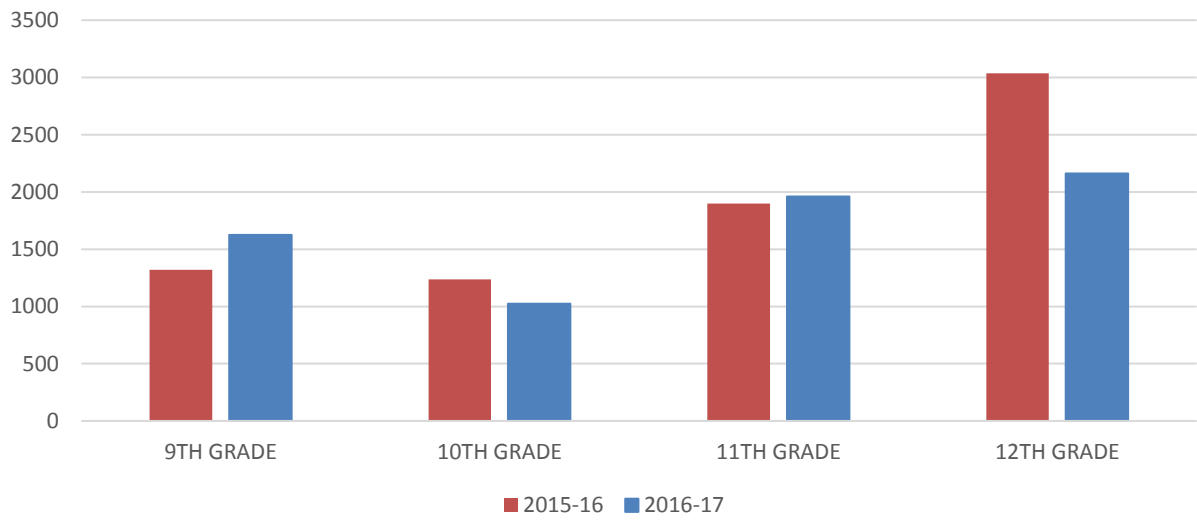
Legend: ■ 2015-2016 ■ 2016-2017

NUMBER OF STUDENTS BY GRADE BY DISTRICT,

COMPARING 2015-16 AND 2016-17

ROP Students by District	2015-16 9th Grade	2016-17 9th Grade	2015-16 10th Grade	2016-17 10th Grade	2015-16 11th Grade	2016-17 11th Grade	2015-16 12th Grade	2016-17 12th Grade
Azusa USD	236	306	148	131	283	278	356	234
Baldwin Park USD	94	99	135	109	300	345	403	295
Charter Oak USD	51	53	179	80	208	180	254	210
Covina-Valley USD	161	217	204	96	304	211	428	213
Glendora USD	119	50	152	63	173	116	242	128
Walnut Valley USD	235	460	220	240	311	368	584	533
West Covina USD	425	439	197	304	319	461	768	548

STUDENTS BY GRADE LEVEL
2015-16 AND 1026-17

DISTRICT	FEMALE 2015-16	MALE 2015-16
AZUSA	486	537
BALDWIN PARK	425	507
CHARTER OAK	342	350
COVINA-VALLEY	630	555
GLENDORA	290	396
WALNUT VALLEY	579	771
WEST COVINA	579	914

DISTRICT	FEMALE 2016-17	MALE 2016-17
AZUSA	446	546
BALDWIN PARK	413	452
CHARTER OAK	216	323
COVINA-VALLEY	385	371
GLENDORA	107	258
WALNUT VALLEY	734	892
WEST COVINA	820	971

GENDER, ALL DISTRICTS

FEMALE   MALE

■ 2015-16   ■ 2016-17
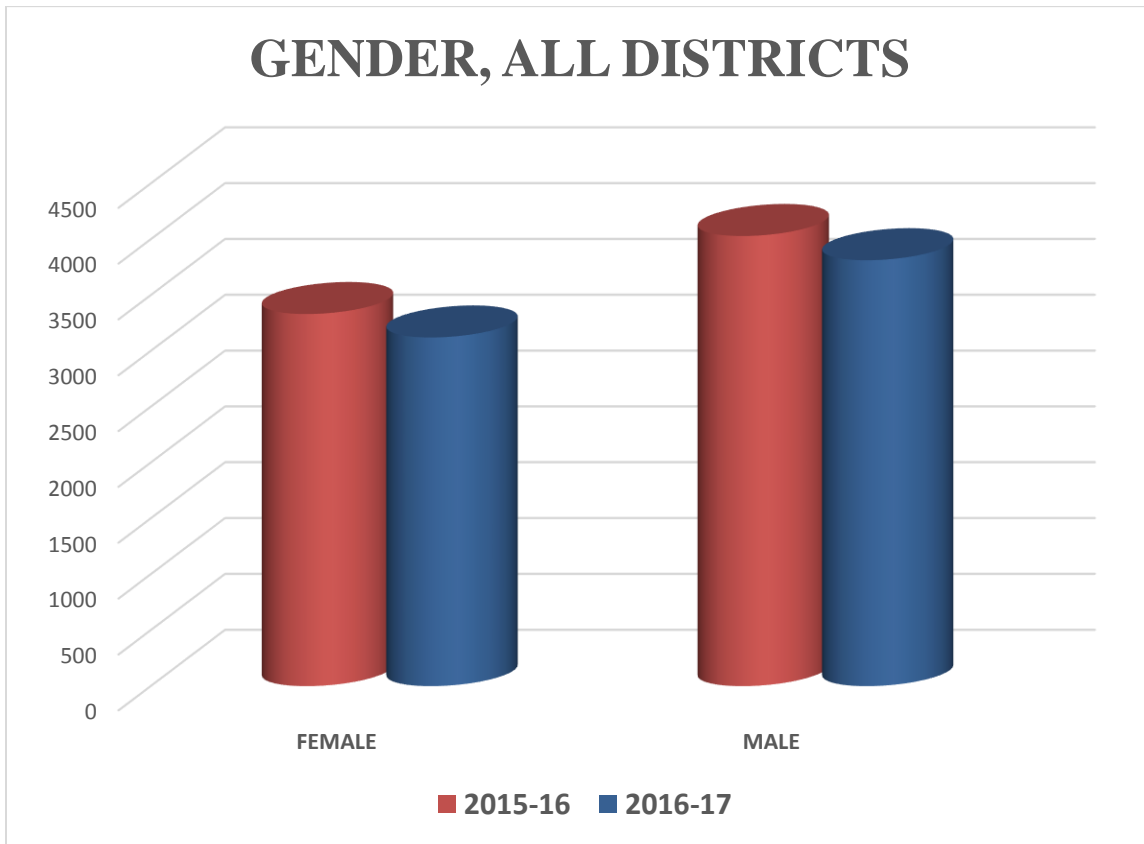
Criterion 2 – Organizational Infrastructure and School Leadership

1. **Describe the school leadership structure and the lines of authority established by the governing body.**

   Decision making authority is legally vested by the State of California to the ESGVROP/TC Governing Board which is appointed by the participating member districts of the ROP. ESGVROP/TC is a Joint Powers Authority (JPA) formed by the member districts to provide career technical education programs. The Board consists of seven members representing Azusa, Glendora, Charter Oak, Baldwin Park, West Covina, Covina-Valley, and Walnut Valley Unified School Districts. The Governing Board formally adopts the Mission Statement, Student Learning Objectives, and the School Wide Strategic Plan which provides direction to the Superintendent and the Executive Leadership Team. The Board also approves the annual ROP/TC Master Schedule, new ROP/TC course proposals and the elimination of ROP/TC courses not meeting identified criteria. The organizations Mission Statement, SLO's, and the Schoolwide Strategic Plan drives the goals and objectives of the organization. This process facilitates efficiency which impacts school improvement through the ongoing review process.

