

SELF-STUDY VISITING COMMITTEE REPORT

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

FOR

SAN GABRIEL VALLEY ROP

**1134 South Barranca Ave
Glendora, CA**

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WASC Adult School/ROCP Manual, 2022 Edition

Visiting Committee Members

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Introduction and Nature of the Adult School/ROCP

San Gabriel Valley Regional Occupational Program (SGVROP) serves a diverse student population across six partner districts, including Azusa, Baldwin Park, Charter Oak, Glendora, San Gabriel, and Walnut Valley. The student body includes high school students from the San Gabriel Valley. The communities represented reflect a wide range of backgrounds, and the school responds by offering relevant and accessible Career Technical Education (CTE) designed to meet local workforce demands and support post-secondary transitions.

The school program is structured to support students through practical, skills-based instruction that aligns with current industry standards. Programs lead to certifications, job readiness, and pathways to higher education. Instructional strategies include varied methodologies to meet the diverse needs of learners, with a focus on inclusion, equity, and support for individual learning styles. Course materials integrate real-world applications to ensure relevance for adult learners preparing for employment or career advancement.

Faculty, staff, and educational partners contributed to the self-study process through structured collaboration. Leadership from various departments, including administrative and educational services, coordinated efforts to evaluate and reflect on program effectiveness. Stakeholders participated in reviewing data, identifying strengths and needs, and aligning efforts toward continuous improvement. The process included input from educators, administrative leaders, and community partners to ensure shared understanding and commitment to program goals.

Involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating: Highly Effective

Narrative Rationale:

Stakeholder involvement in the self-study process was inclusive and structured, allowing for broad input from faculty, staff, and educational partners. Collaboration led to a well-documented and accurate assessment of current programs, practices, and outcomes. The findings supported the identification of aligned, schoolwide areas of strength and growth that guide ongoing improvement efforts.

Chapter 1: Progress based on the Growth Areas of the Previous WASC Visiting Committee

Since the last self-study, SGVROP has undergone significant transformation across leadership, structure, and financial operations. A new superintendent and administrative team were hired in 2020 to address long-standing fiscal and oversight challenges. This change resulted in a full restructuring of district operations, updated department goals, and the closure of post-secondary programs that were operating at a deficit. SGVROP relocated to a cost-effective site within the Azusa Unified School District, which significantly reduced rent expenses. The organization's name was updated to better reflect its expanded service area and the discontinuation of technical center services. These adjustments supported long-term fiscal solvency and improved alignment with regional needs. By 2023, a sustainable funding formula had been approved by partner

districts and the Los Angeles County Office of Education, ensuring stable operations moving forward.

The Schoolwide Action Plan addressed the growth areas identified during the previous accreditation visit. Articulated courses and complete pathway offerings increased, allowing students to earn college credits and gain industry certifications. The number of University of California “a-g” approved CTE courses expanded to 149, with 76 currently in use by member districts. SGVROP also strengthened its focus on applied contextual learning by forming partnerships with local businesses and creating on-campus work-based learning experiences for students. College and Career Pathway Advisors were introduced in 2021 to support students with individualized postsecondary planning, career pathway exploration, and the use of digital tools to match personal strengths to occupational goals. The advisors also gathered and analyzed pathway performance data to help guide district-level decisions and planning.

Key student and school needs have been consistently addressed through collaboration and review of the Schoolwide Action Plan. Leadership and staff from across departments, along with board members and educational partners, participated in strategic planning meetings. These meetings were structured to encourage cross-industry dialogue, helping inform curriculum development across CTE sectors. A reporting team documented progress and shared findings with cabinet and board members for further input. The implementation of the Pathway Audit process has improved data use in planning, supported grant applications, and guided course and pathway offerings to ensure relevance to workforce trends and postsecondary alignment. Overall, SGVROP has made clear progress in aligning resources and instruction with student needs and regional workforce demands.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: Highly Effective

Narrative Rationale:

SGVROP demonstrates highly effective use of prior accreditation findings and relevant data to guide schoolwide improvement efforts and support student achievement. Data is systematically reviewed to refine instructional practices, align programs with labor market demands, and inform strategic planning. This process ensures that decisions are grounded in evidence and focused on meeting the diverse needs of all learners.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: Highly Effective

Narrative Rationale:

SGVROP supports consistent progress toward clearly defined schoolwide learner outcomes through structured CTE pathways aligned with academic standards and industry expectations. Programs are designed to help students meet major learner needs by integrating technical skills, career readiness, and postsecondary preparation. Ongoing review of student data and course

alignment ensures that expectations set by governing authorities and partner districts are effectively met.

