

**SELF-STUDY REPORT**

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

**FOR**

**TRI-CITIES ROP**

**10800 Ben Avon Street, Unit E  
Whittier, California 90606**

**April 30, 2018 to May 1, 2018**

# TRI-CITIES REGIONAL OCCUPATIONAL PROGRAM SELF STUDY REPORT



Proudly serving students in the El Rancho Unified and Whittier Union High School Districts since 1974



Tri-Cities ROP prepares students for college and careers by offering excellent career technical education leading to employment, industry certification, or post-secondary education

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
VISITING TEAM  
APRIL 30 – MAY 2, 2018

## SUPERINTENDENT'S MESSAGE

**Welcome to Tri-Cities ROP.** On behalf of the Governing Board, administrators, teachers, students, and staff of Tri-Cities Regional Occupational Program, I am pleased to present our Self-Study Report for your review and evaluation.

Established in 1974 under a Joint Powers Agreement between El Rancho Unified School District and Whittier Union High School District, Tri-Cities Regional Occupational Program ("Tri-Cities ROP") offers students a rigorous and relevant career technical education that prepares them for both college AND careers.

We are proud of the many successes we have achieved over the years, and yet, we will not rest on our laurels. We know all too well that complacency has no place in today's working world, and so we remain committed to building upon our successes and improving in all areas when and where growth is needed. How we get there is an ongoing process that requires input from all of our stakeholders. Our stakeholders actively participate in our ongoing process of self-evaluation in a variety of ways throughout the year, including surveys, meetings, and meaningful discussions. We ask the tough questions: *Are our students more successful as a result of our actions and the services we provide? How do we know that our students are learning?* Sometimes, we receive the positive answers we expect; other times, we hear where we may be off target. Either way, we take the comments and opinions seriously and weigh the feedback when considering where to go next. Our self-evaluation and honest reflection are what guide us along the path to becoming the premier career technical education provider in this area.

We are aligning our action plan with the State's Career Technical Education plan that is currently being revised and includes the 11 elements of a high quality Career Technical Education program. We are also focused on the work of the State Board of Education in California that is further developing the College and Career Indicator, specifically, the "Well Prepared" elements.

We are dedicated to enriching and enhancing the lives and future successes of our students by offering a wide variety of meaningful, relevant course choices that lead to employment, industry certification, or post-secondary education. We are confident that the WASC visiting team will affirm that our Self-Study process has allowed us to identify our strengths and areas of improvement.

## PREFACE

*The Self-Study Report begins with a preface (500 words or less) written by the administrator/director. It should describe how the accreditation process was implemented in the school, how it was received by stakeholders, and how the self-study process impacted the school and student learning. The administrator/director should confirm to what degree the school meets the five overarching self-study expectations of the ACS WASC process.*

This report represents the culmination of an exciting journey of an intensive self-study and continuous improvement undertaken by Tri-Cities ROP during the last several years. It is the continuation of efforts that began before the last WASC Accreditation Self-Study process that resulted in a six-year term of accreditation with a one-day, on-site follow-up visit during the third year.

When plans were made to conduct the self-study, the school leadership re-focused on the essential elements that make up the core of the WASC Postsecondary Education model: 1) the involvement and collaboration of all stakeholders; 2) a clarification of Tri-Cities ROP mission and Schoolwide Learner Outcomes; 3) an assessment of the student program and its impact on student learning with respect to the mission, Schoolwide Learner Outcomes, and WASC criteria; 4) the re-creation of a Schoolwide Action Plan; 5) the inclusion of an accountability system to faithfully monitor the implementation of the Action Plan and adjust when necessary.

Tri-Cities ROP stakeholders play an important role in the planning and development process. The stakeholders include: The Governing Board, the Business and Industry Partners, Tri-Cities ROP Educational Foundation, Rio Hondo Adult Ed Consortium, Chambers of Commerce, Community Colleges, Middle Schools, Workforce Investment Boards, members of the Business Advisory Committees, Administration of the Districts served, and of course, the students and parents.

Tri-Cities ROP current Mission, Vision, and Student Learning Outcomes reflect the changing economy, the State's plan for Career Technical Education, and the 11 elements of a quality Career Technical Education Program.

In the summer of 2014, a Leadership Team comprised of administration, teachers, classified staff, and other key stakeholders convened to collaborate, clarify, and align the Vision and Mission statements, the Goals, and the Schoolwide Learner Outcomes. This was a lengthy and intensive process that resulted in a revised action plan that included specific action steps to address identified key issues. In addition, a timeline was developed to ensure accountability, monitoring, and implementation of the action plan, which is a function of the Executive Cabinet.

## LOCATIONS OF ROP CLASSES

<b>Tri-Cities ROP</b> 10800 Ben Avon Street, Unit E Whittier, California 90606 (562) 698-9571 ♦ Fax (562) 945-0687 <a href="http://www.tricitiesrop.org">www.tricitiesrop.org</a>	3,678 Students (2016/17)
<b>El Rancho High School</b> 6501 South Passons Boulevard Pico Rivera, California 90660 (562) 942-1500 <a href="http://erUSD.k12.ca.us/elrancho">http://erUSD.k12.ca.us/elrancho</a>	2,508 Students (2016/17)
<b>Ellen Ochoa Prep Academy</b> 8110 Paramount Boulevard Pico Rivera, California 90660 (562) 801-7560 <a href="http://ochoaprep.erUSD.org">http://ochoaprep.erUSD.org</a>	156 Students (2017/18)
<b>Ruben Salazar Continuation High School</b> 9115 Balfour Street Pico Rivera, California 90660 (562) 801-5021 <a href="http://schs.erUSD.org/">http://schs.erUSD.org/</a>	189 Students (2016/17)
<b>El Rancho Education Center</b> 9515 Haney Street Pico Rivera, California 90660 (562) 801-7710 <a href="http://www.elrancheducationcenter.org">www.elrancheducationcenter.org</a>	90 Students (2016/17)
<b>California High School</b> 9800 South Mills Avenue Whittier, California 90604 (562) 698-8121 Ext. 3000 <a href="http://chs.wuhSD.org">http://chs.wuhSD.org</a>	2,818 Students (2016/17)
<b>La Serna High School</b> 15301 Youngwood Whittier, California 90605 (562) 698-8121 Ext. 6000 <a href="http://lshs.wuhSD.org">http://lshs.wuhSD.org</a>	2,731 Students (2016/17)

<p><b>Pioneer High School</b>  10800 Ben Avon  Whittier, California 90606  (562) 698-8121 Ext. 5000  <a href="http://phs.wuhsd.org">http://phs.wuhsd.org</a></p>	1,413 Students (2016/17)
<p><b>Santa Fe High School</b>  10400 South Orr &amp; Day Road  Santa Fe Springs, California 90670  (562) 698-8121 Ext. 4000  <a href="http://sfhs.wuhsd.org">http://sfhs.wuhsd.org</a></p>	2,321 Students (2016/17)
<p><b>Whittier High School</b>  12417 East Philadelphia Street  Whittier, California 90601  (562) 698-8121 Ext. 2000  <a href="http://whs.wuhsd.org">http://whs.wuhsd.org</a></p>	1,938 Students (2016/17)
<p><b>Frontier Continuation High School</b>  9401 S. Painter Avenue  Whittier, California 90605  (562) 698-8121 x1200  <a href="http://fhs.wuhsd.org">http://fhs.wuhsd.org</a></p>	514 Students (2016/17)
<p><b>Sierra Vista High School</b>  9401 S. Painter Avenue  Whittier, California 90605  (562) 698-8121 x1330  <a href="http://svhs.wuhsd.org/">http://svhs.wuhsd.org/</a></p>	313 Students (2016/17)

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## CHAPTER I

# INSTITUTIONAL, COMMUNITY, AND STUDENT CHARACTERISTICS – INSTITUTION’S MISSION AND SCHOOLWIDE LEARNER OUTCOMES

### *Basic Institutional Information*

#### **OVERVIEW OF THE SCHOOL**

Established in 1974 under a Joint Powers Agreement between El Rancho Unified and Whittier Union High School Districts, Tri-Cities Regional Occupational Program (“Tri-Cities ROP”) offers students a rigorous and relevant career technical education that prepares them for both college AND careers that leads to employment, industry certification or post-secondary education. The goals are to increase student achievement, provide student outcome data, develop business, community, and educational partnerships and increase organizational effectiveness and efficiency.

In the past, it was widely believed that ROP classes were taken by students who: (1) didn’t want to go to college; or (2) students who simply needed elective credits and an ROP class happened to fit into their schedules. The thought back then was ROP was not for college-bound students. Today, nothing could be further from the truth! There are many reasons why all students, college-bound or not, should most definitely include an ROP class on their transcript!

Every student has the potential for success, and Tri-Cities ROP does whatever it takes to guide its students on the path of their choosing so that they reach their educational and career goals and attain their own individual definition of success. How? First, it makes sure it places the right students in the right class. This makes it much more likely the students will attend class regularly, work hard, and be dedicated to learning.

When you step inside one of the ROP classrooms, you step into the future. The classrooms are furnished with modern equipment and state-of-the-art technology that either meets or exceeds industry standards. The learning environment encourages both independent study and student collaboration. Course offerings are based upon current and future local labor market demands and are part of sequenced pathways that lead to certification, post-secondary education, or direct employment. Many of the classes include an internship component, giving students the unique real-world learning experience and hands-on training.

ROP classes are taught by state credentialed teachers who are industry experts with many years of professional experience and meaningful business connections. They are passionate about what they do and they share that passion with the students. They are professional, motivational, and inspirational leaders on a mission to see students succeed in college, in career, in life.

Tri-Cities ROP is governed by a Governing Board with representatives from its parent districts, El Rancho Unified and Whittier Union High School Districts. Tri-Cities ROP is proud to be accredited by the Western Association of Schools and Colleges (“WASC”).



**GOVERNANCE STRUCTURE OF THE SCHOOL**

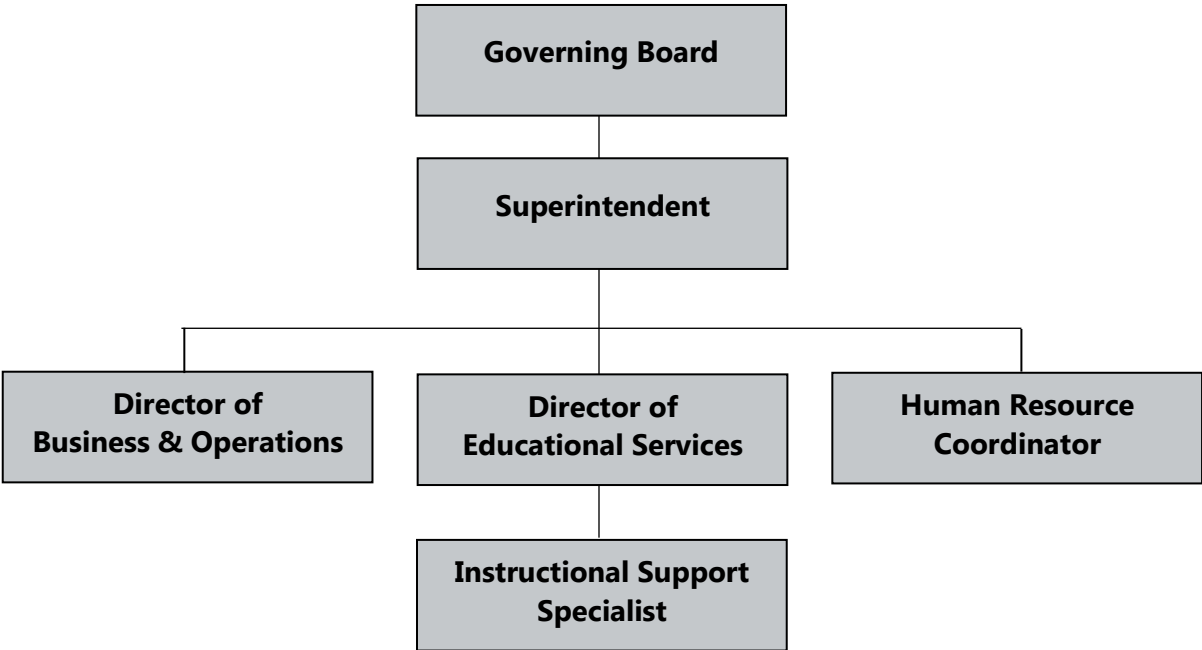
Tri-Cities ROP is part of a Joint Powers Agreement with the Whittier Union High School District and El Rancho Unified School District. Whittier Union High School District is comprised of five comprehensive high schools, one continuation high school, and one independent study high school. El Rancho Unified School District is comprised of one comprehensive high school, one academy high school, one continuation high school, and one Adult Education Center. Tri-Cities ROP district departments that support overall operations of the programs include Educational Services, Business and Operations, and Human Resources.

**Governing Board**

Tri-Cities ROP is governed by a five-member Governing Board. The Board is comprised of two elected Board Members and one Administrative representative from Whittier Union High School District and two elected Board Members from El Rancho Unified School District. The Governing Board is responsible for establishing policies that govern activities related to conducting the business of Tri-Cities ROP.

**Superintendent**

The Superintendent of Tri-Cities ROP is the Chief Executive Officer and Secretary to the Governing Board. The Superintendent is responsible for the administration of the ROP in accordance with the policies adopted by the Board and for providing leadership for the day-to-day operation of Tri-Cities ROP including management and administration of all programs, services, and operational matters.



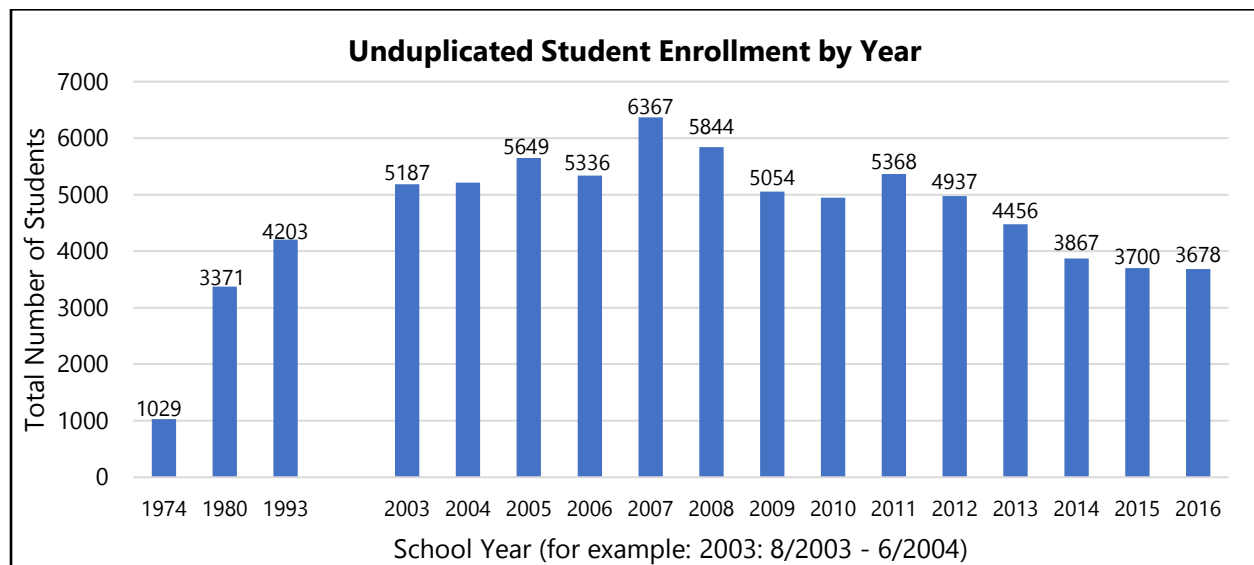
## STUDENT DEMOGRAPHICS

### Student Enrollment by Ethnicity and Gender

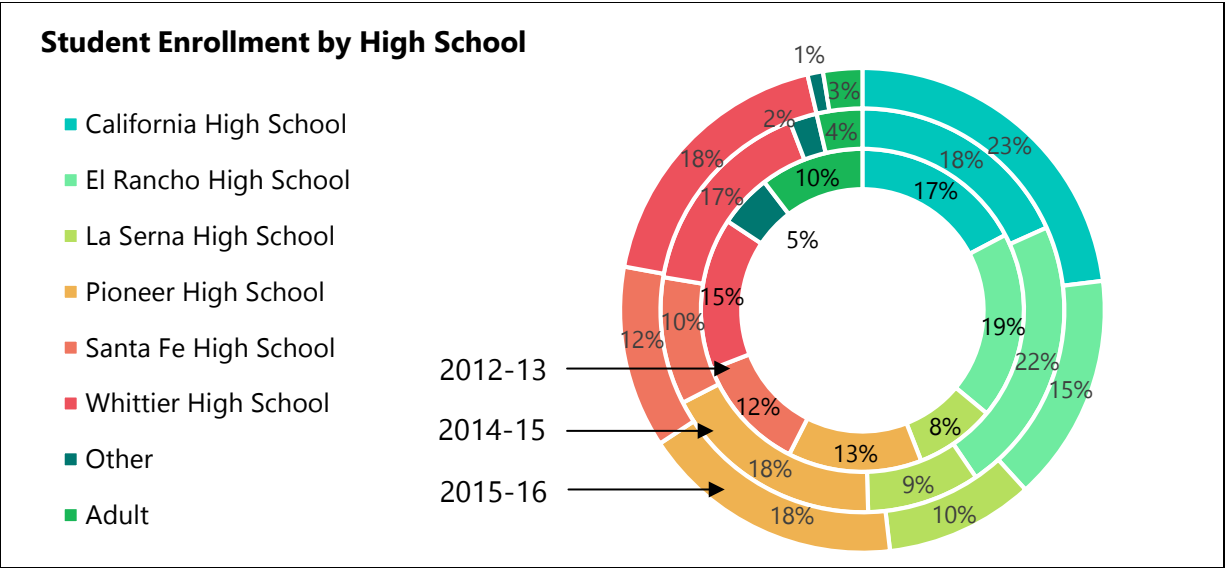
ETHNICITY	2012-2013	2014-2015	2016-2017
Black or African American	1.8%	1.0%	0.9%
American Indian or Alaska Native	1.0%	1.0%	0.2%
Asian	0.9%	0.6%	0.5%
Filipino	1.4%	1.1%	0.7%
Hispanic or Latino	86.2%	89.5%	90.1%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
White	6.4%	4.7%	5.1%
Two or More Races	0.3%	0.4%	1.5%
Unknown	1.8%	1.6%	0.7%

GENDER	2012-2013	2014-2015	2016-2017
Female	48%	48%	50%
Male	52%	52%	50%

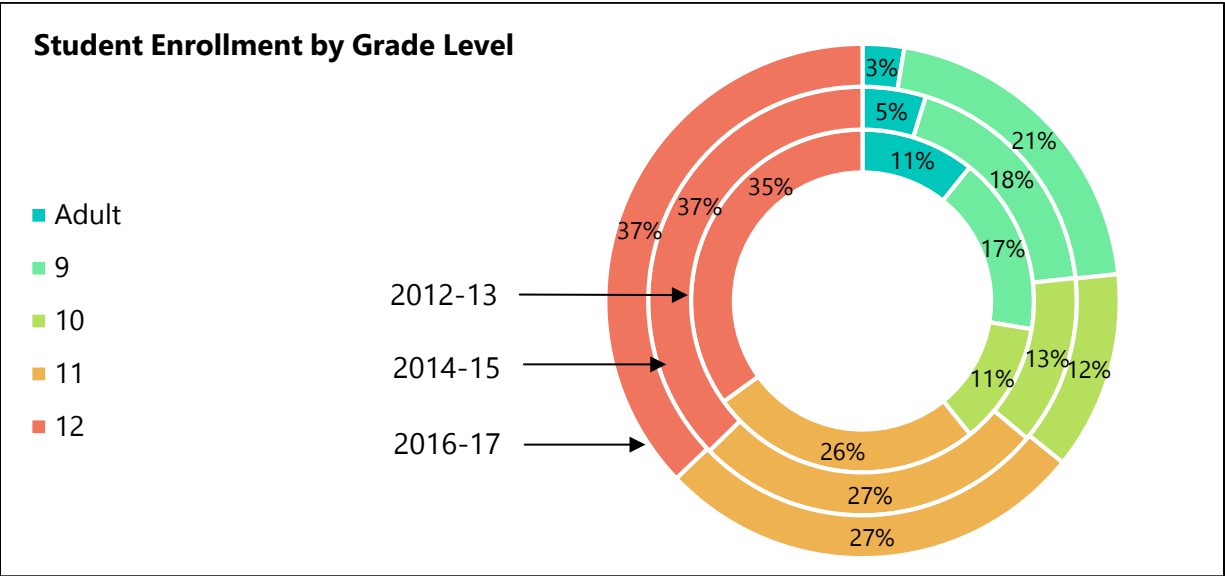
The table above shows the unduplicated student headcount by Ethnicity, Years, and Gender in the school years 2012-2013, 2014-2015, and 2016-2017. Approximately 90% of the students are Hispanic and another 5% are White. The last 5% of the students are distributed across the remaining ethnicities. The gender ratio remained constant between 2012-2015 with a 52% male to 48% female ratio, and 2016-2017 had an even split of 50% between the two genders. The chart below shows the total student enrollment by year.