   The ROP Superintendent serves as the administrative entity effectively leading the institution as both the visionary and academic leader. The Superintendent reports to the Governing Board. ESGVROP/TC establishes organizational Policies, Procedures, and Administrative Regulations that clearly define operating procedures. The Governing Board and the Superintendent works together as a team to lead ESGVROP/TC. The Superintendent and the Leadership Team research issues and then provide recommended educational policies to the Governing Board for their consideration and eventual approval. The Leadership (Cabinet level) Team is comprised of the Superintendent, Deputy Superintendent, Chief Business Official, Human Resource Manager, and Assistant Superintendent of Post-Secondary. Once the Governing Board approves educational policies, the Superintendent and the Leadership Team determines recommendations for long term planning which will facilitate the successful implementation of newly approved policies. Once the ROP/TC Board approves the educational policies, they empower the Leadership Team to implement the policies by providing training time and financial resources to do so.

   The Deputy Superintendent is next in line of authority following the Superintendent as established by the ROP/TC Governing Board. The Deputy Superintendent has authority and responsibility to monitor, support, supervise, and evaluate members of the Leadership Team, instructors, and support staff. The Deputy Superintendent reports to the Superintendent. In addition to the Deputy Superintendent, the ROP/TC administrative team includes two Instructional Supervisors, and an Instructional Program Manager. Instructional Supervisors and Program Manager reports to the Deputy Superintendent. Detailed written job descriptions are found in Board Policies and Administrative Regulations promote efficiency and impact school improvement by providing organizational accountability.

2. **Describe to what extent the governing body interacts with the school leadership throughout the school year.**

   The ESGVROP/TC Superintendent makes monthly reports to the Governing Board. The Superintendents Cabinet meets at least monthly and the Cabinet level administrators hold individualized meetings with their direct-reports to promote accountability for organizational policies, procedures and internal practices. A larger Leadership Team meeting is held five times during the year and two organizational-wide meetings are held to facilitate communications to all employees of the organization. Organizational meetings include all certificated and classified staff employed by ESGVROP/TC. Any changes to organizational policies and procedures are communicated to all staff during the organizational meetings or by written communications to individual department leads who communicate to their direct reports.

   The ESGVROP/TC understands the importance of communication and interaction between the governing body and the school leadership. The Deputy Superintendent, Instructional Supervisors, and Instructional Program Managers interact closely with high school districts and school site leadership teams to integrate a collaborative professional relationship. ESGVROP/TC/TC classes and pathways have been a focus and part of the comprehensive curriculum. ESGVROP/TC conducts meetings with district-wide administrators, counselors to identify common goals and objectives, including the development of ROP Pathways. In addition, ESGVROP/TC administration meets with several area community colleges and private colleges to develop course articulation agreements.

Evidence:
- **Board Meeting Calendar**
- **Governing Board Policies**

3. **To what extent has the school developed written policies and procedures that govern the operations of the school?**

   ESGVROP/TC in collaboration with the Governing Board regularly maintains its Governing Board Policies, and Administrative Regulations. Updates to Governing Board Policies, and various ROP/TC procedures are maintained at the desk of the Superintendent's Administrative Assistant. Board Policies and Administrative Regulations are posted on the ESGVROP/TC website. The ESGVROP/TC Policy Manual has been established to outline the operating policies and procedures for the school. The document provides guidance and direction on all aspects of the programs operations. It contains explicit instructions on the protocol to be followed or implemented under specific circumstances. The manual provides a guideline that can be followed in order to address daily operations or unique circumstances.

   ESGVROP/TC participates with seven separate schools districts with a total of 21 comprehensive and continuation high schools. The ROP/TC follows both its own policies and policies as well as the procedures of the individual districts that are served. ROP/TC administration has developed

policies and procedures that promote successful operation of the ROP. The ROP/TC written Policy Manual, and Staff Manual have been designed to assist with the effective and efficient delivery of ROP services. Written policies and procedures are available to ROP/TC faculty and staff and are disseminated through the ROP/TC website. Policies are also distributed at ROP/TC staff meetings, and during new employee orientation.

Faculty, students, and staff members attend Governing Board meetings to provide input into institutional decisions. ESGVROP/TC communication policy and procedures fosters transparency and ethical decision making. Use of faculty, student and staff surveys, participation on school wide committees, and instructor feedback and evaluation are all mechanisms for shared decision making. ESGVROP/TC believes the organization is made better by shared decision making.

The ROP/TC Administrative Leadership Team supports transparent leadership with a collaborative approach to solving educational challenges and encouraging educational innovations. In order to continue to lead the organization in a transparent manner, the ROP/TC will continue to expand teacher involvement in school wide decision making.

Evidence:
- **Staff Manual**

Criterion 3 – Faculty and Staff
1. **List the teaching faculty and provide information regarding their degrees and experience to verify their qualifications (a chart format is preferred).**

ESGVROP/TC SECONDARY INSTRUCTORS					
Last	**First**	**Highest Degree**	**Major**	**Credential/Certification**	**Work Location**
Aguirre	Jennie J.	Cert	Medical Asst	Clear DS Vocational Education: Medical Office Services; Clear DS Supervision and Coordination; SDAIE	Gladstone High School
Alvarez	Phillip Jonathan	BS	E-Business Mgmt	Clear DS CTE: Information and Communication Technologies	West Covina High School
Appleby	Donald K.	AA	Arts	Clear DS Vocational Education: Video Production; Preliminary DS CTE: Arts, Media, and Entertainment; SDAIE	Baldwin Park High School & Del Norte Campus
Baldridge	Julienne	AA	Liberal Studies	Clear DS CTE: Education, Child Development and Family Services; SDAIE	Arrow High School

		ESGVROP/TC SECONDARY INSTRUCTORS			
Last	**First**	**Highest Degree**	**Major**	**Credential/Certification**	**Work Location**
Blakely	Calvin	AA	Criminal Justice	Clear DS Vocational Education: Law Enforcement Occ. And Protective and Security Svcs.	Edgewood High School & Del Norte Campus
Bryant	Katie Lynn	Cert	Career Development Facilitator	Clear DS Vocational Education: Personnel Administration	Glendora High School
Cabot	Duane W.	AA	Social Behavior	Preliminary DS CTE: Public Service	West Covina High School
Cabral	Juan L.	MA	Leadership	Clear DS CTE: Public Service	West Covina High School
Chen	Vanessa Haw Jy-Pai	BS	Athletic Training	Clear DS CTE: Health Science and Medical Technology	Walnut High School
Chiappone	Matthew Raymond	BS	Game Software	Preliminary DS CTE: Information and Communications Technologies	South Hills High School
Chinegwu	Moses Udenna	BS	Architectural Construction; HVAC/R	Clear DS Vocational Education: Heating, Air conditioning	Coronado High School
Curtis	Robert William	MA	Education	Preliminary DS CTE: Public Service; Clear Single Subject: Business; CLAD	Sierra Vista High School
Enriquez	Mario Escario	High School		Preliminary DS CTE: Arts, Media, and Entertainment	Diamond Bar High School
Fonseca	William	BS	Media Arts & Animation	Preliminary DS CTE: Arts, Media and Entertainment	Edgewood High School
Felix	Luis Richard	BFA	Photography	Clear DS CTE: Arts, Media, and Entertainment	Charter Oak High School
Garcia	Kevin Enrique	BA	American Studies	Preliminary DS CTE: Education, Child Development and Family Services	Del Norte - Margett Pathway Academy

		ESGVROP/TC SECONDARY INSTRUCTORS			
Last	**First**	**Highest Degree**	**Major**	**Credential/Certification**	**Work Location**
Gerodias	Lancelot	MBA	Business Mgmt	Clear DS CTE: Business and Finance; Information and Communication Technologies; Clear DS Adult Education: Business General, Computer Science	Charter Oak High School
Gonzales	Philip H.	Cert	A+ Certification	Preliminary DS CTE: Information and Communication Technologies	West Covina High School
Gonzalez	Irma	BS	Higher Ed Mgmt	Clear DS CTE: Health Science and Medical Technology	Baldwin Park High School and Del Norte Campus
Goodwin	Michael David	BS	Operations Mgmt	Clear DS Adult Education: Business Management; Financial Services; Marketing	Arrow High School
Goytia-Galvan	Yvette	BA	Photo Communication	Clear DS CTE: Arts, Media, and Entertainment	West Covina High School
Guerra	Celiana Vargas	BS	Athletic Training	Preliminary DS CTE: Health Science and Medical Technology	Covina High School
Guerrero	Lorelei T.	AAS	Medical Asst	Clear DS CTE: Health Science and Medical Technology	Sierra Vista High School
Hague	James Sabbir	MA	Biology	Clear DS CTE: Arts, Media, and Entertainment	Glendora High School
Hernandez	Daryl Steven	MA	Music Performance	Clear DS CTE: Arts, Media, and Entertainment	Diamond Bar High School
Hernandez	Oscar Rene	AS	Fire Technology	Clear DS CTE: Public Service	Charter Oak High School
Holtzclaw	Jeffrey	BS	Behavioral Science	Clear DS Adult Education: Elementary & Secondary Basic Skills; Social Science; MSET; Clear DS Supervision & Coordination Credential	Del Norte - Margett Pathway Academy

