



# SAN GABRIEL VALLEY ROP

## FIND YOUR FUTURE

### SGVROP Revised Schoolwide Action Plan 2025 – 2031

| <b>Goal 1: Expand Access and Engagement in CTE Pathways</b>                               |                                                                        |                                                                |                                                                                                                                        |                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SLOs Addressed: Lifelong Learning and Adaptability; Professionalism and Work Ethic</b> |                                                                        |                                                                |                                                                                                                                        |                                                                                                                                                                                                        |
| <b>Task</b>                                                                               | <b>Who</b>                                                             | <b>Timeline</b>                                                | <b>How</b>                                                                                                                             | <b>Measure of Success</b>                                                                                                                                                                              |
| Increase dual enrollment opportunities with community colleges                            | Director of Educational Services, CCPAs, Instructors, College Partners | Quarterly review each October, January, April, and July        | Collaborate with local colleges to align and schedule dual enrollment courses; provide student and parent info sessions                | 6% annual increase in dual enrollment participation, with one new dual enrollment course section launched each year; tracked through enrollment rosters, section schedules, and college credit reports |
| Increase business partnerships for work-based learning (WBL)                              | CCPAs, Site Supervisors, Instructors                                   | One new partner is onboarded each year                         | Recruit at advisory committee meetings; formalize agreements through MOU and site visit checklist                                      | Track WBL logs; target of 15% increase in WBL placements annually                                                                                                                                      |
| Plan district course offerings to phase out one-off courses                               | Executive Director, District Principals, Site Admins                   | March–May annually                                             | Use pathway audit data and shared course planning spreadsheet; meet with each district site lead                                       | Fewer than 10% of courses will be one-off by 2026; all new courses will be linked to a complete pathway by Fall 2027                                                                                   |
| Update existing UC "a-g" approved CTE courses                                             | TOSA, Educational Services                                             | Annual review and update of UC a-g course outlines each Spring | Review and revise current a-g course outlines; update content and resubmit if needed through UC Doorways; training for staff in Spring | 100% of a-g courses reviewed annually with updates submitted as needed; documented instructional revisions aligned with UC requirements                                                                |

## **Goal 2: Align Curriculum with Labor Market Needs**

**SLOs Addressed: Technical Proficiency; Lifelong Learning and Adaptability**

| <b>Task</b>                                                              | <b>Who</b>                                             | <b>Timeline</b>                   | <b>How</b>                                                                                                   | <b>Measure of Success</b>                                                                    |
|--------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Conduct annual labor market analysis                                     | CTE Coordinator, Site Supervisors, Advisory Committees | February of each year             | Use LMI data and advisory meeting feedback from industry professionals                                       | Annual labor market alignment report with 100% of active pathways verified or revised        |
| Align curriculum with industry certifications and postsecondary programs | Instructors, Program Specialists                       | Annual curriculum review in April | Collect input from community college reps during spring advisories and integrate via updated course outlines | 100% of revised outlines to include postsecondary alignment and embedded certification paths |

## **Goal 3: Strengthen Instructional Quality and Professional Development**

**SLOs Addressed: Technical Proficiency; Lifelong Learning and Adaptability; Professionalism and Work Ethic**

| <b>Task</b>                                                      | <b>Who</b>                 | <b>Timeline</b>                      | <b>How</b>                                                                            | <b>Measure of Success</b>                                                                                                                                                                   |
|------------------------------------------------------------------|----------------------------|--------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provide ongoing professional development (PD) aligned with needs | TOSA, Educational Services | At least 4 PD sessions annually      | Conduct needs assessment in August; implement during fall/spring in-services and PLCs | 90% PD satisfaction rate; 100% teacher participation over a 3-year rotation cycle; PD implementation tracked in evaluation notes; teacher participation monitored through annual PD rosters |
| Maintain a mentoring program for new CTE teachers                | TOSA, HR, Site Supervisors | Assign mentors by September annually | Use an induction checklist and monthly logs; meet quarterly with mentees              | 100% completion of Year 1 mentoring portfolio; 95% retention of new hires annually                                                                                                          |
| Train staff on data use and formative assessment                 | TOSA, Educational Services | Each October and February            | PLC data dives using CCPA dashboards and student work analysis templates              | Evidence of strategy change in 80% of teachers by June; improved outcomes in benchmark assessments                                                                                          |