2007 was the year with the highest enrollment of students. Since 2007-2008 the CTE funding structure changed, along with emphasizing career pathways, which involved many program changes. Tri-Cities ROP's enrollment has remained steady since 2013 and without additional funding, the same is expected.



Tri-Cities ROP works closely with the high schools to enhance enrollment figures. Clearly, there is a significant enrollment difference among the schools much of which can be attributed to the overall size and needs of each school.



Tri-Cities ROP works closely with each high school to develop a sequence of courses within each industry sector. Each sequence is considered a pathway and consists of an introductory course, concentrator course, and capstone course. Pathways can be concentrator and capstone only, but must be minimally 300 hours of instruction (2 years). Students have an opportunity to select the pathway they are interested in completing, however the sophomore year students do not have flexibility in their schedule for CTE electives due to graduation requirements, which is reflected in this chart.

## **THE HISTORY OF TRI-CITIES ROP**

On July 14, 1974, the California State Board of Education approved the Joint Powers Agreement between El Rancho Unified School District and Whittier Union High School District that created the Tri-Cities Regional Occupational Program. Tri-Cities ROP's administrative offices were located at Sierra High School in Whittier. The first Board of Management meeting was held on July 30, 1974. Tri-Cities ROP original goal was to provide high school students, graduates, out of school youth, and adults the opportunity to attain entry-level employable skills, thereby enabling them to become and remain economically productive members of society.

The first classes approved in September 1974 were part of the Advanced Career Training Act sponsored by Rockwell International in Downey. Courses included Motorcycle Mechanic and Hospital Occupations. In January 1975, seven courses were added: Air Conditioning and Refrigeration, Auto Brake License at Santa Fe High School, Auto Smog License, and Key punch at El Rancho High School, Machine Shorthand at La Serna High School, Creative Merchandising (Retail), and a community classroom class. By April 1975, an additional 14 courses were approved. Enrollment for the 1974/75 school year was 1,029 students.

In the 1980s and 1990s, the school mission was to offer job training for those who were seeking to enter a new occupation or technical field, skill upgrading for those already committed to a career field, retraining in a viable occupational field for those who found themselves in a position of having to change their career goals, and preparation for those wishing to pursue advanced training at a post-secondary educational institution. By 1980/81, Tri-Cities ROP student enrollment had grown to 3,371 students. In 1993/94, it was at 4,203 students.

In 1999, Tri-Cities ROP administrative offices moved to a much larger location on Washington Boulevard in Whittier. This location afforded the opportunity to grow the program and provide much-needed space for classrooms that were no longer available at the Sierra campus due to the needs of the Whittier Union High School District. By 2003/04, the student enrollment was at 5,187 students.

In 2006, state legislation was passed that greatly affected ROPs. ROPs were required to shift to primarily high school students and less than 10% adults. Over the next five years, Tri-Cities ROP cut back on adult class offerings and placed its primary focus on high school students. Adult classes now had course fees.

In 2008-09, the State changed the funding structure for ROPs. ROPs were placed into categorical flexibility, which allowed school districts to control the amount of funding to their ROP programs. In 2012-13, the ROP funding stream was eliminated. In 2012, Tri-Cities ROP moved to its current location on the Pioneer High School campus and focused primarily on high school students. The mission today is to prepare students for college and careers by offering excellent career technical education leading to employment, industry certification, or post-secondary education.

## **SIGNIFICANT DEVELOPMENTS SINCE THE ACCREDITATION VISIT IN 2012**

### **Program Changes**

Programs have been positively impacted by the new leadership. During the last WASC visit, Tri-Cities ROP was charged with ensuring proper sequence of courses. Under the leadership of the new Superintendent, great strides in accomplishing this goal have been made. Career pathway sequences have been identified at all high schools. Programs that do not lead to certification, post-secondary education, or direct employment have been eliminated. This change in focus has allowed Tri-Cities ROP to provide more pathways that are relevant to positive student outcomes and enhance their academic learning as well as their future planning.

Working closely and at length with the principals at each high school site, course offerings are refined and aligned with the school site's vision for their students' college and career readiness goals. Classes that were singletons were deleted, and classes that could fit into a pathway of certification, employment, or post-secondary training or college were expanded and added to in order to ensure capstone completion.

Tri-Cities ROP has offered a dual-enrollment course, Fire Technology 101, with the local community college, and an Emergency Medical Responder course with a middle school. Although these courses are not currently offered, Tri-Cities ROP continues to look at additional ways to develop opportunities for students to be successful in college or career. Other examples are the newly-adapted courses that meet University of California a-g requirements. Also in June 2017, Tri-Cities ROP offered two summer school courses to high school students for the first time in several years.

Many new classes have been offered as indicated in the chart below, including in January 2014, the first of several F.A.S.T. (**F**ocus on **A**chieving **S**uccessful **T**ransition) classes was added. F.A.S.T. is a transitional class for freshman entering high school, which supports students in transition from middle school by helping them understand their choices. This class improves time management and study skills, and supports academic achievement.

Another significant program change took place in the fall 2014, with the introduction of the Career Internship course, which greatly increased collaboration with local industry. This course gives students the opportunity to gain non-paid work-place learning. As of the 2017/18 school year, there are four Career Internship teachers.

Due to the funding changes and the philosophy of the Governing Board and the direction of the school, most adult classes have been eliminated. Currently, Tri-Cities ROP only offers Adult Dental Assisting and CNA Continuing Education Units.

## Course Changes

The chart below demonstrates the course adjustments made since the last WASC visit based on changes in the labor market, low enrollment, course title changes, updates to curriculum, and adopted UC a-g approved courses. Courses are reviewed annually by the advisory board and recommendations are made regarding curriculum, career titles, certifications, and more.

### Enrollment Comparison By Course/Year (duplicated)

Courses Offered	2012-2013	2014-2015	2016-2017
Administration of Justice (g)	454	558	448
Administration of Justice Academy	166	148	121
Advanced Dance & Choreography		34	29
Advanced Auto Technology			93
AHA BLS CPR for the Health Prov.	38		
Architectural Drafting	32	75	89
ASE Certification		54	36
Auto Brakes and Alignment	63		
Automotive Technology	536	289	232
Career Internship		62	112
Careers in Education	192	92	
Computer Applications	544		
Computer Careers	191	97	20
Computer Repair Level 2	82		
Computer Troubleshooting & Maintenance 1	91		
Constitutional Law (g)	30	42	26
Construction Technology			121
Construction Technology II			7
Dental Assistant	47	36	60
Digital Design I			39
Digital Design II			10
Digital Photography I (g)	105	190	206
Digital Photography II (g)			27
Digital Printing			169
Digital Print & Design	64	213	
Digital Publishing			16
Early Childhood Education Careers	132	57	
Emergency Medical Responder		29	162
Emergency Medical Technician	84		
First Responder	136	192	
Focus on Achieving Successful Transition		275	249
Fire Technology		29	
Foods & Hospitality		96	14
Foods & Nutrition		217	142
Forensic Science	619	730	542
Graphic Design		115	219
Graphic Design II			5
Home Health Aide (Adults)			3
Hospitality	42		

Introduction to Culinary Arts	153		41
Introduction to Emergency Responder	59		
Introduction to Fire Technology	30		
Introduction to Medical Careers	548		
Introduction To Physical Rehab & Fitness	146		
Introduction to Public Service & Education	36		
Landscape Design		68	
Marketing and Sales		86	
Medical Assisting Administrative	44		
Medical Assisting Clinical	54	29	
Medical Core		570	578
Nurse Assistant CEU's (adults)	105	76	83
Nurse Assistant Pre-Cert	190	111	149
Principles of Engineering			76
Principles of Landscaping	32		
Printing Careers	184		
Professional Dance	41	26	13
Professional Dance II		13	
Recreation Leader	200		
Registered Dental Assist. (adults)	25	23	
Sheriff's Explorer Academy	292		
Sports Management	24	31	28
Sports Medicine I (g)		278	443
Sports Medicine II (g)			21
Teaching Experience (exploration)	18		
Video Production I	137	29	26
Video Production II	29	27	23
Virtual Enterprise (g)	73	31	29
Web Page Design	219		
<b>Grand Total:</b>	<b>6287</b>	<b>5028</b>	<b>4707</b>

### Adult Courses

Adult course offerings have changed significantly due to the change in ROP funding. Tri-Cities ROP works with community partners such as America's Job Centers and the Rio Hondo Region Adult Education Consortium which helps offset student costs for courses Tri-Cities ROP offers to its adult students.

### **Adult Enrollment Comparison By Course/Year (duplicated)**

<b>Courses Offered</b>	<b>2012-2013</b>	<b>2014-2015</b>	<b>2016-2017</b>
Administration Of Justice Academy	4	7	3
AHA BLS CPR For The Health Care Provider	38		
Dental Assisting			18
Emergency Medical Technician	83		
Home Health Aide			3
Medical Assisting Administrative	44		
Medical Assisting Clinical	54		
Nurse Assist Pre-Certification	102	24	
Nurse Assistant Continuing Education Series	104	76	83
Registered Dental Assistant	25	23	
Sheriff's Explorer Academy	71		
<b>Grand Total:</b>	<b>525</b>	<b>130</b>	<b>107</b>

#### **Location Changes**

Tri-Cities ROP underwent a major physical change when it moved from the Washington Boulevard address to its current location on the Pioneer High School campus in June 2012, after its lease ended. The new location became home to the administrative offices and the Dental Assisting lab and classroom. Other adult programs offered at the time were now held off site. The location change provided not only a cost savings to the organization, but allowed it to be on a high school campus in closer proximity to the students served.

#### **Certificated Management Changes**

A new Management team was in place beginning with the 2013/14 school year. A new Executive Director (title since changed to Superintendent), who came to Tri-Cities ROP with a wealth of knowledge and years of experience in ROP programs was hired to lead the organization, and a new Director of Business and Operations was also hired. In January 2016, a new administrative position, Director of Student Services, was in place. This position would focus on student data collection. By June 2016, the Director of Student Services assumed the duties of the Director of Curriculum and Instruction due to that individual's departure from Tri-Cities ROP to pursue a position elsewhere. In the fall 2016, the title of the position was changed to Director of Educational Services to encompass all of the responsibilities held by both positions. In September 2016, a new full-time position, Instructional Support Specialist, was created to provide instructional support to teachers and to fulfill the mentor teacher requirement for the CTE preliminary credential holder.

#### **Classified Staff Changes**

There has been a restructuring of several positions. All Tri-Cities ROP advisors were laid off in 2008. In January 2014, the position of College and Career Pathways Advisor (CCPA) was added. Currently, there are four CCPA positions covering eight schools. This position is critical to the Mission and Vision in preparing students for college and career. Other significant changes include: the Human Resource position was expanded to a full-time Coordinator position; the addition of a Data Specialist; the Business Administrative Assistant was elevated to Budget Analyst; the Maintenance Specialist title was change to Utility Worker; and the addition of a Technology Support Specialist.



## **Teacher Changes**

There are currently 35 ROP teachers and eight contracted teachers. Of the 35 teachers, 12 were newly hired for the 2017/18 school year. The Superintendent meets with each new teacher during the first semester. The caliber of teacher within the ranks has risen, and morale and engagement have significantly improved. Tri-Cities ROP has achieved this positive turnaround through a concerted effort by the entire administration and staff. It is the mindset that it is a privilege to support and foster the teachers for success in their classrooms.

## **Technology Changes**

Tri-Cities ROP continues to update classrooms with current technology and industry-appropriate equipment. Since the last visit, many classrooms have been supplied with new computers, computer tables, and instructional supplies to reflect a 21<sup>st</sup> Century learning environment. Three Career and Technology Labs, located at Whittier High School, Santa Fe High School, and Pioneer High Schools, have been added. These labs are equipped with a 3D printer, video recording capabilities, and an interactive virtual reality monitor loaded with health science software.

Tri-Cities ROP piloted an iPad program with selected teachers using various applications and programs. Each campus has either a Chromebook cart or laptop cart that is shared between the ROP teachers. To handle the additional need for technology support, a part-time computer technician was hired to help on an as-needed basis. This is in addition to the full-time Technology Support Specialist on staff. Teachers have received Google Classroom training, and have attended Adobe and CUE conferences to increase technology skills and knowledge. In addition to instructional needs, classified staff received upgraded computers in the 2014-2015 school year.

In 2016, a full-time Data Specialist was hired whose responsibilities include operating the Student Information System (SIS) and updating the website. The Data Specialist is also responsible for training staff on the new SIS being piloted whose design is specific to the needs of CTE data collection.

The estimated total cost of hardware and software purchases since 2012 is approximately \$685,000, which includes 760 new computers (desktops and laptops), 18 tablets, and 5 new computer classrooms.

## **Financial Changes**

In 2008-09, the State changed the funding structure for ROPs. ROPs were placed into categorical flexibility, which allowed school districts to control the amount of funding to their ROP programs. In 2012-13, the ROP funding stream was eliminated and integrated into the new LCFF model. Districts now have full discretion on funding whether to continue offering ROP and, if so, the amount of funding they wish to pass through to ROP.

The California Career Technical Education Incentive Grant (CTEIG) was established as a state education, economic, and workforce development initiative to provide students in grades 1 to 12, the knowledge and skills necessary to transition to employment and postsecondary education. The purpose is to encourage and maintain the delivery of Career Technical Education programs. Tri-Cities ROP received CTEIG Funding for 2015/16 in the amount of \$2,836,540 and, in 2016/17,

received \$2,035,721. These funds are in addition to the general fund allocation received from parent districts and have allowed Tri-Cities ROP to enhance current programs and develop new emerging programs.

Tri-Cities ROP has made methodical changes in the way teachers are paid. Previously, teachers were paid by the minute, and non-teaching duties were paid at half-rate. This was done in 2009 in an effort to conserve resources. This, however, resulted in low morale and accounting inefficiencies. Beginning on July 1, 2014, the Governing Board approved teachers to be paid hourly, with 15% preparation time, and non-teaching duties to be paid at full rate of pay.

Additionally, the Governing Board approved a salary increase for all employees for the 2014/15, 2015/16, 16/17, 2017/2018 school years.

Another positive change for Tri-Cities ROP employees at Tri-Cities ROP is how healthcare benefits are offered. Effective October 1, 2013, the Governing Board approved to pay a percentage of the benefits for full-time employees. In October 2015, Tri-Cities ROP contracted with CalPERS as its medical plan provider. CalPERS offers a wider variety of medical plans than that of the previous provider. The Governing Board also agreed to institute a yearly maximum employer contribution towards an employee's medical plan.

Additionally, the Governing Board approved a policy change that raised the purchasing threshold, which has increased efficiency and enabled Tri-Cities ROP to bring needed items to the classrooms more quickly. These changes represent a new culture at Tri-Cities ROP – one that values and respects its employees and their professional contributions to the organization's success. Furthermore, Tri-Cities ROP has ensured the quality of the students' learning environment by utilizing reserves in order to purchase new equipment and supplies. In addition, new furniture and equipment was also purchased for the ROP office reflecting a more professional and efficient workplace.

### **Staff Development Changes**

Tri-Cities ROP values professional development for all staff. Evidence of this is the priority placed in the budget, the encouragement of conference attendance, salary step increases associated with staff development hours, and is a component used in all performance evaluations. As of the 2016/17 school year, employees are required to complete staff development (teachers complete 20 and classified staff 10 hours) to receive salary step increases. For the past five years Tri-Cities ROP has participated in the CTE Teach Mentor Program Grant which allowed ROP to provide targeted coaching and mentoring of new teachers. In October of 2016, a full-time Instructional Support Specialist was hired. The Instructional Support Specialist's primary duty is to provide regular support for all teachers, with a focus on coaching and mentoring first- and second-year teachers. Two in-services are held each year, a monthly book club, a monthly new teacher workshop, and eight targeted professional development opportunities are offered throughout the school year.

