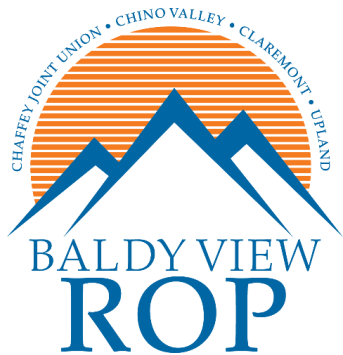# Baldy View Regional Occupational Program

"Pathways to Prosperity"

WASC Post-Secondary Supplement *to the COE/WASC Self-Study Report*

2014-2015

Baldy View Regional Occupational Program Presents:

WASC Post-Secondary Supplement to the COE/WASC Self Study Report
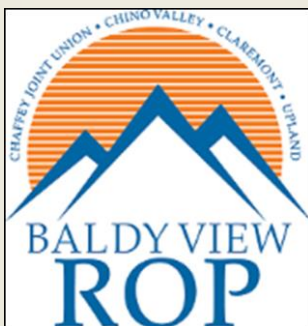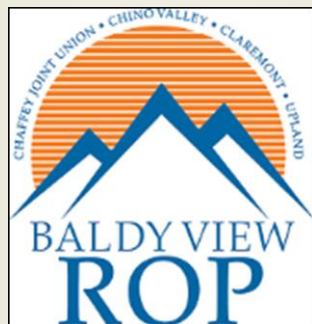
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Baldy View Regional Occupational Program

Section I

School Profile

Section I
School Profile

School Name
Baldy View Regional Occupational Program

Governing Board
Hilary LaConte, President

Sylvia Orozco, Vice President

Joe Lenz, Member

Charles Uhalley, Member

Administration
Shelley Adams, Superintendent

Forest DeRenzo, Director of Educational Services

Carla Roberts, Director of Business Services

Dora Edney, Director of Development/Public Relations

Roseanne Redfearn, Coordinator

Crystal Whitley, Coordinator

Michael Moore, Administrative Services Coordinator

School Address (include all branches and sites):

Administrative Office
8265 Aspen Ave. Ste. 100
Rancho Cucamonga, CA 91730

School Site: Career Training Center (CTC)
1501 Bon View Ave.
Ontario, CA 91761

BVROP Participating District Campus Locations

Chaffey Joint Union High School District	
Alta Loma High School 8880 Baseline Road Alta Loma, CA 91701	Los Osos High School 6001 Milliken Ave. Rancho Cucamonga, CA 91737
Chaffey District Online High School 211 West Fifth Street Ontario, CA 91762	Montclair High School 4725 Benito Street Montclair, CA 91763
Chaffey High School 1245 North Euclid Ave. Ontario, CA 91762	Ontario High School 901 West Francis Street Ontario, CA 91762
Colony High School 3850 East Riverside Drive Ontario, CA 91761	Rancho Cucamonga High School 11801 Lark Drive Rancho Cucamonga, CA 91701
Etiwanda High School 13500 Victoria Ave. Etiwanda, CA 91739	Valley View High School 1801 East Sixth Street Ontario, CA 91764

Chino District	
Ayala High School 14255 Peyton Drive Chino Hills, CA 91709	Chino High School 5472 Park Place Chino, CA 91710
Boy's Republic 1907 Boys Republic Drive Chino Hills, CA 91709	Chino Hills High School 16150 Pomona Rincon Road Chino Hills, CA 91709
Buena Vista High School 13509 Ramona Ave. Chino, CA 91710	Don Lugo High School 13400 Pipeline Ave. Chino, CA 91710
Claremont District	
Claremont High School 1601 North Indian Hill Blvd. Claremont, CA 91711	San Antonio High School 125 West San Jose Ave. Claremont, CA 91711
Upland District	
Hillside High School 1558 West 9th Street Upland, CA 91786	Upland High School 565 West 11th Street Upland, CA 91786
Additional Locations	
Ontario International Airport-Old Terminal 1940 East Moore Way Ontario, CA 91761	Salon Success Academy 1385 East Foothill Blvd. Upland, CA 91786

Preface

The Baldy View Regional Occupational Program (BVROP) governing board, students and staff would like to present our institutional Western Association of Schools and Colleges self-study supplemental report.

The administration recognizes the importance of involving all stakeholders in the collaboration process of developing the Student Learning Outcomes (SLO) and the Self Study. Administration, students, staff and community members input was solicited, encouraged, and valued. The initial meeting took place in the boardroom where the self-study coordinator explained the "Focus on Learning" process. All staff and stakeholders were asked to participate via focus, leadership and action plan groups, which provided an in depth analysis of our organization. Through this process a current picture of strengths and areas of growth as well as goals for the future are clearly delineated.

History & Background

Baldy View Regional Occupational Program is a regional authority of four school districts: Chaffey Joint Union High School, Chino Valley Unified, Claremont Unified and Upland Unified School Districts. Through the formation of a Joint Powers Authority between Baldy View ROP and the districts, allowed via government code 6500, both high school and adult students are provided quality career preparation.

Baldy View ROP was established in 1972 and continues to progress to meet the needs of our stakeholders and community, in addition to providing an educational environment of excellence for our students. The Governing Board is comprised of four Commission members who represent each of their four partnering districts as active school board members. These commission members support and provide stewardship to the Baldy View ROP organization in its vision: "We believe we must inspire lifelong learning by preparing our students to make informed career decisions, offering viable opportunities, and empowering students for emerging challenges in new and established fields". Classes are offered: on the participating districts high school campuses, at the Career Training Center located in Ontario, at Ontario International Airport, and at the Salon Success Academy in Upland. Annually, over 5,200

students are served through the 45 programs offered. Baldy View ROP's general class size ranges from 25-30 students at the comprehensive high schools to 13-17 at the alternative and continuation schools with 77 staff members supporting student learning.

Baldy View ROP offers 45 instructional programs within 12 of the 15 established Career Technical Education industry sectors. Included are: Agriculture and Natural Resources; Arts, Media and Entertainment; Building and Construction; Business and Finance; Education and Child Development; Engineering and Architecture; Health Science; Hospitality and Tourism; Information and Communications Technologies; Marketing and Sales; Public Services; and Transportation. Courses offered are either BVROP, or district operated. District operated programs represent 25% of all course offerings. Districts provide direct supervision over these career technical education programs with curriculum, instruction, and partial financial support provided by Baldy View ROP.

Baldy View ROP participates in the communities we serve as members of the following chambers of commerce: Chino Hills, Rancho Cucamonga, Ontario, Upland and Claremont. This enables the organization to stay current with local area developments, job demands and/ or opportunities within these communities. In serving the local community, Baldy View ROP staff and students participate in various events.   Annually, led by our Airport Occupations class, and Medical Assistant class, students and staff volunteer and participate in the "Plane Pull" event at the Ontario Airport which raises money for multiple agencies including Baldy View ROP, Friends of the Ontario Airport, and the United Service Organization (USO) among others. In addition, the Registered Dental Assistant class located on the CTC campus partners with the Loma Linda University School of Dentistry to provide free dental care to children of low socio-economic status in the Baldy View ROP attendance area.

Further supporting the community and students, the Baldy View ROP Foundation, a non-profit 501(c)(3) entity incorporated in 1995, is dedicated to supporting Baldy View Regional Occupational Program's students. The Foundation's mission is "To develop community resources, relationships and partnerships to assist students in a lifelong learning process to become self-sufficient in an ever-changing world." The volunteer Board of Directors, consisting

of representatives from local businesses, provides a wide range of expertise and professional skills in business ownership and operations, sales, education, health and law. Serving the needs of our students, the Baldy View ROP Foundation raises money annually to fund post-secondary scholarships for high school students and loans for adult students. The Foundation also offers mini-grant opportunities for current instructors at Baldy View ROP to fund instructional objectives.

Since the 2011 WASC visit, Baldy View ROP has undergone significant restructuring and organizational changes. In July 2012, the commission hired a new superintendent, Ms. Shelley Adams, to assist the BVROP governing board in identifying leadership and instructional gaps in the previous structure. On September 1, 2013, a new organizational structure was approved to better support strategic goals and the instructional vision. This resulted in a new management structure consisting of three Divisions: Educational Services, Business Services and the creation of the Public Relations/Development Division. These divisions were created to communicate a set of professional expectations which required a superior breadth of knowledge and skills, ability to lead changes in Common Core implementation, cross curricular integration of Career Technical Education/Core standards, extensive knowledge of fiscal practices, and enhanced communication systems regarding the value of Baldy View ROP's commitment to student learning.

With current funding instability for Regional Occupational Center Programs (ROCP's) to include the end of the statewide maintenance of effort (MOE) as of June 30, 2015, BVROP is working with the chief business officials, superintendents and school boards of all partnering districts and the Baldy View ROP Commission on a new funding model to be implemented beginning July 1, 2015. Additionally, BVROP is a member of the Inland Empire/Desert Regional Consortium which seeks collaborative opportunities to apply for both federal and state grants in collaboration with regional community colleges.

WASC Leadership/Action Plan & Focus Groups

As a first step in the self-study process, the Leadership Focus Group, which consisted of the Superintendent, Directors, Coordinators, Program Specialists, Instructional Team Leaders, and classified representatives created WASC Focus Groups. Focus groups included the aforementioned stakeholders and all teachers, district representative council members, business and industry partners. Meetings occurred monthly as well as periodically through: staff meetings, organizational department meetings, district representative council meetings (DRC), industry sector collaboration (ISC) meetings, mandated professional development, institutional and program advisory meetings. Through the WASC self-study process all stakeholders were involved allowing BVROP to be seen through various lenses.
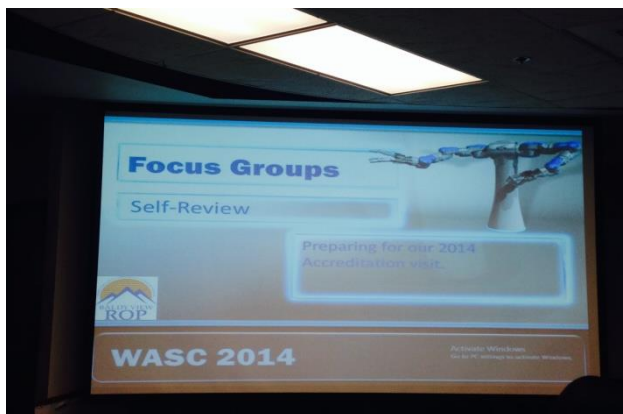
Leadership/Action Plan Team

Shelley Adams
Forest DeRenzo
Carla Roberts
Dora Edney
Michael Moore
Crystal Whitley
Roseanne Redfearn
Christine Thomas
Denis Charbonneau
Marie Sliney

Focus Groups

Curriculum Group 4
Staff

Shelley Adams Co-Chair
Chris Martin Co-Chair
Maira Gallardo
Rachel Guerra
Yahoska Montenegro
Sue Alanis
Sam Abdamalek
Octavio Armas
Lorraine Avalos
Julianne Baun
John Berge
Doug Brooks
Mark Childers
Fred Corral
Bill Cox
Marie Sliney
Kathy Holguin
Larry Horowitz
Kim Hansen
Jackie Davidson

Other/District Operated

Foundation Member
Business Affiliate
Jaime Anderson
Fred Altenburg
Dale Baley
Jeff Brehmeyer
Matthew Cataldo

Instructional Program Group 5
Staff

Forest DeRenzo Co-Chair
Roseanne Coyle Co-Chair
Daniel Castillo
Renay Prescott (Career Tech)
Steve Perez (teacher)
Carolina Vasquez (teacher)
David Cutts
Tom Evans
Jessica Garcia
Joe Gonzalez
Paul Grimm
Steve Hayden
Mike Heller
Carlos Hinostroza
Maher Tawfik
Pat Campbell
Pat Dodd

Other/District Operated

Foundation Member
Business Affiliate
Brett Oconnor
Jacob Dayneko
George Garcia
David Herrera
Luis Iniguez

Assessment Group 6
Staff

Carla Roberts Co-Chair
Christine Thomas Co-Chair
New Ed Services Assist.
Receptionist
Logan Tice
Mary Zaldivar
Kelli Wilson(Career Tech)
Teresa Aitchison
 Clark Stevens
Teresa Cazett
Jim Londagin
Robert Martinez
Vern Matthews
John McNicoll
Ernesto Moreno
Jeff Ordaz
Bruce Pardee
Steve Perez

Other/District Operated

Jeff Ellingsen
Foundation Member
Business Affiliate
Knowlton, Corey
Richard Lewis   Mark Pertusati   Kennie Ott

Student Services Group 7
Staff

Dora Edney Co-Chair
Cindy Fajardo Co-Chair
Brianne McKnight
Robin Buckles
Marion Vories
Laura Villarreal
Kalani Chavez (Career Tech)
Angela Grana
Derek Scott
Stacy Shipway
Greg Stewart
Nate Swift
Betty Wilson
Mike Barilla
Robin Purcell
Mike Garcia
Carolina Vasquez

Other/District Operated

Brad Cuff
Foundation Member
Business Affiliate
Elizabeth Williams
Jennifer Rodriguez
Jeff Schuld
Cesar Vera
Denise Warman

ROP courses, high school level programs/courses, and non-CTE programs or courses:

BVROP offers courses at both the high school (secondary) level and at the post-secondary; non-CTE programs are not offered.

Agriculture and Natural Resources 2013-2014

Landscape Maintenance & Design
Teaches the skills necessary for entry-level jobs in the field of landscaping and demonstrates planning, designing, installing and maintaining a landscape for commercial industry.

Nursery Practices
Introduction to agricultural nursery techniques. Students are introduced to plant identification, soil preparation and nursery sales. Site training available.

Program	Instructor	Class Location
Landscape Maintenance/Nursery	Derek Scott	Boys Republic
	Eliot Joyner	Valley View HS
Floral Design	Lorraine Avalos	Chaffey HS

The data displays the number of student enrollment for the 2013-2014 school year, converted into percentages.

Agriculture and Natural Resources

16%

22%

62%

■ Landscape Maintenance & Design 244   ■ Nursery Practices 85   ■ Floral Design 64
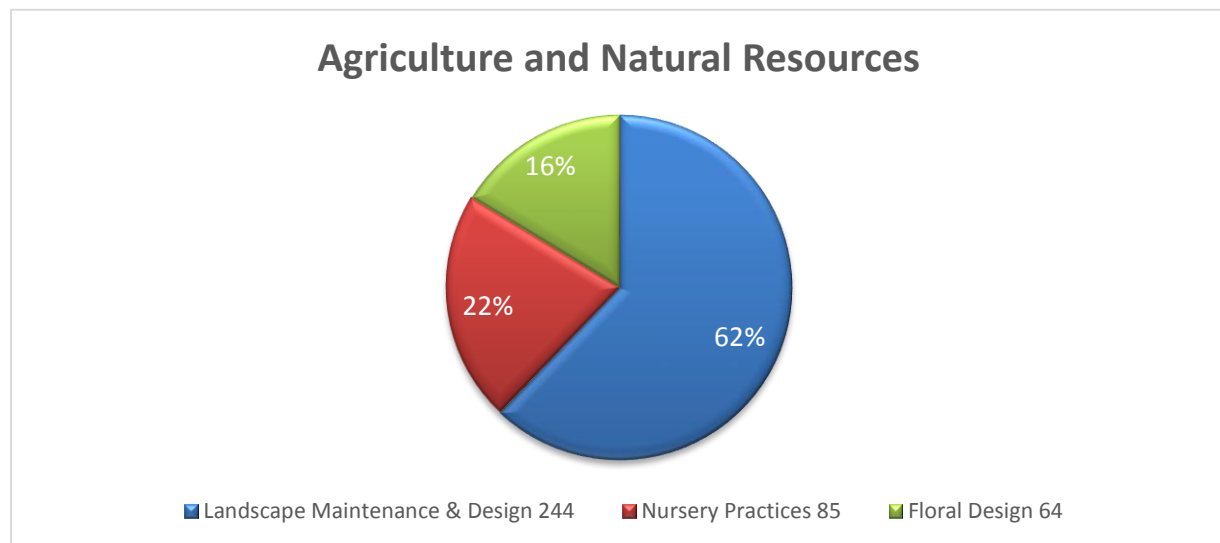
Source: BVROP Attendance System

Arts, Media and Entertainment 2013-2014

Digital Design

Students are taught art, design, communication theory, applications in multimedia and design. Students will apply design elements and principles to projects such as digital media website design and print.

Graphics/Print Technology

Training is designed to expose students to all phases of graphic design and printing. Includes computer graphics, design operations, several types of presses, cameras, plate makers and bindery.

Stage Design

3 level courses provides students with skills, knowledge for backstage theatrical productions. A-G certified.

Video Production

Designed to provide students with skills for entry-level employment with a cable studio or TV production company.

Web Site Design

Students create web pages that include text, graphics, animation and video.

Digital Design	Jeff Schuld	Chino Hills HS
Graphics/Print Tech/ Intermediate Graphic Tech	**Dale Bailey** Mike Heller	Etiwanda HS San Antonio HS
Web Design/Office Support/Computer Software	**Denise Warman** **Luis Iniguez** **Matt Cataldo** **Fred Altenburg**	Etiwanda HS Ontario HS Rancho Cucamonga, Montclair Don Lugo HS
Stage Design	Tom Evans Eric Mensen	Claremont HS Upland HS
Video Production	Mike Heller	San Antonio HS
Website Design	**Luis Iniguez** Mike Heller	Ontario HS San Antonio HS

The data displays the number of student enrollment for the 2013-2014 school year, converted into percentages.