		ESGVROP/TC SECONDARY INSTRUCTORS			
Last	**First**	**Highest Degree**	**Major**	**Credential/Certification**	**Work Location**
Jacoby	Samuel E.	License	General Contracting	Clear DS Vocational Education: General Contracting; General Contractor's License	Diamond Bar High School
Jaime	Aubrie Ann	BS	Athletic Training	Preliminary DS CTE: Health Science and Medical Technology	Gladstone High School
Larsen	Michael Quinn	BA	Fine Arts	Clear DS CTE: Arts, Media, and Entertainment	Fairvalley High School
Lomeli	Beatriz Adrian	BA	Human Development	Clear DS CTE: Education, Child Development and Family Services	Sierra Vista High School
Luong	Raymond	MA	Educational Counseling	Clear Pupil Personnel Services; Clear DS Adult Education: Elementary and Secondary Basic Skills; Social Sciences; MSET	Del Norte - Margett Pathway Academy
Marquez	Ariana Noemi	AAS	Child Development	Clear DS CTE: Education, Child Development and Family Services; SDAIE	Baldwin Park High School and Del Norte Campus
Marquez-Neely	Jaclyn Rae	LVN	Vocational Nursing	Preliminary DS CTE: Health Science and Medical Technology	Covina High School
Marsano	Melissa Candice	AA	Liberal Arts	Clear DS Vocational Education: Computer App., Customer Service Occ., Office Occ.	Walnut High School
Medina	Erica	Cert	Medical Asst	Clear DS CTE: Health Science and Medical Technology	Walnut High School
Moore	Michael A.	BA	Industrial Technology	Clear DS Vocational Education: Constructional Technology	Walnut High School
Moore	Sherrie B	Ph.D.	Pharmacy	Preliminary DS CTE: Health Science and Medical Technology	Del Norte Campus

			ESGVROP/TC SECONDARY INSTRUCTORS		
Last	**First**	**Highest Degree**	**Major**	**Credential/Certification**	**Work Location**
Morales	Linda S.	MS	Educ Admin	Clear DS Vocational Education: Retail Occ., Business Office Occ., Word Processing; SDAIE; Preliminary DS CTE: Business and Finance; Marketing, Sales and Service: MOS Master Cert. 2003	Diamond Bar High School
Mroch	Cecilia F.	Cert	MOS 2003	Clear DS Vocational Education: Retail Trade Occupations	Coronado High School
Mushet-Cardenas	Hanna Elizabet	BA	Film & Digital Media	Preliminary DS CTE: Arts, Media, and Entertainment	Edgewood High School
Paulson	Chase Michael	MS	Athletic Training	Clear DS CTE: Health Science and Medical Technology	Diamond Bar High School
Pelayo	Leticia	BS	Athletic Training	Preliminary DS CTE: Health Science and Medical Technology	Whitcomb and Sierra Vista High School
Perez	Anita	High School		Clear DS Vocational Education: Fashioin Merchandising, Marketing, Retail Occ.	Del Norte Campus
Peterson	Gregg	MA	Organizational Mgmt	Preliminary DS CTE: Public Service	Sierra and Gladstone High School
Portillo-Reyes	Alicia	Cert	Culinary Arts	Preliminary DS CTE: Hospitality, Tourism, and Recreation	Charter Oak High School
Rogers	Dexter Macdonald	BFA	Theatre Design	Preliminary DS CTE: Arts, Media, and Entertainment	Diamond Bar High School
Romero	Leonard J.	BA	Microbiology	Clear DS CTE: Public Service	Diamond Bar High School
Romero	Rachelle Ann	MA	Education	Clear Pupil Personnel Services; Preliminary DS CTE: Education, Child Development, and Family Services; Marketing, Sales, and Service	Diamond Bar High School

		ESGVROP/TC SECONDARY INSTRUCTORS			
Last	**First**	**Highest Degree**	**Major**	**Credential/Certification**	**Work Location**
Ruiz-Emmons	Sabrina Teresa	MBA	Business Admin; Post-Master Certificate in Education	Preliminary DS CTE: Business and Finance; Marketing, Sales, and Service	Diamond Bar High School
Salcido	Elva	BS	Athletic Training	Preliminary DS CTE: Health Science and Medical Technology	Walnut High School
Salyer	James Robert	BS	Criminal Justice	Clear DS Vocational Education: Police Science; Clear Single Subject Social Science; Clear DS Supervision & Coordination; SDAIE	Diamond Bar High School
Sandoval	Denise	BA	Human Development	Clear DS Vocational Education: Childcare, Teaching/Teacher Aide	Walnut High School
Segura	Carlos Humberto	AS	CAD / Architectural Drafting	Preliminary DS CTE: Engineering and Architecture; Fashion and Interior Design	West Covina High School
Seibert	Amanda Jo	M.Ed.	Education	Preliminary DS CTE: health Science and Medical Technology; Preliminary Single Subject: Physical Education	Charter Oak High School
Simok	Matthew John	BS	Athletic Training	Preliminary DS CTE: Health Science and Medical Technology	Edgewood High School
Sosa-Molina	Araceli	AAS	Child Development	Clear DS CTE: Education, Child Development, and Family Services	Fairvalley & West Covina High School
Tanioka	Jordan Minoru	MA	Education	Preliminary DS CTE: Health Science and Medical Technology	Fairvalley and Covina High School
Torres	Maria Concepcion	BS	Animal Health Science	Preliminary DS CTE: Agriculture and Natural Resources	Covina High School
Tran	An Ngoc	BA	Architecture	Clear DS CTE: Building and Construction; Engineering & Architecture;	Diamond Bar High School

ESGVROP/TC SECONDARY INSTRUCTORS					
Last	First	Highest Degree	Major	Credential/Certification	Work Location
				Manufacturing and Product Development	
Villanueva	Faith Intervalo	BS	Athletic Training	Preliminary DS CTE: Health Science and Medical Technology	Walnut High School
Waggener	Donna	Cert	POST Certified Instructor	Clear DS Vocational Education: Law Enforcement Occ.; SDAIE	Walnut High School
Wall	Terry Lee	BS	Comp Info Tech	Preliminary DS CTE: Information and Communications Technology	Glendora High School
West	Clayton Gene	Cert	Automotive	Clear DS CTE: Transportation; ASE Electrical Cert.; ASE Heat/Air Cert.	Baldwin Park High School
Wilson	Du'wyce Edward	BA	Arts & Humanities	Preliminary DS CTE: Education, Child Development and Family Services	Walnut High School

Evidence:

- **Faculty Chart**

2. **How effective is the annual evaluation of the teachers?**

ESGVROP/TC assures the effectiveness of faculty and staff by establishing a systematic evaluation process. Certificated and classified staff are evaluated in accordance with the timelines and policies established and monitored by the ESGVROP/TC Personnel Division. Informal and formal evaluations of teachers are conducted throughout the school year. The evaluation forms utilized contain objective measurable standards in order for the supervisor to communicate performance expectations, needed improvements, goal setting, and professional development training opportunities. Teachers new to the profession (taught less than 3 years) are provided with evaluation reviews once a semester. Evaluation forms are provided to teachers in advance during the new hire orientation process. Instructional Supervisors utilize the ROP/TC *Instructor Learning Snapshots.* This tool provides teachers with feedback based on Instructional Supervisors visit to the classroom on any given day. The evaluation forms are accessible online at www.ESGVROP/TC.org.

In addition to the direct ongoing communication with teachers, ROP Instructional Supervisors have regular contact with high school site administrators allowing for immediate feedback regarding the effectiveness of ROP/TC teachers allowing for immediate support to teachers when

needed to ensure high quality instructional programs. If an unsatisfactory rating is given for job performance in any area of the evaluation, an action plan for improvement is documented. The evaluation goal is to provide resources to improve instructional progress.