### **SCHOOLWIDE LEARNER OUTCOMES**

Since 2012, the Schoolwide Learner Outcomes (SLOs) have been revised to more clearly define the current vision and mission of Tri-Cities ROP. The former SLOs were titled "Career Preparation

Skills," "Career Specific Skills", and "Job Retention Skills," and did not address preparing for the future or college and career readiness. Within the newly revised SLOs, as students' progress through a career pathway, they will complete a College and Career Plan, they will be College and Career Ready, and they will accomplish at least one outcome as identified through the SLOs. The biggest challenge developing the revised SLOs has been aligning to the State's Plan for CTE. The State Plan is still under development as they are defining the elements of pathway completion, along with "Well Prepared" in the College and Career Indicator.

After researching State and National definitions, Tri-Cities ROP adopted the following as their definition: **CTE Pathway Completion Certificate Eligibility**

- Complete 300 hours of instruction in one or more CTE courses in the same industry sector
  - Demonstrate competency in 70% of the Essential Standards for each pathway course
  - Maintain at least 80% attendance in the CTE pathway courses
  - Complete a Work Based Learning activity as defined in the College and Career Indicator
- (Note: This definition may change when the State completes its plan)

Tri-Cities ROP Schoolwide Learner Outcomes represent the needs of the economy and what is best for students. Tri-Cities ROP cares where students come from and what happens to them when they leave the program, and is committed to ensuring students have a successful future.

Tri-Cities ROP **Student Learning Outcomes** are:

**All Students will have a College AND Career Plan**

- Start a professional college and career e-portfolio aligned to personal goals
- Participate in career exploration using various software
- Analyze and differentiate between careers within an industry sector
- Summarize the education requirements for a specific career
- Choose a post-secondary major or training program

**All Students will be College AND Career Ready**

- Demonstrate proficiency in the CTE course competencies
- Demonstrate punctuality, regular attendance, and professional dress
- Recognize resources and operate industry specific equipment and technology
- Participate in work-based learning
- Complete a CTE pathway

**All Students will achieve at least one College AND Career Outcome**

- Earn A - G credit through a CTE Course
- Earn an Industry Certification
- Earn Articulation or Dual Enrollment Credit
- Enter Employment

## TYPICAL CLASS SIZE

Class size varies depending on the program. The goal of an introductory program is 20-35 students per section. The Nurse Assistant class size is dictated by the California Department of Public Health with a 1:15 student-to-teacher ratio, once students start their clinical rotation. An ideal number for Dental Assistant is 25 and is based on the work-based learning component and students completing their clinical hours. Automotive and Construction classes' ideal enrollment is 25, due to equipment and safety requirements. Classes that require computers such as Digital Design, Graphic Design, and Digital Photography are limited based on the number of computers in the classroom, which is typically 30.

## ADMINISTRATIVE, TEACHING, CLASSIFIED STAFF

There were a total of 78 employees working at Tri-Cities ROP during the fall 2017. This included eight contracted teachers with the Whittier Union High School District.

Department	Full-Time	Part-Time	Number of Bachelor's Degrees	Number of Graduate Degrees	Number with Industry Certification
Executive Office	2		1	1	
Educational Services	3		2	1	
Business & Operations	5	2	1		2
Human Resources	2				
Post-Secondary Teachers	1	2			3
Secondary Teachers	21	11	16	6	19
Contracted Teachers		8	8		
Substitute Teachers		14	5		10
Instructional Support	5	2	5		2

### Staff Demographics

The ethnic breakdown showed that Hispanic or Latino employees comprised 45% of the total employee population, followed by White employees at 32%, and African American employees at 9%. Filipino employees comprised 5% and Asian employees and American Indian employees each comprised 2%. There were 5% unknown. The ethnic breakdown does not include contracted teachers or substitute teachers.

The employee classification breakdown showed that 55% of the employees are Teachers, 12% are Contracted Teachers, 16% are Office Staff, 11% are Instructional Support, and 6% are Administration. This classification breakdown does not include substitute teachers.

## ACADEMIC CALENDAR

Tri-Cities ROP has two separate academic calendars, one for El Rancho Unified School District and one for Whittier Union High School District. This makes the school dynamics unique. Before the

beginning of the upcoming school year, each teacher receives an academic calendar listing his/her instructional days, staff development days, and recess periods. The academic calendar for the fall and spring includes 180 instructional days. Classes are two semesters in length. Before the start of the fall semester, a staff in-service is held for all staff over a two-day period. The in-service consists of staff development and policy and procedure updates. At the beginning of the spring semester, a partial-day in-service, aimed at staff development, is held for all staff. For the 2017 summer session, two summer school classes were offered on the high school campuses for six weeks.

## *COMMUNITY INFORMATION*

### **GEOGRAPHIC AREA**

Tri-Cities ROP serves the three major cities of Pico Rivera, Santa Fe Springs, and Whittier. Four of the comprehensive high schools served are located in Whittier, one in Santa Fe Springs, and one comprehensive high school, one academy high school, and one Adult Education Center in Pico Rivera. The cities of Pico Rivera and Whittier each have a continuation high school, with Whittier also having an independent study high school.

**Whittier** is located in Los Angeles County, about 12 miles southeast of the City of Los Angeles. The city covers 14.8 square miles. Businesses and industries in the area include 374 professional services, 868 retail stores, 202 family-type restaurants, 36 manufacturing plants, eight hotels and motels, two new automobile dealerships, and over 249 specialty shops and boutiques, predominantly located in Uptown Whittier, the Quad shopping mall, as well as the Whittwood Town Center.

**Pico Rivera** is situated on the eastern edge of the Los Angeles basin and the southern edge of the area known as the San Gabriel Valley. Pico Rivera is approximately 13 miles southeast of downtown Los Angeles. Originally an agricultural area, the community evolved into a residential and industrial area. Within the city's nine square miles, more than 120 acres are devoted to recreational uses, including just under 100 acres of local parks.

**Santa Fe Springs** has steadily grown into one of the key industrial cities of Southern California. Part of the reason for this is its location in the busy 'southwest corridor,' midway between the center of Los Angeles and Orange counties. Not only has this attracted manufacturing, sales and warehouse operations, it also presents ideal conditions for related trucking and shipping. The City of Santa Fe Springs is 8.7 sq. miles in size, with 93% business population and a 7% residential population.

## POPULATION OF AREA SERVED

### Demographics/Household Data for Pico Rivera, Santa Fe Springs, and Whittier

Category	Pico Rivera	Santa Fe Springs	Whittier
Population estimates July 1, 2016	63,635	18,027	86,883
Population percentage change April 1, 2010 to July 1, 2016	1.10%	11.10%	1.80%
Foreign born persons, percent, 2011-15	33.10%	25.20%	17.70%
Language other than English spoken at home, percent of persons age 5 years+, 2011-15	73.40%	56.70%	43.50%
High school graduate or higher, percent of persons age 25+, 2011-15	68.20%	76.80%	83.30%
College graduate or higher, percent of persons age 25+, 2011-15	11.20%	14.20%	24.20%
Median home prices, 2011-15	\$336,000	\$351,200	\$437,200
Number of Households, 2011-15	16,606	4,931	27,525
Persons per Household, 2011-15	3.82	3.44	3.08
Median Household Income, 2011-15	\$55,752	\$53,168	\$66,457

Source: U.S. Census Bureau

## POPULATION CHARACTERISTICS

Category	Pico Rivera	Santa Fe Springs	Whittier
<b>Total Population 2010</b>	62,942	16,223	85,331
<b>Race</b>			
White	59.4%	58.6%	64.6%
Black or African American	1.0%	2.3%	1.3%
American Indian and Alaska Native	1.4%	1.4%	1.3%
Asian	2.6%	4.2%	3.8%
Native Hawaiian and Other Pacific Islander	0.1%	0.2%	0.1%
Some Other Race	31.9%	29.0%	24.4%
Two or More Races	3.7%	4.2%	4.4%
Origin: Hispanic or Latino (of any race)	91.2%	81.0%	65.7%

Source: U.S. Census Bureau, 2010 Census

**Growth Rate:** City of Whittier 2010-2017 3.2%; Projected 2017-2022 3.07%

**Median Age:** City of Whittier 37

**Average Household Size:** City of Whittier 3

Source: cityofwhittier.org

**Unemployment Rate:** The seasonally adjusted unemployment rate for Los Angeles County was 4.8% as of August 2017. The regional unemployment rate was higher than the national rate of 4.5%. One year earlier, in August 2016, the unemployment rate in Los Angeles County was 5.3%. August 2017: Orange County (3.8%) Source: JobsEQ; City of Whittier (5.43%) Source: cityofwhittier.org

## **ANTICIPATED DEMOGRAPHIC CHANGES**

According to the California Department of Finance, the population of California is projected to grow at a rate of 4.08% between 2015 and 2020. The local county rate of change is Los Angeles County 2.55%; Orange County 3.05%.

**Whittier - Labor Market:** The largest major occupation group in the City of Whittier is Office and Administrative Support Occupations, employing 4,540 workers. The next-largest occupation groups in the region are Food Preparation and Serving Related Occupations (3,514 workers) and Healthcare Practitioners and Technical Occupations (3,401). **Job Growth:** Over the next 10 years, the fastest growing occupation group in the City of Whittier is expected to be Healthcare Support Occupations with a +1.8% year-over-year rate of growth. The strongest forecast by number of jobs over this period is expected for Healthcare Practitioners and Technical Occupations (+576 jobs) and Healthcare Support Occupations (+266). Over the same period, the highest replacement demand (occupation demand due to retirements and workers moving from one occupation to another) is expected in Food Preparation and Serving Related Occupations (1,339 jobs) and Sales and Related Occupations (988).

**Los Angeles County - Labor Market:** The largest sector in Los Angeles County is Health Care and Social Assistance, employing 753,391 workers. The next-largest sectors in the region are Retail Trade (438,588 workers) and Accommodation and Food Services (434,292). **Job Growth:** Over the next 10 years, employment in Los Angeles County is projected to expand by 248,386 jobs. The fastest growing sector in the region is expected to be Health Care and Social Assistance with a +1.7% year-over-year rate of growth. The strongest forecast by number of jobs over this period is expected for Health Care and Social Assistance (+141,525 jobs), Professional, Scientific, and Technical Services (+29,415), and Educational Services (+23,898).

Source: JobsEQ

### *Additional online school program and course description (if applicable)*

The ROP/CTE classes require hands-on training and teacher-directed lessons. Although Tri-Cities ROP does not offer online programs, the teachers do develop lessons allowing students to access curriculum via the web and/or with Google Classroom. This allows students to review materials they may have missed or where additional support is needed.

## ***SCHOOLWIDE LEARNER OUTCOMES***

*Select two of the school's Schoolwide Learner Outcomes (SLOs). Using data generated in this profile describe to what extent the programs/courses are connected to the SLOs and to what extent the SLOs are being achieved.*

### **College AND Career Plan (SLO one)**

All Tri-Cities ROP course outlines include a unit of instruction titled, "Preparing for College and Careers" which includes students preparing a college and career plan. In addition to each course providing instruction on developing a College and Career Plan, the College & Career Pathways Advisors (CCPAs) directly support students in establishing a College and Career Plan. The goal is to enable students to make well-informed, smart decisions regarding their career pathway exploration, industry preparation, and college selection. Students participate in career exploration utilizing the college and career planning software, *Naviance*, along with several other resourceful websites like *Doing What Matters*, *BLS Occupational Outlook Handbook*, *O\*Net*, and *California Career Zone*.

Students are introduced to self-assessments, which allow them the opportunity to analyze their interests, strengths, and career matches. Students are taught how to interpret assessment results, formulate a self-profile, differentiate careers within an industry sector, and analyze education requirements. CCPAs present monthly workshops, providing support to all students on campus.

Tri-Cities ROP goal is to encourage self-analysis through creating a plan that aligns to personal interests and goals. In 2016-2017, the CCPAs assisted 550 students individually, delivered 257 workshops and presentations to students and parents, and attended 132 events.

### **College AND Career Ready (SLO two)**

Tri-Cities ROP courses are directly linked to the SLOs. Staff continues to look for ways to collect the necessary data to evaluate and improve the programs. Preparing students for college and careers is what Tri-Cities ROP does. Tri-Cities ROP participated and helped implement the CAROCP Data & Accountability Committee, which conducted a pilot program during the 2016-17 and 2017-18 school years and began building a Statewide CTE Data Dashboard. The purpose of the Data Dashboard is to collect a series of performance indicators (KPI's) that includes direct evidence as to how the CTE community is positively impacting the lives of today's students across California. By sharing CTE Data Dashboard with lawmakers and key stakeholders, the case for receiving permanent funding from CDE is clear. Part of collecting data for the SLOs is directly tied to this pilot and is a work in progress.

In addition to this data pilot, Tri-Cities ROP continues to adopt UC a-g curriculum which allows students to receive credits for college admissions. Tri-Cities ROP continues to research industry-recognized certifications allowing students to be College and Career Ready. In 2015-16, students earned over 650 industry-recognized certifications and, in 2016-17, 1,600 industry certifications. Articulation Agreements and Dual Enrollment are more of a challenge, but the work with local community colleges continues.



## CHAPTER II

### PROGRESS REPORT ON KEY ISSUES SINCE THE PREVIOUS SELF-STUDY

Tri-Cities ROP's critical areas for follow-up, as outlined in the Self-Study Visiting Committee Report, were diligently addressed and incorporated in the school-wide action plan. The original critical areas from 2012 WASC Committee Recommendations included:

1. Enhance the collection and analysis of student achievement data. Data is critical for the organization. As funding has decreased and accountability has increased, Tri-Cities ROP is continually monitoring student outcome data. As a Joint Powers Agency, it has been challenging to synchronize all student data. Examples of student data is class completion, industry certification earned, post-secondary credit and skills mastered which will be noted on the Employability Profile. Tri-Cities ROP has changed data collecting programs several times over the past three years to make it easier to collect and analyze. Unfortunately, they did not meet the organization's needs. Currently, Tri-Cities ROP has gone back to using AIM, and is working with Harris Solutions to incorporate *Classmate*, a program specially designed for CTE. For the adult student data, AEBG requires data collection through TopsPro. Tri-Cities ROP has allocated the Data & Accountability funds to meet these requirements. Tri-Cities ROP has also hired a Data Specialist to collect and analyze all student learning and achievement data.
2. Provide professional development activities that address the collection and analysis of student achievement data. As stated in school-wide action plan item 1, several changes have complicated collecting and analyzing data. Tri-Cities ROP has held professional development teacher trainings for creating rubrics and designing key assignments. Subject-like collaboration time was given for teachers to work on creating common assessments, ways to collect data, and how to analyze the collected data effectively. In addition, Consortium-wide professional development has begun for like groups.
3. Professional development activities to be focused on student learning data. Tri-Cities ROP offers online surveys after each in-service to determine whether staff found the information to be of value, and to ascertain students' needs in the classroom. Anonymous student surveys assist in identifying opportunities for greater student achievement. Collection of the data is shared at in-services. Additionally, adult student data is shared at consortium meetings.
4. Continue to improve the analyzing of student learning data to make instructional decisions. As noted in the above action plan items, Tri-Cities ROP is dedicated to finding and utilizing programs that will improve student learning data. From working diligently to synchronize the systems to hiring a Data Specialist, Tri-Cities ROP is committed to improving instructional decisions by analyzing student learning data.

2015 Committee Mid-Year Recommendations included:

1. Use the current six-month action plan format in a successive way as steps in implementing the overall action plan of the school. The implementation and monitoring of the action plan is the responsibility of the Executive Cabinet. The Executive Cabinet is comprised of the Superintendent, Director of Educational Services, Director of Business and Operations, the Human Resource Coordinator, and the Instructional Support Specialist. The Executive Cabinet meets at least once every two weeks to share updates, review calendars, and monitor the school-wide action plan to ensure fidelity. The action plan sets the priorities and direction of the organization and it includes vision, mission, goals, and action items. It contains BIG ideas, not individual department responsibilities, although it provides specific long-range SMART (Specific, Measurable, Action-oriented, Realistic, Time-oriented) goals with short-term tasks. It requires consensus, not a majority vote. It is not a check-off list; it is real and full of substance. Every staff member has input and is held responsible for the action item completion.

The Superintendent convened a group of teachers, administration, and classified staff to determine how the original action plan was being implemented and if there were other requirements that needed to be addressed as well. Using the previous team's action plan, the group consolidated, merged, and identified new goals and objectives based on input from stakeholders (teachers, parents, high school administration, and board members) as well as current labor market data and future employment projections for the region. This strategic action planning team created a new mission, vision, and goals for the coming months and years. After six months of working on the action plan, the group met again with some newly selected members to determine efficacy of the previous plan, where they were at with implementation, and any additions or changes that needed to be made.

The school-wide action plan was shared at an all-staff in-service for further review. Suggestions were made and items were added or deleted from the plan. The action plan was then shared with the Governing Board and the Advisory Committee Members for further feedback.

The original school-wide action plan was guided by four action teams: Organization for Student Learning; Curriculum, Instruction, and Assessment; Support for Student Personal and Academic Growth; and Resource Management and Development. Since the last WASC visit, the Leadership Team, comprised of leaders from each industry sector, classified staff members, and administrators, continue to meet on a regular basis to monitor action plan progress and suggest revisions.

2. Put forth significant effort on completing action item number one as the ability to assess student and program achievement is pivotal to program improvement. Tri-Cities ROP is committed to program improvement and student achievement. Whether for high school or adult students, all funding for programs has accountability to student success and achievement. This is now, and has been, the driving force in the organization's overall operation.

### **Action Plan Key Issue and Cite Evidence**

Through the work of the Leadership Team and the strategic action planning committee, considerable time was spent studying the original action plan and identifying strategies to incorporate critical areas for follow-up, with current organizational goals determined by the committee. It was the determination of these groups that the former action plan had some critical elements that needed to be addressed and adjustments needed to be made, in order to meet the needs of the high schools served, as well as to reflect the current climate and direction of the California Department of Education in Sacramento.

As stated earlier, funding now comes directly from the two districts, and they have total discretion as to whether they wish to continue to pass through funding to Tri-Cities ROP. Because of the change in the source of revenue, it is incumbent upon Tri-Cities ROP to ensure the two districts are satisfied with their services and that it provides rigorous and relevant programs in the partner schools. The change in revenue has also driven Tri-Cities ROP to align its goals more closely with the districts' visions and goals and the manner in which ROP offers Career Technical Education. The current leadership and action planning teams favored modifying the goals as stated below.

**Old Action Item #1:** Tri-Cities ROP will collaborate to develop a comprehensive assessment process that gathers data from multiple resources: Common assessments, a comparison of GPA's, credits, competencies, numbers of completers and leavers, certificates issued, college admissions, and military service. A quarterly analysis of student learning achievement data will be conducted, which will aid in the instructional, financial, and staffing decisions at Tri-Cities ROP.