## **Goal 4: Professionalism and Work Ethic; Lifelong Learning and Adaptability**

**SLOs Addressed: Lifelong Learning and Adaptability; Professionalism and Work Ethic; Collaboration and Communication; Equity and Inclusion Awareness**

| <b>Task</b>                                                | <b>Who</b>                          | <b>Timeline</b>                              | <b>How</b>                                                                             | <b>Measure of Success</b>                                                                                                                                                         |
|------------------------------------------------------------|-------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monitor and address barriers to completion                 | CCPAs, Site Supervisors             | Each quarter (October, January, April, June) | Disaggregate completion data; implement supports (tutoring, interventions, etc.)       | Collaborate with districts to support student persistence through completion; review completion data annually and aim for year-over-year improvement based on historical averages |
| Expand contextual learning and WBL                         | Instructors, CCPAs, Advisory Boards | Validate each pathway annually by May        | Require one capstone WBL component per pathway; align with CTSO or industry project    | 100% of capstone courses include WBL by 2026; 70% CTSO participation                                                                                                              |
| Promote equitable access through online and hybrid options | Educational Services, IT, CCPAs     | Launch new courses each July                 | Develop asynchronous Canvas modules; provide Chromebooks to districts with access gaps | Increase access to hybrid and online course formats; track subgroup enrollment increase year over year                                                                            |

**Goal 5: Equity and Inclusion Awareness; Collaboration and Communication**

**SLOs Addressed: Lifelong Learning and Adaptability; Professionalism and Work Ethic; Collaboration and Communication; Equity and Inclusion Awareness**

| <b>Task</b>                                             | <b>Who</b>                               | <b>Timeline</b>               | <b>How</b>                                                                                                 | <b>Measure of Success</b>                                                                                                                                                                |
|---------------------------------------------------------|------------------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Address barriers for underrepresented student groups    | CCPAs, Educational Services, Site Admins | Reviewed annually each August | Analyze enrollment and performance data disaggregated by subgroup; implement targeted outreach and support | Collaborate with district partners to improve access and support for underrepresented groups; monitor enrollment and completion trends annually to inform outreach and resource planning |
| Train staff on inclusive practices and student supports | TOSA, HR, District Liaisons              | Annually at in-service        | Provide DEI workshops and accommodations training                                                          | 100% of instructors trained annually, reflected in classroom walkthroughs and evaluations                                                                                                |

**Goal 6: Increase Student Voice and Continuous Improvement Feedback**

| <b>SLOs Addressed: Lifelong Learning and Adaptability; Professionalism and Work Ethic; Collaboration and Communication; Equity and Inclusion Awareness</b> |                               |                                                |                                                                                                                               |                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Task</b>                                                                                                                                                | <b>Who</b>                    | <b>Timeline</b>                                | <b>How</b>                                                                                                                    | <b>Measure of Success</b>                                                                                                    |
| Implement annual student exit surveys for CTE programs                                                                                                     | CCPAs, Educational Services   | Administer each May                            | Distribute survey via QR code and email; review results in cabinet and pathway audits                                         | 75% response rate by 2026; results shared with instructors and influence planning decisions                                  |
| Establish a Student Ambassador Program to represent the CTE student voice at the ROP district level                                                        | Educational Services, CCPAs   | Launch pilot by Fall 2025, expand by Fall 2026 | Recruit student leaders from each pathway; provide leadership training; facilitate participation in advisory and board events | At least one ambassador per site by 2026; student feedback reported through ambassador presentations and quarterly summaries |
| Incorporate student feedback into program and course design                                                                                                | Site Supervisors, Instructors | Each Fall, based on the prior year's data      | Use survey and focus group results to adjust teaching strategies and resources                                                | Documented adjustments shared during fall PLCs; included in end-of-year evaluation summaries                                 |

### **Brief Summary**

The SGVROP updated Schoolwide Action Plan reflects comprehensive and measurable strategies aligned with the findings from the WASC Self-Study and visiting committee feedback. The plan is structured around six focused goals that address expanding dual enrollment and WBL, updating UC a–g approved courses, aligning curriculum with labor market demands, improving instructional quality through professional development and mentoring, increasing equity and access for underrepresented students, and amplifying student voice through feedback tools and a new Student Ambassador Program. The plan acknowledges the operational realities of Regional Occupational Programs by emphasizing collaboration with district partners and implementing phased or rotational models where appropriate. Progress will be monitored regularly through pathway audits, CCPA data reviews, and cabinet-level reporting to ensure alignment with SGVROP's mission of empowering students through rigorous, equitable Career Technical Education.