Teacher evaluations are completed every year for a new instructor and every other year for instructors who have been teaching for more than one year. The teacher evaluation process occurs as follows:

- The teacher is given a list of expectations from the administrator
- The administrator visits the instructor's classroom to perform an observation of the Instructor
- The administrator will schedule a follow up visit to share results of a written evaluation with the instructor which may contain commendations, and/or recommendations by the administrator
- The instructor is then asked to sign the evaluation and given a copy of the evaluation to Human Resources

Evidence:
- **Evaluation Forms**
- **New Hire Acknowledgement**
- **ROP Website – Posting of all evaluation forms**
- **ROP Instructor Learning Snapshot**

3. **To what extent does the school provide professional development opportunities for the teaching staff?**

ROP/TC administration and the Board of Management fully support professional growth of all staff members as is evidenced by designated funding set aside as part of the annual budget. In addition to the mandatory professional development staff in-services conducted at the ESGVROP/TC Del Norte campus twice a year, staff is encouraged to attend school-site professional development meetings, as well as regional and state-wide trainings. In addition to in-person training, staff can self-assign online courses provided through Target Solutions and, CTE Online Model Curriculum. Teachers new to the teaching profession, must complete an online orientation within the first 30 days, followed by four semester-based courses related to classroom management, curriculum, teaching strategies, and health, within the first three years of their teaching career.

ESGVROP/TC provides two professional development days per year wherein opportunities are provided for faculty members to discuss student learning needs and pedagogical approaches. Common teaching strategies and methodologies used include the following:

- Direct Teaching: (includes Introduction & Review; New Information; Guided Practice; Independent Practice
- Lecture Discussion (student experiences / ask questions / provide input)
- Demonstration
- Practical Application

The ESGVROP/TC provides opportunities for a wide variety of professional development activities each school year during regularly scheduled work days. Depending on the professional development activities, staff are allowed to move down steps on the ESGVROP/TC Salary Schedule. Professional development that is content specific may allow teachers to retain or obtain certification and/or licensure in their occupation.

Evidence:

- **Budgeted fiscal resources for Professional Development (PD)**
- **Sign-In Sheets PD**
- **Conference Approvals**
- **Flyers**
- **Stipends & Pay Scale Structure**

Criterion 4 – Curriculum

1. **To what extent does the school have a written curricular map that describes courses and outlines student learning outcomes for each course/program?**

The ESGVROP/TC list of Secondary course offerings are updated annually and distributed throughout the ROP network. All course outlines have clearly defined course objectives and learning outcomes. This includes the CTE model curricular standards and cross-curricular Student Learning Outcomes (SLOs.) Certificates of completion are offered for each individual program, students receive grades and are issued credit toward graduation for ROP courses. ESGVROP/TC courses are mapped to Industry Sector Pathways using Career Technical Education course code definitions and California State Course Codes. Each course is defined into an industry pathway as an Introductory, Concentrator or Capstone course. Several ROP/TC courses have been approved to meet UC "a-g" admissions requirements and several courses are articulated with the area community colleges. All ESGVRO/TC courses are listed both on the ESGVROP/TC website and in the course schedule of classes. Depending on the course, program or pathway completed, students may be able to obtain industry recognized certification, registration, licensure, and/or articulation with local community colleges.

Course outlines and objectives are provided on the ESGVROP/TC website:
https://hs-articulation.ucop.edu/agcourselist#/list/details/4421/

Evidence:

- **Student Learning Outcomes: (SLO's)**
- **Documented Career Pathways**
- **Articulation Agreements**
- **Business Advisory Committee Meeting Minutes**
- **Copy of Certificate of Completion**
- **Mentor**
- **CTE Teach Mentoring**

2. **To what degree and how often does the school review and revise the curriculum?**

ESGVROP/TC maintains its commitment to students by providing up-to-date curriculum and learning resource materials. ROP reviews curriculum on a biannual basis with input from several stakeholders including teachers, Industry Sector Business Advisory Committee members and local business partners. Community advisors make recommendations about industry trends and qualities that students need to be successful in the 21st Century workplace. Advisory committee meetings are critical for the purpose of curriculum review and updating relevant workplace skills. The review of curriculum and instruction are major filters in determining allocations of resources at ESGVROP/TC/TC

ROP/TC certificated staff remain active in professional associations, through part-time employment in their respected industry, and through the maintenance of professional certifications, registrations, and licenses, ESGVROP/TC teachers retain strong business and industry knowledge and experiences. Teachers and their students have access to industry specific technology through work-based learning. Staffing, purchase of instructional materials, professional development activities (internal & external), and support service allocations are based on the review of curriculum & instruction. Learning objectives and student expected outcomes are included in the course outlines.

Evidence:
- **Student Learning Outcomes: (SLO's)**
- **Business Advisory Committee Meeting Minutes**
- **Leadership team Meeting Minutes**

3. **To what extent are curricular resources available to all students so that they can successfully complete course requirements?**

Textbooks, supplies, materials, equipment, and learning environments are provided at no cost to high school students enrolled in ESGVROP/TC classes. Budgetary priorities are evaluated with a student focus. ESGVROP/TC allocates resources to programs based on recommendations from the advisory committee, teacher and school site input. Funding sources and donations of materials come from several sources including District LCFF, Workability, various grants, and donations from business partners. Each high school served by ESGVROP/TC has a comprehensive library containing reference materials and general reading materials along with sufficient computers/printers enabling on-line research and printing. PC and Mac labs are available at each high school site for use by high school students.

Additional curricular resources includes the ROP/TCs support and encouragement of student participation in Career Technical Student Organizations (CTSOs). CTSO's allow for enhancement of the school's academic program by allowing students to learn and develop leadership skills. Future Business Leaders of America (FBLA), Health Occupations of America (HOSA), and SkillsUSA are three (3) examples of student led organizations that develop and support future community leaders. Annually, the ROP/TC students participate in CTSO regional, state, and national competitive events that are judged by business and community professionals. These events focus on expanding and developing leadership traits in the classroom and in the workplace.

Evidence:

- **Syllabuses**
- **Business Advisory Committee Meeting Minutes**
- **Leadership team Meeting Minutes**
- **Purchase Requisitions / Business Office Communications**
- **Grant Award Letters**
- **Donation Documentation**
- **TPP Plan**

Criterion 5 – Instructional Program

1. **To what extent does the school provide a rigorous educational experience for all students?**

ESGVROP/TC is constantly improving the quality of instruction and courses at each high schools required by business and industry. ROP/TC utilizes several different instructional strategies to ensure that students experience a rigorous and relevant learning experience. The curriculum is designed to provide a coherent set of activities and experiences that will lead the student to a mastery of the course objectives.

New schoolwide Student Learning Outcomes (SLOs) were adopted by teachers to support the student experience. All ROP/TC courses have been mapped to CTE pathways. Courses meet high standards, with current course outlines and syllabi. Pathways are taught by CTE credentialed teachers who are competent and knowledgeable in their subject matter. The adopted SLOs help students prepare for the World of Work. Ongoing partnerships with our local community colleges have helped to increase articulations and advancement into post-secondary programs and institutions after high school.   Students meet rigorous education content requirements by mastery of the American Red Cross or the American Heart Association content leading to a Cardio-pulmonary Resuscitation (CPR) card.

Evidence:

- **Professional Development workshops / Staff in-services**
- **California CTE Model Competencies**
- **Mission Statement**
- **Industry Sector Department meeting minutes**
- **UC a-g Approvals**
- **Skill Sheets**
- **CPR Certification Data**

2. **To what degree are a variety of instructional methods/strategies used to provide successful learning opportunities for students?**

ESGVROP/TC teachers engage their students in learning experiences within the classroom and experiences that go beyond the scope of the classroom. ROP teachers use research-based knowledge about teaching and learning to provide students with the optimal opportunity to grow. Classroom theory is connected to business and industry through real life experiences that include Cooperative Vocational Education (CVE), work-based learning, job shadowing, field trips, guest

lectures, and externships. Many ROP teachers remain employed part-time allowing them to bring relevant, real world experiences into the classroom based on current practice in the industry. Teachers are aware of the diverse needs and learning styles of students and use a variety of instructional strategies to assist in making the connection between business and industry and the classroom. To assure the transfer of knowledge and content, ROP teachers not only provide knowledge and information, but also model, guide, check for understanding through hands-on activities and work-based learning opportunities.