*Becomes*

**New Action Item #4:** Provide student outcome data to ROP Stakeholders to substantiate the value of career technical education for all students.

Tri-Cities ROP believes that the analysis of student data is important in order to improve instruction and adapt to the changing needs of the two districts. In order to accomplish this, it is necessary to build capacity and train ROP teachers on how to create valid assessments, how to collect data, and how to analyze the collected data effectively. To that end, Tri-Cities ROP started subject-like collaboration time in order for teachers to work on creating common assessments. Teachers have received training in creating rubrics and designing key assignments.

Data has become a critical task that ROP does every day. There are many examples of how Tri-Cities ROP is moving forward with collecting its data, examining what data to collect, and how to use the data to make decisions. For example, Tri-Cities ROP's participation in the California CTE Data Dashboard pilot; collaboration with the districts in CALPADS; examination of student attendance and data systems, and the initiation of PLCs to establish and reinforce partnerships.

Due to the fact that Tri-Cities ROP has used one data collection program and the districts have used other, separate programs, the programs have not been able to synchronize or communicate, thereby making the collection and analysis of data difficult, at best. In the summer of 2015, Tri-Cities ROP purchased a new student records and attendance platform, *Aeries*. Both partner districts use this program and it was anticipated that by Tri-Cities ROP using it as well, ROP would

be able to more easily collect and analyze data on a regular basis. Unfortunately, since that adoption, ROP recognized *Aeries* was not the program that could meet its needs. Tri-Cities ROP went back to using *AIM*, and is currently working with Harris Solutions to incorporate *Classmate*, a program specially designed for CTE. ROP is in its second year of piloting this system. In addition to other methods of collecting data, Tri-Cities ROP is hopeful that it will provide the data needed in order to ensure schoolwide learner outcomes are being met.

**Old Action Item #2:** Tri-Cities ROP will develop a process to review technology advances in instruction including distance learning, virtual student portfolios, techniques for analysis of student achievement data, and educational research to be adapted and used in the instructional programs at Tri-Cities ROP. This process will include the development and presentation of professional development activities that address the use of instructional technology.

*Becomes*

**New Goal #1:** Increase Student Achievement and **Goal #2:** Increase Organizational Effectiveness and Efficiency.

Tri-Cities ROP acknowledges this is a trending concern for most organizations, and ROP is no different. Tri-Cities ROP believes in the use of technology as a tool to improve organizational effectiveness as well as to improve student achievement. Tri-Cities ROP holds a quarterly technology committee meeting comprised of teachers, administration, and classified staff. Technological advances have been made in many areas of the organization.

For instance, in order to better serve the students, a hybrid dental class was piloted. The dental program director had been researching and structuring the class that involved both classroom and online instruction using the *Moodle* platform. After offering the class, it was determined it did not work well for the current clientele.

Tri-Cities ROP also piloted an iPad program for ROP teachers on the El Rancho High School campus. Teachers were given iPads as an instructional aid and were offered training in its use. Currently, teachers are using it in a variety of ways, including grading, using programs and applications for equity and classroom management, and also to provide instructional support with their curriculum.

Teachers who are given technology and who are proficient in its use, i.e., teachers using *Moodle* and/or *Google Classroom*, have given presentations on how to use these tools, the pros and cons of each, and have conducted live demonstrations.

Classified staff has also benefitted from the technological push. All staff, classified and certificated, were able to fulfill the requirements of sexual harassment and mandated reporter training online through the insurance provider, Keenan.

**Old Action Item #3:** Tri-Cities ROP will develop a process to create career pathways programs of study necessary to reach state licensure requirements or professional certification, create a curriculum review cycle, and evaluate Tri-Cities ROP curriculum for relevancy.

*Becomes*

**New Goal #1:** Increase Student Achievement and Goal #3: Develop Business, Community, and Educational Partnerships to Ensure All Classes Lead to Industry Certifications, Post-Secondary Education, or Employment.

Through the leadership and strategic action planning meetings, this particular action item was seen as paramount to Tri-Cities ROP's success. The action plan item, however, needed to be modified in order to serve the purposes of Tri-Cities ROP, as well as its partner districts. It is absolutely necessary to create career programs of study. It is, however, not realistic to think that every single program of study will lead to state licensure or professional certification.

Tri-Cities ROP believes that each class offered should be part of a program of study that leads to at least one of three outcomes – employment, certification, or further post-secondary training or college. In order to make such programmatic changes, it is necessary to obtain the buy-in of the partner schools and administration. Building these relationships and including them in Tri-Cities ROP goal setting facilitates the success of the programs. Tri-Cities ROP has worked diligently with the high schools in order to meet that goal. Additionally, Tri-Cities ROP believes that, in addition to providing one of the three outcomes for each pathway, the pathway must be rigorous and relevant – using data from regional labor markets that identify the pathway as a viable career and college opportunity.

**Old Action Item #4:** Tri-Cities ROP will develop a plan to analyze student achievement data, student/staff surveys, and evaluations for the purpose of developing topics for Tri-Cities ROP professional development activities.

*Becomes*

**New Goal #1:** Increase Student Achievement.

Tri-Cities ROP recognizes the importance of the development of teachers and staff is critical to meeting the needs of diverse learners and that ROP programs can help close the achievement gap with excellent instruction. This action item outlines teaching diverse learners as the goal of the action items, specifically surveys and student data. Tri-Cities ROP offers online surveys after each in-service to determine staff development needs in the classroom. Additionally, the ROP has anonymous student surveys that assist in identifying opportunities for learning what works for them in the classroom.

Tri-Cities ROP feels that there are other ways to determine learning needs, specifically, common summative assessments, common key assignments, and teacher student meetings regarding instruction. These strategies are part of the overall goals for the organization.

Other items noted as important, but not placed on the action plan were:

- Revise Tri-Cities ROP marketing plan – This was noted as part of the three-year review. Since then, the ROP has changed its mindset with regards to marketing. It is believed that, if ROP delivers a quality CTE with positive outcomes, the program will thrive and survive. Tri-Cities ROP shares with its stakeholders its successes and student achievements through the ROP website, social media, and monthly newsletters.
- Revise Tri-Cities ROP student handbook – Tri-Cities ROP has revised the course catalog and the community resource binder, but has not revised the student handbook. Currently the adult students do not receive a handbook. It was determined that this is not a current priority for the organization since the adult population is such a small percentage of the students served. All ROP high school and adult students do receive a code of conduct in each class.
- Republish Tri-Cities ROP Annual Report – This has been done. The Annual Report has been completed and distributed to the stakeholders. This is a work in progress, and other data elements that need to be included have been identified. Tri-Cities ROP is doing this through its pilot project with the California CTE Dashboard.
- Develop a Tri-Cities ROP Booster Club – Tri-Cities ROP has chosen to work within the structure of the current Tri-Cities ROP Educational Foundation. It was necessary to resurrect the Tri-Cities ROP Educational Foundation to support the students and programs of Tri-Cities ROP. Currently, the Tri-Cities ROP Educational Foundation supports students through scholarships and teacher-student request for items.

### **Progress on Key Issues in Action Plan Impacted Student Learning**

The action plan has affected student learning by measuring outcomes and keeping in the forefront of what Tri-Cities ROP does every day for students. The action plan is a tool that lists what steps must be taken in order to achieve a specific goal. The purpose is to clarify what resources are required to reach the goal, formulate a timeline for when the specific tasks need to be completed, and determine what resources and staffing are required. The action plan impacts student learning and is a strategy to succeed that is vital to students' current and future success.

## CHAPTER III

### SELF STUDY FINDINGS BASED ON THE ASC WASC POSTSECONDARY CRITERIA

*Under each of the ACS WASC Postsecondary Criteria, there are supporting “indicators” that break down the criteria into smaller parts. Schools school respond in narrative form to each indicator and provide a description that describes to what extent the school meets or exceeds the indicator expectations. Discussion questions are provided to help schools understand the exact intent of each indicator but schools are not expected to necessarily answer each discussion question, just a response to the indicator itself. Schools must comment on every indicator in their Self-Study.*

#### **Criterion 1: Institutional Mission and Schoolwide Learner Outcomes**

*Criterion: The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide Learner Outcomes (SLOs) are developed and reviewed annually to ensure that they are current and relevant.*

*Indicator 1.1: The school has a statement of mission that describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning.*

*Indicator 1.2: The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.*

*Indicator 1.3: The institution’s mission statement is central to institutional planning and decision-making activities.*

#### **Mission Statement**

Tri-Cities ROP’s vision and mission statements describe its commitment to a high level of student learning. It reflects the school’s dedication to providing high quality Career Technical Education. All courses offered are part of a pathway that leads to employment, industry certifications, and/or post-secondary education. Today’s students absolutely must be College and Career Ready to succeed in both post-secondary education and in the workforce.

Tri-Cities ROP is not authorized to grant credit or award diplomas. It does issue course completion/achievement certificates. The ROP is in the process of developing an Employability Profile that will be an indicator of competency and CTE Standard completion. This is part of the pilot for the California CTE Dashboard.

#### **Development of the Mission and Vision Statements**

The vision and mission statements were developed by teachers, office staff, and administrators with input from numerous stakeholders. It represents the high levels of learning that takes place in the classroom every day. It aligns with California’s current Career Technical Education State Plan. Once finalized, this mission statement was shared with the educational and community partners via Tri-Cities ROP website, emails, newsletters, and posted Board minutes.

Every Tri-Cities ROP classroom has the mission statement posted and clearly displayed. It appears on all written correspondence and is a focal point at teacher and staff in-services.

The mission statement is reviewed and revised annually at the Leadership/Action Planning Team meetings and throughout the WASC process. In addition, the Executive Cabinet uses this document monthly to guide their discussions and decision-making.

### **Mission Statement and SLOs in the Planning Process**

The ROP mission statement provides the overall vision for the school. It is considered in all planning and decision-making activities. All members of staff understand the mission and work towards ensuring all students are afforded the opportunity to become college and career ready.

Tri-Cities ROP offers industry-relevant courses and holds annual advisory meetings to ensure it is keeping up with industry changes. Evidence of support includes the minutes of annual advisory meetings, student surveys (conducted following course completion), and presentation notes of Back-to-School and Spring In-services, as well as professional development/collaboration meetings.

Annually, the Administrators and members of the Leadership/Action Planning Team conduct thorough review and analysis of the mission statement and Schoolwide Learner Outcomes, and adjustments are made to the action plan timeline to accommodate new and/or revised tasks related to the action plan. The Leadership Team reviews the Action Plan monthly to ensure progress is being made. All changes are then shared with all of the stakeholders.

*Indicator 1.4: The institution establishes Schoolwide Learner Outcomes that identify the broad, global goals for all students based on current and future student learning needs.*

*Indicator 1.5: The school demonstrates the incorporation of current research-based ideas into learning programs to ensure that the institution's overarching goals (SLOs) are current and relevant.*

### **Schoolwide Learner Outcomes**

Schoolwide Learner Outcomes identify the broad, global goals for all students based on current and future learning needs. In order to develop Schoolwide Learner Outcomes that relate to the mission statement, foundational and pathway model curriculum standards are considered. The SLOs were drafted at the Leadership Team/Action Planning Team meetings. They were repeatedly studied and revised for consensus. They were presented to the Business Advisory Committees to obtain further evaluation. After much review, they were then presented to the entire staff for revision prior to adoption.

Each Schoolwide Learner Outcome is measured through grades, attendance, competency mastery, and certificates of completion. Because state requirements are changing, the ROP is changing its methods of assessment. Through the WASC process, this was an area identified as needing improvement. Further examination and data is needed to ensure compliance and mastery.

Currently, teachers display posters of Tri-Cities ROP SLOs in their classrooms. SLOs are reviewed with students and integrated into lesson plans. The SLOs are part of every course outline and are



part of the adopted Standards of Career Ready Practices. The Business Advisory Committees continue to tell Tri-Cities ROP that “soft skills” are what is lacking in today’s workforce. The SLOs are vital to the success of ROP students in the workplace.

Tri-Cities ROP incorporates current research-based ideas into programs to ensure that the curriculum is timely and relevant. The current process to evaluate educational literature involves the monthly PLCs, advisory committees, and staff meetings. Educational books, resources, and ideas are shared regularly.

Tri-Cities ROP is currently exploring ideas and incentives in order to increase instructor participation in monthly PLCs. These meetings are useful to develop common assessments, which help address current student needs.

In the 2015/16 school year, Tri-Cities ROP participated in a California CTE Data Dashboard pilot to uncover solid methods and processes to evaluate CTE programs and students. This data collection was also used as a review of the current practices. As Tri-Cities ROP enters into year two of the pilot, it looks forward to more definitive results that will continue to drive instruction.

The achievements of SLOs directly connects to the mission statement. The results of the SLOs dictate what changes Tri-Cities ROP makes as an organization and to the schoolwide action plan. The plan is not made until the profile data documents are reviewed.

*Indicator 1.6: The school has a process in place to regularly review the courses and programs offered so that the needs of the community are met.*

### **Program Evaluation**

As Tri-Cities ROP priorities have changed, the organization has looked at the processes and tools used to evaluate the programs. Annual profile data is used to gauge the demand of an industry sector by student involvement and interest, along with the biennial review. This document is mandated by the Education Code, but the State is looking at changing its contents. With the assistance of the stakeholders, Tri-Cities ROP has revised the biennial review and will be implementing it soon.

It is important to note that the annual advisory meetings play a vital role in Tri-Cities ROP determining what, when, and how it offers its courses. Tri-Cities ROP relies heavily on r input and expertise from its business advisors as it moves forward with course offerings.

*Additional Online Indicator 1.7: Not applicable.*

## **SCHOOL'S STRENGTHS AND KEY ISSUES FOR CRITERION 1**

### **Strengths:**

- Strong commitment by staff to student attainment of the SLOs
- Regular leadership committee meetings
- Collaboration of staff
- Governing Board support
- Business and industry involvement
- Student Exit surveys
- California CTE Data Dashboard pilot participation
- Business Advisory Committees
- Mission and Vision is important and understood by all
- Implementation of the Employability Profile

### **Key Issues (Prioritized):**

- Incomplete data on the assessment of SLOs
- Need updated Program/Course evaluation

## Criterion 2: Organizational Infrastructure and Leadership

*Criterion: The school utilizes the contributions of leadership throughout the organization to provide for ongoing improvement. The organizational structure and roles of governance are clearly defined and designed to facilitate decisions that support student learning and improve institutional effectiveness. The governing body enables the administrator/director to implement policy and lead the school effectively.*

*Indicator 2.1: The school has clearly defined roles of governance that provide for ethical and effective leadership and results in ongoing improvement of the school.*

### **Governing Body/Policy Issues**

Tri-Cities ROP's Governing Board, comprised of five elected members representing the two school districts served, is entrusted with the responsibility of overseeing the organization and is the primary policy-making agent for Tri-Cities ROP. The Board adopts/revises clearly defined policies, based upon its current mission and vision, which ultimately serve as the guiding force behind decisions and action taken in all areas of operations. The policies are reviewed on an ongoing basis to ensure they are current, accurate, lawful, and conform to educational practices and statutes.

The Superintendent works with her Executive Cabinet and members of the Leadership Team to develop and present proposed policies (or proposed revisions to current policies) to the Board. Because Tri-Cities ROP is an active member of the California School Boards Association ("CSBA"), policies are often updated based upon CSBA's recommendations, following legislative and/or court case hearings. Updates to established policies are made under the guidance of legal counsel.

The Board holds a First and Second Reading of all Board policies during open session at Board Meetings and provides an opportunity to the public for comment prior to final implementation.

Just as the Board is entrusted by the member districts to oversee the organization, it entrusts the Superintendent to oversee day-to-day operations and to uphold the established policies and procedures set forth by them. Clearly-defined duties and responsibilities are outlined in the Superintendent's contract, and the execution and manner in which they are met are evaluated annually and reported in evaluation reports.

Organizational leadership is clearly within the purview of the Superintendent, and her expertise and knowledge in all areas of Tri-Cities ROP operations are invaluable and serve as a guide to the Executive Cabinet and staff.

Carefully and strategically designed Action Plans are developed. Together, they review and offer suggestions prior to presenting it to the Leadership Team. Leadership Team meetings and break-out sessions are held over the course of several months where the Action Plan is fine-tuned before being presented to the entire staff. The presentation is done at the Fall Back-to-School In-service. Each Action Item is considered and discussed and, working in collaboration, the staff provides input. Priorities are given to each item within the Action Plan, which then becomes the primary

vision for the coming year. The Action Plan is also presented to the Board for review and input and, upon their acceptance, the plan is implemented.

The Superintendent provides regular updates to the Governing Board and all Tri-Cities ROP stakeholders as to the organization's priorities, activities, and achievements. These updates are communicated both orally and in written form. (Examples: Annual Reports, Superintendent's Monthly Updates, Superintendent's Monthly Newsletters.)

The Board has continued to offer their support in many ways by attending and participating in various special events including in-services, Advisory Meetings, Evening of Excellence, graduations, etc. Most significantly, the Board's commitment to the program is demonstrated by ensuring the continued funding of the programs and renewing contracts.

The Governing Board of Tri-Cities ROP holds the legal responsibility and authority to conduct an educational program for the eligible students in accordance with the provisions expressed in the Constitution of the State, Legislative Statutes, and State Board of Education Regulations authorized by law and with the voice of the residents of the ROP attendance area.

In order to effectively fulfill its obligations to the State and to the residents, taxpayers, students, and staff, the Governing Board has adopted Bylaws and Policies, which are the instruments by means of which the operation/management of the ROP is conducted. Clearly-defined roles and responsibilities of the Board and the Superintendent are contained within these instruments.

Additionally, Board members and designated employees are required to adhere to the Conflict of Interest Code, adopted pursuant to the provisions of Government Code Section 87300. The Conflict of Interest Code is reviewed in even-numbered years and amended as needed.

*Indicator 2.2: The leadership of the school creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement for students.*

### **Visionary and Academic Leadership**

Tri-Cities ROP's Executive Cabinet is comprised of the Superintendent, Director of Educational Services, Director of Business and Operations, Human Resource Coordinator, and the Instructional Support Specialist. The Executive Cabinet meets weekly to discuss and ensure Tri-Cities ROP is following its established Vision, Mission, and Student Learning Outcomes. This leadership is dedicated and inspires a collaborative environment where staff members are encouraged to bring new ideas forward where all voices and opinions are heard and respected. They are seen as visionary leaders who provide constant support and service to all staff. Further evidence of this visionary and servant leadership is the implementation of new ideas.