Arts, Media and Entertainment

- Digital Design 64 — 11%
- Graphics/Print Technology 31 — 5%
- Stage Design 189 — 31%
- Video Production 250 — 42%
- Web Site Design 64 — 11%
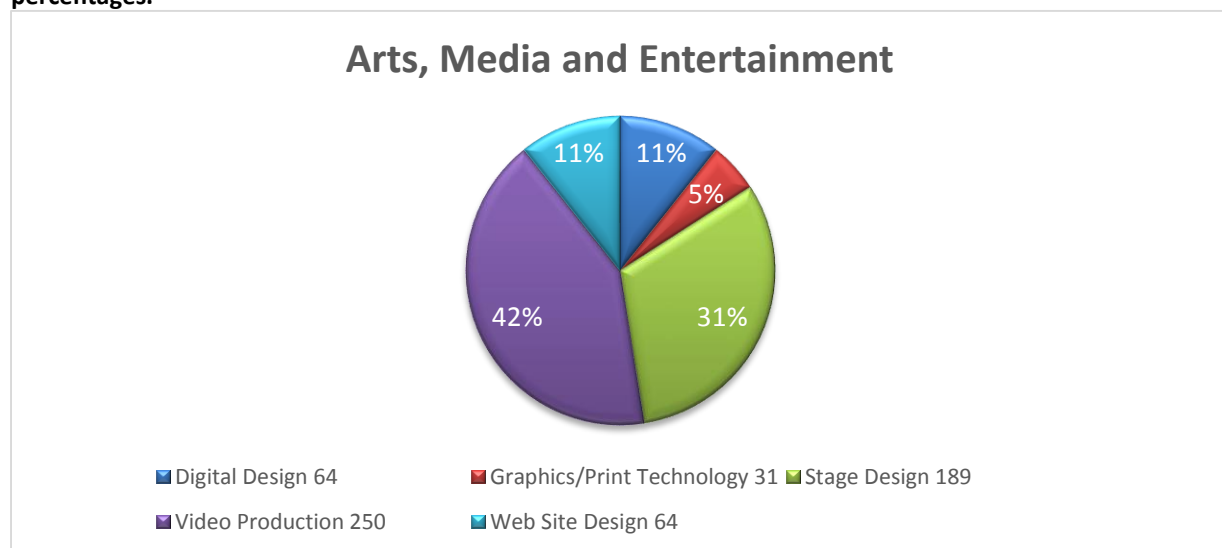
Source: BVROP Attendance System

Building and Construction 2013-2014

Air Conditioning/Heating

Entry-level and upgraded training in heating ventilation, air condition and refrigeration (HVAC/R). Adult enrollment available.

Construction Careers

This class provides students with an overview of the construction industry and introduces the learner to the duties and responsibilities of the construction profession. Fundamentals of construction techniques are taught.

Cabinetmaking

Basic and advanced techniques and installation. Students at Chaffey design and install 2 kitchen cabinets per year for staff.

Plumbing

Installation and repair of water lines, waste disposal, drainage and gas systems in homes, commercial and industrial buildings. Fixture installation.

Masonry

Preparation for entry-level positions in the masonry trade.

Air Conditioning *	Steve Hayden	Chaffey HS
Cabinetmaking	**David Herrera**	Etiwanda HS
	Jorge Garcia	Chaffey HS
Construction Careers	**Kenny Ott**	Ontario HS
Masonry	Steve Perez	Upland HS/Boys Republic
Plumbing*	Greg Stewart	Chaffey HS

The data displays the number of student enrollment for the 2013-2014 school year, converted into percentages.

Building and Construction

12%
26%
31%
16%
15%

■ Air Conditioning/Heating 39 ■ Construction Careers 84 ■ Cabinetmaking 47 ■ Plumbing 49 ■ Masonry 100
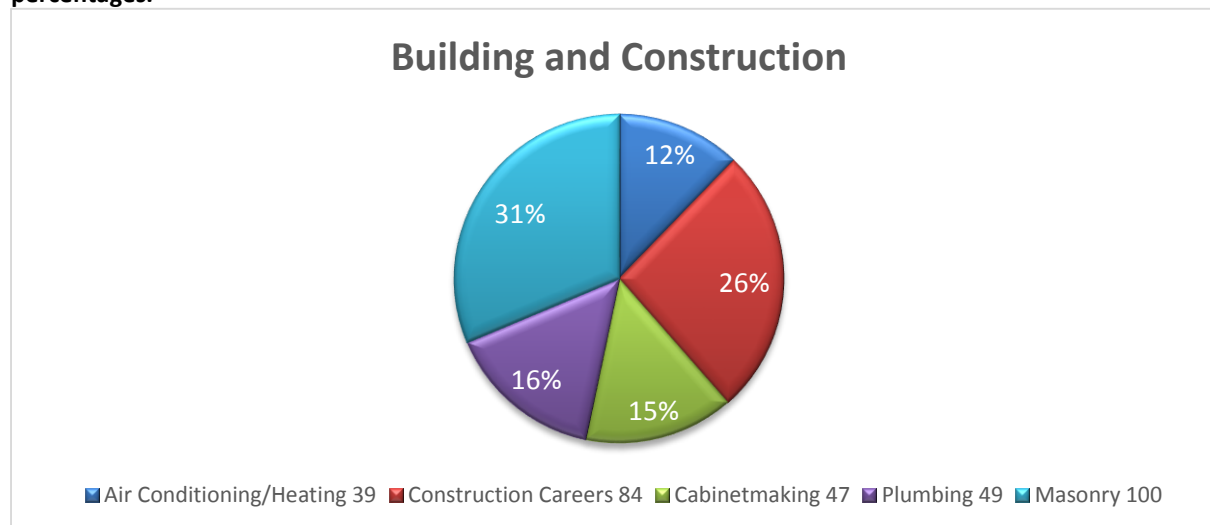
Source: BVROP Attendance System

Business & Finance 2013-2014

Office Support Procedures

Provides students with the skills and knowledge necessary for employment in a business office.

Office Support	Angela Grana **Betty Wilson**	Buena Vista HS Chaffey HS

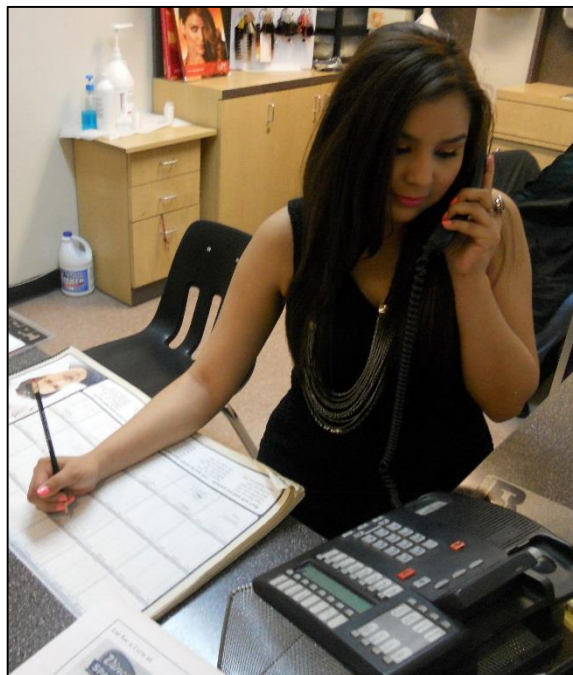**The data displays the number of student enrollment for the 2013-2014 school year, converted into percentages.**

Business & Finance

100%

■ Office Support Procedures 65

Source: BVROP Attendance System

Education, Child Development, and Family Services 2013-2014

Careers in Education

Child Care

Combination of classroom and work based training in various child care centers. Focus on discipline techniques, safety, curriculum and growth and development.

Cougar Cubs Child Care Center-Rancho Cucamonga

Located at Rancho Cucamonga HS

Child Care/Director of Pre-School/Child Care Careers	Kathryn Carlos(Interim) Kathy Holguin **Support Staff:** Kathryn Carlos Yolanda Lopez Mary Lou Rodriguez Rosemary Rodriguez	Rancho Cucamonga HS CTC/Rancho Cucamonga HS

The data displays the number of student enrollment for the 2013-2014 school year, converted into percentages.

Education, Child Development, and Family Services

100%

■ Careers in Education Child Care 95

Source: BVROP Attendance System

Engineering and Architecture 2013-2014

Architectural Drafting I & II
Architectural Drafting I prepares students for a variety of careers related to the field of architecture. Auto CAD LT2000i, #d Home Architect Deluxe, Arc View GIS software. Architectural Drafting II prepares students to create drawings required for the design and construction of residential or commercial buildings. Students enter a national architectural design competition.

Engineering/Drawing
An introductory program to creating technical drawings. Students learn to use basic drafting tools with an emphasis on neat, accurate and legible engineering drawing.

Architectural Drafting II CAD/ Engineering Drawing	R**on La Chase**	Claremont HS
	Doug Brooks	Upland HS
	Ron La Chase	Claremont HS
	Corey Knowlton	Montclair HS

The data displays the number of student enrollment for the 2013-2014 school year, converted into percentages.

Engineering and Architecture

35%

13%

52%

■ Architectural Drafting I 56   ■ Architectural Drafting II 22   ■ Engineering/Drawing 86
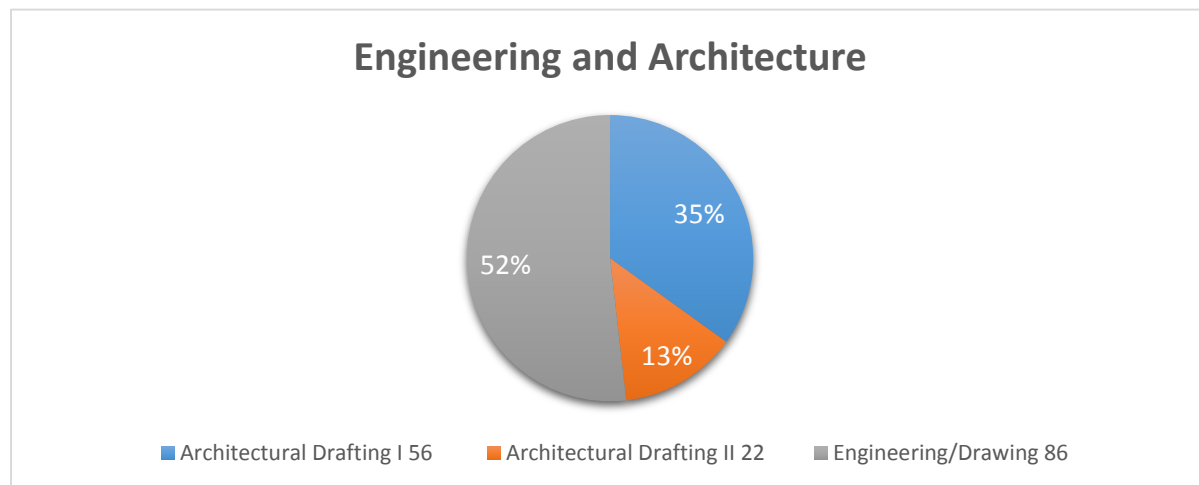
Source: BVROP Attendance System
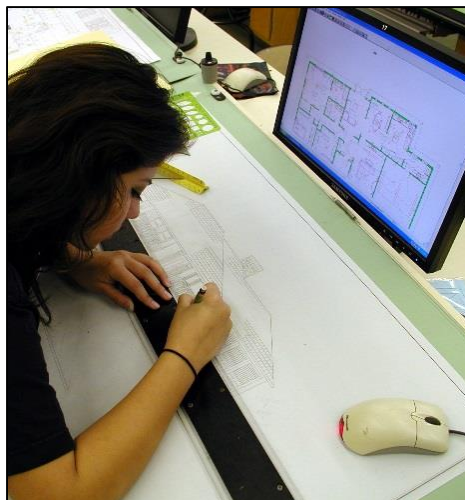
Health Science and Medical Technology 2013-2014

Allied Health
Prepares students for entry level employment in medical setting. Students learn about various career opportunities in the health care field.

Community CPR
BVROP provides American Heart Association CPR classes and can arrange personalized classes at other sites.

Dental Assistant Registered (RDA)
Prepares students for employment as a dental assistant and to become licensed as a Registered Dental Assistant. TB clearance required, Dental Assistant: 2-semester course

Dental Front Office
Introduction to working the front office of a dental practice including purchasing, inventory and cost control, banking procedures, billing and insurance procedures.

Forensic Science
Theory and hands-on experience in the forensic science field. Intro to crime scene investigation, crime scene photography and diagrams. 9 week course.

Healthcare Occupations
General workplace competencies and standard precautions, medical terminology, anatomy and body systems. Students will complete basic CPR.

LVN

Medical Assisting: Prep, Therapy, Medical Office
Students learn the many skills of medical assisting, including infection control, the ability to prepare patients for examination and treatment, performing various laboratory tests and medical terminology. This course includes a clinical internship at a physician's office or clinic.

Pharmacy Clerk
Prepares students for employment in a retail pharmacy. Students learn to interpret prescriptions, type prescription labels, enter orders into a computer. 9-week course.

Pharmacy Technician
Prepares students for entry-level and advanced skills for employment in community, clinical or hospital pharmacies. Adult enrollment available. Tuberculosis Clearance and proof of immunizations required.

Dental Assistant RDA	Carolina Vasquez Support Staff: Laura Villarreal	CTC
Forensic Science	Terry Henson John Berge (SUB)	CTC/Upland HS Chino HS
Healthcare Occupations /Health Support Serv. Pharmacy Clerk	Julianne Baun Michael Garcia	Chino Hills HS CTC
Medical Assistant/Healthcare Occupations *Foundation: Prep Therapy-Med Office	Marie Sliney Jessica Garcia	Upland HS CTC
Pharmacy Technician*	Teresa Atchison	CTC
Sports Medicine	Nate Swift Teresa Cazett Kim Hansen Jackie Davidson Kevin Sells	Chino Hills HS Ayala Don Lugo Claremont Chino HS
Vocational Nursing	Clark Stevens Pat Dodd, John McNicoll	CTC

The data displays the number of student enrollment for the 2013-2014 school year, converted into percentages.

Health Science and Medical Technology
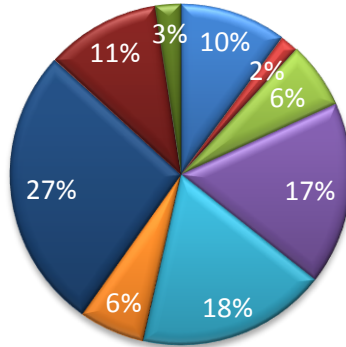
Legend:
- Allied Health 88
- Dental Assistant Registered (RDA) 15
- Dental Front Office 55
- Forensic Science/CSI 151
- Healthcare Occupations 156
- LVN 54
- Medical Assisting 234
- Pharmacy Clerk 94
- Pharmacy Technician 21

Source: BVROP Attendance System

Hospitality, Tourism, and Recreation 2013-2014

Culinary

Prepares students for a variety of jobs in the food service industry. Students learn the basics of food preparation, customer service, and safety. Some community classroom available.

Hospitality Occupations

Prepares students for entry level employment in the Hospitality Industry. Combination of classroom instruction and site training in local hotels.

Food & Bev. Prod & Prep/Restaurant Marketing 1&2/Food & Hospitality Services	**Elizabeth Williams** Sam Abdelmalek	Chino HS Don Lugo HS
Hotel/Hospitality Occupations	Carolos Hinostroza	Chaffey HS

The data displays the number of student enrollment for the 2013-2014 school year, converted into percentages.

Hospitality, Tourism, and Recreation

- 20%
- 80%

■ Culinary 413   ■ Hotel/Hospitality 105
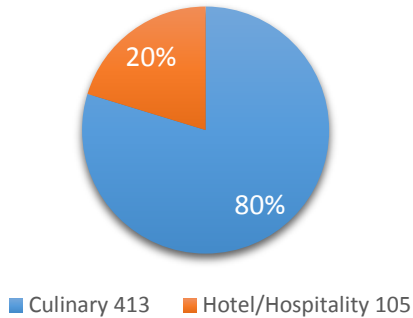
Source: BVROP Attendance System

Information and Communications Technologies 2013-2014

Computer Repair
Prepares students to operate, maintain and repair computers. It will prepare students to take the COMPTIA A+ certification test.

Computer Software Lab
A self-paced lab setting where students can learn introductory concepts. Microsoft Word; Power Point and Excel software.

Network Security
Prepares students for specialized computer/network security fields. Students learn security policies, the need for authentication, web security, virtual private networks,

Computer Repair &Support /A+ Computer Repair/Network Security+/Network+	Maher Tawfik	CTC
Computer Applications I & II*	Angela Grana Betty Wilson **Jeff Brehmeyer** **Jennifer Rodriguez**	Buena Vista HS/CTC Hillside, CTC, Chaffey HS Los Osos HS Colony HS

The data displays the number of student enrollment for the 2013-2014 school year, converted into percentages.