ESGVROP/TC measures the quality of instruction in the classroom by utilizing the following strategies; Course reviews, student assessments, rubrics, protocols used in teacher evaluation, and administrators visiting classrooms.

Evidence:
- **Student Learning Outcomes: (SLO's)**
- **Staff in-services**
- **Business Advisory Committee Meeting Minutes**
- **Leadership Team Meeting Minutes**

3. **To what extent does the school integrate technology into the instructional program?**

ESGVROP/TC classes are equipped with technology appropriate for the course outline, curriculum, and industry sectors. ROP integrates new technologies into the instructional programs whenever possible. ESGVROP/TC works with each district it supports to maximize funding to provide up-to-date technology in its classes. Technology continues to change at a rapid pace, career technical education requires the most up-to-date equipment and software based on industry sectors.

All instructors teaching technology-based employability skills have dedicated computer labs with Internet connections or access to campus technology. The Del Norte campus houses computers on wheels (COWS), laptops, and projectors that can be borrowed by staff for presentations. Classrooms are equipped with other audiovisual technology such as televisions and DVD players. Teachers have continuous support from the ESGVROP/TC IT Department.

Business Advisory Committees review ESGVROP/TC course outlines and make recommendations for new and upcoming technology. Examples of recent technology in the classroom includes: digital cameras and related software programs for Digital Photography and Video Production, electronic testing equipment in High Performance Automotive Technology, 3-D printers for Computer Aided Design classes. In addition, students have the opportunity to engage in work based learning where they have access to current technology that may not be available in their individual programs or pathways.

Evidence:
- **Business Advisory Committee Meeting Minutes**
- **Leadership team Meeting Minutes**
- **Purchase Requisitions / Business Office Communications**
- **ESGVROP/TC Technology Plan**

<u>**Criterion 6 – Use of Assessment**</u>
1. **List what formative and summative assessments are used to measure student learning progress.**

   ESGVROP/TC teachers regularly assess student performance through a series of assessment tools. Examples of formative assessment include written assignments and assessments (quizzes and exams), projects, instructor check lists, self and peer evaluations, student portfolios, lecture notes, journals, industry certifications, and internship/externship evaluations. Summative assessments include pre and/or post-tests, unit and/or chapter tests, content related reports or presentations, skills checklist, and year end evaluations.

   Additionally, tests are given on a regular basis and scored according to a stated rubric given to each student at the beginning of each course, skills assessments are given mid-term and at the end of the course to determine the skill attainment of the student. For those taking work-based learning (WBL) courses, employers assess the career skills attained by the student during their WBL assignment. Students are surveyed for their satisfaction to the course and the teaching method used, as well as their opinion of their employer and the type of work done. Parents are surveyed for their satisfaction to the learning level attained by their student. Teaching methodology varies by course and student assessment also varies as described earlier.

<u>**Evidence:**</u>
- **Assessments**
- **CPR Certification Data**

2. **To what extent does the administration and faculty gather learning data from multiple sources, disaggregate the data, and analyze the results to draw clear conclusions?**

   At the end of the school year ESGVROP/TC collects the following classroom data:
   - Enrollments
   - Attendance
   - Grades
   - Completion Rates
   - Certificates of Proficiency
   - Placement
   - Student Satisfaction

   Surveys play a major part in data gathering from both students and parents. Parents are asked what they think of the instruction their student had received, and how it may have helped them in their schooling. Employers are surveyed on skill attainment, and the effectiveness of the course. This data provides ROP/TC administration and teachers with information necessary to evaluate the effectiveness of the instruction, draw conclusions, and plan and execute corrective action for each program annually.

- **Work-Readiness Tools**
- **Student Satisfaction Surveys**
- **Parent Satisfaction Surveys**
- **Follow-up Surveys**

3. **To what extent does the administration and faculty take the conclusions drawn from the analysis of learning data and create recommendations to address areas of needed improvement?**

   ESGVROP/TC administrators and instructors review learning data to draw conclusions and make recommendation on equitable distribution of resources to individual courses, programs and pathways. Resources may include understanding the required elements needed to improve a program/pathway, integration of high order thinking skills, problem-solving, and critical thinking skills integrated into the instruction. Work based learning (WBL) may also be integrated into a course of study to address needed improvement. Analysis of learning data is used to assess the relevance and appropriateness of course offerings, determine fiscal resources, modify institutional action plans, and determine the effectiveness of instruction. When data results indicate that intervention is required, results are shared to those who can assist in corrective actions that benefit the course, program or pathway. The data is provided to stakeholders who play an active role in the programs advisory meetings to determine required updates and/or improvements to the program on an as needed basis.

Evidence:
- **Irvine Report**
- **Advisory Meeting Minutes**
- **CTE Teach**

4. **To what extent is the analysis of learning data used to improve the instructional program of the school?**

   Long and short range planning is the responsibility of the ROP/TC administrative team who works closely with various stakeholders and instructional staff to determine and develop corrective action plans for programs. Stakeholders have continued input into the development of institutional planning. Programs are given an annual instructional budget and the administrations works closely with teachers to ensure staff have the prerequisite resources required for student success. The analysis of the learning data is used to review, assess, and plan for the relevance and appropriateness of course offerings at all school sites leading to allocation of equitable resources to instructional programs.

Evidence:
- **ESGVROP/TC Teacher Instructional Budget**

Criterion 7 – Student Support Services

1. **Describe and evaluate what support services are provided to students, including academic counseling, personal counseling, and health services. Please describe what is included in each service provided.**

East San Gabriel Valley ROP & Technical Center (ESGVROP/TCTC) administration works closely with each of the partnering high school principals and ROP counselors where classes are offered to assist with coordinating and communicating student needs. Academic counseling support is provided by the counseling department on each high school campus. Counseling includes course selection to meet graduation and college entrance requirements and career exploration. Counselors are provided ROP/TC information to guide student selection and enrollment in ROP classes. In addition, several high schools have a career center devoted to serving high school students with a variety of services related to post-secondary advancement, providing work-based learning opportunities, including monitoring work permits for high school students, and offering pathway related cooperative vocational education (CVE). ROP/TC instructors provide career interest inventory assessment in their class, host industry related guest speakers and partner with employers to place students in work-based learning sites. ESGVROP/TC conducts eight ROP/CTE Counselor meetings at the Del Norte site annually. Counselors from all 21 high schools are invited to participate and share a variety of information to all. The ROP/TC reviews with counselors the services available to them at their individual school sites.

ROP/TC students are referred to Irwindale Industrial Clinic for regular health services. Students in need of medical treatment due to a community classroom injury are provided care through CSAS Excess Insurance Authority Workers Compensation plan.

Student Services staff supports each of the high schools by offering Free Application for Federal Student Aid (FAFSA) workshops for both students and parents. These workshops are offered on both the high school campus and the ESGVROP/TCTC Del Norte campus in both English and Spanish and in both paper and electronic formats.

Students have the opportunity to participate in college and career fairs through both their district and ESGVROP/TC. Along with the annual career fairs ESGVROP/TCTC also hosts a transition fair for disabled students for them and their families to assist with providing a variety of resources from Department of Rehab, Social Security, and Mental Health Counseling.

Evidence:
- **ROP Counselor Meeting Agenda**
- **Workshops**
- **FAFSA Calendar**
- **College, Career and Transition Fairs**
- **Career Interest Inventory assessments**
- **Educational Counselor Agreements**

2. **To what extent does the faculty/staff guide students through the admissions process all the way to the completion of courses and/or programs?**

ROP/TC instructors work closely with the academic counselors to coordinate the recruitment and enrollment of students and the high school counselors guide student enrollment in ROP classes. Instructors visit classrooms, set up booths, speak during rallies and participate in open house events, back to school nights, and college and career fairs to publicize the courses and explain what they have to offer. Instructional Supervisors meet with the high school administrators and district administrators.

During the first week of class, students are explained the program, the requirements necessary for success, review enrollment paperwork, and complete online enrollments. Students are required to have their parents sign the necessary forms and return to their instructor.