Administrators meet regularly with classified and certificated staff to address any issues of concern, and routinely follow up on implementation and effectiveness. The Director of Educational Services ensures curriculum and learning materials are current and that teachers are observed and evaluated. Teachers are also provided opportunities for collaboration and sharing best practices.

The Director of Business and Operations oversees fiscal management, technology, maintenance, operations, and facilities. Equipment and technology needs are prioritized and addressed to ensure 21st Century learning is taking place in the classrooms.

The Human Resource Coordinator is responsible for all hiring, prepares and handles all personnel files and matters, inputs data into the Human Resource System, and processes and maintains credentials. This area is given priority by the Governing Board. It is imperative that the right individual is hired and placed in the right position.

The Instructional Support Specialist is a new position for Tri-Cities ROP and was implemented through the CTE-Mentor and CTE Teach grants. The responsibilities include observing teachers and providing coaching throughout the school year. This position also serves as the mentor teacher for new credential holders. The Instructional Support Specialist promotes school improvement by facilitating frequent, targeted professional development.

Tri-Cities ROP Superintendent is a contracted employee and is hired by Tri-Cities ROP Governing Board. She provides leadership, guidelines, and directions to ensure that policies related to curriculum, instruction, student services, personnel, budget, facilities, and business affairs are carried out. She works with the Board, staff, area school districts, and the business community to develop short-range and long-range goals with criteria for determining effective achievement and evaluating outcomes.

*Indicator 2.3: The school's governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.*

### **Evaluation of the School by Stakeholders**

Tri-Cities ROP excels at evaluating its processes and structure. The Governing Board is provided with copies of Action Plans and WASC reports for review and input. Advisory committees, students surveys, faculty support staff, and administration take part in the compiling the Action Plan and WASC report development. Tri-Cities ROP Administrators meet with the high school site administrators to determine which courses are offered. The Board is consulted with prior to final determination. The Advisory Committee reviews curriculum for relevance, industry, and labor market needs.

### **Evaluations and School Improvement**

The Annual Report is presented to the Governing Board, education partners, and the community on the results of students' evaluation. In addition, departments report annually on their progress and areas of growth needed. The success of the students (grades, quality of work, job placement) is used to evaluate Tri-Cities ROP. Tri-Cities ROP Superintendent is evaluated by the Governing Board; the Administrators are evaluated by the Superintendent. All classified and certificated staff are evaluated by their supervisors.

### **Policy Manual**

Forms and documents related to policies and procedures can be downloaded and viewed on Tri-Cities ROP website, [www.tricitiesrop.org](http://www.tricitiesrop.org), including the employee handbook. Any changes are

reviewed by administrative staff. Policies are regularly reviewed for effectiveness and relevancy. Student surveys are established to receive input from students to take in consideration of making institutional decisions. The policy manual is reviewed once a year, which ensures transparency and operating in an ethical manner.

*Additional Online Indicator 2.5: Not applicable.*

## **SCHOOL'S STRENGTHS AND KEY ISSUES FOR CRITERION 2**

### **Strengths:**

- Collaboration opportunities available for all staff
- Data is openly shared with stakeholders regularly
- Staff development is provided and recommended for all staff
- Governing Board is highly engaged in student events
- Staff actively participates in Tri-Cities ROP's vision and mission review
- "Duties and Responsibilities" lists
- Governing Board meets monthly
- Board Docs implementation
- Annual Advisory Committee meetings
- Tri-Cities ROP Administration visit classrooms often
- Students are highlighted at Board meetings
- Clear goals and year objectives are shared at the beginning of each school year
- Additional support provided for new teachers

### **Key Issues (Prioritized):**

- Communication with parents is limited

## **Criterion 3: FACULTY AND STAFF**

*Criterion: The institution employs qualified personnel to support student learning programs and services to ensure institutional effectiveness. Personnel are treated equitably, evaluated regularly, and provided opportunities for professional development that impact student learning.*

*Indicator 3.1: The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and SLOs.*

### **Qualifications of Staff**

Tri-Cities ROP ensures that all personnel are qualified by appropriate education, training, and experience through adherence to the hiring policies and procedures established by Tri-Cities ROP. Teachers are uniquely qualified in that they are required to hold a Career Technical Education teaching credential in order to teach a CTE course at the adult or high school level. In order to qualify for this credential, the individual must satisfy the requirement of having at least three years of work experience directly related to the industry sector they wish to teach. In addition, many of the teachers have related educational degrees. The teachers bring their industry and educational expertise to the classroom and offer not only excellent career technical education to the students, but have the knowledge to prepare them to be college and career ready.

During the first three years, new teachers hold a preliminary credential. During this time, they complete their credential coursework. They are assigned a mentor teacher who serves as a professional role model who provides instructional support, coaching, observations, and feedback. This extra support helps ensure the programs maintain a high level of integrity.

Finding subject-area qualified teachers willing to work in a substitute teaching capacity has been a challenge due to the limited hours a substitute teacher is offered each month. Most CTE teachers are looking for full-time positions.

### **Staffing Needs**

Tri-Cities ROP begins the process of determining the number of teachers needed to meet the learning needs of all students beginning in late fall for the next school year. The Administration schedules a principal meeting with each of the high schools in December to discuss the Master Schedule for the upcoming school year. Taken into consideration is each district's needs, Tri-Cities ROP funding, budget, action plan, student enrollment, student completion rate, student surveys, advisory committee input, and regional labor market information.

*Indicator 3.2: The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.*

### **The Hiring Process**

All job descriptions and all new personnel are approved by Tri-Cities ROP Governing Board. Open positions are advertised in a transparent manner. Human Resources posts the job announcement flyer to current staff, on various job websites, and with the Los Angeles County Office of Education credentialing unit. The flyer lists the job description and job skills including the required

qualifications. Required documentation from all candidates including job applications, letters of recommendations, resumes, and credentials are reviewed and verified by Human Resources and the supervisor of the position.

Formal interviews with qualified candidates are held with Human Resources, administrators, and school site principals, which further adds transparency to the process. Subject area knowledge, teaching and communication skills, strengths and weaknesses of the candidates, awareness of Tri-Cities ROP's Mission and Vision, and familiarity of the students served are considered. Teaching candidates are asked to conduct a demonstration of a lesson in front of the interview panel. A second interview with chosen finalists takes place and references are checked. One or more finalists is submitted to the Superintendent for review. Upon approval and required applicant screening, the candidate's name is submitted to the Governing Board for final approval to hire.

### **Job Descriptions**

The job description lists the basic function and essential duties of the position to carry out the assignment. The description includes specific knowledge and abilities, education and experience, licenses and other requirements, and working conditions. Job descriptions are revised and submitted to the Governing Board, if it is determined that a position has changed significantly over time. Human Resources, in collaboration with Administration, creates and updates job descriptions based on the needs of Tri-Cities ROP in its ability to serve students.

### **Verification of Qualifications**

Human Resources verifies the qualifications of applicants and newly-hired personnel in accordance with board policies. At initial employment, an employee is placed on the salary schedule according to education and experience. For teachers, certified transcripts must be received for education level placement, and industry experience must be verified in writing in the same manner as for credential application. Human Resources can contact the Commission on Teaching Credentialing or local sponsor for additional proof of credential. For classified staff, a high school diploma or college transcripts are required. Reference checks are completed before an offer of employment to finalist is given.

*Indicator 3.3: The school develops personnel policies and procedures that are clearly communicated to all employees.*

### **Personnel Policies and Procedures**

Personnel policies and procedures are developed and updated by the Superintendent's office and Human Resources in compliance with changing laws and regulations. Final revisions are submitted to the Governing Board for approval. Tri-Cities ROP makes every effort to administer its personnel policies and procedures equitably and consistently. Board policies are available to staff on Tri-Cities ROP shared common file. Key Board policy information is included in the



Employee Handbook. When a policy or procedure is implemented or changed, it is communicated at the next staff in-service and shared at office staff meetings.

### **Code for Professional Ethics**

Upon hire, every employee receives the Code of Ethics Board policy. Each employee is to maintain the highest ethical standards, exhibit professional behavior, follow district policies and regulations, and abide by state and federal laws. The policy includes staff conduct with students, commitment to the student, and commitment to the profession.

### **Confidentiality Procedures**

Tri-Cities ROP keeps all personnel records secured and confidential. The Human Resource Coordinator is responsible for the safekeeping of personnel records in Tri-Cities ROP administrative offices. A personnel file is maintained on each employee in a secure, locked cabinet, locked room in the Human Resource office. Information contained within the personnel file is considered confidential and as such is shared only as required. All personnel files are available for inspection only to authorized administration of Tri-Cities ROP when necessary. In order to gain access to their records, employees must initiate the process with a request for an appointment to view their file by contacting the Human Resource Coordinator. During the appointment, the Human Resource Coordinator inspects the file with the employee.

*Indicator 3.4: The school assures the effectiveness of its faculty and staff members by evaluating all personnel systematically.*

### **The Evaluation Process**

Tri-Cities ROP is guided by administrative regulation and Board policy for evaluation of certificated personnel. Teachers are formally evaluated their first and second school year of service and then every other year. Competencies considered include: instructional effectiveness, interpersonal relations and communication knowledge and skills, contributions outside the classroom, compliance with policies and procedures, professional growth, and special assignment knowledge and skills.

In the 2016/17 school year, new evaluation forms were used for first-year teachers, second-year teachers, and teachers with three or more years of service. Depending on the number of years of service, the evaluations address at least two, and up to six, standards of teaching:

- Engaging and supporting all student learning
- Creating and maintaining an effective environment for all
- Understanding and organizing subject matter knowledge
- Planning instruction and designing learning experiences for all
- Assessing student learning
- Developing as a professional educator

The evaluation process involves the administrator observing instruction in the classroom and includes the formal evaluation. Upon completion of the evaluation form, a follow-up meeting with both teacher and administrator is held to discuss the evaluation and any recommendations.

The purpose is to assess teaching effectiveness and to encourage professional growth and improvement.

In preparation for the teacher's formal evaluation with the administrator, the Instructional Support Specialist visits with every teacher in the classroom during the school year providing informal classroom observation, feedback, and support to the teacher.

*Indicator 3.5: Faculty members take ownership of student progress toward achieving stated Schoolwide Learner Outcomes.*

### **Faculty Participation in the Development and Implementation of SLOs**

Tri-Cities ROP staff is committed to student progress towards achieving the Schoolwide Learner Outcomes (SLOs). The staff has "buy in" to student progress because they are involved in the development of the SLOs and understand why it is important that every student be College and Career ready. The certificated staff has the opportunity for ongoing discussion of student progress in achieving the SLOs through the PLCs, leadership meetings, and staff in-services. This is a work in progress as Tri-Cities ROP further develops its accountability system for SLOs. Assessment of the SLOs is an area that needs immediate attention and can be improved upon. The ROP has to make certain that the measures put in place are solid and show student attainment that can be measured.

*Indicator 3.6: The school provides all personnel with appropriate opportunities for professional development.*

### **Professional Development**

At the beginning of the school year, all teachers submit a professional development plan to their supervisor. Teachers are encouraged to participate in professional development opportunities and are regularly notified of workshops or conferences held throughout the school year. Conferences and workshops requested by teachers are reviewed by their supervisor and are subject to approval. Teachers then count hours toward the 20 hours of professional development required each year to receive a salary step increase. At the end of each school year, the supervisor meets with each teacher to review the outcomes of their professional development plan.

In-house workshop opportunities are offered to all teachers each month. The workshops are led by the Instructional Support Specialist. The two-hour workshops this year include: "Lesson Planning" and "Creating Passionate Learners." Teachers receive a certificate of participation for each attended workshop. There is also a teacher-led book club held monthly that serves as a teacher resource to share best practices and provide teachers with an opportunity to have thought-provoking conversations with colleagues.

Tri-Cities ROP offers a *New Teacher Training Institute* at the beginning of the school year and continues with monthly related new teacher training until the end of the school year. This training is designed for first and second year teachers. The training covers the *First Days of School, Lesson Design, Classroom Management, and Navigating Your Way in the Classroom*.

Through the regular professional development offered, teachers from the various high school sites have the opportunity to network. This connection creates a great support system and fosters

teamwork. Because the teachers have recognized the value of professional development, there has been a steady increase in attendance. Observations of teachers are done on a regular basis by the Instructional Support Specialist who provides ongoing coaching in the classroom. The Director of Educational Services conducts observations and evaluations that are kept separate from the coaching.

Non-teaching staff members are encouraged to attend conferences and workshops each year that align with their responsibilities. Conferences and workshop requests are reviewed by supervisors and are subject to approval. To qualify for annual salary step advancement, classified employees must complete 10 hours of professional development during the current school year.

*Indicator 3.7: The school regularly evaluates all non-teaching support staff members and provides direction and support for improvement of their skills.*

### **Evaluation of Non-Teaching Staff**

All non-teaching administrative and classified staff are evaluated every school year. Job expectations and job duties are reviewed at this time and may be reviewed at other times of the year as necessary. Classified employees are evaluated on quality of work, quantity of work, work habits and attitude, personal qualities, and relationship with others. Both commendations and recommendations are part of the evaluation.

The non-teaching staff has most recently completed time accounting by writing down the duties they have completed over a two-week period in order for administration to better understand the current responsibilities of the position.

The support staff attends a monthly office staff meeting with administration, with an opportunity to add to the agenda prior to the meeting. The meeting covers a review of the most recent Governing Board meeting, which includes a personnel update and any board policy changes. This monthly meeting is an opportunity for staff to gain knowledge, ask questions, provide input, and share information. The support staff attends the fall and Spring In-services and WASC meetings. They may also attend other events such as the annual Counselors Breakfast, chamber events, and high school meetings. The support staff is encouraged to visit the high school classes often.

*Additional Online Indicator 3.8: Not applicable.*

## **SCHOOL'S STRENGTHS AND KEY ISSUES FOR CRITERION 3**

### **Strengths:**

- Staff is made aware of professional development opportunities and has substitute teacher support
- Professional development calendar of dates for staff
- Clear communication on required job skills, policies, procedures
- Mentoring is available
- The Instructional Support Specialist position is dedicated to support teachers
- Superintendent and staff visiting classes frequently
- All new staff complete office orientation

- All teachers hired with industry experience
- Employee Handbook
- Policies and procedures posted on website
- Diversity of staff
- Monthly office staff meetings
- Offer business and industry externships for teachers

**Key Issues (Prioritized):**

- Professional development follow up and evaluation
- Lack of qualified subject area substitute teachers

## Criterion 4: Curriculum

*Criterion: The school demonstrates a conscious effort to support student learning through the development of a challenging, coherent, and relevant curriculum that allows all students the opportunity to reach Schoolwide Learner Outcomes (SLOs). The school's curriculum reveals its mission and SLOs and connects directly to current student learning needs. The school pursues current, research-based curriculum development information to keep its programs relevant and effective.*

*Indicator 4.1: The school has a documented curricular map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations.*

### **Tri-Cities ROP Courses and Course Outlines**

Tri-Cities ROP website at [www.tricitierop.org](http://www.tricitierop.org) is the primary source of information about Tri-Cities ROP high school and adult programs, which includes individual class descriptions, course outlines, Tri-Cities ROP Master Schedule, and registration and fee information for adult programs. The course outlines provide detailed information including industry certifications, related careers, college majors, post-secondary connections (articulations, dual enrollment, UC a-g), and next steps. The outlines are located on Tri-Cities ROP website in the Counselor section. Each course offered has a pathway poster that outlines the steps a student would need to take to reach licensure, certificate, and employment along with salary ranges. The posters are posted in every classroom and the information regarding successful completion is shared with students.

Copies of the high school *Master Schedule* (list of courses offered on all campuses) are distributed to each of the six campuses as updates occur. Students, parents, and counselors have access to the master schedule, which also lists prerequisites, certifications, and specific information regarding the availability of each course. Individual campus programming sheets are provided to students during programming days, which takes place in the spring. Students are made aware of the different pathways offered on their campus by the CCPAs who are available during programming and provide information to students, counselors, and parents. In addition to the listing and descriptions of all classes offered during the semester, printed materials such as individual course flyers provide information about programs, program requirements, and pathways. All course outlines have goals and objectives and include the *CTE Model Curriculum Standards for Career Ready Practice, Essential Pathway Standards, and Key Assignments*.

Tri-Cities ROP adult programs are identified on the website under the *Adults* tab. Course enrollment dates and registration information can be easily accessed on the website allowing students easy access for enrolling. Course flyers giving detailed information about the courses and, where applicable, financial assistance resources are located on the website.

Tri-Cities ROP is committed to ensuring students have a successful future which is reflected in all courses. Schoolwide Learner Outcomes are an important element representing both the needs of the economy and what is best for students. Tri-Cities ROP has always believed that a sequence of courses that build upon each other helps students achieve mastery. The sequence of courses, also known as pathways, have been developed and implemented, with no stand-alone courses.

The purpose of pathways is to develop a coherent sequence with a minimum of 300 hours that lead to students entering post-secondary, employment, or receiving industry certification. Pathways, a significant addition since the last WASC visit, continues to be the focus of the state, and is a significant piece of the data required for CTE programs.

### **Stakeholders**

Information about Tri-Cities ROP programs and courses is provided to the community through extensive outreach efforts to the middle schools, community based organizations, and business and industry partners. The community is also informed during industry advisory meetings held annually for career technical education courses and during community forums, fairs organized at different campuses, community events, and on social media, including *Facebook* and *Twitter*.

### **Learner Outcomes**

Course outlines, also known as courses of study, are housed primarily in the main office of Tri-Cities ROP and are available upon request. They can also be found online within the *Counselor* tab on the website. In addition, instructors maintain their course outlines, syllabus, and instructional calendars in their classroom. Course objectives and learning outcomes are listed in course outlines and are stated to students via syllabi and reiterated during class orientations. Certificate expectations for programs are posted online, included in course syllabi, and communicated to students through teacher-developed rubrics (still in development) and checklists.

Many instructors use online platforms such as *Google Docs* or individual websites they have created in order to communicate course requirements, as well as providing course syllabi and supplemental materials to the students. New competencies are being developed during PLCs for each course, and CTE Model Curriculum Standards are being developed by the state that provide tasks for each standard.

Program orientations are offered by various instructional programs to inform students and parents/guardians about the course and program requirements. This process helps ensure students are making an informed and appropriate choice in enrolling in a particular program and for students and parents to understand what is required to reach the desired learner outcome. The orientations includes information about the course content of the different levels of instruction of core and special topic classes and demonstrates pathways to programs within Tri-Cities ROP region and post-secondary institutions. These orientations also cover any anomalies and clinical/work based learning requirements.