Source: BVROP Attendance System

Information and Communications Technologies

6%
47%
47%

■ Computer Repair　■ Computer Software Lab　■ Network Security
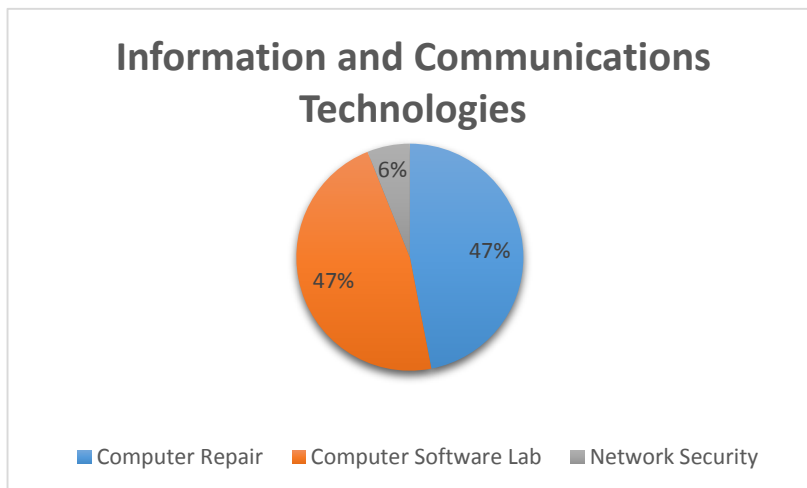
Marketing, Sales and Services 2013-2014		
Marketing Combined classroom and site training in various retail stores. Students learn merchandising, selling and marketing strategies **Virtual Enterprise** Principles of micro and macroeconomics and applications by setting up and operating a simulated business.		
Marketing/Virtual Enterprise	James Londagin Paul Grimm	Ayala HS, Montclair, Claremont HS Etiwanda HS

The data displays the number of student enrollment for the 2013-2014 school year, converted into percentages.

Marketing, Sales and Services

41%

59%

■ Marketing 157   ■ Virtual Enterprise 105
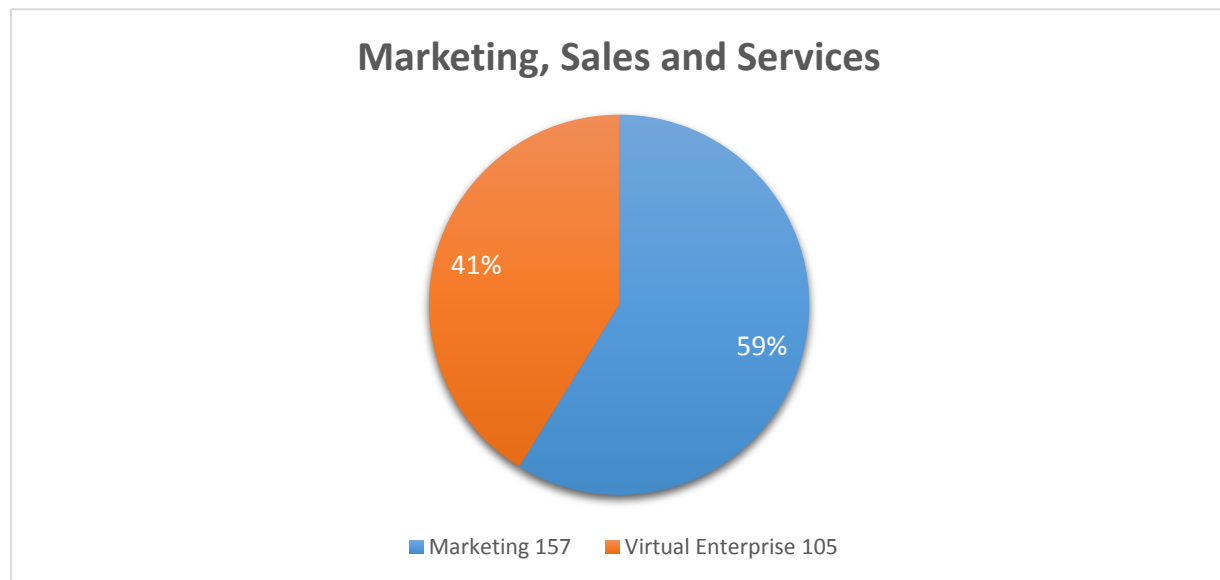
Source: BVROP Attendance System

Public Service 2013-2014

Emergency Medical Response

Designed to introduce students to providing efficient and immediate care of ill and/or injured patients and to assist other emergency medical services providers. The emergency response training includes classroom and laboratory instruction in first aid, CPR, and communication skills.

Firefighter Technician

Rigorous academic and physical training takes place in the classroom and at a fire station. Fire science, fire chemistry, fire prevention CPR/First Aid.

Cosmetology

A 1650 hour course that ultimately prepares students for cosmetology license. Salon Success partners with BVROP training high school juniors/seniors.

Criminal Justice Nine week course introduces students to careers in criminal justice system. Crime scene investigation, criminal procedures, criminal law, fire arms training.

First Responders Basic	Jackie Davidson	Chino, Chino Hills, Don Lugo HS
First Responders Basic	Josh Berge (SUB)	CTC
Cosmetology	**Kyrsten Belcher**	Salon Success, Upland
Criminal Justice	Fred Corral John Berge (SUB) Robin Purcell Robert Martinez	CTC Chino HS Upland HS CTC
Fire Technology	Mike Barilla Ernie Moreno Ray Gordon	CTC

The data displays the number of student enrollment for the 2013-2014 school year, converted into percentages.

Public Service

- Emergency Medical Response 171
- Firefighter Technology 59
- Cosmetology 102
- Criminal Justice 305

27%
9%
16%
48%
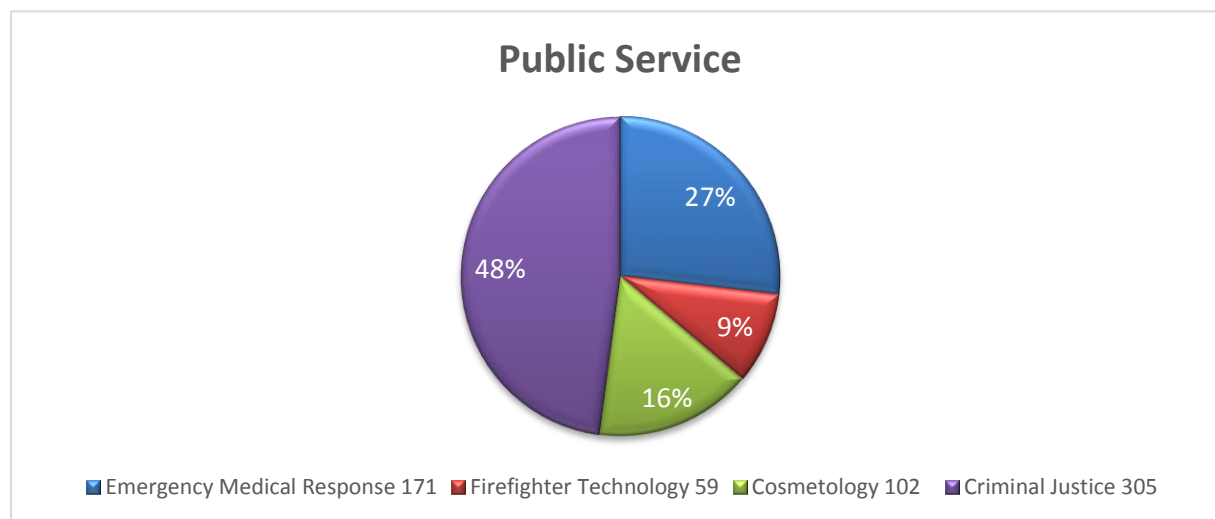
Source: BVROP Attendance System

Transportation 2013-2014

Airport Careers

Combines classroom and on-site training at Ontario International Airport. Training covers customer service, ramp operations, security, skycap and directing planes in and out of gate.

Automotive Technology

Prepares students for entry-level employment in the automotive field.

Advanced Automotive

Provides entry-level skill training in suspension and steering, electrical systems, brakes and engine performance. Students who complete 2 years of Advanced Auto are eligible to participate in community classroom.
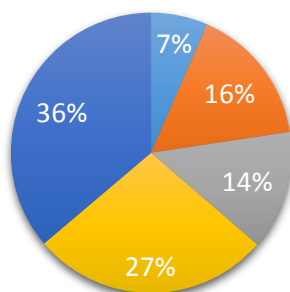
Consumer Auto

This course provides entry-level training in automotive service and awareness, repair, diagnosis and maintenance.

Distribution/Warehouse

prepares students for direct entry into the distribution or warehousing industry within retail, wholesale, Manufacturing and public establishments. Students taking this course will learn shipping, proper lifting and loading, stocking, transportation systems, essential business forms, filing, packing, marking supplies, receiving operations, inventory control, warehouse technology.

Transportation

Pie chart:
- Airport Careers 42 — 7%
- Automotive Technology 103 — 16%
- Advanced Automotive 88 — 14%
- Consumer Auto 176 — 27%
- Distribution/Warehouse 232 — 36%

Airport Careers	Pat Campbell	Ontario International Airport
Advanced Auto Tech/Consumer Auto/Auto Performance	**Jacob Dayneko**	Montclair HS
	Mark Childers	Claremont HS
	Octavio Armas	Chaffey HS
	Jeff Ordaz	Etiwanda HS
	Richard Lewis	Ontario HS
Warehouse Operations; Automated Supply Chain	John Berge	CTC, Hillside HS

District teachers

*Adult enrollment available

Enrollment data based on 2013-2014 academic school year. Class and program names have been changed for 2014-2015 to better reflect CBEDS codes and current occupational demands.

Enrollment			
2012-2013		**2013-2014**	
Program Name	**Total Enrolled**	**Program Name**	**Total Enrolled**
Advanced Automotive Technology	70	Advanced Automotive Technology	80
Advanced Culinary Arts	33	Advanced Culinary Arts	24
Air Conditioning/Heating	48	Air Conditioning/Heating	39
Airport Careers	42	Airport Careers	47
Allied Health	76	Allied Health	88
Architectural Drafting I	34	Architectural Drafting I	58
Architectural Drafting II	10	Architectural Drafting II	22
Auto Collision & Repair	103		
Automotive Technology	93	Automotive Technology	126
Auto Performance	120	Auto Performance	124
Cabinet Making	48	Cabinet Making	47
Careers in Administration of Justice	11		
		Childcare	95
Computer Repair	45	Computer Repair	201
Computer Software Lab	319	Computer Software Lab	201
Construction Careers	91	Construction Careers	84
Consumer Automotive	185	Consumer Automotive	155
Cosmetology	110	Cosmetology	102
Criminal Justice	318	Criminal Justice	305
Culinary	198	Culinary	413
Dental Assistant	75		
Dental Careers	45		
Dental Front Office	64	Dental Front Office	55
Digital Design	86	Digital Design	64
Distribution Warehouse	212	Distribution Warehouse	184
Emergency Medical Technology	169		
		Emergency Medical Response	171
Engineering Drawing	76	Engineering Drawing	86
Fire Fighter Technology	63	Fire Fighter Technology	59
Floral Design and Sales	97	Floral Design and Sales	157
Forensic Science/CSI	30	Forensic Science/CSI	151
Graphic/ Print Technology	39	Graphic/ Print Technology	31
Health Careers I	132	Health Careers I	124
Health Careers II	77	Health Careers II	32
Hospital Occupations	59		

		Hotel/Hospitality Occupations	105
2012-2013 (continued)		**2013-2014 (continued)**	
Landscape Maintenance	225	Landscape Maintenance	244
Program Name	**Total Enrolled**	**Program Name**	**Total Enrolled**
Law Enforcement Occupations	74		
Marketing	149	Marketing	157
Masonry	117	Masonry	100
Medial Assistant	14		
Medical Assistant Clinic	14	Medical Assistant Clinic	53
Medical Foundation	63	Medical Foundation	149
Medical Front Office	10		
Network Security	25	Network Security	26
Nursery Practice	87	Nursery Practice	85
Nursing Assistant-Acute	8		
Nursing Assistant Certificate	61		
Office Support Procedures	90	Office Support Procedures	65
		Office System & Technology	33
Pharmacy Clerk	98	Pharmacy Clerk	94
Pharmacy Technician	31	Pharmacy Technician	21
Photography	97	Photography	97
Plumbing	41	Plumbing	49
Registered Dental Assistant	0	Registered Dental Assistant	15
Screen Printing/Airbrush	113		
Sports Medicine	159	Sports Medicine	109
Stage Design and Technology	136	Stage Design and Technology	189
Video Production	96	Video Production	250
Virtual Enterprise	111	Virtual Enterprise	110
Vocational Nursing Program	52	Vocational Nursing Program	54
Website Design	143	Website Design	67
		Website Development	2

Learning Data

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).

ACADEMIC PERFORMANCE INDEX (API) SCORES

The Academic Performance Index is calculated from reading, math, language, history-social science, and science scores from state standardized tests. The API scores from the four districts served by Baldy View ROP vary widely as shown on the following chart.

State Rank

Each school's scores are grouped in one of 10 percentiles of equal size from group 1 (lowest) to group 10 (highest) and rank them compared to all other schools in the state. A school with a 6 is said to be ranked above 60% of all schools in the state.

Following are the API scores for the schools encompassed:

Chaffey Joint Union H.S. District	2013 API* Score	State API Rank
Alta Loma	791	7
Chaffey	738	4
Colony	736	4
Etiwanda	811	8
Los Osos	845	9
Montclair	746	5
Ontario	745	5
Rancho Cucamonga	830	8
Chino Valley Unified School District		
Chino	700	3
Chino Hills	821	8
Don Antonio Lugo	714	3
Ruben S. Ayala	838	9
Claremont Unified School District		
Claremont	839	9
Upland Unified School District		
Upland	797	7

- *Source: California Department of Education, 2013 – http://api.ca.gov*

Baldy View Regional Occupational Program
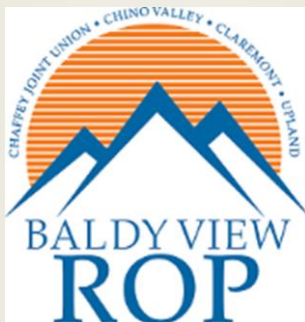
Section II

Response to WASC's Post-Secondary Criterion
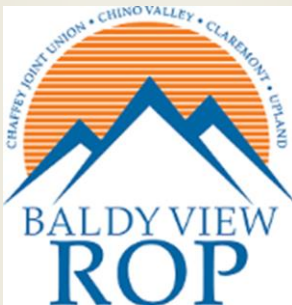
Baldy View Regional
Occupational
Program

Section II

Criterion 1

Section II

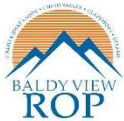# <u>Response to WASC's Post-Secondary Criterion</u>

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

Criterion 1 – Institutional Mission and School-wide Learner Outcomes

1. Provide the school's mission statement.

Our mission is to analyze current and future economic data and trends in order to identify the necessary skills and attitudes that connect our students to successful work and careers in a local and global economy.

2. Identify the School-wide Learner Outcomes (SLOs).

**BALDY VIEW REGIONAL OCCUPATIONAL PROGRAM
STUDENT OUTCOMES**

*Upon successful completion of a
Career Technical Education program of study, students will:*
_____

**DEMONSTRATE CAREER AND COLLEGE SPECIFIC COMMUNICATION AND
CRITICAL THINKING SKILLS**

- Perform skills necessary to obtain employment and/or advance in the occupation
- Apply English Language Arts, Mathematics, Science and Social Science skills
- Utilize appropriate professional terminology
- Recognize, assess, work through and solve problems

DEMONSTRATE RESPONSIBLE WORK ETHICS

- Apply appropriate workplace behavior and standards
- Utilize time effectively and produce quality work
- Communicate and work effectively with diverse groups
- Exhibit punctuality and consistent attendance

DEMONSTRATE CAREER/EMPLOYMENT LITERACY

- Identify, research and prepare for career opportunities
- Exhibit appropriate employability skills including resume writing, job application completion, and interview etiquette

DEMONSTRATE EFFECTIVE USE OF TECHNOLOGY

- Identify and ethically apply appropriate 21st century technologies for career and college success

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

Baldy View ROP Student Learning Outcomes are integrated into each course outline, shared with stakeholders, published in monthly newsletters, posted in classrooms with students and on district and school websites. Successful integration and awareness of the SLO's are demonstrated and implemented in lesson plan objectives, Community Classroom Individual Training Plans, and course outlines. Advisory committee members review Student Outcomes biannually, providing input for relevance and the determination of how BVROP is preparing the future workforce, meeting current industry needs. This further leads to curriculum development, resource allocations and overall school improvements. Keeping Student Learning outcomes as a focus, resource allocations are determined for new and existing programs; this may include technology, textbook, skills lab equipment and funds for field trip opportunities.

Assessment of the SLO's are measured formally and informally by student exit surveys, individual teachers, community classroom evaluations, and as evidenced by completion rates. Keeping students as the main focus, BVROP Student Learning Outcomes guide each and every program offered.

Student Learning Outcomes are integrated into every BVROP course outline and incorporated throughout lesson plans. Course Outlines have been aligned and core competencies revised to better reflect the Student Learning Outcomes. As a part of professional development for the 2014-2015 school year, agendas include effective lesson planning and ensuring that all Student Learning Outcomes.

As part of the WASC self-study, focus and leadership groups reviewed and revised the BVROP Student Learning Outcomes to meet current educational needs. In

August of 2014, the Commission approved the revised BVROP Student Learning
Outcomes. Specifically, changes were made to incorporate Common Core and College
and Career Readiness Standards. Further, the inclusion of the verbiage "program of
study" versus "course", in the revised Student Learning Outcomes, reflects changes the
organization has made to create stronger pathways and course sequences.

Strengths

- Collaboration with advisory board members and district school
  administration for relevance of SLO's
- SLO's distributed to classrooms, website and promotional publications

Key Issues

- Student Outcomes reviewed annually

4. **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?**

Baldy View Regional Occupational Program currently offers Career Technical
Education (CTE) courses only. The purpose of BVROP programs are: to meet the
organizations overall strategic goals, to serve the JPA districts, and finally, to prepare
students for career and college readiness. BVROP's purpose is stated in the strategic
goals and mission statement: to prepare students for the skills necessary to enter the
workforce in a local and global economy which drives the determination of course
offerings. The partnering districts share this goal and contribute to BVROP by
communicating the specific programs and/or pathways that meet district goals for
student learning through the district representative council. Finally, BVROP 's ultimate
goal is to prepare the future workforce by providing technical, real world, hands on
training in industry sectors, with employment growth opportunities.