Two main focus points for the instructors are the strict attendance requirement and the possible need for transportation if the student will be participating in work-based learning. ROP/TC instructors work closely with the school site attendance office and work with students and parents to find workable solutions if transportation to a work-based learning site is a barrier. ROP/TC provides grades and credits for their high school transcript.

ROP Counselors conduct campus tours, distribute flyers regarding ROP/TC classes, and meet with students to support and explore employment opportunities, provide resume and job search assistance, practice interviewing skills and share information regarding the local job market.

Evidence:
- **College and Career Fairs**
- **Meetings with High School and District Administrators**
- **Counselor Meeting Minutes/Sign In Sheets**

3. **Evaluate the means by which the school maintains student records in a permanent, secure, and fireproof location.**

ROP/TC uses Harris Solutions, a web-based data management system to maintain student records. Harris attendance system maintains student's records, attendance and grades. Harris provides maintenance and backup system. All student information and records are available to authorized ROP/TC personnel on ROP/TC campuses. The Harris system allows all assigned personnel to have access from most computer systems. The Youth Career Connect (YCC) grant through the Department of Labor contains data reports that are housed off-site in a "cloud-based" system known as Mathematica. Mathematica Online brings the data reports directly to individual users through their web browser—with no installation or configuration is required.

Evidence:
- **Copy of Harris School Solutions Software Service Agreement**
- **Mathematica PTS Training Manual**

4. **To what extent does the school communicate with students and make information available as requested?**

ESGVROP/TC provides promotional program materials on its website, which is current and updated on a regular basis. Students have access to program information that is available on the ROP/TC website by way of brochures, flyers, program information sheets, and course outlines. All ROP/TC publications provide information on the mission, instructional outcomes, and course content and student expectations. Instructors and Instructional Supervisors work closely with school counselors to educate them about the benefits of ROP classes. Although information regarding the ROP/TC is available on the internet and on social media (i.e. Facebook), community members and counselors frequently comment that the ROP/TC is not publicized enough. As a result, an action plan will focus on increasing community and student awareness of ESGVROP/TC.

Evidence:
- **ROP Counselor Annual Calendar**
- **Posters**
- **Flyers**
- **Information Sheets**
- **Course Outlines**
- **Social Media Policy**
- **Videos**
- **Transcript Request Form**

Criterion 8 – Resource Management
1. **To what extent does the school have sufficient resources to offer its current educational courses/programs? (Please provide a copy of the school's budget.)**

Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

ESGVROP/TC administration, JPA members and their board of management remain committed to ensuring that adequate revenues to support CTE courses continue to be provided to their high school students. ESGVROP/TC works in partnership with various educational organizations, workforce development agencies, and business partners to obtain additional resources (grants and donations). This is evident as districts pass LCFF funding to the ROP for their CTE pathways.

Evidence
- **ESGVROP/TC Budget shows total annual funding from the participating school districts for 2015/2016, 2016/2017, 2017/2018**

2. **Comment on the effectiveness of how the school maintains integrity in financial practices, audits, and financial reporting to all stakeholders.**

ESGVROP/TC has clear financial procedures in place by adhering to the California School Accounting Manual and generally accepted accounting principles. ESGVROP/TC's separation of duties is supported by different support staff working in different departments with different responsibilities, therefore enabling strong internal controls by ensuring separation of duties for checks and balances. ESGVROP/TCs strong financial operating procedures are reviewed annually by an outside auditor who ascertains that the ROP's financials and fiscal controls meet the requirements of auditing standards generally accepted in the United States. In addition, the ESGVROP/TC regularly reviews its policies and administrative regulations to ensure that current practices are adequate to maintain the appropriate checks and balances and are in compliance with current requirements. Board policies in pages 33 through 43 govern business practices that ensure accountability and compliance. The budget is developed, reviewed and analyzed by the CBO prior to its submission to the ROP/TC Board for adoption. The budget and financial reporting is shared with the Board of Management at least three times, per year; June, December and March. In addition, the CBO meets with district partners throughout the year to provide budget updates directly related to their programs.

Evidence:
- **E1 and E2 Reports**
- **Financial Audits**

3. **Provide evidence that the school provides clean, safe, and well-maintained facilities that are sufficient for the courses/programs offered?**

ESGVROP/TC has been diligent in ensuring that the students, staff, and community, have a safe and well-maintained classroom environment. The majority of ESGVROP/TC secondary courses are conducted in existing classrooms at twenty-one sites across seven unified school districts. These sites consist of:

> Azusa High School
> Gladstone High School
> Sierra Continuation High School
> Baldwin Park High School
> North Park Continuation High School
> Sierra Vista High School
> Charter Oak High School
> Arrow Continuation High School
> Covina High School
> Fairvalley High School
> Northview High School
> South Hills High School
> Glendora High School
> Whitcomb Continuation High School
> Walnut High School
> Ron Hockwalt Academy
> Diamond Bar High School

West Covina High School
Coronado Continuation High School
Edgewood High School
ESGVROP/TC Community Day School
(Margett Pathway Academy)

For each of the sites, there are Safety Plans and Emergency Procedures adopted by the districts' Boards. Each district is responsible for the service contracts for government compliance work on their sites. The ESGVROP/TC instructors are knowledgeable about the regulations that govern their classrooms, students and facilities. The instructors work with site personnel to ensure the cleanliness, safety and functionality of each classroom. ESGVROP/TC management also works closely with the individual site administrations and district personnel to sustain a good working relationship with the campuses. ESGVROP/TC and its partnering districts conduct safety drills on a regular basis. The ESGVROP/TC has a safety committee that meets regularly to discuss safety issues. The ESGVROP/TC Del Norte campus conducts emergency drills monthly for Active Shooter, Fire, and Earthquake. The Del Norte campus has security staff present on-site one hour before classes begin and they stay one hour after the last class departs.

Evidence:
- **Safety Committee Meeting Agenda/minutes**
- **Copy of Certificate of Liability Coverage**
- **Del Norte Safety Emergency Guide**
- **Evacuation Map**
- **Emergency Drill Instructions**
- **2017/2018 Drill Schedule**
- **Procedure for Fire and Earthquake Drills**
- **District Safety Plans**
- **Campus Drill Schedules**
- **Active Shooter Information**

Criterion 9 – Community Connection
1. **To what extent does the school connect to community leaders, local businesses, and vocational partners in order to enhance the school's academic program?**

ESGVROP/TC proactively connects with community leaders, businesses, and organizations to enhance and expand upon opportunities for students. The ESGVROP/TC has extensive interaction with Chambers of Commerce, Work Source Partners, school districts, community colleges, parents and students. The ESGVROP/TC is active in the community by partnering with EDD to help the unemployed, as well as the Department of Rehabilitation to meet the needs of the disabled. Monthly visits to local Department of Social Service, the San Gabriel Valley Consortium on Homelessness, local libraries, and memberships in local service clubs (ie: Optimists and Kiwanis) allow exposure to those they serve by active involvement. Annually, the ESGVROP/TC hosts a Transition Fair that attracts more than 200 community participants and students. The Transition Fair has more than 50 vendors who provide various resources to individuals with special needs. ESGVROP/TC administration reaches out to the community businesses partners who assist as advisory committee members, guest speakers, or by providing work-based learning opportunities to students. This exercise allows the exchange of valuable feedback from local

businesses thus ensuring their business expectations are met by adjusting our curriculum to meet those needs. Through staff involvement in many of these community outreach efforts, valuable information is exchanged as well as relationships built, thus securing our ability to call upon our partners for input, employment resources, donations, mentoring, and guest speakers. ESGVROP/TC works with many community colleges to provide articulated classes that allow students to earn college credit while still in high school. ESGVROP/TC provides post-secondary programs for high school graduates at the Del Norte Campus.

Evidence:
- **Advisory Meeting Minutes and Sign-Ins**
- **Transition Fair Sign-In Sheets**

2. **How effective has the school been in providing student service projects that impact the community in a positive manner?**

ESGVROP/TC seeks community involvement whenever and wherever it can, community support is seen as a critical factor in student success. The ESGVROP/TC continually seeks to maintain open and collaborative relationships with the community. The ESGVROP/TC has an active Marketing team that focuses on increasing visibility of the ESGVROP/TC services and its various partners to our local community. This has been accomplished through Open House Events, Veterans Resource Fairs, Employment Fairs, as well as opening up our premises for Guest Speakers. Each of these events has generated the exposure in our local community by visible signage for these events, our neighborhood outreach, and our collective efforts to place flyers in heavy traffic areas.