### **Connecting Resource Allocation to Curricular Needs**

The primary source for funding is apportionment received from the Whittier Union High School District and El Rancho Unified School District and, for the past three years, the CTE Incentive Grant funds. This funding, often referred to as the general fund, pays all operational expenses for Tri-Cities ROP including those expenses that directly support instruction such as instructor salaries and instructional materials. Decisions about creating new courses and programs, the development of new curriculum, and resource allocation for that work are all part of an integrated planning structure. Over the past three years, the CTE Incentive Grant funds have provided Tri-Cities ROP the opportunity to update existing programs and open up new programs such and Building and

Construction trades at two high schools. The ROP receives Federal Perkins funds, which are spent exclusively on the adult programs. The ROP is also part of the Adult Education Basic Grant consortium through Rio Hondo College and receives CalWorks funds that help supplement the adult program costs.

Curriculum development goals are written into the work plans for the various funding sources, individual program strategic plans, and are typically referenced in the Annual Program Review. As part of Tri-Cities ROP's planning infrastructure, the objectives in these plans are evaluated and an integrated resource allocation plan is developed. Developing a new course or revising an existing course occurs with recommendation from the advisory members and with changes in industry. Curriculum is revised by the Director of Educational Services, reviewed by the teacher, and approved by the industry advisory members. During the Annual Program Review, course information related to the job market, teacher credentialing, certifications, articulations, dual enrollment, and industry partnerships are reviewed to determine continuing of the program.

*Indicator 4.2: The school regularly reviews curriculum in order to ensure that the content taught in the classrooms is accurate and relevant.*

### **Curriculum Review at the Program Level**

Curriculum review is an ongoing process and involves the participation of the Director of Educational Services, instructors, advisory panel, and supporting classified staff. In Career Technical Education (CTE), input from industry partners who serve on CTE Advisory Boards is critical as the program strives to identify new skill competencies, as well as equipment requirements, to ensure that recent industry information has been captured in the curriculum and students are taught the most current skills required by industry today. An example of the detail involved in each course ROP offers is illustrated in the Automotive Technology course, which provides students with an overview of the automotive industry and a basic understanding of how each system within an automobile works. Students learn how to operate basic hand, power, and lifting tools, as well as the major measuring instruments and devices used by automotive technicians. This course is intended as a first course for automotive students or as a basic core course for the entire automotive program. When a student advances to the next course in the pathway, they will have an opportunity to participate in work-based learning, which is unpaid on-the-job training.

### **Allocation Decisions and Learning Materials**

Tri-Cities ROP has several processes in place to ensure that allocation decisions are part of the curriculum review process. Advisory members provide recommendations annually on program changes and needs based on current industry trends. Instructors submit purchasing recommendations at the end of school each year. They use advisory committee recommendations, needs based on curriculum changes, and an inventory of current equipment. Students are also surveyed annually to ensure their voices are heard when considering class materials and equipment.

### **Teacher Participation in Curriculum Development and Review**

Tri-Cities ROP instructors are involved in curriculum development and revision at every step of the process. They participate by:

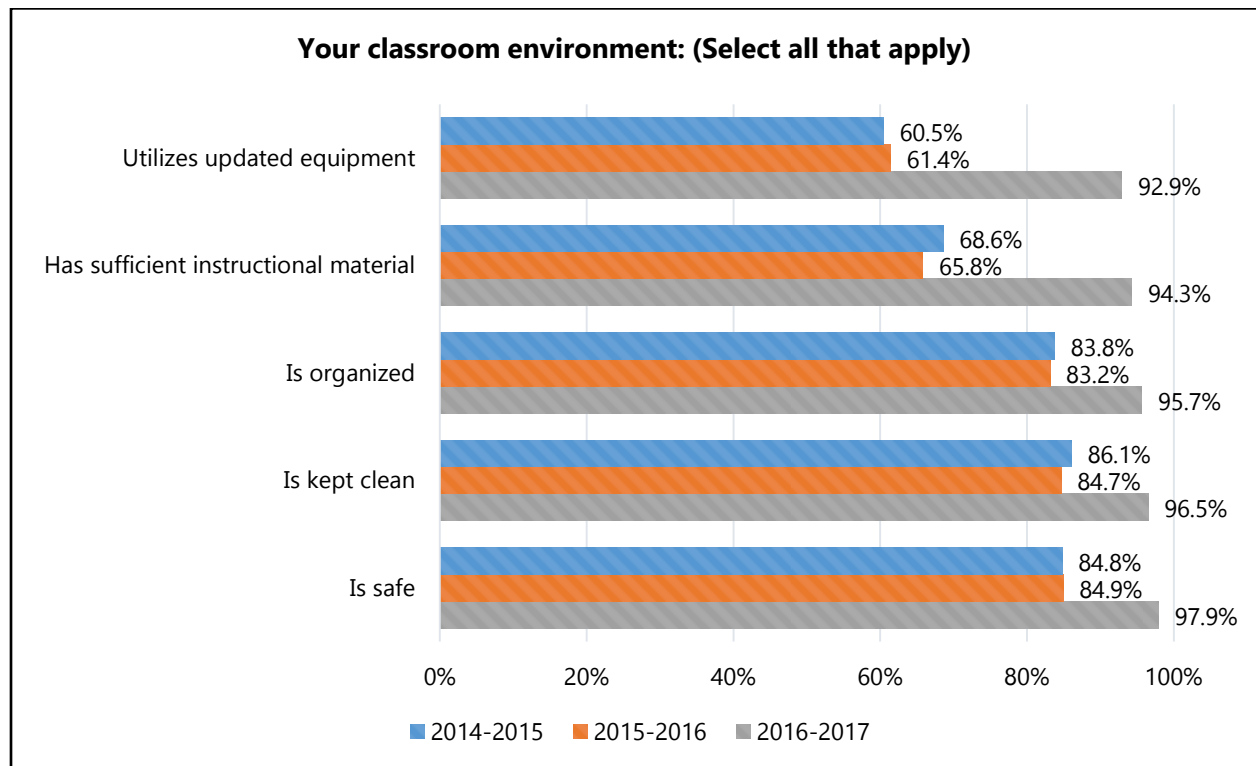
- Working on subject-like committees and work groups
- Developing and revising course outlines and instructional materials
- Making proposals to develop or revise courses
- Researching labor market data for CTE programs
- Attending conferences and workshops
- Sharing knowledge of new educational and industry trends
- Staying aware of industry and educational standards and regulations
- Serving in Teacher Externships

Tri-Cities ROP commits to student success and community enrichment by providing accessible, equitable, and innovative quality education and support services to diverse learners in pursuit of lifelong learning, training, career, and pathways to college.

*Indicator 4.3: Students have access to texts, learning materials, and information resources that are sufficient to meet the course learning objectives.*

### Sufficient and Timely Access to Instructional Materials

Instructional materials are available in each classroom. A classroom set of books is purchased for each class when appropriate. Chrome Books or laptops are available in classrooms with digital software. To complement or replace printed material and make class tools more easily available to students, instructors often use online platforms and resources, which can be accessed outside of the classroom and at any time.





### **Access to Library Resources**

Tri-Cities ROP does not have a dedicated library but there is a classroom set of books in each class where students have borrowing privileges. Students also have access to books and other instructional materials in formats that meet their needs. Each campus Tri-Cities ROP serves has a library and all students have access.

### **Access to Computer Labs**

A Career and Technology lab has been established on three of the high school campuses. The labs are located at Santa Fe, Pioneer, and Whittier High Schools. Each lab is equipped with computers, a 3D printer, a Z space, and a video area with a green screen. The purpose of the lab is to afford students the opportunity to use the equipment before and after school and during lunch. The CCPAs are responsible for the lab and providing training for the equipment. They have developed monthly, themed workshops on all campuses that allow instructors to schedule time for their entire class to participate in the College and Career Readiness activities.

The CCPAs provide the following workshops:

- How to Choose a Career
- Life After High School
- How to Choose a College and a Major
- Standing out in the Workforce
- Resume
- College and Career E-Portfolio Naviance
- CTE Pathways
- Surviving in the World, Finances, Reality Check, Life Skills
- Internship - Getting Experience

### **Technology and Other Learning Resources**

Tri-Cities ROP supports the quality of its instructional programs by providing technology and other learning resources that are sufficient to facilitate educational offerings. Technical support is provided through Tri-Cities ROP Business and Operations department.

#### [Additional Online Indicators 4.4-4.7](#)

Tri-Cities ROP does not offer online courses, but some teachers do provide online content allowing students to access lessons, homework, and missed assignments. These online platforms offer media resources and other online tools that enhances student learning.

## **SCHOOL'S STRENGTHS AND KEY ISSUES FOR CRITERION 4**

### **Strengths:**

- Preparing students for college and career by teaching vital skills necessary for the workforce, including college and career portfolios
- Helping students search for their future careers and allowing them to learn more about the industry with hands-on skills
- Giving students a variety of class choices to decide which pathway is best for them
- Course outlines are available for all courses
- Annual advisory meetings are held to ensure ROP is offering classes that prepare students for the current job market
- CCPAs offer presentations to all classes which include career exploration, life after high school, resume workshops, and job skills
- A-G approved course offerings have been increased and are reviewed annually
- Dedicated and skilled faculty who are knowledgeable and have real-world experience
- Wide range of courses offered across industry sectors
- Courses and programs are designed as career pathways leading to post-secondary, industry certifications, and employment
- Curriculum is reviewed by advisory members annually

### **Key Issues:**

- All course outlines are not updated with key assignments
- Completed lesson plans with rubrics are not all in all programs
- Inability to capture essential standards attainment data

## **Criterion 5: Instructional Program**

*Criterion: The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve Schoolwide Learner Outcomes and course objectives. Faculty members are given ongoing training in various instructional strategies that allows them to address the varied learning styles of students in their classrooms.*

*Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses.*

### **Measurement of the Quality of Instruction**

Tri-Cities ROP is continually striving to provide high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses. One measure of the quality of instruction in ROP classrooms is through instructor evaluations. Instructors are evaluated based on the *California Standards for the Teaching Profession*. New instructors attend Tri-Cities ROP *New Teacher Institute* and, for those teaching at Whittier Union High School District school sites, they participate in the district's new teacher training. Teachers are evaluated on a yearly basis for two years and meet monthly in a new teacher-training cohort. After the second year, experienced teachers are evaluated every other year. Another assessment of classroom instruction would be through routine classroom visitations by the Instructional Support Specialist, site administrators, and Tri-Cities ROP administrators. An additional measurement used is the annual end-of-year student surveys that allow students to voice their opinions regarding the experience they had in instruction, materials, and course content. Another measurement of the quality of the instruction is based on feedback received from the business partners who share their opinions about how prepared students are as they observe them while in internships at their worksites.

### **Instructional Strategies and Methodologies**

Instructors are encouraged to use a variety of teaching methodologies to encourage and engage students to achieve schoolwide learning outcomes. Professional Development opportunities are offered monthly and center on quality instruction. New Teacher Training is offered at the beginning of each school year and relies heavily on Harry Wong's, "*The First Days of School*". New teachers and substitute teachers are encouraged to attend a full day of training. New teachers are given time to develop policies and procedures, classroom design, lesson plans, and prepare their first week of school.

The nature of CTE warrants that teachers be experts in their subject area. In order to qualify for a Designated Subjects CTE Credential, ROP instructors must have a minimum of three to five years' experience in their profession, so they start teaching before their methodology classes.

To ensure a seamless transition from industry to education, Tri-Cities ROP has hired an Instructional Support Specialist to assist teachers regularly with teaching methodologies, classroom management, as well as targeted professional development, including New Teacher Training. In addition to the one-day training, new teachers are invited to monthly new teacher training workshops.

Tri-Cities ROP instructors have an opportunity to participate in monthly professional development in addition to the new teacher training. They also participate in subject-alike PLCs to update curriculum, identify essential standards, create key assignments for each essential standard, and in the future will be reviewing student work. Attendance at Tri-Cities ROP in-house professional development opportunities and teacher internship has increased each year, as well as attendance at conferences and annual business advisory meetings.

With connections to community industry members, whether through their own experience or through advisory committee interactions, teachers are kept abreast of current trends in their subject area. Additionally, some teachers also work outside of education in their areas of expertise and are given opportunities during the summer to job shadow current industry professionals. This work also enables them to stay current in their industry.

*Indicator 5.2: The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*

### **Opportunities for Dialogue**

Tri-Cities ROP recognizes the need to bring subject-like teachers together to discuss student learning, pedagogical approaches, as well as exposure to community resources. PLCs, which are still in the process of being implemented, allow teachers regular meeting time to discuss pedagogy and student learning needs. Geographical constraints limit their ability to meet regularly. There are also professional development opportunities offered monthly, as well as trainings and department meetings on each of the campuses.

### **Teaching Strategies and Methodologies**

Teaching strategies and methodologies commonly used include: lecture and note taking, small group instruction, and media-based learning. In terms of differentiating instruction for varied student needs, scaffolding, additional time and support, and creating assignments that tap into multiple learning styles are all employed. Students are able to access supporting technology such as *Google Classroom* for developing lessons, videos, and interactive communication in order to strengthen academic skills. In the Whittier Union High School District, embedded support allows struggling students additional support each period. In addition, the *New Teacher Orientation* component of credentialing addresses effective instructional practices.

### **Teacher Support**

All instructors have received Specially Designed Academic Instruction in English (SDAIE) training or will receive it once enrolled in their credential classes. This is one way they learn strategies for differentiated instruction. They also have online resources, such as CTE Online, to access lesson plans, which include PowerPoint presentations, recommended activities, and hands-on assignments in their subject area. Monthly professional development opportunities are provided allowing teachers to share best practices and learn new concepts.

Through the CTE Teach Grant, first- and second-year teachers were paired with a mentor teacher assisting them with curriculum development, classroom management, developing community partnerships, and more. Once the grant ended, Tri-Cities ROP hired a full-time Instructional Support Specialist (ISS) to work not only closely with new teachers, but to provide support to all

teachers. The ISS visits new teachers weekly to ensure quality instruction is taking place in the classroom and to provide support with the nuances associated with new teachers.

### **Faculty Discussions vs Student Performance**

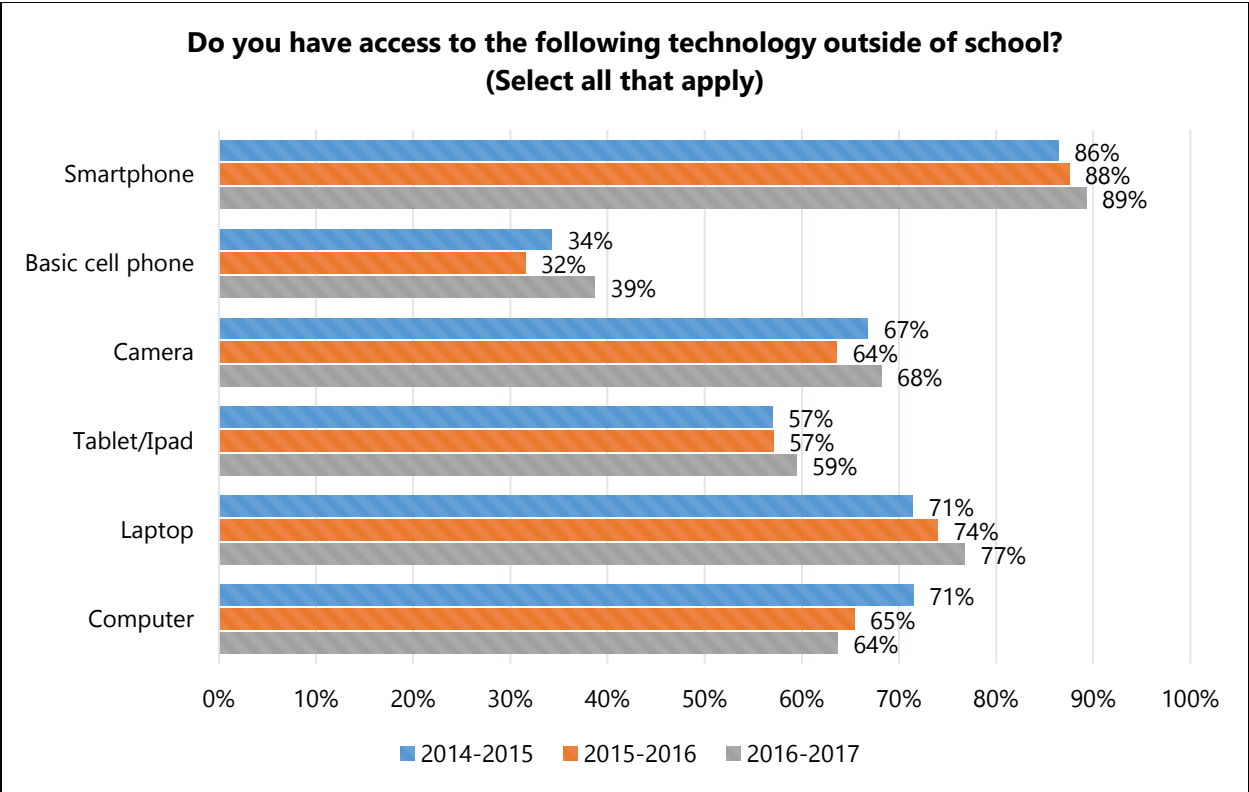
Faculty discussions regarding teaching strategies and teacher performance do take place regularly across many of the industry sectors. It is a practice that is encouraged and is in the process of implementation across Tri-Cities ROP through the PLCs. PLCs will include time for teachers to collaborate on student performance objectives and best practices. Many of the PLCs meet and discuss curriculum and key assignments, advisory recommendations, and best practices, but will be fully implemented by June of 2019.

Some instructors take the opportunity to have their students participate in Career Technical Student Organization (CTSOs) such as SkillsUSA, FBLA, and HOSA, which prepares students for leadership opportunities and allows students to take their knowledge and apply it in real world situations. These organizations add to students' technical training by teaching them leadership skills, teamwork, citizenship, and character development. CTSOs allow students to compete with other students in their field of study. Instructors can gauge student performance against other students throughout the state and nation based on their areas of competition.

### **Review of Technology**

Tri-Cities ROP's Technology Committee that consists of office staff and technology teachers guide technology purchases and uses based upon recommendations from industry advisory committees, input from instructors, and the Educational Services department. The Technology Committee is committed to the ongoing process of keeping up to date with technological advances and acts as a cohort for technology support in the classroom and the computer labs.