Discussions with business industry leaders from our institutional and program advisory committees provide labor market employment trends which yields strategic direction regarding the allocation of resources and program development.

Course Quality Program Assessments in addition to placement and completer data are considered in order to determine the effectiveness of programs offered. In evaluating the purpose of programs; skills gaps, job trends and workforce needs are considered by management, the district representative council, and the governing board to guide the creation and development of all programs.

Strength

- Program Advisory Committees and Institutional Advisory Committees provide relevant input for course offerings

Key Issue

- Increase adult fee-based classes

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

Baldy View Regional Occupational Program is a regional authority of four school districts: Chaffey Joint Union High School, Chino Valley Unified, Claremont Unified and Upland Unified School Districts. Through the formation of a Joint Powers Authority between Baldy View ROP and the districts, allowed via government code 6500, both high school and adult students are provided quality career preparation.

Participating High School Districts

Chaffey Joint Union High School District

Chaffey Joint Union High School District serves eight comprehensive high schools, one continuation school, one district online learning high school, and one adult school:

- Alta Loma
- Chaffey

- Colony
- Etiwanda
- Los Osos
- Montclair
- Ontario
- Rancho Cucamonga
- Valley View (continuation school)
- Chaffey District Online High School
- Chaffey Adult School

180 square miles in the school district.

Chino Valley Unified School District

Chino Valley Unified School District serves four comprehensive high schools:

- Ayala
- Chino
- Chino Hills
- Don Lugo
- Buena Vista (continuation school)
- Boys Republic
- Chino Adult School

88 square miles in the district.

Claremont Unified School District

Claremont Unified School District serves one comprehensive high school:

- Claremont
- San Antonio (continuation school)
- Claremont Adult School

14 square miles in the district.

Upland Unified School District

Upland Unified School District has one comprehensive high school:

- Upland
- Hillside (continuation school)
- Upland Adult School

26 square miles in the district.

City	Population/Ethnic Breakdown	Square Miles
Chino	**80,164** 56.4% White 6.2% African American 10.5% Asian 53.8% Hispanic or Latino 5.8% Other	29.64 sq miles
Chino Hills	**76,457** 50.8% White 4.6% African American 30.3% Asian 29.1% Hispanic or Latino 5.6% Other	44.68 sq miles
Claremont	**35,457** 70.6% White 4.7% African American 13.1% Asian 19.8% Hispanic or Latino 5.8% Other	13.35 sq miles
Montclair	**37,528** 52.7% White 5.2% African American 9.3% Asian 69.0% Hispanic or Latino 6.0% Other	5.52 sq miles
Ontario	**167,211** 51.0% White 6.4% African American 5.2% Asian 47% Hispanic/Latino 17.7% Other	49.94 sq miles
Rancho Cucamonga	**170,746** 62.0% White 9.2% African American 10.4% Asian 34.9% Hispanic/Latino 6.4% Other	39.85 sq miles
Upland	**75,209** 65.6% White 7.3% African American 8.4% Asian 38.0% Hispanic/Latino 5.7 % Other	15.62 sq miles

The population and square miles of each city within the ROP consortium is:

City	Population	Square Miles
Chino	80,164	29.64
Chino Hills	76,457	44.68
Claremont	35,457	13.35
Montclair	37,528	5.52
Ontario	167,211	49.94
Rancho Cucamonga	170,746	39.85
Upland	75,209	15.62

Source: U.S. Census Bureau, State and County Quick Facts, 2012

Ethnic Breakdown

Ethnicity	San Bernardino County
Hispanic	49%
White	33%
African American	8%
Asian	6%
Other	4%

Source: U.S. Census Bureau, 2010

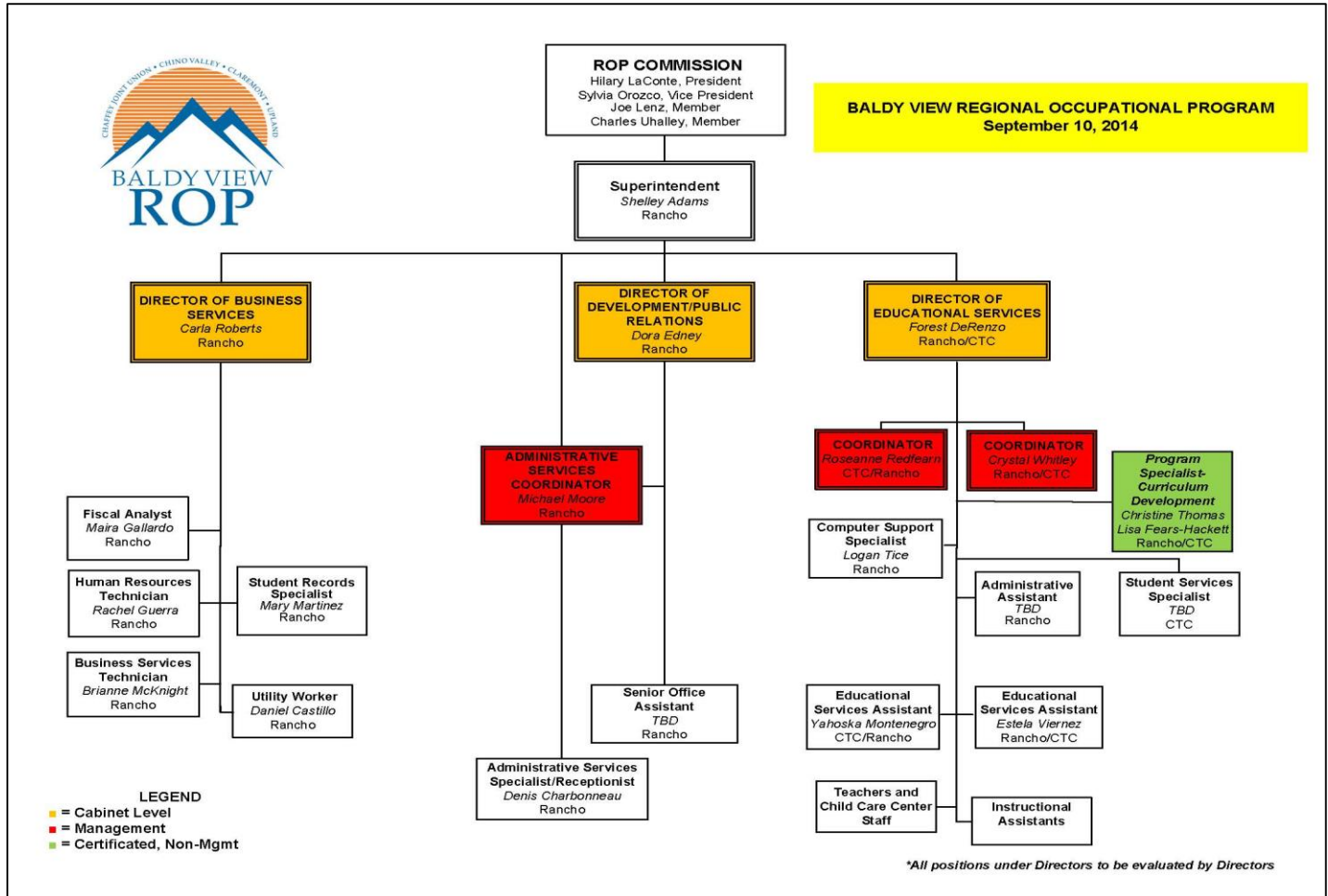Baldy View Regional
Occupational
Program

Section II

Criterion 2
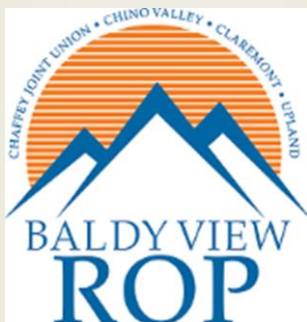
Criterion 2 – Organizational Infrastructure and School Leadership

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

Baldy View ROP's Governing Board is comprised of four Commission members that represent each of the four partnering districts and serves to support the Baldy View ROP organization in its vision: "We believe we must inspire lifelong learning by preparing our students to make informed career decisions, offering viable opportunities, and empowering students for emerging challenges in new and established fields". Since the previous WASC visit, Baldy View ROP has undergone significant restructuring and organizational changes. Identifying gaps in the previous structure, the Commission and executive leadership were able to create a new organizational structure to better support

strategic goals and vision. The Commission directed the Superintendent, Ms. Shelley Adams to create new job descriptions that support the structure. This resulted in a new management team with a breadth of knowledge and skills, able to lead changes in Common Core implementation, and cross curricular integration of Career Technical Education/Core Standards.

Strength

- The superintendent works closely with the four member governing board to establish regulations and policies to comply with state and federal mandates. The Baldy View ROP vision, mission and strategic goals are established by the commission members. The commission provides stewardship to support the achievement of student learning outcomes.

Key Issues

- Student focus groups will be established to provide valuable insight of student concerns.

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

The Baldy View ROP commission interacts with the school leadership through monthly meetings and by attending various events throughout the year. The organizations' management team attends all board meetings whereby BVROP's Superintendent and Directors are afforded the opportunity to communicate about their division's accomplishments, events and goals. This communication is a two-way exchange as the commission provides commentary and feedback on behalf of their districts. Commission members empower the staff to support, review and communicate the actions that are deemed best in order to promote the health of the organization. BVROP commission members support student achievement outside of the boardroom by attending various events such as BVROP student success ceremonies, events, graduations, advisory committees, and professional developments.

Strength

- A supportive governing board with representatives from each district BVROP serves

Key Issue

- The governing board will revise the organizational strategic goals

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

Baldy View ROP's Commission creates, revises and implements policies that support student learning and services offered. BVROP Board policies were updated in 2013, supporting the organizations strategic goals. Board Policies are available to all stakeholders via the Baldy View ROP website.

All programs have a course syllabus outlining BVROP's student expectations. Student handbooks for programs such as LVN, Pharmacy Technician, and Medical Assisting offer clear expectations as well. In 2013-2014 the Teacher Handbook, Employee Handbook, Community Classroom Handbook, and Emergency Procedure Handbook were updated and/or created to further support school operations.

Strengths

- New and improved handbooks
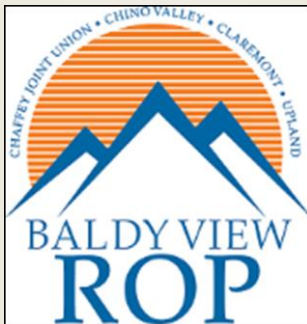- Accessibility to Board Policies for all stakeholders

Key Issue

- Improved accessibility to SharePoint (data sharing system) for handbooks online

Baldy View Regional Occupational Program

Section II

Criterion 3

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).**
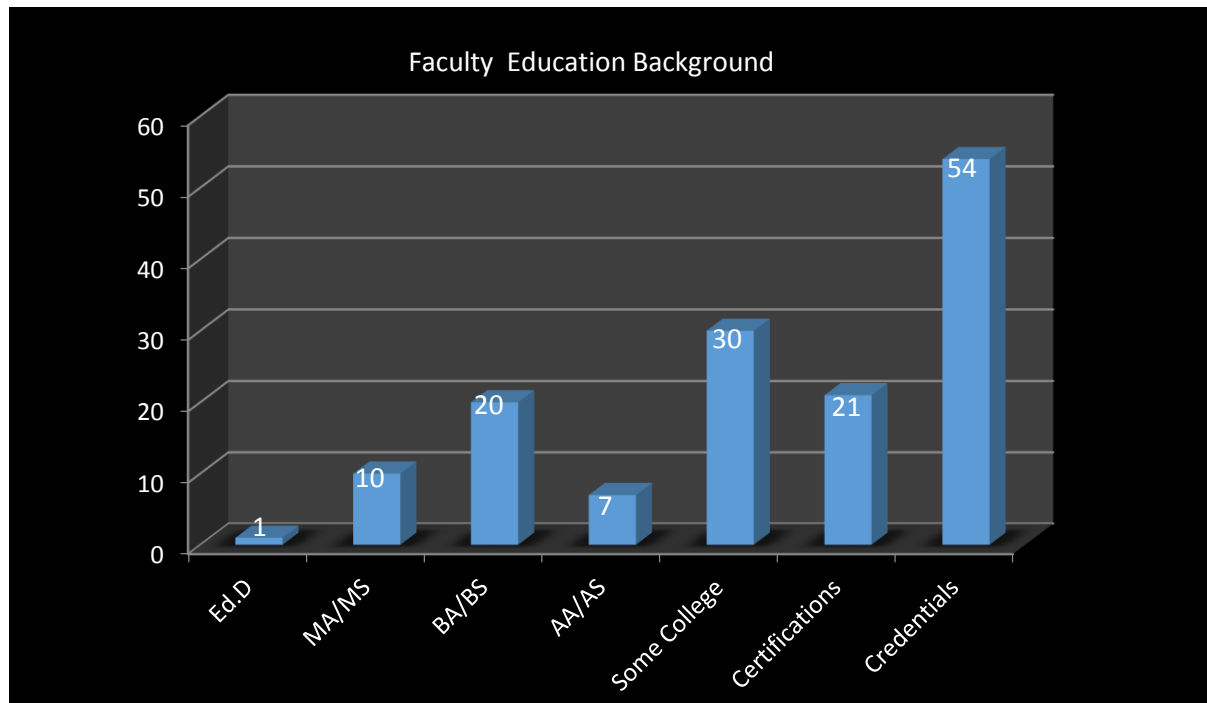
BALDY VIEW ROP STAFF EDUCATION BACKGROUND 2014-2015

CERTIFICATED TEACHERS

EMPLOYEE		DEGREE	MAJOR	CERTIFICATIONS	CREDENTIAL
Abdelmalek	Sameh	BA	Business Admin + Archeology credits	N/A	Designated Subjects: Food and Bev Services
Aitchison	Teresa	Some College	N/A	Cosmetology/Instructor, Pharmacy Tech, IV Admixture, Chemotherapy/Compounding	Designated Subjects: Healthcare Supportive Services; Cosmetology
Avalos	Lorraine	Some College	N/A	N/A	Designated Subjects: Agriculture/Natural Resources; Marketing/Sales/Services

EMPLOYEE	DEGREE	MAJOR	CERTIFICATIONS	CREDENTIAL	EMPLOYEE
Barilla	Michael	N/A	N/A	N/A	Designated Subjects: Emergency Medical Technology/Firefighter
Baun	Julianne	Some College	Some college	Vocational Nursing	Designated Subjects: Health Science Medical Technology
Berge	John	Some College	Admin/Criminal Justice	N/A	Designated Subjects: Warehouse Worker
Campbell	Patricia	N/A	N/A	N/A	Designated Subjects: Transportation
Cazett	Teresa	BA	Kinesiology	NATABOC	Designated Subjects: Health Science Medical Technology
Corral	Frederick	AS	Police Science	N/A	Designated Subjects: Law Enforcement
Davidson	Jacqueline	MA	Kinesiology	N/A	CTE: Health Science Medical Technology
Dodd	Patricia	MA	Nursing	N/A	CTE: Health Science Medical Technology
Evans	Tom	BA	Motion Picture/Theatre	N/A	CTE: Arts, Media, Entertainment
Fears Hackett	Lisa	Ph.D. MA BA	Edu Leadership Sp. Ed Edu Communication Disorders	N/A	Admin Services; Designated Adult Edu: Communications; Handicapped; English; Social Sciences; Elem/Second basic skills
Garcia	Jessica	N/A	N/A	LVN, Medical Assistant, IV, DSD	Designated Subjects: Nursing Services
Garcia	Michael	BA	Pharmacy	N/A	Designated Subjects: Healthcare Supportive Services
Gordon Jr.	Raymond	Some College	Fire Science	Emergency Medical	CTE: Public Service
Grana	Mari Angela	N/A	N/A	Microsoft Office	Designated Subjects: Comp Apps; Office; Finance Bus; IT CTE: Education, Child Dev, Family Services
Grimm	Paul	BA	Marketing	N/A	Designated Subjects: Retail, Sales
Hansen	Kimberly	MS	Kinesiology	NATA	Designated Subjects: Athletic Trainer Single Subject: Biological Sciences

EMPLOYEE	DEGREE	MAJOR	CERTIFICATIONS	CREDENTIAL	EMPLOYEE
Hayden	Steve			N/A	Designated Subjects: Heating, Air, Vent Install, Service
Heller	Michael	AA	Business Admin	N/A	Designated Subjects: Multimedia Prod
Henson	Terry	BS	Criminal Justice	N/A	CTE: Public Service
Hinostroza	Carlos	BA	Psychology Leadership	N/A	Designated Subjects: Food and Bev Prod
Holguin	Kathy	AA	Child Development	N/A	Designated Subjects: Child Care
Londagin	James	BA	Design	N/A	Designated Subjects: Agriculture; Fashion Design; Marketing Sales Services
Martinez	Robert	AA BA	Sociology Criminal Justice	Admin Justice	Designated Subjects: Law Enforcement; Protective Security Services
Mathias	Arnold	BS	Criminal Justice	N/A	CTE: Public Service
McNicoll	John	AA BA	Nursing	RN, ACLS, BLS, PALS	CTE: Health Science Medical Technology
Mensen	Eric	BA	Technical Theatre	N/A	CTE: Arts, Media, Entertainment
Moreno	Ernesto	N/A	N/A	N/A	Designated Subjects: Fire Fighting; Therapeutic Services
Ordaz	Jeffrey	BS	Agriculture	N/A	CTE: Transportation
Perez	Esteban	N/A	N/A	N/A	Designated Subjects: Carpentry; Masonry
Purcell	Robin	AA BA MA	Admin Justice Admin Justice Public Admin	N/A	Designated Subjects: Law Enforcement
Schuld	Jeffery	BA	English	N/A	Designated Subjects: Comp Systems Op; Marketing Single Subject: English
Scott	Derek	N/A	N/A	N/A	Designated Subjects: Agriculture Natural Resources
Sells	Kevin	MS	Kinesiology	N/A	CTE: Health Science Medical Technology
Sliney	Susan Marie	Some College	LVN	N/A	Designated Subjects: Health Science Medical Technology