Chapter 2: School Description

SGVROP is governed through a Joint Powers Agreement with six unified school districts, providing career technical education services to twelve high schools across the region. Governance is overseen by a six-member Joint Board of Management, with one representative from each district. The Board establishes policies for SGVROP operations, while the Superintendent oversees all programs and services. The Superintendent's leadership supports the coordination of departments including Educational Services and Administrative Services, ensuring alignment with district needs and state requirements.

SGVROP serves a diverse student population and offers access to career-connected learning through structured work-based learning (WBL) experiences. For the 2023–2024 school year, students have access to activities such as guest speakers, industry workshops, field trips, and workplace exposure. These opportunities allow students to apply their classroom learning in real-world settings, building technical and professional skills. Partnerships with business and industry members strengthen the educational experience and connect students with future employment pathways.

Student involvement in Career Technical Student Organizations (CTSOs) supports leadership, teamwork, and career readiness. Through organizations like HOSA, FBLA, and SkillsUSA, students demonstrate technical skills and compete at various levels, gaining recognition and experience. SGVROP also provides articulation agreements with local colleges, allowing students to earn college credit while in high school. Courses in areas such as health science, automotive technology, and business prepare students for postsecondary education and technical careers, while reducing time and costs for future certification or degree completion.

To ensure academic rigor and postsecondary readiness, SGVROP courses are approved under the University of California A-G requirements. These approved courses meet the standards for college entrance and support students in pursuing both academic and career goals. Student learner outcomes focus on technical proficiency, lifelong learning, professionalism, collaboration, and equity awareness. Each outcome aligns with California CTE Anchor Standards, supporting consistent skill development across all programs. Through comprehensive governance, structured programs, and alignment with educational and workforce standards, SGVROP continues to support students in preparing for college, career, and civic life.

Chapter 3: Quality of the School's Program

Criterion 1: School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile

The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide learner outcomes/completion profile are developed and reviewed annually to ensure that they are current and relevant.

Visiting Committee Comments

San Gabriel Valley ROP's Mission is reflected in all operational and instructional functions, serving as the foundation for strategic planning and educational decision-making. The Mission supports the development of comprehensive CTE pathways that prepare students to become confident learners and self-reliant professionals. These pathways are designed to provide equitable access to academic and career opportunities. The Mission is reviewed regularly to ensure relevance and is supported by department-level goals in Business Services, Educational Services, and Human Resources that align resources, program quality, and staffing to student learning needs.

After the closure of SGVROP's technical center in 2020, the focus shifted entirely to supporting high school CTE programs at partnering sites. Leadership used this transition to strengthen connections with K–12 and postsecondary partners, leading to an increase in dual enrollment, articulation, and UC a-g approved courses. The significant growth in UC a-g course approvals, from 18 to 147, reflects a sustained commitment to preparing students for both college and careers. Collaborative planning with district teams and support staff has ensured that CTE courses are fully integrated into each school site's academic structure and support systems.

The Student Learner Outcomes (SLOs) are built around research-based standards and reflect input from educators, industry professionals, and community stakeholders. Each outcome is aligned with California's CTE Anchor Standards and emphasizes skills needed for long-term career and academic success. These outcomes guide instructional practices, lesson planning, and student activities across all SGVROP programs. Instructors reinforce SLOs through classroom displays and instructional strategies that promote technical competency, adaptability, professionalism, collaboration, and inclusion. These outcomes not only support the Mission and Vision but also contribute to broader organizational goals such as district satisfaction, financial sustainability, and expanded impact across the region.

School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile that supports high achievement for all students.

Visiting Committee Rating: Highly Effective

Narrative Rationale:

SGVROP's Mission and Schoolwide Learner Outcomes are clearly defined and consistently integrated into program planning, instruction, and student support services. The school culture emphasizes career readiness, technical skill development, and equitable access to high-quality learning experiences across all partnering districts. These elements contribute to strong student engagement, completion rates, and preparation for postsecondary education and the workforce.