Guest speakers allow for newer findings, blended learning, and educational elements for teachers to use. Grants, and the funding it provides to the classrooms, are ongoing and integral to attaining the latest equipment, software, or textbooks to keep abreast with technological development. Textbooks and teacher CDs also offer online learning tools for the classroom, and most have websites that students and teachers can access from home. There are countless teacher websites available, and many of the teachers have embraced the use of *Google Classroom*.



**Technology Training**

Tri-Cities ROP offers *Google Classroom* training as part of the regular professional development for teachers and will continue to offer this and similar training throughout the school year. *Google Classroom* is an online resource for students to view syllabi, submit assignments, and use message boards. Teachers are also encouraged to attend *Adobe Conferences*. The always-popular *CUE Conference*, which is dedicated to technology, is also attended by select teachers and staff.

Currently, Tri-Cities ROP does not offer online learning or virtual classrooms. This is an area of growth for the school and, as the population continues to move toward a technologically-advanced society, ROP will continue to explore ways to implement online learning that meets the needs of ROP’s particular students.

*Additional Online Indicators 5.4 - 5.7: Not Applicable.*

## **SCHOOL'S STRENGTHS AND KEY ISSUES FOR CRITERION 5**

### **Strengths:**

- Regularly scheduled Professional Development
- New Teacher training
- Hands-on learning embedded in all courses
- Career and Technology lab on three high school campuses with up-to-date equipment (i.e., 3-D printers, Video recording, Z Space, and computers)
- Staff in-services twice a year
- Annual student survey responses shared with appropriate staff
- Encouragement of teachers to attend and present at conferences
- Class/teacher evaluations by Instructional Support Specialist and Director of Educational Services
- Technology training for staff
- Lesson plans
- Effective and collaborative partnerships with advisory members
- Certificates of Completion
- Field trips, guest speakers, and career fairs
- Sufficient supplies and resources are provided

### **Key Issues:**

- Regular PLC meetings have not been established; dialogue among teachers is limited by geographical constraints
- Teachers need more support identifying and working with students with disabilities

## **Criterion 6: Use of Assessment**

*Criterion: The instructional staff uses established assessment procedures to design, administer, deliver, and evaluate courses, programs, and student learning levels. The school recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school. Assessment is used to measure student progress, to modify learning approaches, and to carry out institutional planning and ongoing school improvement.*

*Indicator 6.1: Clear learning outcomes are developed for each course so that success can be measured and students who are struggling can be identified and helped.*

### **Core Competencies Development**

Core competencies and specific learning outcomes are developed through the lens of the SLOs. These items are developed by teachers and the educational services staff, and reviewed by Advisory Committee members. Specifically Designed Academic Instruction in English better known as (SDAIE) strategies are utilized by teachers to ensure students with varying degrees of understanding can be reached. Formative assessments are utilized to determine immediately whether students have learned what the instructor intended and will reteach content when needed. Results of formative assessment assist instructors in ascertaining whether curriculum or learning activities need to be modified during a class session or before the next class meets. Summative assessments are cumulative in nature and are utilized to determine whether students have met the course goals or student learning outcomes.

An area of growth for Tri-Cities ROP is to develop rubrics and common assessments to assist teachers with accurate, unbiased, and consistent scoring. This communicates to students how to achieve excellence and evaluate their own work.

### **Program Evaluation**

All courses are regularly evaluated in regard to depth, breadth, rigor, relevance, and sequencing by administration, through bi-annual observations, and course evaluations. Programs are also evaluated annually through Advisory Committee meetings, and adjustments are made to programs based on industry recommendation. Several courses have been adapted and approved to meet University of California a-g requirements adding rigor to the course content. Tri-Cities ROP is in the process of implementing a newly-revised Biennial Review for all courses. In addition, all teachers/programs are given an internal program review every other year.

### **Program Improvements**

Course and program improvements are integral to the success of Tri-Cities ROP programs. Through the evaluation process, improvement and/or changes are made. Examples of this include the cancellation of outdated courses, new textbook adoption, new software purchases, annual curriculum updates, new equipment and supplies purchases, and the addition of new classes added to the master schedule. As providers of CTE, "keeping up with business and industry," is the driving force. To prepare students for college and career it is imperative students learn what is current and relevant to their futures.



## Learning Data and the Student Information System

Tri-Cities ROP uses *AIM* and *Classmate* student information systems for attendance, course registration, tracking of grades, competencies, and certificates. Tri-Cities ROP instructors receive student data annually and adjust their curriculum to meet student learning needs. The end-of-year student surveys provide valuable information on student learning and the effectiveness of programs through a student's perspective. The results of these surveys are shared with ROP instructors and administration. Student profiles and attendance information for the daytime classes are imported from the district Aeries System into Tri-Cities ROP AIM Student Information System, which allows the tracking of required data.

## Student Learning Data

The Table below shows the distribution of letter grades according to their industry sector. 90% of students have earned a C or better. Please note that the letter grades are grouped with their + or – counterparts.

### Grade Percentages by Industry Sector

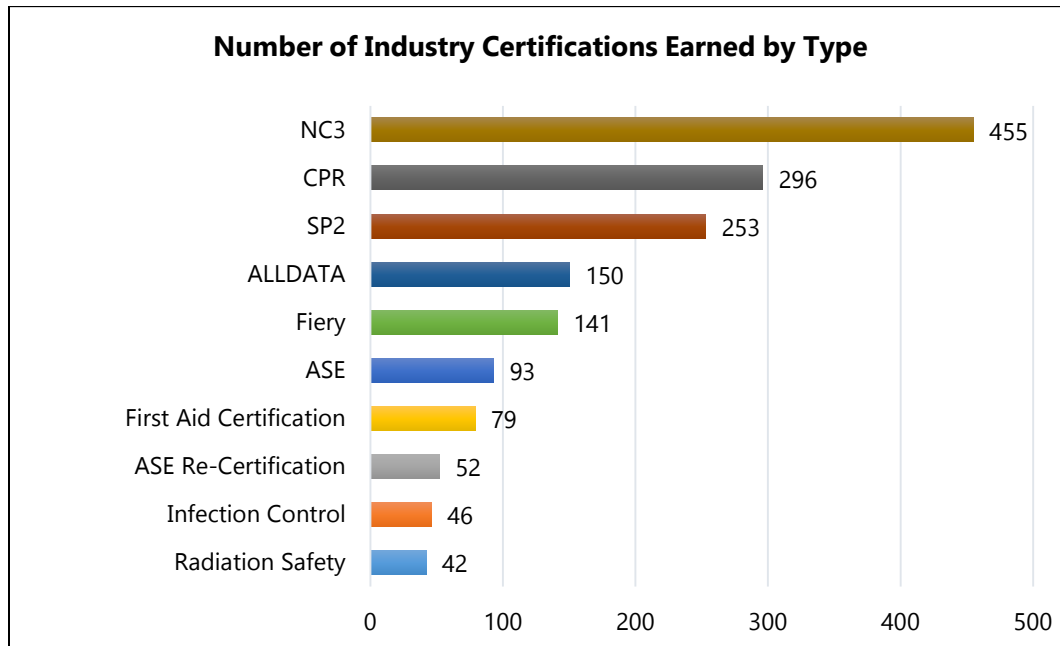
INDUSTRY SECTOR	A	B	C	D	F	GRAND TOTAL
Arts, Media, and Entertainment	48.1%	23.9%	16.4%	6.0%	5.7%	100%
Building and Construction Trades	28.0%	43.9%	19.6%	8.4%	0.0%	100%
Business and Finance	71.1%	14.5%	14.5%	0.0%	0.0%	100%
Engineering and Architecture	60.6%	22.6%	10.9%	5.8%	0.0%	100%
Health Science and Medical Technology	41.9%	35.8%	14.9%	4.3%	3.1%	100%
Hospitality, Tourism, and Recreation	60.8%	23.4%	11.1%	3.5%	1.2%	100%
Information and Communication Technologies	27.8%	27.8%	16.7%	11.1%	16.7%	100%
Marketing, Sales, and Services	47.5%	35.5%	13.9%	1.5%	1.5%	100%
Public Services	33.8%	36.1%	20.0%	6.5%	3.6%	100%
Transportation	21.3%	32.1%	28.2%	11.2%	7.2%	100%

Letter Grade	% of total
A	41%
B	32%
C	17%
D	6%
F	4%

## Certificates Awarded

A Certificate of Completion is awarded to students who have successfully completed a course of study. The requirements to receive a certificate are: 80% attendance rate and a passing grade of C or better in the class.

In addition to course completion certificates, many courses offer Industry Certifications. Because Tri-Cities ROP prepares students for the workforce, students are offered the opportunity to take industry certification exams. During the 2016-2017 school year, students earned over 1,607 Industry Certifications as seen in the chart below:



Abbreviations described below:

- NC3: ShopKey Pro Services & Repair Information Level 1, Sure-Track Advanced Level 2, SOLUS Edge, 504 Multi-meter, Alignment, EHP System V Tire & Wheel Service, Pro 42 Wheel, Wheel Balancing Basics and more
- CPR: Cardiopulmonary Resuscitation
- SP2: Mechanical Safety and Pollution Prevention
- ALLDATA: Automotive Repair and Automotive Information Specialist
- Fiery: Graphic Design; Advanced Color profiling, Assembly of complex print/digital jobs, advanced techniques regarding graphic design and print
- ASE: Automotive Service Excellence
- Infection Control: Dental Certificate
- Radiation Safety: Dental Certificate

## Improve Learning

Tri-Cities ROP is in the process of developing PLCs to allow subject-like instructors to meet regularly to develop common assessments and share student work. Professional development topics are driven by the teachers and by administration. Teachers self-identify areas of

improvement; and administration, through classroom walk-throughs and formal evaluations, identify areas of growth needed to improve.

### **Assessment Results**

ROP instructors use a wide variety of assessment methods to track student learning. ROP believes that different types of assessments should be used to allow for regular checking for understanding and to tap into different student learning styles. A high percentage of surveyed students stated that they receive regular information from their teachers about their progress and performance. Also, 88% of the students stated that they feel they have an opportunity to ask questions, get clarification on given directions, and receive feedback. Evaluation methods are incorporated into each course and are mainly determined by each instructor.

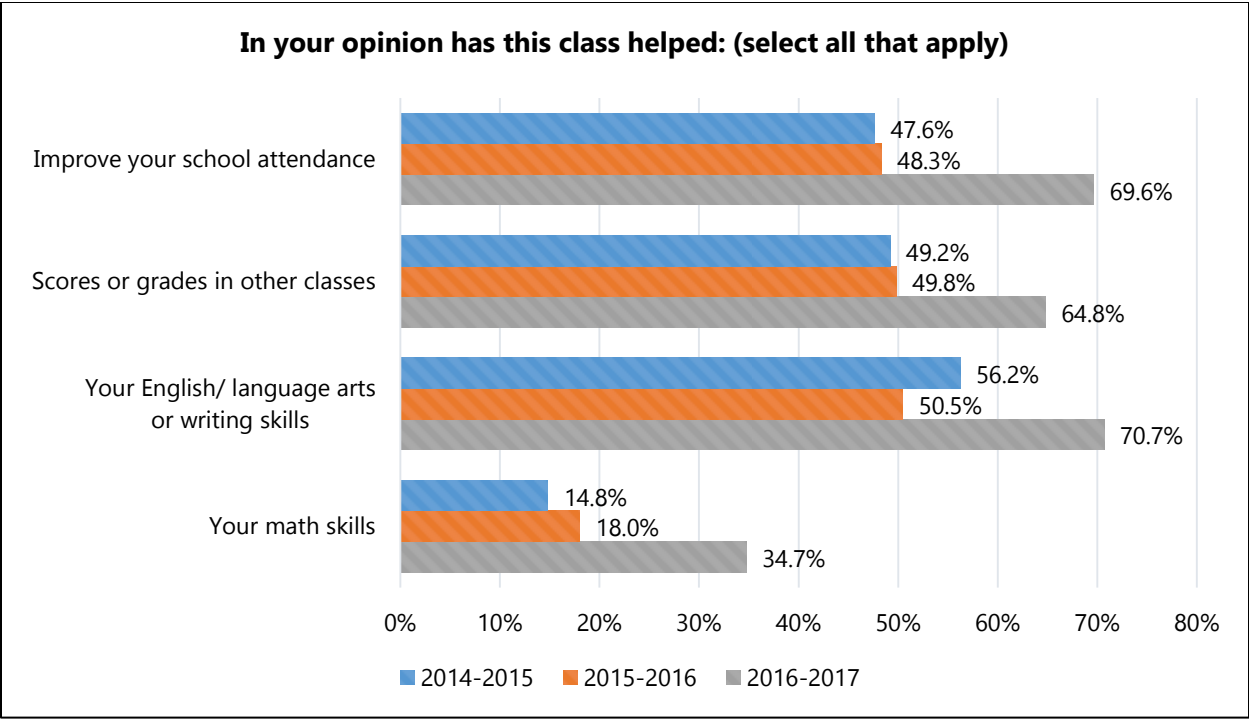
Assessment methods include, but are not limited to, publisher and instructor authored pre- and post-quizzes, individual and small group presentations, student-self evaluations, teacher observations, employer evaluations, project rubrics, research papers, and content exams. Assessing student knowledge is important to student learning, but the assessment of student quality and efficient use of time, teamwork, and work behaviors are of significant importance to student success. Instructors additionally use assessments as a tool to gauge the effectiveness of their teaching and if learning is taking place. Instructors review daily work and cumulative work and adjustments are made if necessary. Student evaluation is used often and is infused into the learning process. Some instructors use classroom charts or classroom websites showing individual and group progress on assignments thus providing a vehicle for students to control their own success. Multiple technological assessment tools are used to determine student comprehension.

The ROP provides student outcome information from surveys, professional development, portfolios, observation, staff observations, tests, assignments, pre- and post-tests, summative and formative assessments, and a review of student data results. The school-wide action plan is centered on the learning needs of students. Professional Development is centered on the learning needs of students. SLOs are centered on the learning needs of students. The districts provide professional development to ROP teachers in addition to Tri-Cities ROP opportunities.

*Indicator 6.3: Student learning data analysis is used to make institutional changes that enables students to reach educational goals and achieve academic success.*

### **Student Learning Results**

Discussion of student learning results is an ongoing process. Student learning data at the classroom level is monitored regularly. Tri-Cities ROP in-class surveys are completed at the end of each year, and results are reviewed and analyzed by the administrative staff in order to modify instruction and programs where deemed necessary.



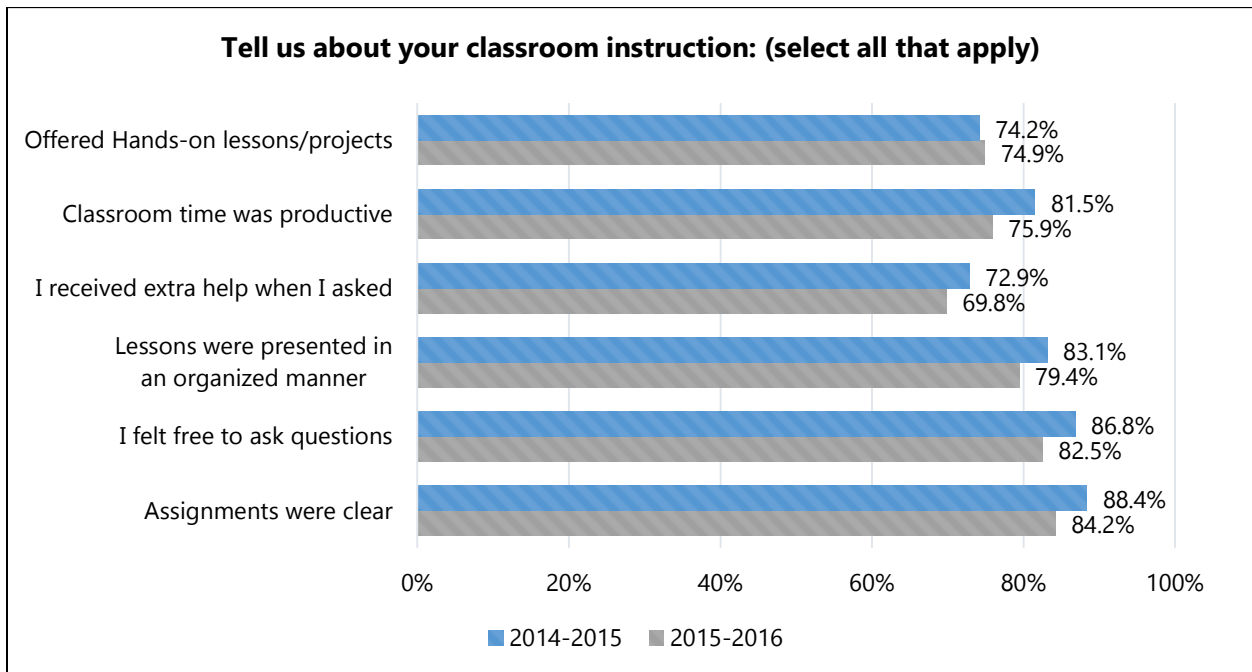
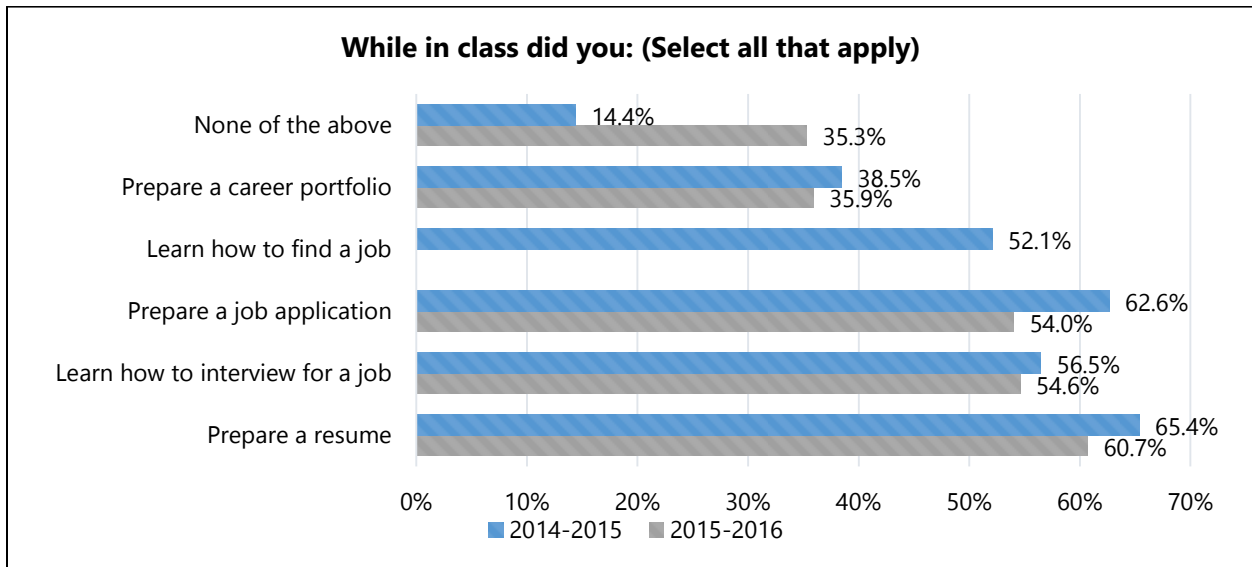
The chart above shows results from the past three school years. Results have improved each year, but there are still areas that can be improved. Because Tri-Cities ROP realizes the importance of supporting academics, providing additional professional development for increasing applied math in ROP courses will be part of future PD opportunities.