EMPLOYEE	DEGREE	MAJOR	CERTIFICATIONS	CREDENTIAL	EMPLOYEE
Stevens	Clark	MS	Marriage Family/Child Counseling	N/A	Designated Subjects: Nursing Services
Stewart	Ronald Greg	AA BA	Business Journeyman Plumber	N/A	Designated Subjects: Plumbing
Swift	Nathan	MA	Athletic Training Edu	NATABOC	Designated Subjects: Athletic Trainer
Tawfik	Maher	AA BA	Electronics Electrical Engineer	N/A	Designated Subjects: Comp Main. Repair; Industrial Electronics; Elect Consumer Prod
Thomas	Christine	BA	Vocational Edu + Health Science credits	Dental Assistant	Designated Subjects: Supervision/Coordination Designated Subjects: Health Science Medical Technology
Tremblay	Georgina	MSN	VOP	CPR, RN	CTE: Health Science Medical Technology
Vasquez	Carolina	BS	Biochemistry	RDA	Designated Subjects: Health Science Medical Technology
Wilson	Betty	Some College	Business	N/a	Designated Subjects: Comp Apps; Office

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

Prior to an annual formal evaluation, Baldy View ROP instructors are informally evaluated on an ongoing monthly basis by Educational Services Coordinators in what are referred to as "drop-in" observations. In the past, teacher observations with feedback were not conducted in a consistent and structured format. Beginning in the 2013-2014 academic school years, instructors received support and feedback from classroom observations by Coordinators, which precedes their formal evaluation in May. A vital component of each observation is the communication to teachers via email which identifies various effective teaching strategies aligned to the California State Standards of the Teaching Profession they addressed during the observed lesson. Further

supporting instructional improvement Coordinators provide a summary of drop-ins to the Director of Educational Services monthly. This allows the Educational Services team to assess and identify key areas for teacher development as well as identify areas of strength. The results of observations also contribute to professional development topics.

Teachers are formally evaluated annually in accordance with State Education Code and BVROP policy.   The evaluation measures the level of performance on a scale of one to five. Five represents superior performance, four represents above standard, three is at standard, two is below standard and one is unsatisfactory. Areas such as instructional preparation, management of student behavior, instructional presentation, and professional responsibilities are examples of criteria teachers are expected to meet at a satisfactory or above standard level.

Strength

- Classroom observations and feedback provided for instructors.

Key Issue

- Evaluation criteria to be revised and to reflect current California Standards for the Teaching Profession (CSTP). For the 2014-2015 year, Educational Services will be revising the form to incorporate the CSTP's.

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

Prior to the beginning of the first term, BVROP's entire staff, faculty and administrators participate in a three day professional development seminar held at the San Bernardino County West End Office of Education. All personnel are assembled for a keynote message from the superintendent, and then employees break up into groups based on industry sector and subject matter taught. During the professional development meeting, teachers receive training in standards alignment, effective teaching strategies, classroom management and community classroom. Thoughts are exchanged, friendships are forged and continuing collaboration among faculty, staff and

administration continues to thrive. Baldy View ROP extends invitations to all teachers involved with CTE curriculum within the BVROP attendance area. There has been increased participation among non ROP teachers since the invitations were extended in 2013-2014 school year.

Baldy View ROP staff is provided many opportunities for professional development throughout the year consisting of summer and quarterly Professional Development Meetings, monthly Industry Sector Meetings (ISC), industry specific conferences and outside workshops opportunities are offered on an annual basis for teacher's professional growth. BVROP has increased the opportunities for staff, from the previous two years by 400%. During the 2013-2014 academic school years, Industry Sector Meetings were well attended by instructors. Six mandatory "all staff" professional development meetings totaling thirty-two hours, including training for certificated and classified employees, was offered. Additionally, six opportunities to meet the mandatory minimum, three hour industry sector collaborations (professional learning communities) were attending. Baldy View ROP also provides teachers the opportunity to participate in industry specific professional development opportunities *e.g.* conferences, workshops, trainings by providing an allotment designated for this purpose in every teacher budget.

Strength

- BVROP staff is supported by many professional development opportunities
- Increased participation in ISC meetings

Key Issue

- Improve process for feedback from conferences and workshops

BVROP ISC Meetings 2014-1015

September 18th Course Outlines Common Core Alignment	October 16th Course Outlines Common Core Alignment	November 20th WASC Student Outcomes	January 15th Lesson Planning/Increasing Rigor	February 26th Engagement Strategies	March 19th Rubrics Assessment	May 14th Open Topic
Agriculture & Natural Resources 9:00 am-10:00 am						
Arts, Media and Entertainment 5:00 pm-6:00 pm						
Building Trade and Construction 1:00 pm-2:00 pm						
Business & Finance 11:00 am-12:00 pm						
Education, Child Development & Family Services 11:00 am-12:00 pm						
Engineering & Architecture 11:00 am-12:00 pm						
Health Science & Medical Technology 1:00 pm-2:00pm						
Hospitality, Tourism & Recreation 9:00 am-10:00 am						
Information & Communication Technologies 9:00 am-10:00 am						
Marketing Sales & Service 1:00 pm-2:00 pm						
Public Service 2:00 pm-3:00 pm						
Transportation 2:00 pm-3:00 pm						

ISC Meeting times can be adjusted by the group as a whole to better accommodate schedules. Changes made to this schedule must be approved by a Coordinator. Also, if a time better suits your schedule, instructors may attend a different sector ISC meeting.

Baldy View Regional Occupational Program

<u>Section II</u>

Criterion 4
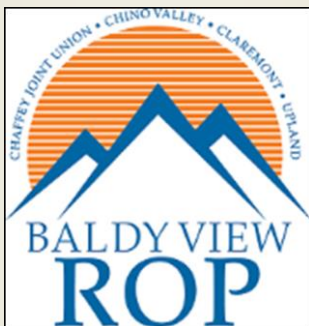
Criterion 4 – Curriculum

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

Baldy View ROP has a written curricular map for each program in the form of course outlines, community college articulations, UC a-g opportunities and a revised master schedule with increased pathway offerings. In the 2013-2014 academic school years each program began to revise their course outline, aligning them with Common Core, and CTE Pathway and Anchor standards. Also, the BVROP master schedule was revised for 2013- 2014 year, and implemented in August of 2014. Changes reflect the integration of pathways into participating district master schedules, and have allowed Baldy View ROP to offer increased course sequences, adding rigor to existing programs. BVROP offers fifteen classes articulated with Chaffey Community College and Mount San Antonio College (Mt. SAC) and is seeking to increase articulation agreements with California Baptist University and Citrus Community College. Each program that BVROP offers, has a specific course outline that includes student competencies and student outcomes providing a curricula map for instructors and students.

Strengths

- Revised master schedule incorporating more course sequencing and pathways
- Community college articulations
- University of California a-g certifications

Key Issues

- Continue to revise course outlines to reflect alignment with common core, pathway and anchor standards
- Inter-district collaboration and professional development opportunities between academic and Career Technical Education (CTE) teachers

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

Yearly, advisory committee meetings, course standards alignment, industry certifications and UC a-g requirements all contribute to the review and revision of

curriculum. Institutional advisory and program advisory meetings are held bi-annually allowing for industry professionals to provide input allowing for interdepartmental networking, keeping program curriculum current and on the cutting edge of state-of-the-art developments. Educational Services has increased the number of University of California a-g approved courses from five to eight resulting in a 38% increase within a twelve month period. Five additional courses have been submitted and are pending approval.

Strengths

- Industry Sector Collaboration team meetings are currently being held monthly to review and modify curriculum to meet Common Core State Standards
- Professional growth opportunities in technology, instructional modalities and teaching methodologies that incorporate common core

Key Issue

- Continue to revise course outlines to reflect alignment with common core, pathway and anchor standards
- Instructors will develop assessments in their industry to evaluate SLO's progress and achievements

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

BVROP offers various curricular resources to students through technology and skills labs and by providing students with up-to-date textbooks. Students located on high school district campuses have access to computer labs, as well as library access. Community class programs allow students to receive hands on training with up-to-date equipment and materials during their clinical rotations and/or on site work assignments. Baldy View ROP classes are equipped with technology appropriate for the subject matter taught.   Each

teacher is provided with state of the art technology and training relevant to their curriculum. All instructors have BVROP laptops and projectors in the classroom to engage students through the use of technology. Relevant, appropriate and industry approved equipment is utilized at CTC in the medical and dental skills labs. In the 2013-2014 Baldy View ROP spent $1,894,963.00 on instructional equipment and supplies to ensure that all classes are adequately furnished.

Strength

- Resources are allocated to BVROP programs to equip classrooms and meet the needs of industry specific programs
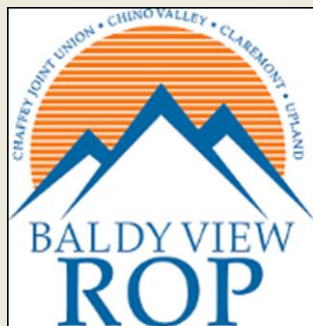
Key Issue

- Improve the operational resource center i.e. industry specific software, periodicals, additional computers, supplemental reference texts, etc. at the Career Training Center

Baldy View Regional Occupational Program

Section II

Criterion 5

Criterion 5 – Instructional Program

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

Baldy View ROP students are provided rigorous educational experiences through a variety of resources such as community college articulations, University of California a-g certification, qualified teaching staff and community classroom opportunities. Instructors are knowledgeable about subject matter, many concurrently working in the industries they teach. Additionally, instructors work with members of the business community to maintain updated information related to industry needs. Advisory meetings are held bi-annually to ensure course outlines and content are aligned with industry demands. Various classes prepare students for professional industry certifications such as Culinary, Automotive and Cosmetology. Approximately twenty BVROP classes offer community classroom training where students participate in hands-on internships at industry sites.

In 2013-2014 all BVROP programs were aligned with Common Core Standards, and California Career Technical Education Model Curriculum Anchor and Pathway Standards. Course outlines were revised to reflect the alignment. Baldy View ROP has eight classes that are a-g certified, providing students with a rigorous learning experience preparing them for college opportunities.

Strengths

- Qualified teachers
- A-g courses
- Community Classroom Training
- Industry Certifications

Key Issue

- Incorporate standards and improve course competencies

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

It is Baldy view ROP's desire that all students are actively engaged in learning and leave the program with valuable skills and knowledge that will open pathways of opportunity for years to come. Whether in the classroom or community classroom training sites, students are taught through a variety of methods. Qualified teaching staff uses various teaching strategies and are trained in the subject matters they teach. Many teaching strategies and techniques such as direct instruction, hands on skills practice, Socratic questioning, cooperative learning, group work, and

Fire Technology Class Training

role playing take place in BVROP classrooms. Instructors are trained in differentiated instruction to provide their students the opportunity to be successful. Baldy View ROP teachers are either SDAIE and/or CLAD certified to support students who are English language learners. Additionally, the teachers at Baldy View ROP seek to meet the needs of students with learning disabilities. BVROP instructors have access to student Individual Education Plans (IEP's) via district communication, and are able to needs in order to accommodate students. Finally, instructors have industry experience in the area of subject matter they teach, making learning relevant to the workplace.

Students are engaged beyond the scope of the classroom via work based learning opportunities, field trips and guest speakers. Many BVROP classes offer community classroom training, which affords students the opportunity for hands-on training and instruction from industry professionals. Instructors also invite industry specific guest speakers into the classroom and offer relevant field trips.

Strengths

- Qualified instructors

- Approximately twenty community classroom offerings

- Professional development opportunities

- Hands- on learning

Key Issue

- BVROP intends to develop common assessments for industry sectors in the future

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

Baldy View ROP classes are equipped with technology appropriate for the subject matter taught.   Each teacher is provided with technology such as laptops and projectors in addition to training relevant to their curriculum. All instructors have BVROP laptops and projectors in the classroom to engage students through the use of technology. Relevant, appropriate and industry approved equipment is utilized at CTC in the medical and dental skills labs.

In July 1, 2014 a committee was formed to create the 2014-2017 Technology Plan. The Technology plan articulates the need for BVROP students to acquire, maintain and enhance their technology skills, in order to gain a competitive advantage in current and emerging labor markets. Instructors are offered technology workshops that provide training to better use technology in the delivery of rigorous instruction.

Strengths

- Technology Workshops

- Industry relevant technology and equipment available for all courses

Key Issues

- Implement a student learning management system

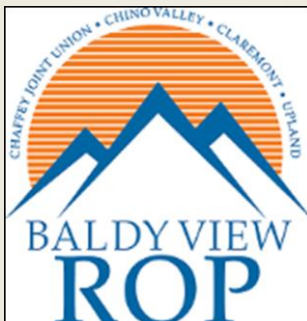- As new programs develop it will be essential for new technology needs
  to be assessed
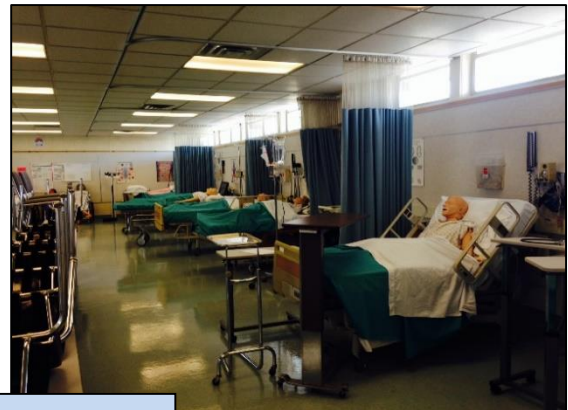
Dental and Medical Skills Labs

Baldy View Regional Occupational Program

Section II

Criterion 6

Criterion 6 – Use of Assessment

1. **List what formative and summative assessments are used to measure student learning progress.**

BVROP teachers use assessments to measure student learning in the classroom, in the community classroom and for overall student achievement. Summative assessments include but are not limited to progress and final grade reports, program completion data, professional certifications, community college articulation assessments and state licensing results. These tools are used by teachers and the organization to measure student learning.

Each instructor incorporates assessments, both formal and informal to measure student learning. Formative assessments include but are not limited to student projects, portfolios, skill demonstration, quizzes, checking for understanding, journal entries, chapter tests, and instructor/peer observations. Moreover, every BVROP class administers an industry specific safety test to every student.

Additional ways that BVROP assesses student's learning progress is based in part on the student pass rate on industry specific exams. Baldy View ROP classes prepare students for state licensing exams such as Computer A+ certification, Cosmetology, Licensed Vocational Nursing, and Registered Dental Assistant. Classes within the medical and health sectors provide CPR training to students; as a result students are assessed and may become American Heart Association certified in Basic Life Support (BLS). For community classroom instruction, assessments include individual training plans and affiliate evaluations. Overall, course completion as evidenced by course competency achievement and job placement are also used to measure student learning.

Strength

- Community classroom course offerings and subsequent evaluations
- Preparation for industry certifications

Key Issues

- Improve exit and post graduate surveys
- Obtain an improved data tracking system

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?**

BVROP gathers data from multiple sources including examples of district data, placement reports and completer data used to develop new and existing programs. Classes that require state licensing such as Registered Dental Assistant and Licensed Vocational Nursing collect state passing rates for testing, which provides the feedback on the effectiveness of instruction.

The data results are studied and reviewed. Analysis may include: labor market information, student employment/post-secondary opportunities after course completion, number of course completers, employer information, student perspectives on achievement of student learner outcomes, degree to which ROP class impacted student life. Additionally, program information is gathered which includes: articulation agreements, UC a-g status, industry certifications, teacher preparedness, career technical student organization participation, course alignment to model CTE curriculum and common core standards.

Currently Baldy View ROP communicates employment attainment information through its newsletter on an intermittent basis, periodically at commission meetings and district school board meetings. Baldy View ROP is seeking to become more proactive in improving the collection, utilization and communication of data with its stakeholders.

Areas of improvement include: collection of professional licensure and certification data, wage information, degree to which student achievement of employment skills impacts students' post-graduation, follow-up to occur at six months, one year and five years; and communication of data to stakeholders via social media, and website.