Criterion 2. Governance, Organizational Infrastructure, and School Leadership

The organizational structure and roles of governance and leadership are clearly defined and designed to facilitate decisions that support student learning and improve organizational effectiveness. The governing body enables the administration to implement policy and lead the school effectively.

Visiting Committee Comments

The ROP's governance model promotes ethical leadership, operational consistency, and collaborative decision-making across all departments. The Joint Board of Management, made up of one elected member from each partner district, oversees policy development and strategic direction. The Superintendent communicates regularly with the board and leads the Leadership Team in reviewing and aligning operations to the Mission and goals. Board meetings are conducted in open session with clear opportunities for public comment, and all meeting documents are published online. This structure ensures transparency, public engagement, and alignment between SGVROP operations and district expectations.

Evaluation of governance and leadership effectiveness includes annual performance reviews of the Superintendent, department administrators, and support staff. SGVROP also evaluates program effectiveness through annual CTE Pathway Audits conducted in coordination with partner districts. These audits analyze student participation, course offerings, and performance metrics to guide planning and continuous improvement. The Finance Committee monitors fiscal health, budget planning, and sustainability, with updates presented to both the board and district leaders. Industry partners contribute to curriculum review, and while staff feedback systems are in place, collecting formal student input is a current growth area being addressed.

A consistent framework of policies and procedures supports the delivery of CTE programs and services. These guidelines are housed in a policy manual accessible to staff and reviewed regularly by leadership. All staff members understand their roles and how their responsibilities contribute to organizational success. As programs are delivered at district sites, SGVROP aligns with host district student handbooks while maintaining internal expectations for professional conduct. Internally, SGVROP builds a collaborative environment through team meetings, in-services, and goal-setting processes. Instructors participate in Professional Learning Communities, collaborate with college and industry professionals, and engage in curriculum alignment, articulation, and dual enrollment planning. These practices ensure that instructional quality and student achievement remain a central focus across the organization.

Governance, Organization Infrastructure, and School Leadership that supports high achievement for all students.

Visiting Committee Rating: Highly Effective

Narrative Rationale:

SGVROP has a clearly defined governance structure and organizational framework that support effective leadership and consistent decision-making across all programs. Leadership regularly evaluates policies, staff performance, and program effectiveness to ensure alignment with student needs and workforce expectations. Collaboration between the board, superintendent, staff, and partner districts contributes to a learning environment that supports student achievement and continuous improvement.

Criterion 3. Faculty and Staff

The school leadership employs qualified personnel to support student learning programs and services to ensure organizational effectiveness. Personnel are evaluated regularly, and provided opportunities for professional development that impact student learning.

Visiting Committee Comments

The ROP maintains a structured approach to recruiting and retaining qualified personnel whose credentials and professional experience align with the organization's mission and student learning goals. All instructors hold valid credentials issued through the Los Angeles County Office of Education and bring direct industry experience, which supports high-quality instruction in each CTE pathway. SGVROP prioritizes hiring individuals with both educational qualifications and practical knowledge to ensure students receive instruction grounded in real-world applications. Job descriptions are developed to reflect not only the technical requirements of each role but also the broader expectations for supporting student success and aligning with the SGVROP mission and schoolwide learner outcomes.

Clear personnel policies guide all staffing procedures. Human Resources and the Superintendent work together to maintain compliance with legal standards and internal expectations. Job openings are communicated internally and externally, primarily through the SGVROP EdJoin page, and all applications undergo a comprehensive screening process. Candidates who meet qualifications are invited for structured interviews, followed by reference checks and fingerprint clearance. After board approval, the selected candidate is officially hired. All personnel policies are housed in the SGVROP Policy Manual, which is accessible to staff and updated as needed. During onboarding and through internal communications, expectations related to conduct, responsibilities, and performance are clearly conveyed.

Ongoing staff evaluation supports professional growth and instructional quality. All certificated staff participate in a formal evaluation process, which includes classroom observations, performance discussions, and self-evaluations. Support staff are assessed based on effectiveness, collaboration, and work habits. Self-evaluation materials encourage staff to reflect on progress, identify goals, and prepare for meaningful performance conversations. SGVROP offers structured professional development opportunities, including an annual in-service and department-level training. A Teacher on Special Assignment (TOSA) supports instructional staff through mentorship, training, and classroom visits. New teachers receive additional support through a New Teacher Institute focused on instructional design, classroom management, and CTE strategies. Staff are also encouraged to attend job-related external trainings, with supervisor approval. Feedback from surveys and staff discussions is reviewed by leadership to inform future training and guide planning that supports improved teaching and learning.