Through visible attendance at College Nights and Financial Aid (English & Spanish) workshops on the high school campuses, our efforts to reach the family members of the students has proved an excellent resource for our community. We provide a service through this outreach for the unemployed parents of the high school students in need of training or a new direction. The ESGVROP/TC connects with the community through various programs such as Back to School Night, Career Technical Education (CTE) Day, and through a variety of community service projects. In addition, the ESGVROP/TC offers a number of community events such as Blood drives, and health events working with the American Red Cross. Individual ROP/TC pathways provide services to the community in areas such as the automotive pathway providing support related to car servicing or maintenance and support by the Sports Physical Therapy pathways to a variety of sports events. The ROP/TC website and social media is utilized to improve communications with the community.

Evidence:
- **College Nights**
- **Financial Aid (English/Spanish)**
- **Back to School Night**
- **Community Service**
- **Health Fairs**
- **Auto Services**
- **Sports Physical Therapy Students**

Criterion 10 – Action Plan for Continuing Improvement

1. **Describe and evaluate how the school's Action Plan is created, maintained, and used to guide the school in ongoing improvement efforts.**

   ESGVROP/TC utilizes a comprehensive strategic planning process to develop the organizations improvement efforts. The Action Plan is a reflection of stakeholder input, evidence and data collection along with the analysis of the criteria. The organizations strategic plan drives the ESGVROP/TC's Action Plan. The action plan is built around the "11 Indicators of High Quality CTE." The ESGVROP/TC Strategic Plan committee developed the action plan that meets both COE and WASC criteria. Focus groups contributed to the development of the concepts within the "Plan" based on high priority issues.

   The Action Plan is a continuous "living" document that changes in focus and scope on a regular basis as funding, marketing, data, and communication changes. The "Plan" delineates the timeline for implementation, the description and/or activity, and the individuals or groups responsible for meeting the objective. The ROP/TC administration will review the Plan and make updates throughout the year. The ROP/TC will reference and review progress during its regularly scheduled meetings to monitor Action Plan progress.

Evidence:
- **11 Elements of CTE**

2. **To what extent have the ROPs, high school level programs/classes, and other non-CTE programs identified critical areas of needed improvement that are part of the school's Action Plan?**

   The objectives contained in the 2018-2021 Strategic Plan for the ESGVROP/TC were established through the use of input obtained from Advisory Committee members, staff, faculty and district partner staff and administration. Once the objectives were identified they were reviewed by ESGVROP/TC Instructors and reviewed by ESGVROP/TC Administrators. The Objectives and Action Steps relative to the Secondary programs are:
   - Modify, adjust and standardize Industry Sector Assessments .
   - Maintain high quality instruction and Secondary CTE programs.
   - Modify and adjust courses and pathways in alignment with labor market demands.
   - Increase community recognition and awareness of ROP/TC programs through targeted marketing and recruitment efforts.

SECTION 3

SCHOOLWIDE STRENGTHS AND CRITERIA AREAS FOR FOLLOW-UP

ESGVROP/TC is known throughout the community as a leader in Career Technical Education and for educational planning and innovation in meeting student educational goals and district CTE needs. Ongoing partnerships with Districts, high schools, community agencies, local businesses and industry are an integral part of the ESGVROP/TC's planning process for educational improvement. ESGVROP/TC continues to focus on strengthening its fiscal resources and understands, more than ever, the importance of informing all stakeholders of the value and contributions the ROP/TC has on the education of the students it serves. A focus of participative management prevails with teachers, administrators, and the community working together to build strong, quality CTE Pathways.

Evidence:
- **ESGVROP/TC Strategic Plan**

Section 3
Schoolwide Strengths and Critical Areas for Follow-up

After reviewing the results of the answers provided in the preceding pages, please identify what you believe your school does very well, i.e., areas of strength in regard to the ROPs, high school level programs/classes, and other non-CTE programs that are offered.

Schoolwide Strengths

1. ESGVROP/TC teachers have strong business and industry knowledge and experience, and participate in a variety of activities that keep them current in their respected occupation providing students with "real world" knowledge and experiences.

2. ESGVROP/TC supports student and teacher involvement in Career Technical Student Organizations (CTSOs), provide students with enhanced opportunities for leadership development.

3. ESGVROP/TC provides students with multiple educational opportunities for community service, leadership development, community classroom (work-based learning) and connections with business and industry representatives.

4. ESGVROP/TC has excellent relationships with our seven partner districts in which we collaborate with to provide current and relevant CTE courses and pathways.

5. ESGVROP/TC has strong community support, evidenced by the number of business partners and work based learning (WBL) training sites.

Schoolwide Critical Areas for Follow-up

1. Professional Development for instructors that focus on CTSO Service Learning, Work Based Learning (WBL), and Teacher Mentoring.

2. Increase Marketing strategies that support community and student awareness of ESGVROP/TC.

3. Expand teacher involvement in school-wide decision making.

4. Update ESGVROP/TC course outlines to include additional mapping standards to individual content areas, such as Pathway Standards.

5. Update ESGVROP/TC course outlines to include a focus on student outcomes.

In addition, please attach a copy of the current Action Plan.