Strength

- BVROP uses participating district data such as Academic Performance Index (API) and Average Yearly Report (AYP) to better prepare for the student population served
- BVROP uses a program quality assessment tool for data collection and analysis
- BVROP collects placement data (see report below)

Key Issue

- Increase, improve, analyze, and communicate data for post graduates to all stakeholders

R.O.P. Placement Report

Program Name	Student Name	Employer	Date Hired
Computer Software	Jonathan Chan	Vons	4/28/2014

Program Name	Student Name	Employer	Date Hired
Computer Repair	Andres Rivera	Rivera Dental Solutions	N/A

Program Name	Student Name	Employer	Date Hired
Hospitality Occupati	Hannah Zugzda	Radisson Hotel Ontario	May-14
Hospitality Occupati	Amber Fortier	Ayres Onterio	May-14
Hospitality Occupati	Victor Campo	Ontario Doubletree	May-14
Hospitality Occupati	Antonio Revolledo	Ontario Doubletree	May-14
Hospitality Occupati	Anya Ledezma	Ontario Sheraton	May-14
Hospitality Occupati	Christian Flores	Ontarion Sheraton	May-14

Program Name	Student Name	College	Date Enrolled
Computer Repair	Jana Keith	Marinello School of Beauty	Fall 2014
Computer Repair	Joshua Torres	Westwood College	Aug-14
Computer Repair	Jessica Melendez	Santa Ana College	2014
Computer Repair	Desiree Rodriguez	Fullerton College	Aug-14
Computer Repair	Angelica Garcia	The Art Institute in Los Angeles	N/A
Computer Repair	Jose Banueles	Citrus Community College	Fall 2014
Computer Repair	Chris Vergilio	Victor Valley College	2015
Computer Repair	Alex Simental	Chaffey Community College	Fall 2014
Computer Repair	Andrew Valle	Chaffey Community College	Spring/Fall 2014
Computer Repair	Andrew Giles	Chaffey Community College	Spring 2014
Computer Repair	Jacob Cruz	Chaffey Community College	Spring 2015
Computer Repair	Christina Ruiz	Chaffey Community College	May-14
Computer Repair	Rubi Osuna	Chaffey Community College	N/A

Program Name	Student Name	Employer	Date Hired
Medical Assistant	Sabrina Villegas	Dr. Force- Obrowski	5/27/2014
Medical Assistant	Marisela Benitez	Inland Rheumatology	5/30/2014
Medical Assistant	Anthony Lopez	Clinica Medica Familiar of Ontario	Jun-14
Medical Assistant	Alexis Fones	Dr. So	6/9/2014

Medical Assistant	Michael Zimmer	RC Medical	5/20/2014
Medical Assistant	Jazmin Mejia	Central Pediatrics	5/27/2014
Medical Assistant	Yanely Murillo	Dr. Thomas K.Y. HSU	5/1/2014
Medical Assistant	Alissa Corona	Hayes Medical & Urgent Care	1/31/2014
			2/1/2014

Program Name	Student Name	College	Date Enrolled
Medical Assistant	Alexis Cardenas	University of California Riverside	May-14
Medical Assistant	Ashley Requenes	Citrus Communnity College	Fall 2014
Medical Assistant	Katrina Moore	Auburn University`	Sep-14
Medical Assistant	Diana Manjarres	Chaffey Community College	Sep-14
Medical Assistant	Priscilla Zamora	Chaffey Community College	Fall 2014
Medical Assistant	Sabrina Guevera	Chaffey Community College	Fall 2014
Medical Assistant	Adriana Deltoro	Chaffey Community College	Jun-14

Program Name	Student Name	Employer	Date Hired
Marketing	Jeovany Santana	Liqudation Center	1/11/2014
Marketing	Noel Gomez	Tillys	6/26/2013
Marketing	Monica Rwalcaby	Abercrombie	N/A
Marketing	Camille Goodwin	Brunswick Zone	6/28/2013
Marketing	Michael Joseph Vela	Stater Bros	9/17/2013
Marketing	Marisol Maillan	Senor Baja	4/23/2013
Marketing	Stacy Petry	Suna Coast Tan	2/21/2013
Marketing	Samia Riley	Styles For Less	4/7/2014

Program Name	Student Name	College	Date Enrolled
Health Careers	Camille Goodwin	Menlo Business College	N/A
Health Careers	Michael Joseph Vela	Cal Baptist	Fall 2014
Health Careers	Marisol Maillan	Citrus Community College	Fall 2014
Health Careers	Stacy Petry	West Coast University	Fall 2014
Health Careers	Samia Riley	Chaffey Community College	N/A
Health Careers	Ashlyn Bryant	Utah State University	Fall 2014
Health Careers	Cynthia Nguyen	West Coast University	Fall 2014
Health Careers	Vanessa Medina	Career Institute	N/A
Health Careers	Dana Nemou	California Polytechnic University	Fall 2014
Health Careers	Alberto Seria	American Career College	Aug-13
Health Careers	Sabrina Alverado	Riverside Community College	Aug-14
Health Careers	Edlyn Munoz Morales	Grand Canyon University	Aug-14
Health Careers	Melissa Manser	Arizona State University	N/A
Health Careers	Stephanie Encino	Arizona State University	N/A
Health Careers	Isabella George	Cal State University of Bakersfield	Aug-14
Health Careers	Ashley Paz	Cal State University of Bakersfield	Sep-04

Health Careers	Cynthia Bhujwala	Citrus Community College	Aug-14
Health Careers	Ridge Unk	Citrus Community College	Fall 2014
Health Careers	Veronica Arellano	Citrus Community College	Fall 2014
Health Careers	Kylie Shupe	Citrus Community College	Oct-14
Health Careers	Roselyn Garza	Mt. San Antonio College	Fall 2014
Health Careers	Nicole Gonzales	Mt. San Antonio College	May-14
Health Careers	Alexis Busch	Mt. San Antonio College	Fall 2014
Health Careers	Giel Castillo	Mt. San Antonio College	Fall 2014
Health Careers	Liway Wilson	Mt. San Antonio College	Aug-14
Health Careers	Nicholas Juarez	Mt. San Antonio College	N/A
Health Careers	Lizza Lamberte	Mt. San Antonio College	Fall 2014
Health Careers	Michelle Sanchez	Mt. San Antonio College	N/A
Health Careers	Xylona Cazares	Mt. San Antonio College	N/A
Health Careers	Claire Rico	Mt. San Antonio College	May-14
Health Careers	Ravin Williams	Chaffey Community College	Summer 2014
Health Careers	Brandy Frizell	Chaffey Community College	Fall 2014
Health Careers	Viviana Corez	Chaffey Community College	Fall 2014
Health Careers	Emily Alexander	Chaffey Community College	Fall 2014
Health Careers	Gabriela Romo	Chaffey Community College	Aug-14
Health Careers	Clarissa	Chaffey Community College	Jun-14
Health Careers	Jennifer Madrigal	Chaffey Community College	Jun-14
Health Careers	Kristen Sallivan	Chaffey Community College	N/A
Health Careers	Permata Sihombing	Chaffey Community College	Jun-14
Health Careers	Denise Laga	Chaffey Community College	Oct-13
Health Careers	Re'ajee Smith	Chaffey Community College	Fall 2014
Health Careers	Jennifer Garcia	Chaffey Community College	N/A
Health Careers	Nahome Serrano	Chaffey Community College	Aug-14
Health Careers	Jazmin Gonzalez	Chaffey Community College	N/A
Health Careers	Shirin Majidifar	Chaffey Community College	Aug-14

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?**

From drop in observations, and teacher self-identified areas for improvement (from classroom assessments) administration offers opportunities to instructors and staff to improve instruction and student learning. Organizationally, BVROP has mandated thirty-two hours of professional development on an annual basis since the 2013-2014 school year, for all staff classifications to address areas of needed improvement. Additionally, each classification has the opportunity for additional and individualized professional development. For example, certificated employees are offered monthly opportunities for paid industry sector collaboration and/or identified areas of growth such as technology skills attainment as we define clear expectations for proficiency with 21st century technologies and skill sets for all staff. All employees receive individualized professional development planning as part of their annual evaluation. Efforts are supported through annual budget allocations.

Many of BVROP's teachers offer students structured remediation opportunities when students perform poorly on formal assessments. In the classroom, instructors assess student learning specific to each course and make every effort to remediate when necessary and improve instruction. Training in areas such as effective teaching strategies during professional development meetings are designed to support instructional improvement based on classroom learning data. Furthermore, Baldy View ROP conducts student exit surveys at the end of each course and follow-up surveys annually.

Recognizing the need for improved data collection and use, the current administration is being proactive in putting structures into place for future student learning data collection. A student learning management system, and improved data

collection through the implementation of data based software for the purposes of analyzing and disaggregating common industry assessments and individual teacher assessments will be procured.

Strength

- Trained faculty motivated to use learning data to improve instruction
- Student surveys/feedback

Key Issues

- Implement learning management system
- Implement data based program designed to disaggregate student learning data
- Provide academic skills enhancements through tutoring at the CTC resource center
- *Results from Student Surveys 2013-2014*

Baldy View ROP Student Satisfaction Survey

1084 students polled

1. Please indicate what you plan to do next year (check all that apply).

4 year college	2 year college
359	439
Military	Work part-time
132	785
Work full-time	Technical/trade school
164	125

2. What influenced this decision? (Check all that apply)

Financial need	Cost w/other choices
319	134
Future career goals	Not interested
717	47
Get out on my own	Family
393	344
Academic	
285	

3. Do you think that your classes at Baldy View ROP helped to prepare you to enter college?

Yes	No
933	120

4. Do you think that your classes at Baldy View ROP helped to prepare you for employment?

Yes	No
1,008	63

5. Did Baldy View ROP provide a safe enviroment at your class location?

Yes	No
1,060	13

6. Were you treated in a respectful and suportive manner by Baldy View ROP Faculty & Staff?

Yes	No
1,060	17

7. In your ROP class, were you expected to demonstrate workplace basic skills and behaviors?

Yes	No
1,067	8

8. Which workplace basic skills and behaviors were you able to demonstrate? (Check all that apply)

Effectively communicate	Analyze info.& make decision
846	819
Work independently & as a team	Act ethically, responsibly, & reliable
915	906
Apply skills learned in class	
929	

9. In your ROP class, were you expected to demonstrate career technical skills?

Yes	No
994	76

10. Which career technical skills were you able to demonstrate?

Occupational Competencies	Use appropriate technology
566	716
Understand/Practice saftey standards	Demonstrate awareness of a business/industry function
882	660

11. In your ROP class, were you expected to demonstrate job employment skills?

Yes	No
989	79

12. Which job employments skills were you able to demonstrate?

Devleop plans to achieve career goals	Use of effective job search strategies
816	773
Awareness of lifelong learning	
728	

13. What were the things you liked best about your Baldy View ROP class?

Hands-on activities	Fieldtrips
915	149
Guest speakers	Competitions
432	184
One-on-one w/instructor	Access to technology
558	542
Internships	Earn industry certifications
334	536
Real world experience	
793	

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

In 2013-2014 a number of practices were implemented including communicated expectations for student remediation and interventions. Classroom observations, structured professional development meetings, and the addition of the program specialist positions are all organizational changes based upon data that identifies and responds to the various needs in the instructional programs. Progress for instructional improvement can be monitored through academic grades, certifications, progress reports, clinical training evaluations, projects and reports.

BVROP recognizes the need to improve in the area of gathering and analyzing learning data to create instructional program improvement and has included a number of data related improvements on the strategic action plan.

Strengths

- Organizational structure change approved on September 1, 2013 to add educational services positions supporting teachers and instruction
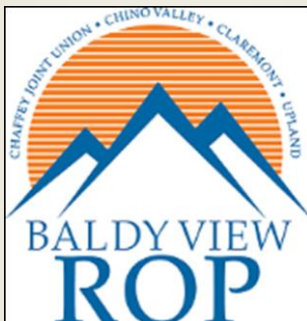- Program Quality Assessment tool

Key Issues

- Compiling appropriate relevant data
- Implement learning management system
- Implement data based program designed to disaggregate student learning data

Baldy View Regional Occupational Program

Section II

Criterion 7

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.**

BVROP desires to meet the needs of all students by identifying their needs and providing a supportive learning environment. As an organization, Baldy View ROP endeavors to make learning accessible to all students by offering courses on 22 campuses, whereby district counselors and career guidance technicians are strong resources for students. District counselors are an exemplary resource for providing academic counseling. Recognizing the need for student support, BVROP provides monetary resources to the partnering districts through a district services contract which provides career center support to be utilized at the districts discretion. Career guidance technicians are a valuable asset to BVROP and our students. They advise and register students for classes, and offer support in the areas of college and career guidance. Career technicians are liaisons between site personnel, BVROP teachers, and staff.

At BVROP's Career Training Center, the position of Student Support Specialist serves the adult student population by promoting courses, registering students, and providing guidance on program funding options. This position also works closely with the local community and third party agencies such as Employment Development Department (EDD), the Workforce Development Department (WDD, formerly WIB), Department of Rehabilitation (DOR), and Department of Public Social Services (DPSS) to further support students.

The Baldy View ROP foundation supports students by providing loans and scholarships to ROP students enabling them to further their education; and soliciting

financial grants from public and private sources for educational programs and activities.

Baldy View ROP has identified the need to improve the resource center at CTC to offer the following resources to adult students: job referral and placement system, employment skills enhancement workshops, job search database, tutoring services (high school and adult), and formal referral agreement with local adult schools for academic remediation.

Strengths

- Strong district partnerships with Counselors and Career Technicians
- BVROP staff who support and serve students
- Collaboration with local community and third party agencies
- Baldy View ROP foundation support

Key Issues

- Develop and improve the student resource center at the Career Training Center (CTC)
- Placement services for adult completers

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?**

A combined effort of faculty and staff guide our students to successful completion by using various resources like student handbooks, course catalogs and BVROP policies. Student expectations are outlined in student handbooks, course syllabi and BVROP policies, enabling students to have a clear picture of how to attain successful completion of courses. Career Guidance Technicians, BVROP teachers, support staff such as Student Records Specialist and Student Service Specialists, combine efforts to assist students to successful completion. Career Guidance Technicians on high school campuses register students for BVROP classes, and communicate registration information to counselors prior to and during high school registration periods. Career

Guidance Technicians, BVROP faculty and staff all promote programs, with successful completion of courses in mind.

The Baldy View ROP Student Services Specialist staff member attends Career and Job Fairs, and works closely with the BVROP Public Relations Department to promote programs. Monthly Professional Learning Community meetings are held with Career Guidance Technicians where promotion is discussed and best practices are shared.

Many of the districts and school sites have adopted designated and structured career pathways. In these pathways, school counselors and career technicians guide students through the admission process all the way through to the completion of the program. Instructors serve as the strongest advocates and promoters for ROP, guiding students through pathways and post-secondary education opportunities.   Many classes offer class orientations, giving parents the opportunity to support their student during the course. In addition, all BVROP courses provide a syllabus and student guide outlining expectations and class standards. Baldy View ROP instructors provide multiple avenues for student success via remediation opportunities and clear communication between high school counselor, career technician and parent.

In response to the local control accountability plan (LCAP) many community members and district leaders have begun to see the value in the implementation of structured career pathways. As additional district and school site leaders begin to develop these pathways, Baldy View ROP will need to actively serve as a resource while supporting each new program. Our goal is to provide a detailed, comprehensive and relevant program of study identifying appropriate courses leading to successful completion of education/training/certification requirements from middle school to post-secondary. Completion of a program of study should lead to successful transition into the desired career field at the technical, associate, bachelors, and master's degree levels. To accomplish this goal, collaboration with local middle school, high school, and

district partners in conjunction with community college, four year universities, business/ industry partners and community leaders will occur.

First steps must include identification of relevant employable career pathways, commitment/allocation of resources, and commitment to maintaining programs of study with current data among partners. At the local level, BVROP and the JPA's partnering districts must create and adhere to a procedure for the creation and implementation of a master ROP schedule and pre-registration process for all participants.

Strengths

- Career Guidance Technicians who provide advising, promote and register BVROP students
- Teachers are the best advocates for their programs and student "word of mouth" are strengths within the organization that help guide students to completion.

Key Issue

- Continue to develop and implement relevant career pathways
- Develop programs of study for offered career pathways
- Pre-registration process for ROP/CTE programs for all districts at all sites
- District Representative Council collaboration regarding master schedule completion prior to spring pre-registration

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

Student records are housed at both the administrative office location and at the CTC campus. Baldy View ROP uses AIM, a student data management system to maintain student records electronically and is backed up on the district server. Student gradebooks are handed in manually and are archived at the administrative office in locked secured in a fireproof cabinet. Additionally, fireproof file cabinets house student

documents at the Career Training Center. Any records from 1999 and before are archived and located in permanent and secure containers at CTC.

<div align="center">

Strength

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- Electronic and fireproof secure student record storage

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

Career guidance technicians, a full support staff for direct contact and customer service, combined with teachers, make information available to all stakeholders. Class information is provided through campus career centers and by career guidance technicians. BVROP has a strong public relations department that maintains the organization's website, distributes a monthly newsletter, and promotes ROP offerings through social media, publications, personal interactions at career and college fairs, and public service announcements on the radio.

Individual student requests are quickly handled by teachers or the following Baldy View ROP staff members: Student Support Specialist, Educational Services Assistants, Administrative Services Specialist/Receptionist and/or the Student Records Specialist.

<div align="center">

Strength

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- An improved website and quarterly newsletter

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Key Issue

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- Communicate completion and placement data to all stakeholders
- Create a stronger virtual presence and improve communication to all stakeholders.

"Our mission is to analyze current and future economic data and trends in order to identify the necessary skills and attitudes that connect our students to successful work and careers in a local and global economy."

July 2014

BALDY VIEW ROP
PATHWAYS TO PROSPERITY

Administration Office
8265 Aspen Ave., Suite 100
Rancho Cucamonga, CA 91730
T:909.980.6490 F:909.980.8931

Career Training Center
1501 S. Bon View Ave.
Ontario, CA 91761
T:909.947.3400 F:909.947.4411

www.baldyviewrop.com

Automotive Achievement

Congratulations to Pedro Avila, winner of a $400 Scholarship from Bridgestone/Firestone. Pedro was enrolled in the Advanced Automotive Technology program for three years in high school. During his 3 years in the ROP program, Pedro was involved in a 9 week internship with Chrysler of Ontario all three years. His senior year, the dealership offered him employment as an Assistant Technician. He accepted and starts in August 2014. The internship program is also paying for him to complete the Chrysler Automotive Program** (CAP) at Cerritos College. The class is taught by Richard Lewis at Ontario HS. A special thank you to Bridgestone Retail Operations, LLC for their continued support!