Faculty and Staff that supports high achievement for all students.

Visiting Committee Rating: Highly Effective

Narrative Rationale:

SGVROP hires faculty and staff who meet all credentialing and industry experience requirements, ensuring students receive instruction grounded in current workforce standards.

Ongoing evaluation and professional development support staff in maintaining effective instructional practices and contributing to continuous improvement. Collaboration among instructors, support staff, and leadership creates a cohesive environment that promotes student achievement and readiness for postsecondary success.

Criterion 4. Curriculum

The school leadership develops and implements a challenging, coherent, relevant and research-based curriculum that allows all students the opportunity to reach schoolwide learner outcomes/completion profile. The school's curriculum reflects its mission and schoolwide learner outcomes/completion profile and connects directly to current student learning needs.

Visiting Committee Comments

The ROP provides a documented curricular plan through master schedules and sequenced two-year career pathways that include concentrator and capstone courses. These pathways are designed to support student mastery of technical and academic skills aligned with SGVROP's Schoolwide Learner Outcomes. Course flyers are shared with partner districts and distributed directly to students through College and Career Pathway Advisors (CCPAs), who also participate in school and community events to promote programs. An area of growth has been identified in the development of a formal course catalog and improving website access to course information.

Curriculum is reviewed regularly to ensure alignment with industry standards and local workforce demands. Instructors collaborate in professional learning communities across districts and consult with industry professionals during business advisory meetings to update course content. The organization uses data from labor market reports provided by the Los Angeles Region Centers of Excellence to guide curriculum decisions. Final course outlines are reviewed by SGVROP leadership and submitted to the Superintendent and Board for approval, ensuring content meets current educational and employment requirements.

Students have access to instructional materials, equipment, and technology aligned with course learning objectives. SGVROP provides industry-specific classroom environments such as labs, studios, and technical workspaces for hands-on learning. Materials are reviewed and replenished through scheduled checkouts, walkthroughs, and ordering periods led by site supervisors and operations staff. Articulated courses with postsecondary partners also support access to updated resources. These processes ensure that students receive instruction using relevant and current tools that support learning in their chosen career pathways.

Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective

Narrative Rationale:

SGVROP offers a structured curriculum with sequenced pathways that align with industry standards and prepare students for postsecondary education and careers. Regular curriculum review involves input from instructors, industry experts, and labor market data to ensure relevance and alignment with workforce needs. Access to industry-specific equipment, updated materials, and articulated coursework supports student mastery of technical skills and academic achievement.

Criterion 5. Teaching and Learning

The instructional staff implements research-based instructional strategies and teaching methodologies that engage adult students at high levels of learning and allow them to achieve personal goals, schoolwide learner outcomes/completion profile, and course objectives.

Visiting Committee Comments

The ROP provides instruction that meets the depth, rigor, and sequence required for high-quality Career Technical Education. Courses are structured around two-year pathways that support mastery of technical and academic skills. Instructional practices promote active learning, hands-on experiences, and collaboration, all aligned with SGVROP's schoolwide learner outcomes. Curriculum reviews, pathway audits, and student performance data are used to guide instructional planning and ensure that content remains relevant and aligned with workforce expectations.

Teachers and school leadership remain engaged in professional learning that informs and strengthens instructional quality. Staff participate in in-services, content-specific professional learning communities (PLCs), and conferences to access current educational research and industry trends. New teachers receive targeted support through an induction program and mentorship, including training on instructional strategies, classroom management, and CTE-specific practices. Professional development sessions are evaluated through surveys, and the feedback collected is used to identify future training needs, revise practices, and improve classroom outcomes.