See Appendix A

APPENDIX

Child Development
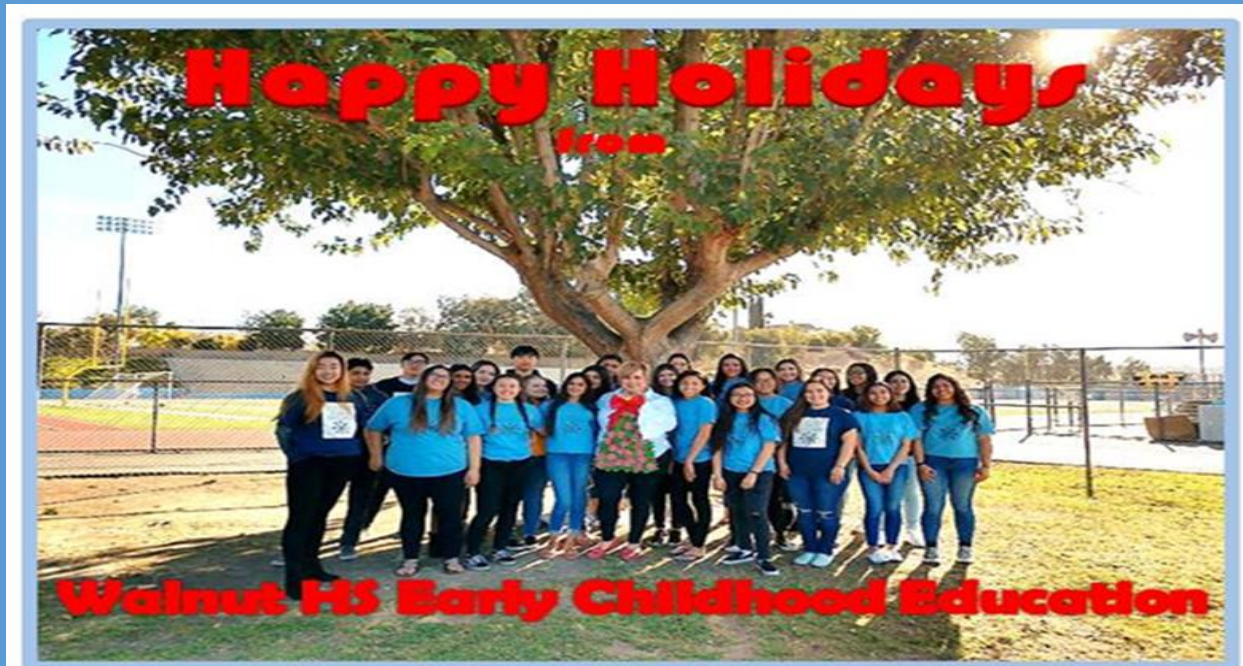
Appendix A

**East San Gabriel Valley ROP/TC
WASC Action Plan 2018-2021**

EAST SAN GABRIEL VALLEY ROP/TC
WASC ACTION PLAN / 2018 - 2021

1	Professional Development for instructors that focus on CTSO Service Learning, Work Based Learning (WBL), and Teacher Mentoring.	2018-2021	- Conduct In-Services - Industry specific professional development - Conducted CTSO/Teacher training - Attend CTSO specific seminars	2018 – 6/30/2021	Deputy Superintendent Chief Business Officer Leadership Team Board of Directors	- Board meeting minutes - Administration Meeting - Leadership Team Meeting - Staff In-Service - Counselor Meetings - Calendared Professional Development Meetings
2	Increase Marketing strategies that support community and student awareness of ESGVROP/TC.	2018-2021	- Marketing Team focus for Secondary and Post-Secondary - Staff involvement with local Chamber of Commerce groups and Workforce, and Department of Rehabilitation. - - Create new marketing materials (including posters, videos, flyers, and tri-folds) - Multiple platform Social Media exposure - Create a marketing plan to include	2018-6/30/2021	Marketing Team Leadership Team Administrative Team Classified Staff	- Board meeting minutes - ESGVROP/TC website - Leadership Team - Marketing Team - Administrative Meetings - Workability Grant - We Can Grant - Marketing exposure to WorkSource Groups (MCS/EDD) - San Gabriel Valley LPA
3	Expand teacher involvement in school-wide decision making	2018-2021	- Survey all instructors for overall feedback (time frame?) - Review and analyze all data to determine needed changes	2018-6/30/2021	Leadership Team Administrative Team Deputy Superintendent Instructional Supervisors	Data driven decision making

			• Address those areas of concern as indicated on the survey. • Invite industry specific teachers to present at Staff In-Service. • Discuss survey results from each In-Service. • Pathway Leads act as a conduit of communication from teachers at their site to the ROP/TC.		Pathway Leads Human Resource Team	• Agendas and meeting minutes for all site meetings. • Calendared Professional Development. • Hold Pathway Lead accountable for updates.
4	Curriculum Mapping that includes pathway standards while incorporating CTE Criteria that is measureable.	2018 -2021	• Quarterly collaborative pathway meetings • Establish key assessments for all pathways • Pathway leads will disseminate information to all instructors. • Assess competencies • Revise curriculum to meet new competencies • Continue using UC A-G approved courses • Integrate pathway outcomes.	2018 – 6/30/2021	Deputy Superintendent Instructional Supervisors Leadership Team Board of Directors Instructional Staff	• Pathway meeting minutes • Advisory Board Meeting minutes • Administrative Team •
5	Student outcomes that will be measured by assessments and surveys. Students will be assessed on their career pathway outcomes.	2018 - 2021	• Bi-annual Student pathway assessment • Bi-annual Student and Parent surveys. • Review, analyze and make decisions based on data from surveys (Data Driven Decision Making). • Identify career pathway outcomes	2018 – 6/30/2021	Deputy Superintendent Deputy Superintendent Instructional Supervisors Leadership Team Board of Directors Instructional Staff	• Advisory Board Meetings by pathway. • CTSO memberships • Survey Monkey assessment monitoring system. • Board meeting minutes • Counselor meetings • Leadership team meetings • Administration meeting

			• Student participation in CTSO's on campus for industry competitive focus. • Collaboration with instructors and Business Advisory members to determine the needs of local businesses. • Volunteer community service hours within a selected pathway.			• Calendared pathway advisory board meetings • Quarterly reports based upon Data from surveys, assessments, and Advisory member feedback. • Annual summative report to determine planning for the upcoming school year.

WASC Glossary

A-G Requirements:

Course requirements established by the University of California with the intent of ensuring that students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study.

Advisories:

Industry and Business Professionals who serve as a resource to ensure that coursework and training meet industry standards and are relevant to the field. Advisory members also serve as a liaison between students and work opportunities.

Articulation

Reciprocal agreements between local community colleges and the ESGVROP that afford students with college level credit for coursework completed at the ESGVROP and in some cases offers students priority enrollment into an institution of higher learning.

Career Pathways

A coherent, planned sequence of career technical education courses detailing the knowledge and technical skills students need to succeed in a specific career area.

Career Technical Education

A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

Community Day School

Schools established for students who have been expelled from school or have had chronic attendance and or truancy problems.
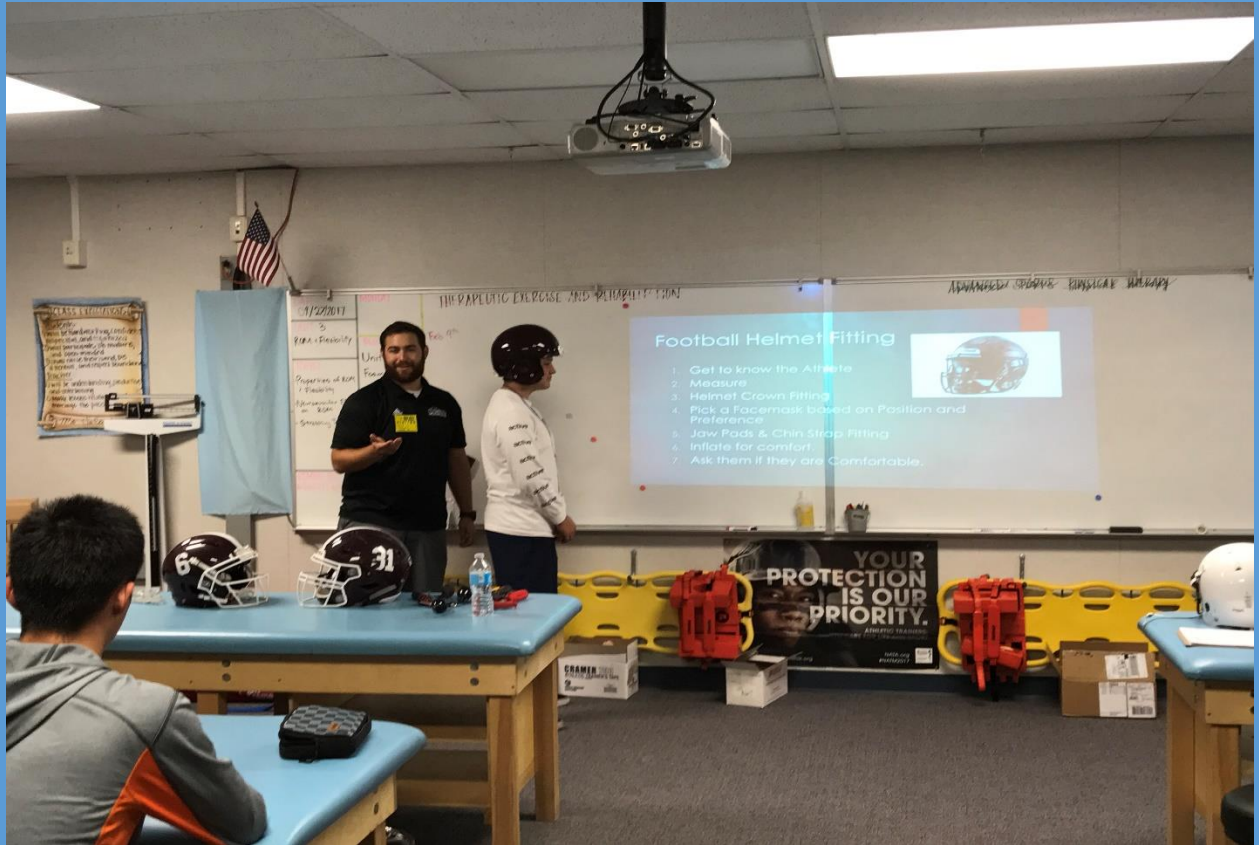
Curriculum Mapping

Curriculum design informed by performance data aimed at ensuring that the academic course content aligns with industry and CTE standards in order to provide an exceptional learning experience.

Joint Powers Agreement (JPA)

An agreement to provide supportive educational services between the ESGVROP/TC and its 7 partner districts consisting of Azusa Unified, Baldwin Park Unified, Charter Oak Unified, Covina Valley Unified, Glendora Unified, Walnut Valley Unified and West Covina Unified school districts.

ESGVROP/TC

The East San Gabriel Valley ROP/Technical Center with the approval of the Secretary of State was established in 1973 and provides Career Technical Education courses to both secondary and post-secondary students.

Sports Medicine