"I'm very excited to start my career!" - Pedro Avila

**Chrysler Automotive Program (CAP) is a two-year automotive program which allows students to gain experience servicing Chrysler, Dodge, and Jeep vehicles.

Left to Right: Scholarship Recipient Pedro Avila, Bridgestone Recruiting/Development Manager, Superintendent Shelley Adams, Automotive Technology Teacher,

Staff Spotlight

Masonry Teacher, Steve Perez has worked with students at the Boys Republic in Chino Hills for the past 15 years. His masonry class prepares students for entry-level positions in the trade. In 2010, his masonry team from Boys Republic placed second and his Upland High School construction team placed third in the high school division of the Fastest Trowel on the Block competition. Steve has worked with the Boys Republic as they made and sold world famous Della Robbia Wreaths during the winter holiday season as a fundraiser. The masonry class receives additional hands on training by building various projects on their school campuses. Steve Perez can be found teaching Masonry this summer at Boy's Republic. Want to learn more? Watch the informational video online at http://youtu.be/s5EBduaFi30

Baldy View ROP Newsletter

Attention High School Students: There are still spaces available in the following classes, click on the class to view schedule:

Computer Software Lab
First Responder
Network Security

See your Career Technician at your High School to sign up today!

This Way Up: Mobility in America

Economic mobility is alive and well for Americans who pursue technical or practical training
(click here to read the full Wall Street Journal article)

BALDY VIEW ROP

Home   About Us   Adult Students   High School Students   Board of Education   Staff Directory   Foundation

Sponsorships & Donations   Alumni   Calendar

Site Shortcuts
▸ Classfinder Tool
▸ Student Record Request Form
▸ HIGH SCHOOL STUDENTS: FALL 2014 CLASS SCHEDULE
▸ ADULT 2014/15 CLASS SCHEDULE

Masonry Video

2014 Course Catalog

Contact Us

Career Training Center
1501 S. Bon View Ave.
Ontario 91761
909.947.3400

Administration Office
8265 Aspen Ave. #100
Rancho Cucamonga 9
909.980.6490
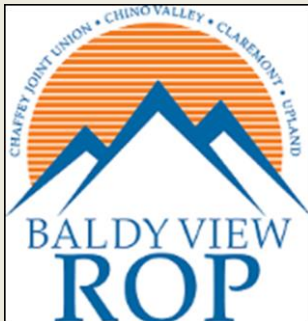
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Baldy View Regional Occupational Program

Section II

Criterion 8

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.)**

      For the past three years, BVROP has remained diligent in its efforts to maintain its fiscal solvency. Despite challenging fiscal times for Regional Occupational Centers, BVROP has been granted positive certification letters by the County of San Bernardino for the last three years. *Please see below:*

- Negotiations Status/Salaries and Benefits Trends
- Long Term Debt
- Cash Flow
- State Enacted Budget – 45 Day Revision

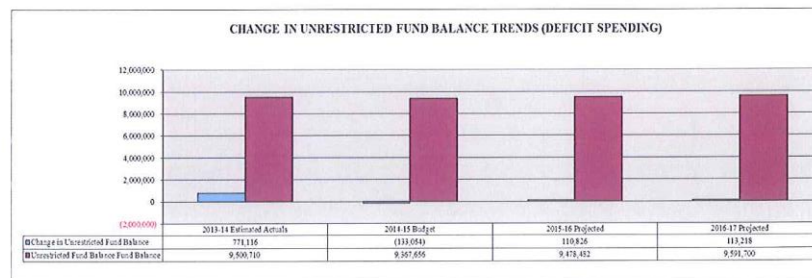The budget is a dynamic document that reflects the Governing Board's plan for receipt of revenues and utilization of expenditures to meet the goals and financial obligations of the school ROP JPA in the coming year based on the information known to the ROP JPA and board at the time of adoption. To assure that the budget continues to reflect that plan, the following items should be taken into consideration:

- **REVENUE AND EXPENDITURE PROJECTIONS/DEFICIT SPENDING** –The ROP JPA is projecting unrestricted expenditures to exceed unrestricted revenues by $133,054 in the current fiscal year, primarily due to flat funding, STRS and PERS employer contribution increases, step and column increases, and investment in books and supplies. Anticipated deficit spending should be for one-time, non-recurring expenditures to avoid depletion of the ROP JPA's on-going unrestricted ending fund balance.

The ROP JPA's deficit spending is within the established state standards for the current and two subsequent fiscal years. The State's established standard is one-third (1/3) of the ROP JPA's available unrestricted reserve percentage.

The following chart displays the actual Unrestricted General Fund balance change for the prior fiscal year, the projected adopted budget, and board approved multi-year financial projections reflecting the 2015-16 and 2016-17 fiscal years.

CHANGE IN UNRESTRICTED FUND BALANCE TRENDS (DEFICIT SPENDING)

	2013-14 Estimated Actuals	2014-15 Budget	2015-16 Projected	2016-17 Projected
Change in Unrestricted Fund Balance	771,116	(133,054)	110,826	113,218
Unrestricted Fund Balance Fund Balance	9,500,710	9,367,656	9,478,482	9,591,700

- **CURRENT AND MULTIYEAR PROJECTIONS** – Our review included an analysis of the JPA's projection of revenues and expenditures in the current and two subsequent fiscal years. The JPA is currently funded primarily under the new Local Control Funding Formula (LCFF). The JPA also operates based on a memorandum of understanding agreement for pass through of those revenues by the Chaffey Joint Union High, Chino Valley Unified, Upland Unified, and Claremont Unified school districts. The JPA should continue to work closely with these districts to ensure funds are received and distributed pursuant to all MOUs. The JPA's Board approved a contingency plan which will be executed should pass through agreements not continue in subsequent years.

- **NEGOTIATIONS STATUS/SALARIES AND BENEFITS TRENDS** – The information submitted with your Adopted Budget indicates the JPA does not have any bargaining unit groups; however, they have indicated that step and column increases for the current and two subsequent fiscal years are included in the projections.

Baldy View ROP – 2014-15 Adopted Budget
August 7, 2014
Page 3

Pursuant to AB 1200/2756 (GC 3540 et. seq.), please provide an analysis and disclosure of the costs or savings associated with any proposed or tentative agreements and/or Memoranda of Understanding (MOUs) **at least ten days prior to adoption by the board**. This analysis must be disclosed at a public board meeting regardless of whether there is an increase, decrease, or no change in expenditures or language. Budget transfers implementing the adjustment(s) must also be posted in the financial system no later than 45 days after approval of the adjustment by the Governing Board. If the costs associated with a negotiated salary or benefit adjustment reduce the available ending balance below the required state minimum reserve level in the current and/or two subsequent fiscal years, the JPA Governing Board will be required to take action to reduce other expenditures in order to maintain the required state reserves in the current and two subsequent fiscal years.

An outline of the disclosure procedures and a copy of the required disclosure documents are available in an EXCEL format on the San Bernardino County Superintendent of Schools, Business Administrators website (http://www2.sbcss.k12.ca.us/sbcss/busServe/bas_FormFI.php), under AB1200/AB2756 Salary disclosure. Instructions for completing these forms are also available on the website.

The majority of a school ROP JPA's budget is spent on salaries and benefits. The following chart shows the percentage of unrestricted salaries and benefits to the total unrestricted general fund expenditures for the prior year, adopted budget, and multi-year projections. The state's established standard is based on an average of the ROP JPA's prior three years of unrestricted salaries to total unrestricted expenditures. The ROP JPA's ratio of salaries and benefits to total expenditures are within the state's established standard, standard for the current year, with 50.4% of unrestricted expenditures being consumed by salary and benefit costs. If salaries and benefits are growing at a rate faster than total expenditures, these costs will consume a disproportionately greater share of the district's resources, putting significant pressures on the rest of the budget.

RATIO OF UNRESTRICTED SALARIES AND BENEFITS TO UNRESTRICTED EXPENDITURES

	2013-14 Estimated Actuals	2014-15 Budget	2015-16 Projected	2016-17 Projected
Ratio of Sal./Ben. To Total Exp.	32.89%	33.50%	35.05%	35.90%
Other Expenditures	7,471,451	8,566,259	8,122,359	8,139,967
Salaries & Benefits	3,661,898	4,214,168	4,383,037	4,559,491
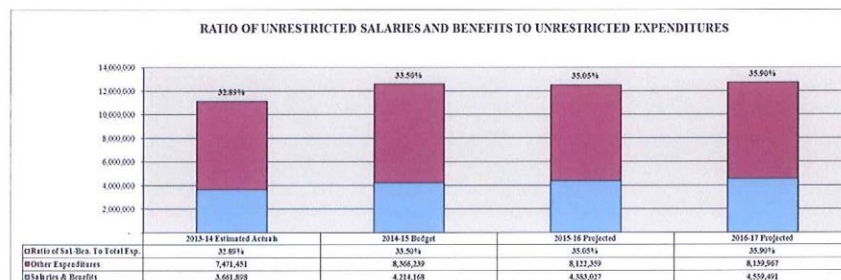
- **LONG TERM DEBT** – The Adopted Budget includes non-voter approved long-term debt of $165,967 which constitutes 1.98% of the ROP JPA's general fund budget. The debt repayment is budgeted in the General Fund. The ROP JPA should closely monitor the revenue stream of this fund to ensure adequate revenues are received to cover the current and on-going debt repayment schedules for principal and interest payments. The ROP JPA should take appropriate action if revenues do not materialize as anticipated.

- **CASH FLOW**: Our review of the 2014-15 cash flow provided by the ROP JPA, in conjunction with our internal cash analysis, indicates that the ROP JPA will have a positive cash balance at the end of each month and at the end of the current fiscal year. The ROP JPA's cash flow shows the June 30 cash balance is estimated to be 100% of the projected 2014-15 Ending Fund Balance.

Baldy View ROP – 2014-15 Adopted Budget
August 7, 2014
Page 4

- **STATE ENACTED BUDGET – 45 DAY REVISION** – Our review has been based on the latest information available to this office with the 2014-15 State Enacted Budget. Please remember that Education Code Section 42127(i)(4) requires that:

    "Not later than 45 days after the Governor signs the annual Budget Act, the school district shall make available for public review any revisions in revenues and expenditures that it has made to its budget to reflect the funding made available by that Budget Act".

The 45-day period ended August 4, 2014. We will require these revisions in the 2013-14 Unaudited Actuals submission, which is due to our office per Education Code § 42100 on or before September 15, 2014. Please submit a narrative of all changes made to the 2014-15 Adopted Budget.

We anticipate a timely year-end closing of the 2013-14 financial records by the district, along with the annual audit by the district's external auditors which will determine the actual beginning fund balances for 2014-15 and audited ending balances for 2013-14. These actions will also ultimately affect the availability of reserves for the 2014-15 operating budgets. The audit report is due on or before December 15, 2014.

Any questions concerning the review of the district's 2014-15 Adopted Budget may be addressed to me at (909) 388-5741.

Sincerely,

Annette Kerber
Business Advisor
Business Advisory Services

AK:ls

cc: Cynna Hinkle, Director, Business Advisory Services – SBCSS
    Ted Alejandre, Deputy Superintendent, Business Services – SBCSS

j:\Financial Reporting\2014-15\Adopted Budget \Letters\2014-15 Baldy View appr budget ltr CBO

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

BVROP has strong internal controls and maintains integrity in financial practices by the involvement of many stakeholders. BVROP is fully compliant with state, county and federal regulations as evidenced by positive certifications and external audits. There have been no exceptions in the past three years. An appropriate reserve is maintained as well. Communication and stakeholder participation takes place in the form of Joint Power Agreement working groups, monthly budget meetings with Instructional Team Leaders (ITL's) and the budget advisory committee. Moreover, all budget reports are presented to the commission in an open public session. Baldy View ROP is in the process of seeking dual accreditation with WASC and the Council on Occupational Education (COE) for the purpose of meeting eligibility requirements to be approved for Title IV federal funding in hopes of offering additional financial aid opportunities for adult students.

Strength

- Cash reserve, strong internal controls and has stayed within the budget for the past three years

Key Issue

- Create internal audit controls for the Financial Aid process once approved

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

For classes that take place on the high school campuses of our partnering districts, facilities are maintained by their staff including full time custodial and maintenance staff and security.   BVROP's school site, the Career Training Center (CTC), owned and operated by Baldy View ROP, has facilities that are maintained and secured by the combination of outsourced and in-house staff. BVROP employs a full time maintenance utility worker and outsources full time security and janitorial services. CTC

is a closed gated campus. The facility has full time security officers on duty as well as 24 hour security camera surveillance.

The CTC observes OSHA Hazard Communication and Bloodborne Pathogen Standard requirements including the maintenance of MSDS binders, required documentation, procedures and safety equipment.

Sufficient equipment for courses offered at CTC includes an outdoor obstacle course, fully equipped medical skills lab, dental lab, pharmacy lab, computer lab and a resource library. BVROP has clean, well maintained, fully supplied and modern classrooms. Furthermore, BVROP policies are designed to create a safe environment for students by providing sexual harassment, bullying, dress code, and behavior expectations for the protection of all stakeholders.
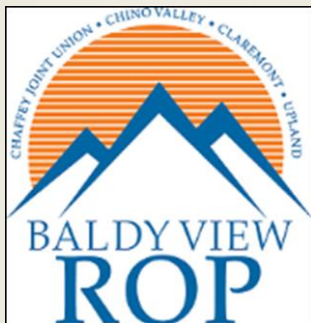
Strength

- Safe and secure maintained campuses for students
- Modern, well maintained classrooms and equipment for all programs

Baldy View Regional
Occupational
Program

Section II

Criterion 9

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?**

BVROP is fortunate to partner with over 100 local community business affiliates who provide community classroom opportunities for students. Business affiliates provide community classroom experiences for students by providing training opportunities which ultimately serves the local community. Business partners participate in bi- annual advisory meetings, providing input for necessary academic and occupational skills revisions. Furthermore, BVROP staff has taken on leadership roles in the California Association of Regional Occupational Centers and Programs (CAROCP).

Community involvement is reflected through the diverse and on-going partnerships BVROP has with many of the following:

Advisory Meeting 2013

- Advisory Committees, meet bi-annually, local business affiliates participate
- Programs that have a community classroom component have strong ties to the industry partners where students intern. Over 100 affiliate agreements with local businesses for student internships
- Teachers offer guest speakers and field trips throughout the semester, bringing the community to the classroom and the students to the community
- BVROP staff participates in many local career and college fairs throughout the year
- Staff members volunteer to participate in many charitable events such as food drives, The Plane Pull benefitting the USO, etc.

- BVROP has membership with the following Chambers of Commerce to remain current with local area developments: Chino Hills, Rancho Cucamonga, Ontario, Upland and Claremont

- The Registered Dental Assisting (RDA) class participates in the Smile School serving children in the local area from low socio-economic backgrounds

- The Baldy View ROP Foundation, incorporated in 1995 is dedicated to supporting students served by Baldy View Regional Occupational Program. The Foundation's mission is "To develop community resources, relationships and partnerships to assist students in a lifelong learning process to become self-sufficient in an ever-changing world"

- Health Care Industry Teachers participate in the Nexus group local coalition and internship opportunities

- Boys Republic wreath production enables student learning of warehousing, production and logistic skills for a community global project

- Participating member of the Inland Empire/Desert Regional Consortium

Baldy View ROP provides the following services to the community:

Cardio Pulmonary Resuscitation (CPR) training: BVROP is an approved American Heart Association (AHA) Training Center and offers Basic Life Support certification (BLS) CPR training for adults in the community who are in need of certification or renewal. BVROP also offers BLS instructor training, certifying adults to be AHA BLS instructors.

DSP Training/Testing: This program is open to direct support professionals working in a licensed community care facility. Training consists of a thirty five hour program and the DSP Challenge Test (year 1 and 2) are given at the BVROP Career Training Center.

Smile School: The BVROP Dental Program has partnered with Loma Linda University School of Dentistry to provide a free full dental care clinic to children of the Family

Solutions Collaborative (Ontario-Montclair School District). 149 patients were seen and 769 procedures were conducted from October 2013 to May 2014.

Cougar Cubs: Operated by BVROP and located on the Rancho Cucamonga High School campus, Cougar Cubs is a complete child development center that also is a training lab for BVROP students in the Child Care Occupations class.

There is a need to increase the number of opportunities for student learning through the skills competition process offered within career technical student organizations (CTSO). Currently Baldy View ROP is the process of participating in HOSA dental and medical assistant programs. Opportunities exist for other programs such as automotive, criminal justice, forensic science, landscape design and others to participate. BVROP must implement a plan for making CTSO's a priority.

Strengths

- BVROP has a community of staff and students desiring to take part in the local community
- The Baldy View ROP Foundation
- Strong, involved public relations department accountable for the professional image for BVROP
- Relationships with business affiliates

Key Issues

- Addressed in the Strategic Action Plan is the need to develop and increase student leadership organizations.

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

BVROP impacts the local community and supports student service projects. Led by instructor Pat Campbell, BVROP Airport Occupation students and Medical

Assistant students led by Instructional Team Leader Marie Sliney, serve at the annual Plane Pull at the Ontario Airport, to raise funds for the USO facility which serves the needs of just over 26,000 members of the Armed Forces and their families. Led by Carolina Vasquez (RDA instructor) and Christine Thomas (RDA Director), students serve the community annually by participation in "Clinic with a Heart" at Loma Linda University Medical Center and provide one day of free dental services. The City of Ontario holds an annual health fair where medical sector students serve the community. Additionally, public services students in the criminal justice programs serve as police explorers for the various local law enforcement agencies, providing community support at area events.