Instructional approaches support inclusive and personalized learning. Teachers apply differentiation strategies to meet the needs of students with varying backgrounds, learning abilities, and support plans, including IEPs and 504s. Lesson plans are structured to gradually build student understanding, using models like Madeline Hunter to scaffold learning toward rigorous content. Technology is integrated to enhance instruction and expand access through online and hybrid options. Instructional staff use research-based methods, such as Marzano strategies, to strengthen engagement and comprehension. Personalized pathways are developed in collaboration with counselors and teachers to help students access the curriculum while preparing for future academic and career opportunities. These efforts contribute to a learning environment where students are supported in achieving high standards and preparing for postsecondary success.

Teaching and Learning that supports high achievement for all students.

Visiting Committee Rating: Highly Effective

Narrative Rationale:

SGVROP delivers sequenced, hands-on instruction aligned with industry standards and schoolwide learner outcomes, supporting student mastery of both technical and academic skills. Teachers apply research-based strategies, integrate technology, and personalize instruction to meet the needs of diverse learners. Ongoing professional development and regular curriculum review ensure that teaching practices remain current and responsive to student goals and workforce demands.

Criterion 6. Assessment and Accountability

The instructional staff uses effective assessment procedures to collect, disaggregate, analyze, evaluate, and report performance data for students within courses and programs. Assessment is used to measure student progress, to modify learning approaches, and to carry out organizational planning, allocation of resources, and continuous school improvement.

Visiting Committee Comments

The ROP uses a range of assessment tools to collect learning data, including pathway audits, IEP records, student work samples, and advisory input. This data is disaggregated to analyze student performance across different populations and identify areas for improvement. Leadership teams use the findings to inform adjustments in instruction, revise program goals, and support alignment with schoolwide learner outcomes. Curriculum decisions and instructional strategies are consistently guided by this data, ensuring relevance to student needs and workforce expectations.

Assessment results are communicated across SGVROP through regular staff meetings, Professional Learning Communities (PLCs), and cabinet sessions. Instructors review student data to monitor progress toward course learning goals and share outcomes with advisory boards and partner districts. Industry and postsecondary partners contribute insights to align curriculum with labor market needs. Pathway audits are used as a shared accountability tool and help drive planning decisions that prioritize student learning and program improvement.

Clear course objectives and success criteria are in place across its programs. Teachers collect a range of student work and performance data to assess student progress toward standards and learner outcomes. This information supports identification of students in need of intervention and informs instructional adjustments. Leadership uses assessment results to revise action plans, allocate resources, and plan program improvements. This structured use of data supports targeted planning and promotes student achievement across all pathways.

Assessment and Accountability that supports high achievement for all students.

Visiting Committee Rating: Highly Effective

Narrative Rationale:

SGVROP uses multiple sources of assessment data to monitor student progress, guide instruction, and align programs with workforce and academic expectations. Assessment results are regularly reviewed and shared with staff and partners to support accountability and continuous improvement. Clear learning goals, success criteria, and data-informed planning contribute to student achievement across all career pathways.

Criterion 7. Student Support Services

Systems of support are in place to meet the needs of students and help ensure a supportive learning environment focused on student access, progress, learning, and success. The school team systematically assesses student support priorities using faculty, staff, and student input, and other appropriate measures in order to improve effectiveness.

Visiting Committee Comments

The ROP provides systems of support that enhance the learning environment and promote student achievement across all programs. College and Career Pathway Advisors (CCPAs) collect, monitor, and present data related to student progress and support services throughout the year. These data sets inform leadership decisions, identify gaps, and highlight areas of success. Instructors also benefit from a TOSA who offers guidance, instructional feedback, and professional development. These combined supports strengthen classroom instruction and reinforce student engagement.

Support services are available to students from enrollment through program completion and transition into postsecondary education or employment. CCPAs assist students with planning, college applications, and earning college credits through articulated courses. Career exploration is expanded through guest speakers, field trips, and work-based learning opportunities at approved job sites. These real-world experiences help students connect classroom learning to future careers. SGVROP staff maintain strong partnerships with industry leaders and postsecondary institutions to ensure students have access to ongoing educational and career pathways.

SGVROP offers personalized support tailored to students' strengths, interests, and goals. CCPAs meet with students to develop individualized career plans using assessment tools and progress reviews. Instructors and advisors collaborate with school counselors to address academic needs and refer students to district services for additional personal or health-related support. Course offerings promote both technical skills and transferable competencies like teamwork and professionalism. SGVROP has identified the need to implement a comprehensive CTE plan and resume student exit surveys to gather feedback that can guide improvements in support services and future planning.

Student Support Services that support high achievement for all students.

Visiting Committee Rating: Highly Effective

Narrative Rationale:

SGVROP provides structured student support services through College and Career Pathway Advisors, who offer academic guidance, career planning, and access to work-based learning opportunities. Support systems are informed by real-time data collection and collaboration with instructors, allowing for timely interventions and personalized planning. These services contribute to student achievement by ensuring access to resources, aligned postsecondary pathways, and relevant career experiences.

Criterion 8. Resource Management

Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, implementation, and enhancement of programs and services. The level of financial resources provides a reasonable expectation of both short- and long-term financial solvency.

Visiting Committee Comments

The ROP maintains sound financial practices through a structured management system supported by the Leadership Team, Board Members, and partner districts. The Finance Committee oversees all fiscal matters and meets regularly to review budgets, share reports, and support transparency. Grant funding has increased in recent years, including a \$7 million GSPP grant, contributing to financial stability and allowing for future program development. SGVROP is also exploring partnerships to expand funding opportunities.

Organizational planning reflects an understanding of current financial resources and includes strategies for long-term sustainability. The establishment of financial reserves and effective management practices led to SGVROP being released from Los Angeles County Office of Education oversight, following a successful review by the Fiscal Crisis and Management Assistance Team (FCMAT). This outcome reflects careful planning, accountability, and alignment between fiscal operations and program goals, supporting both current needs and future growth.

SGVROP facilities are maintained as clean, safe, and functional environments for staff. Although students are served at partner district sites, SGVROP leadership recognizes the importance of maintaining office safety standards. Emergency preparedness, including regular drills and safety plan updates, has been identified as an area of focus to ensure staff readiness and facility compliance.

Resource Management that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

SGVROP manages financial resources through structured oversight, including a Finance Committee that ensures transparency, accountability, and alignment with program goals. Strategic use of grant funding and partnerships supports program development and access to high-quality career technical education. Facilities and operational planning are maintained to support staff and instructional effectiveness, contributing to a learning environment focused on student success.

Criterion 9. Community/Educational Partnerships

The school leadership engages in strategic relationships, partnerships and collaborations with employers and other organizations in order to develop and improve educational opportunities for youth and adult learners.

Visiting Committee Comments

The ROP communicates program goals and engages with the local community through active participation in local organizations, chambers of commerce, and events. Staff members, particularly CCPAs, attend school and community events to distribute program information and connect with students, families, and industry partners. Social media is used to share updates and promote engagement with a wider audience, supporting awareness and outreach.

Collaboration with education partners and workforce organizations is a key part of SGVROP's strategy. Articulation agreements with community colleges support a K–14 pathway, allowing students to earn college credit and continue their education in related fields. Partnerships with K–12 and postsecondary systems have contributed to the successful application and implementation of several large-scale grants, including the Career Technical Education Incentive Grant (CTEIG), Golden State Pathways Program (GSPP), and K–12 Strong Workforce Program (K12SWP), helping to support and expand CTE programs.

SGVROP works with industry partners to provide students with exposure to real-world settings and professional guidance. Students benefit from guest speakers, site tours, industry panels, and field trips that link their classroom learning to career opportunities. These activities, documented in pathway audits and CCPA data, help students understand workplace expectations, develop employability skills, and make informed decisions about their future education and employment.

Community/Educational Partnerships that support high achievement for all students.

Visiting Committee Rating: Highly Effective

Narrative Rationale:

SGVROP maintains active partnerships with local employers, community colleges, and workforce organizations to support student learning and postsecondary transitions. Collaborative efforts result in work-based learning opportunities, articulated coursework, and participation in shared grant-funded projects that directly benefit students. Engagement with community and education partners strengthens alignment between classroom instruction and workforce expectations, supporting student achievement across all programs.

Chapter 4: Action Plan Effectiveness: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

Leadership and Governance

SGVROP's leadership demonstrates strong oversight and collaboration with the Joint Board of Management, ensuring alignment between program goals, financial stability, and strategic planning.

Career Technical Education Pathways

Programs are structured in sequenced pathways with concentrator and capstone courses that align with CTE standards, industry needs, and postsecondary opportunities.