Baldy View ROP acknowledges that there is a need for increased participation in Career Technical Student Organizations for the purposes of contributing to community service projects.

Strength

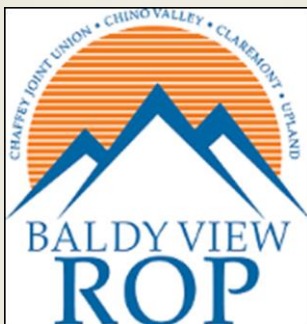- BVROP students, staff and programs that support serving the community

Key Issue

- Increase student leadership organizations to contribute to community service projects

Baldy View Regional Occupational Program

Section II

Criterion 10

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**.

    The action plan for 2014-2021 was created by the leadership group, focus groups, institutional and program advisories. Through the process of facilitated group discussions, strengths and key issues were identified for the nine criteria. From the key issues identified, the action plan was developed. The Action Plan was created, reviewed and developed from the key issues identified by the stakeholders. The Baldy View ROP commission has adopted the WASC action plan and will refer to it when proposing organizational policies and strategic goals. BVROP recognizes that the Strategic Action Plan is a living document and will continue to review it annually and update it continually.

    It is incumbent upon BVROP to ensure that any updates to the action plan are communicated to all stakeholders in a timely manner. Communication will occur in open commission meetings, the website, the newsletter, during professional development meetings, and in the advisory committee meetings.

    Strength
    - Collaborative effort of stakeholders contributed to current action plan

    Key Issue
    - Ensure that action plan is communicated to all stakeholders continually

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?**

    All stakeholders participated in focus groups throughout the year, and identified areas of improvement or "key issues" for each criteria. An in depth look at our organization has resulted in an action plan that identifies objectives, specific steps and

timelines to accomplish the identified improvement areas. In response to the local control accountability plan (LCAP) many community members and district leaders have begun to see the value in the implementation of structured career pathways from middle school through post-secondary.

As additional district and school site leaders begin to develop these pathways, Baldy View ROP will need to actively serve as a resource while supporting each new program. Stakeholders identified the need for Baldy View ROP to remain a critical component of student access to future aspirations. During the self-study process, it became apparent that the potential end to ROP funding was a source of concern to all stakeholders. Therefore through this process the stakeholders were able to define local expectations regarding the future of BVROP, and expectations for a graduate student profile that includes career and college readiness. Baldy View ROP will continue to work with its stakeholders not only to secure future funding but also to work towards improvement of all areas of growth identified through the self-study process.

Strength
- The commitment to allocate resources toward meeting the expectation of career and college readiness with respect to each district's graduate student profile as identified through their LCAP
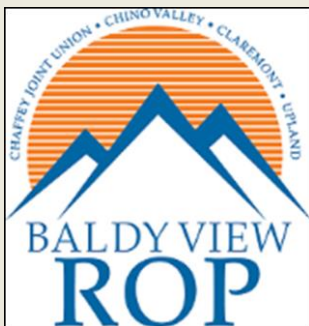
Key Issue
- Increase stakeholder involvement to include students, parents, non CTE teachers and programs like SELPA (Special Education)

Baldy View Regional Occupational Program

Section III

School-wide Strengths and Critical Areas for Follow-up

Section III

<u>School-wide Strengths and Critical Areas for Follow-up</u>

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.

School-wide Strengths
- Relationship with business affiliates providing opportunities for community classroom training for students in 20 programs

- Bi-annual program and institutional advisory committee meetings resulting in revision of course outlines, program offerings, sharing labor trend data, building strong community relationships, and the supporting of program needs

- Multiple mandated professional development opportunities for instructional staff (certificated), improved by 400% from 2012 to 2013

- Professional development support is provided to classified, management and ROP stakeholders i.e. career technicians

- Improved evaluations with monthly classroom observations (Drop-ins) providing teachers with feedback

- Individualized coaching is provided to self-identified and administratively identified teachers through the educational services division

- The superintendent works closely with the four member governing board to establish regulations and policies to comply with state and federal mandates. The Regional Occupational Programs vision, mission and outlook are monitored by the board members, which consistently reviews the school plans to ensure that the strategies successfully supports and guides the mission and students learning outcomes.

- Resources are allocated to BVROP programs to equip classrooms and meet the needs of industry specific programs

- Industry Sector Collaboration team meetings are currently being held monthly to review and modify curriculum, coaching by peers for instructional techniques, classroom management, update course outlines, communicate clear expectations, aligning curricula to Common Core State and CTE Standards
- BVROP successfully provides training for industry recognized and state certifications
- Cash reserve, strong internal controls and has stayed within the budget for the past three years
- Safe and secure maintained campuses for students
- Professional image communicated to the greater public in the surrounding communities
- A newly adopted organizational structure that supports the achievements of student learning, while attracting and retaining a highly qualified staff

Next, please identify at least 3–5 School-wide critical areas of needed improvement. Prioritize this list in order of importance to the school.

School-wide Critical Areas for Follow-up

- Continue to use of data to support, create and guide rigorous academic and career readiness programs
- Improve the quality of collection, analysis, interpretations and utilization of data to make informed decisions while communicating the results with all stakeholders
- Create and maintain open and continuous two-way communication and participation with and among all stakeholders unique to ROP
- Continue the implementation of technology as a tool to increase organizational efficiency

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

This *WASC Postsecondary Supplement* will be used by the WASC Representative(s) during the COE/WASC site visit to evaluate the ROPs, high school level programs/classes, and other non-CTE programs that are offered. The WASC Representative(s) of the Visiting Committee will write a separate report to the WASC Commission at the conclusion of the joint COE/WASC visit.

Please send an electronic copy and hardcopy of the completed WASC Postsecondary Supplement at least four weeks before the site visit to:

Western Association of Schools and Colleges
43517 Ridge Park Dr., Suite 100
Temecula, CA 92590
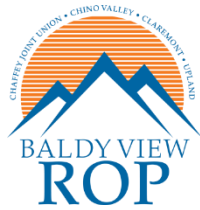
WASC 2014-2015

WASC Key Issues Identified from Committee Visit 2011

Progress & Completion

Since the last Western Association of Schools and Colleges (WASC) "Focus on Learning" self-study in 2007. The BVROP received a six year accreditation with a three year progress review consisting of a one day revisit in 2011. Immediately after the visiting committee's departure, the recommendations were placed into action. BVROP is elated to report to the committee the improvements and achievements that have been set forth within the past three years.

2011 Visit: "Areas of the Action plan to Strengthen"	Progress & Completion of Areas of Growth
The Visiting committee recommends continuation and strengthening staff development for teachers related to teaching and learning and reinforcing and assessing the Student Outcomes	In the 2013-2014 academic school years, BVROP increased professional development opportunities offered in house by 400%, in addition to providing outside opportunities for staff to attend industry specific professional development conferences and training. Beginning In July and August of 2013 and each year thereafter, six mandated professional development, dates totaling 32 hours, were well attended by both certificated and classified staff. In addition, seven Industry Sector Collaboration (ISC Meetings) are scheduled throughout the academic calendar year. There are communicated expectations that instructors attend five meetings to be "at standard" for evaluation purposes. A key issue identified during the self-study was to improve the process for information sharing after teachers/staff attend various professional

	development meetings and conferences; therefore it was added to the Strategic Action Plan for 2014-2021. Topics covered during BVROP professional development opportunities address the past and revised Student Outcomes; however, a key area identified for the 2014-2021 Strategic Action Plan is to improve assessment of the student outcomes.
The Visiting Committee recommends that the ROP expand upon the incorporation of standards into instruction, including training for teachers on the development of standards based lesson plans that will take instruction to the next level of rigor and relevance.	As of September 2014, all BVROP teachers have been trained on aligning course outlines to current standards. Course Outlines are in draft form with several having been aligned to common core, CTE pathway and anchor standards. Over eighty-six hours of professional development training have been dedicated to course outline revision and standards alignment. Progress will continue through the 2014-2015 academic school years to incorporate standards further into engaging lesson plans, with many professional development opportunities planned.
The Visiting Committee recommends continuation and strengthening of the efforts related to student achievement of the Student Outcomes and suggests that data on student performance of the Student Outcomes be considered as a tool to be used and shared.	Student Learning Outcomes (SLO's) were revised in 2014 and approved by the governing board. BVROP's SLO's are incorporated into course outlines and embedded into the curriculum. As a key issue and item on the strategic action plan, the improvement of data collecting and sharing, related to SLO's, is a continued area of growth for Baldy View ROP.

BALDY VIEW ROP

2014 – 2021 STRATEGIC ACTION PLAN TEMPLATE

AREA FOR IMPROVEMENT: Academics

OBJECTIVE: Continue to use new and existing data to support, create and guide rigorous academic and career readiness programs.

CRITERIA REFERENCED: 3, 4, 5, 6 & 9

Specific Steps	Completion Timeline	Persons Responsible	Resources	Assessment	Means to Report Progress	Status	Evidence Notebook
Create opportunities for district and CTE teachers to collaborate	Ongoing	Director, District Representative Council (DRC's)	Time Funds Personnel Facilities	Feedback from surveys at end of PD Drop In teacher observations	DRC & Commission Meetings	In Progress	Meeting Agendas Sign in sheets Surveys Invitations for ISC & PD's
Facilitate Professional Development opportunities for new and existing teachers and staff	Ongoing	Management Team	Time Funds Personnel Facilities	Feedback from surveys at end of PD Drop in teacher observations	Email updates Commission Meetings ITL's Staff	In Progress	Meeting Agendas Calendar of PD's Technology Workshop attendance PD sign in logs Drop In synthesis
Increase & maintain articulation offerings and student participation	Increase agreements by 2 per year Increase student participation by 10%	Program Specialist	Time Personnel Funds	Documentation of Agreements Agency student participation reports	DRC Meetings Ed Services Meetings Career Technician Meetings	In Progress	Agreements Community College Articulation Reports
Expand Class offerings to meet ADA cap	Ongoing	Educational Services Department DRC	Personnel Facilities Funds	Monthly reports District/ROP meetings	DRC, Ed Services Meetings	In Progress	Master Schedule DRC Minutes Ed Services Minutes ADA Reports
Increase Adult Fee based Programs	10% per year	Educational Services Department Institutional Advisory	Personnel Facilities Funds	Budget Analysis Labor Market Info	DRC, Ed Services Meetings	Not Started	Master Schedule DRC Minutes Ed Services Minutes

Updated on   9/16/14

1

BALDY VIEW ROP ACTION PLAN 2014-2021

			Business Affiliates				
Revise Course Competencies to current standards aligning with college and career readiness	Ongoing	Educational Services Teachers ITL's	Personnel Time Funds	Rubrics Drop Ins/Evaluations	Management Ed Services, ISC and Commission Meetings	In Progress	Completed Course Outlines
Use ISC Meetings to develop common industry assessments	2017-2018	Educational Services Teachers Program Specialists ITL's	Personnel Time Funds	Data Results from common assessments Advisory Committee Input Articulation Data Job Data A-G Results	ITL Report Ed Services Report	Not Started	ISC Agenda, feedback from student assessments Agendas from Advisory Common Assessment

Updated on 9/16/14

2

BALDY VIEW ROP
2014 – 2021 STRATEGIC ACTION PLAN TEMPLATE

AREA FOR IMPROVEMENT: Data

OBJECTIVE: Improve the quality of collection, analysis, interpretations and utilization of data to make informed decisions while communicating the results with all stakeholders

CRITERIA REFERENCED: Criterion 1, 2, 3, 5, 6, 7, 9

Specific Steps	Completion Timeline	Persons Responsible	Resources	Assessment	Means to Report Progress	Status	Evidence Notebook
Action Plan to be reviewed on a regular basis	Annually	Management Team Leadership Team Institutional Advisory	Personnel Time	PD Surveys	Website Professional Development Meetings Newsletter	August 2015	PD Agenda PD Surveys Minutes from Advisory & Leadership team
Develop/improve surveys for both high school and post high school grads: track results	Ongoing	Ed Services Public Relations Dept. Student Records Specialist	Personnel Funds	Data Reports; i.e. Perkins survey results	News Letter Website	In Progress	Data Reports Placement Reports
Create student focus groups	Annually	Public Relations	Personnel Funds	Rubric	Management, Commission Meeting	In Progress	Rubric Scores Student Surveys
Implement student learning management system	2017-2020	Educational Services	Personnel Funds Time	Student and Teacher Feedback	Professional Development Meetings ISC Meetings	August 2015	Teacher Checkout Form for Grades Copy of student comments from Blog
Obtain percentage of placement and completion rates	Ongoing	Educational Services Public Relations Student Records Specialist	Personnel Time	Reported Results	Management, Commission meetings Promotional materials Website	In Process	Website Data results

Updated on   9/16/14

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BALDY VIEW ROP ACTION PLAN 2014-2021

Implement a data tracking and gathering system for the purposes of analysis and to improve professional practice	January 2016	Ed Services Public Relations	Funds People Time	Data Reports	Management Meetings	January 2016	Website Reports
Improve process for information sharing after teachers/staff attend PD and conferences	Present-2018	Educational Services Public Relations Business Departments ITL's	Funds Personnel Time	Data Reports	Management Meetings ITL Meetings	In Process	Forms Management

4

BALDY VIEW ROP

2014 – 2021 STRATEGIC ACTION PLAN TEMPLATE

AREA FOR IMPROVEMENT: Stakeholder Involvement

OBJECTIVE: Create and maintain open and continuous two-way communication and participation with and among all stakeholders unique to ROP

CRITERIA REFERENCED: Criterion 1, 2, 3, 4, 5, 6, 7, 8, 9

Specific Steps	Completion Timeline	Persons Responsible	Resources	Assessment	Means to Report Progress	Status	Evidence Notebook
Strategic goals to be revised by a team of BVROP Stakeholders	2015-2021	Governing Board Superintendent	Time Personnel	Cabinet Evaluations	Cabinet Meetings Professional Development Meetings Website	Start date August 2015	Document Board Minutes
Creation of Student/Parent committees, student learning management system	Annually	Public Relations	Time Funds Personnel	Rubric/Survey	Management Meeting	In Progress	Survey Data Rubric Scores Meeting Agenda Sign In Sheet
Create a stronger virtual presence; website social media	Ongoing	Public Relations Ed Services	Time Funds Personnel	Stakeholder Feedback # of site visits	Management Meetings	In Progress	# of site visits Log records Web/Screen Shots
Increase/develop student leadership organizations	One organization per year	Teachers Ed Services Dept. Business Dept. Public Relations	Time Personnel Funds	Bookkeeping Audits	Meeting Minutes	In Progress	Audits and Minutes Charters Certificates SLO Reports
Communicate completion and placement data	Ongoing	Educational Services, Public Relations, Student Records Specialist	Personnel Time	Reported Results	Management, Commission, DRC meetings Emails to Counselors Promotional Materials Website Advisory Meetings	In Progress	Website Data Results DRC Minutes Agendas Promotional Material Commission Minutes

Updated on   9/16/14

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BALDY VIEW ROP ACTION PLAN 2014-2021

		Program Specialist Teacher	Time Personnel Funds	Documentation of Agreements Agency student participation reports	DRC Meetings Ed Services Meetings Career Technician Meetings	In Progress	Agreements Agency reports
Increase & maintain articulation offerings and student participation	Increase agreements by 2 per year Increase student participation by 10%						

Updated on   9/16/14

6

BALDY VIEW ROP

2014 – 2021 STRATEGIC ACTION PLAN TEMPLATE

AREA FOR IMPROVEMENT: Technology

OBJECTIVE: Continue the implementation of technology as a tool to increase organizational efficiency

CRITERIA REFERENCED: Criterion 1, 2, 3, 4, 5, 6, 7, 8, 9

Specific Steps	Completion Timeline	Persons Responsible	Resources	Assessment	Means to Report Progress	Status	Evidence Notebook
Improve access to technology for various stakeholders	Ongoing	Educational Services, Business Service and Public Relations Department Technology Committee	Funds Personnel	Surveys Tech Plan	Educational Services and Management Meetings Tech Committee Meetings	In Progress	Survey results
Implement a student learning management system	2015-2018	Educational Services	Personnel Funds Time	Student and Teacher Feedback	Professional Development Meetings ISC Meetings	August 2015	Teacher Checkout Form for Grades Comments from Student Blog
Facilitate Professional Development opportunities for new and existing teachers and staff	Ongoing	Management Team Teachers Staff	Time Funds Personnel Facilities	Feedback from surveys at end of PD Drop in teacher observations	Email updates Commission Meetings ITL/ Staff Meetings	In Progress	Meeting Agendas Technology Workshop attendance Workshop Evaluations Drop In synthesis
Implement a data tracking and gathering system for the purposes of analysis and to improve professional practice	2016-2018	Educational Services Public Relations	Funds People Time	Data Reports	Management Meetings	January 2016	Website Reports
Develop/improve exit and post graduate surveys; track results	Ongoing	Ed Services Public Relations Dept. Student Records Specialist	Personnel Funds	Data Reports	News Letter Website	In Progress	Data Reports Placement Reports

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Increase and maintain various technology based communication platforms, i.e. Student Learning Management system, Website, Social Media	Ongoing	Educational Services Public Relations Dept.	Personnel Time Funds	Track visits to sites, staff surveys, Professional Development meetings.	Educational Services, Management Meetings	In Progress	Survey results, website visit numbers, meeting agendas.

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