Industry and Educational Partnerships

Active partnerships with community colleges, workforce agencies, and employers support articulated coursework, dual enrollment, and work-based learning opportunities.

Student Support Services

College and Career Pathway Advisors provide individualized academic and career planning, along with access to support resources and referral services across partner districts.

Professional Development and Instructional Support

Ongoing training, instructional coaching through a Teacher on Special Assignment (TOSA), and professional learning communities support high-quality teaching and continuous improvement.

Curriculum Alignment and Review

Curriculum is reviewed regularly in collaboration with industry experts and educational partners, ensuring relevance to labor market trends and alignment with learner outcomes.

Data-Driven Planning and Accountability

Pathway audits, student performance data, and advisory input are used consistently to inform decision-making, revise action plans, and allocate resources to support student success.

Areas of Growth

- **Enhance Work-Based Learning Opportunities**

Expand and strengthen partnerships with local businesses, industry professionals, and community organizations to increase student access to internships, job shadowing, and real-world experiences aligned with CTE pathways. Develop a system for tracking participation and outcomes to ensure quality and alignment with career readiness goals.

- **Improve Data-Driven Decision Making**

Establish a comprehensive data system to collect, disaggregate, and analyze student outcomes related to college and career readiness. Use this data to guide program evaluation, support targeted interventions, and inform continuous improvement planning across all CTE programs.

- **Ensure Equitable Access to CTE Pathways**

Identify and address barriers that limit access to CTE programs for underrepresented student groups. Collaborate with partner districts to promote inclusive enrollment practices, increase outreach, and provide targeted support to ensure all students can participate in and benefit from career technical education pathways.

Include a brief summary of the schoolwide action plan

The current action plan addresses key areas aligned with student learner needs, including expanding work-based learning, improving data use, and promoting equity in access to CTE programs. These focus areas support career readiness and reflect SGVROP's commitment to aligning instruction with industry standards and student outcomes. The plan identifies strategies that are measurable and connected to improving student preparation for postsecondary education and employment.

There is a strong level of commitment across departments and partnering districts to implement the schoolwide action plan. Leadership, instructors, College and Career Pathway Advisors, and support staff work collaboratively to align daily practices with the plan's goals. Regular participation in professional learning communities, advisory board collaboration, and integration of pathway audits demonstrate shared responsibility in meeting the plan's objectives.

The follow-up process includes structured methods for monitoring and review, such as cabinet meetings, pathway audits, staff in-service feedback, and data tracking through CCPAs. While these systems provide a foundation for progress monitoring, there is an opportunity to strengthen the process by formalizing timelines, progress benchmarks, and student voice through feedback tools like exit surveys. With continuous refinement, the follow-up process will better support full implementation and accountability for achieving the schoolwide action plan goals.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating: Highly Effective

Narrative Rationale:

SGVROP's schoolwide action plan is aligned with identified areas of need, including expanding work-based learning, improving data use, and ensuring equitable access to CTE programs. The plan supports student achievement by linking strategic goals to measurable outcomes and continuous program evaluation. Regular collaboration among leadership, staff, and district partners ensures that actions remain focused on student success and aligned with long-range priorities.

The capacity to implement and monitor the schoolwide action plan.

Visiting Committee Rating: Highly Effective

Narrative Rationale:

SGVROP has established structures such as cabinet meetings, pathway audits, and College and Career Pathway Advisor data reporting to support implementation and monitoring of the schoolwide action plan. Staff and leadership work collaboratively to review progress, adjust strategies, and align actions with student learning goals. These systems ensure that the plan is regularly evaluated and that resources are directed toward meeting identified student needs.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
Involvement and collaboration of stakeholders in the self-study that addresses the self-study goals	X			
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement	X			
Acceptable progress by all students	X			
Criterion 1: School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile	X			
Criterion 2: Governance, Organizational Infrastructure, and School Leadership	X			
Criterion 3: Faculty and Staff	X			
Criterion 4: Curriculum	X			
Criterion 5: Teaching and Learning	X			
Criterion 6: Assessment and Accountability	X			
Criterion 7: Student Support Services	X			
Criterion 8: Resource Management	X			
Criterion 9: Community/Educational Partnerships	X			
Alignment of a Schoolwide Action Plan to School's Areas of Greatest Need	X			
Capacity to Implement and Monitor Schoolwide Action Plan	X			