**Formative and Summative Assessments**

Career technical education courses require hands-on (skills) and written assessments. A benefit of this type of instruction is that students who require additional help are identified by course instructors. In Tri-Cities ROP curriculum, the academic standards and industry-specific skills are identified as determined by the advisory panels. Teachers can assess each student or each class with regard to their understanding of the concepts. Teachers can easily and quickly adjust their lesson plans to improve each student's level of achievement as well as the collective standing of the class.

Students are surveyed at the end of each school year and have an opportunity to let Tri-Cities ROP know how the ROP is doing. These are survey results:

**Annual Student Survey – Responses from 2014-2015 and 2015-2016 School Year**



*Note – Not all questions were asked every year.*

## Annual Student Survey – Responses from 2016-2017 School Year

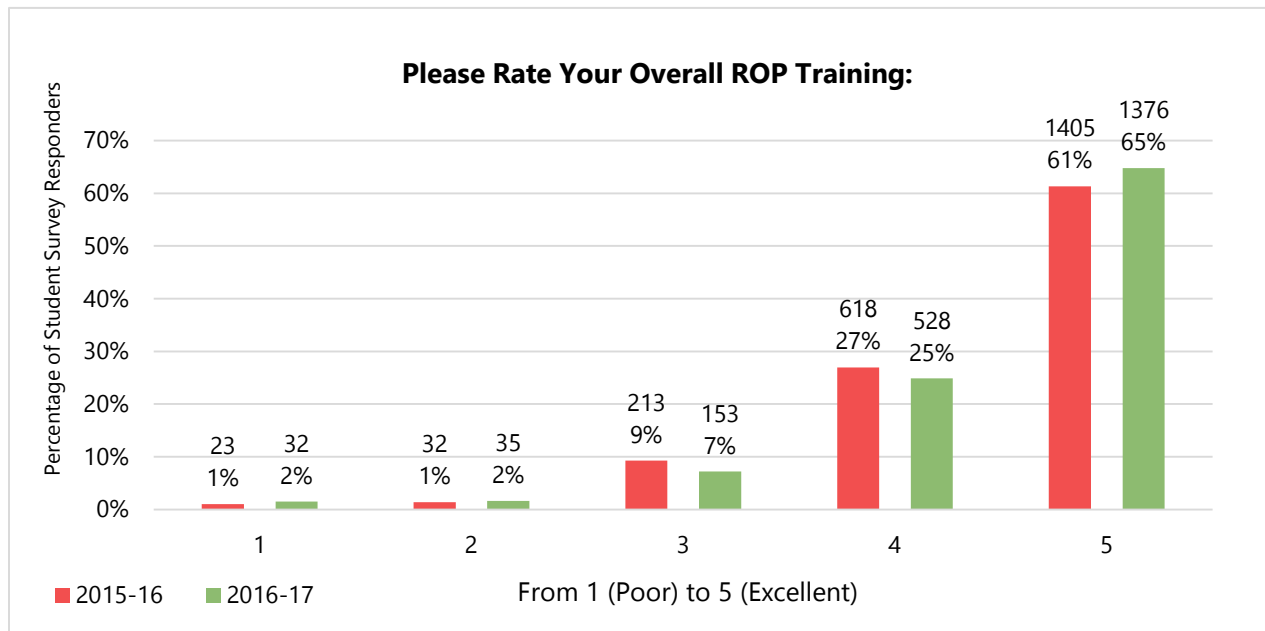
<b>Abbreviated Statements</b>	Strongly Disagree	Disagree	Agree	Strongly Agree	Neutral	Total
Prepared a Resume	9.2%	4.5%	16.8%	57.3%	12.2%	100%
Practiced Job Interviews	9.4%	8.0%	17.9%	51.6%	13.0%	100%
Prepared a Job Application	9.9%	6.9%	18.2%	53.1%	12.0%	100%
Prepared a Career Portfolio	15.6%	8.7%	17.7%	39.7%	18.2%	100%
Clear Assignments	1.8%	2.1%	21.7%	67.0%	7.4%	100%
Free to Ask Questions	2.3%	1.8%	13.2%	76.5%	6.3%	100%
Organized Lessons	1.7%	2.0%	17.6%	71.8%	6.9%	100%
Extra Help When Needed	2.4%	2.3%	17.1%	69.2%	9.1%	100%
Productive Class	2.2%	2.2%	21.2%	66.6%	7.9%	100%
Hands-on Lessons	2.2%	2.7%	15.1%	73.6%	6.4%	100%
Adequate Access to Resources	1.6%	2.3%	19.0%	68.5%	8.6%	100%

The results above give Tri-Cities ROP a glimpse of the effectiveness of the programs and drive the professional development offered to ROP teachers. Resume preparation is required in all courses Tri-Cities ROP offers. With only 57.3% of students strongly agreeing they prepared a resume in their course, means Tri-Cities ROP has to do a better job in providing training to teachers and assisting in lesson development on how to prepare a resume. Hands on lessons was 73.6% strongly agree which was the 2<sup>nd</sup> highest result with free to ask questions being the highest. The ROP is currently working on standard lesson plans for job seeking skills such as resume writing and preparing a job application, knowing that many teachers struggle with this area and it is required across all courses.

Below are student free responses from the survey. These responses tell Tri-Cities ROP that teachers are making connections with students and that the information and learning they are receiving, is giving them tools they need for the future.

- "I like this class because it helped me realize what I want to study for my career and my future."
- "I couldn't have asked for a more amazing three years in this program."
- "Best class of my entire high school experience."
- "I enjoyed this class to the fullest, it's opened up my mind to new opportunities and has prepared me for future careers I'm interested in."
- "I learned how to use so many tools in this class that's going to help me later on in life."
- "Great class, amazing teacher!"
- "This ROP class really helped me more than I thought it would and I'm really glad I stayed."
- "Great influence on my career and also my life outside of school."

- "I have taken two ROP classes in my three years and I have loved both of them. My time there was amazing ... I would 100% recommend anyone to take an ROP class. The teachers are excellent and you can tell they love what they do. Thank You



Tri-Cities ROP is encouraged that over 90% of students rated their ROP training during the 15-16 and 16-17 school year close to or at excellent.

### Additional Learning Data

The collection of useful and meaningful Tri-Cities ROP student learning data will be the focus of the work in the Professional Learning Community (PLCs). In response to implementing a PLC model, Tri-Cities ROP instructors and administrators will meet monthly in their assigned PLC groups (subject-like groups). Among other stated objectives, these meetings will allow for the development of standardized test, discussion of student work, review of course outlines, and essential standards ensuring that students are receiving curriculum that is relevant in today's world and that teachers are sharing best practices.

*Indicator 6.4: Assessment results are reported regularly to all stakeholders so that accountability can be maintained and that student learning remains the focus of the school.*

### Learning Results

Learning results are reported to the community in a variety of ways. General data is shared via Tri-Cities ROP Annual Reports and through various press releases, monthly newsletters, Tri-Cities ROP website, *Facebook*, internships, guest speakers, back-to-school night, CCPA presentations, walk-in traffic, word of mouth, student competitions such as HOSA and Skills USA, student awards ceremony, Counselors Breakfast, scholarships, Evening of Excellence, newsletter/articles, and recognition in local media. Advisory committee members are considered members of the community at large, and the advisory meetings include data analysis and reporting.

### Processes for Learning Data Analysis

Tri-Cities ROP has begun the process of PLCs and learning data is the focus. The geographical constraints (teachers on multiple campuses) creates a barrier in how regularly the subject-like teachers meet to discuss course and student data. Embedded support does provide teachers the opportunity to provide additional support to students who are not mastering content.

*Indicator 6.5: The school relies on assessment results for institutional planning, Action Plan revision, and resource allocation.*

### **Institutional Planning**

The school relies on student follow-up surveys and end-of-year survey results for institutional planning, Action Plan revision, and resource allocation. This process is used to make necessary institutional changes and build quality programs for students. The institutional assessment involves Department goals, learning objectives, techniques and target groups, use of information, and assessment evaluation.

### **Stakeholders**

All of the stakeholders are considered and are represented in various ways when considering institutional planning, Action Plan revision, and resource allocation. The Leadership Team, the advisory members, and the Governing Board are instrumental to the institution's planning.

The Joint Powers Agreement (JPA) provides for the structural make up of Tri-Cities ROP and details how the El Rancho Unified School District and Whittier Union High School District will participate in administration of the ROP program. The Governing Boards of the two school districts, the ROP Governing Board, and the school Superintendents are the signatory parties to the JPA. The institutional planning of the school involves the following stakeholders: The ROP Board of Directors, ROP Administrative staff, District Superintendents, District Principals, and Advisory Committee members. The organizational and regional structure of Tri-Cities ROP supports all the districts within the JPA as well as each district's mission and goals.

### **Financial Allocation**

Decisions on funding are based on a number of factors including the analysis of collected data concerning enrollment, industry sector demands, and recommendations. Teachers submit their anticipated expenses for the following year when they check out at the end of each school year. They have an opportunity to identify their required needs, nice-to-have needs, and in-a-perfect world needs. These needs are reviewed during the summer and all required needs are ordered. The others are reviewed and ordered based upon resources that have not been allocated. This policy has allowed teachers to purchase most items they want and need.

### **Assessment of Learning Data**

The learning data assessment has been limited to teacher grades and students receiving Certificates of Completion. This information is shared with teachers and stakeholders, but has been limited in scope. Tri-Cities ROP is in the process of creating key assignments, common assessments, and standardized tests by course, which will allow ROP to gather more accurate data. This has resulted in the modification of the Action Plan to include multiple action items.

*Additional Online Indicators 6.6 – 6.8: Not Applicable.*



## **SCHOOL'S STRENGTHS AND KEY ISSUES FOR CRITERION 6**

### **Strengths:**

- Courses offered on different campuses are using the same textbooks
- ELD students' needs are met through teaching strategies acquired by teachers receiving SDAIE and CLAD training
- ROP students participate in curriculum-based organizations such as HOSA and Skills USA
- Many ROP capstone programs have students complete a portfolio to demonstrate program competency
- Professional development provides for growth of both certificated and classified employees, including New Teacher Training and support
- Technology and supplementary resources enhance instructional practices, offering students and teachers a variety of tools for teaching and learning
- Students participate in Work Based Learning, Cooperative Education, field trip experiences, and job shadowing
- Student assessments are based on current business and industry standards
- The SLOs were implemented in the classroom
- Teachers review results from the Student Exit Survey
- Annual Report is created by Student Services and shared with teachers and all stakeholders

### **Key Issues:**

- Need for key assignment assessments and end of year tests
- Common Assessments are not available for all courses which affects ability to evaluate and compare student work among courses effectively
- Attendance at PLC meetings
- Offer professional development to ensure all course curriculum includes job preparation skills instruction, i.e. resume, interviewing, job application, etc.
- Cost of Certification tests prohibits students from earning industry certifications

## **Criterion 7: Student Support Services**

*Criterion: The school recruits and admits students who are able to benefit from its programs. Student support services address the identified needs of students and create a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The school systematically assesses student support services using Schoolwide Learner Outcomes, faculty, staff, and student input and other appropriate measures in order to improve the effectiveness of these services.*

*Indicator 7.1: The school provides sufficient student support services that enhance the learning environment and encourage the achievement of Schoolwide Learner Outcomes.*

### **Quality Student Support Services**

Tri-Cities ROP is committed to providing exemplary student support services. The ROP is characterized by a concern for student access, progress, and learning success. The school employs highly qualified teachers, administrators, classified staff, and has many community business partners to ensure students' academic, social, personal, career, and financial (adults) needs are met. The atmosphere and friendly school environment invites students to approach any staff member for guidance.

### **Academic, Counseling, Personal, and Health Services for Students**

Tri-Cities ROP is dedicated to assisting high school students with the resources they require to be successful in their quest for advancing their education by connecting them to the many resources available. Tri-Cities ROP students are supported through one-on-one career pathway preparation and class presentations by the team of College and Career Pathways Advisors also known as CCPAs. They are located on each comprehensive high school campus served. They provide College and Career readiness presentations and workshops for Tri-Cities ROP students as well as CTE and academic students located on the campuses served. The CCPAs work closely with the school site counselor(s) to assist and facilitate in the placement of students directly into ROP programs. Personal and health programs for the students are offered by professionals located at the school sites in which the students are enrolled.

The adult Dental Assisting class provides computers in the classroom for student use. The adult students have access to counseling through the Adult Education Consortium. A college counselor is on campus twice a month to provide services. SASSFA provides financial support to qualifying students. Reports are sent regularly to the SASSFA partners to ensure students are successful in their program. The ROP is in the process of obtaining approval for an adult Nurse Assistant program and is waiting for final approval from the California Department of Public Health.

### **Financial Student Support**

Although Tri-Cities ROP does not directly offer financial aid to students, Tri-Cities ROP works closely with America's Job Centers of America, formerly known as SASSFA, to assist adult students that qualify for financial assistance; this includes the cost of books and uniforms. Another partner includes the Rio Hondo Region Adult Education Consortium that provides adult program support such as a Community College Counselor and financial support. The business partners provide advisory support and allow students to train in their facility.

### **Technology Student Support**

Technology support is offered to high school students through the Career and Technology computer labs that the CCPAs operate during the school day. Each of the campuses has a Chromebook cart or a laptop cart to which all Tri-Cities ROP teachers have access. Counselors provide academic support to the high school students at their designated high schools, as well as the utilization of the CCPAs to assist students. Campus Career Centers provide college support and assists students in navigating and locating online resources. The adult Dental Assisting class provides computers in the classroom for student use.

The positive feedback received from former students and community partners is evidence that the institution provides sufficient student support services that enhance and encourage student achievement.

### **Program Informational Resources**

Tri-Cities ROP has an updated website sharing all options available to students and adults in the communities serviced. CCPAs provide in-class presentations and workshops, individual career guidance, presence at school events, newsletters, flyers for campus promoting of class offerings, as well as school site PA announcements. Tri-Cities ROP also has a person on staff who handles social media.

*[Indicator 7.2: The school designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success in the transition to further education or employment opportunities.](#)*

### **Connection to Employment Opportunities**

The CCPAs as well as ROP administration work closely with the school counselors to ensure students' needs are being met. Through Tri-Cities ROP's Career Internship courses, students are afforded opportunities to work at preapproved business and industry sites. In addition, the Dental Assisting and Pre-Certification Nurse Assistant programs provide externship clinical hours with employers. The goal is that all students will have participated in job shadowing, short or long-term career exploration, or work-based learning.

### **Professional Development for Counselors**

Professional Development is provided to high school counselors at the annual Counselors' Breakfast, as well as having the CCPAs attend school functions that support the counselors' educational plan for students. The CCPAs are now attending counselor functions at the middle schools and the local community colleges.

*[Indicator 7.3: Not applicable.](#)*

*Indicator 7.4: The school regularly evaluates student needs in order to provide support services that increase the likelihood of success for all students.*

### **Learning Support Needs**

Tri-Cities ROP identifies student learning needs from a variety of sources and provides students support based on their needs. Individualized Education Plans (IEPs) and 504 plans are provided to all teachers, and accommodations for student learning needs are made. Additionally, counselors communicate student learning issues to teachers as appropriate. Every school period throughout the day includes embedded support. The goal is that students who have not mastered content remain in class the last 20 minutes of each class period for remediation. Those students who master content leave early.

### **Co-Curricular and Extra-Curricular Activities**

Co-curricular and extra-curricular activities are provided to students in some ROP programs. Students participate in HOSA, Skills USA, and FBLA. Tri-Cities ROP routinely has students who qualify to compete at the national level. Some classes are offered after school, during summer school, and on Saturdays to accommodate students who may not have time during the regular school day. All classes can offer an on-the-job training component as an extracurricular activity. Students are able to demonstrate their understanding of how to apply concepts in a real world situation. Unlike working within the classroom, students gain first-hand experience. This is also a great way for students to add experience to their resumes.

*Indicator 7.5: The school maintains student records permanently, securely, and confidentially with provision for secure backup of all files.*

### **Distribution of Student Records**

Tri-Cities ROP follows Board Policy 5125, which addresses maintenance and release of student records. The policy requires the confidentiality of student records and is consistent with state and federal law. While attending high school, students obtain records for grades and attendance from their home school.

### **Student Record Protection**

Student records are maintained in the student information system, AIM. Data in this system is stored on a secure (password protected) server. Hard copy files are also maintained in a secure location for seven years.

*Indicator 7.6: Institutional information is easily accessible to all stakeholders and prospective students and is free from misrepresentation or false promises.*

### **Course Programming/Catalogs Policies and Procedures Accessibility**

Each year, Tri-Cities ROP provides its partner districts with an ROP Master schedule, flyers, and an Annual Report. The course catalog is distributed at Tri-Cities ROP's Counselors Breakfast each year that contains specific course information. This information is integrated into the course programming guides at the high schools. Additionally, all course offerings are listed on Tri-Cities ROP's website for student access.

Adult course offerings are posted on the Tri-Cities ROP website and sent to business partners throughout the community. There is not an adult course catalog. Adults can enroll in the Dental Assistant or CNA CEU classes online or in the ROP office.

### **Students Support Equals Students Success**

To assure that students benefit from the programs, Tri-Cities ROP monitors labor market trends, program completion rates, and student feedback regarding programs so that it can meet the needs of the students. Students are provided the opportunity to transfer from one program to another, space permitting, at the beginning of the year based on their interests and skills.

### **Student Success Recognition**

Student progress and accomplishments are documented by students earning a certificate of completion, mastery or advanced mastery within their programs based on their performance, or industry certification when available. Students are recognized at Governing Board meetings, in the newsletter, at the annual Evening of Excellence awards ceremony, on *Facebook*, on *Twitter*, and at campus awards ceremonies.

*[Additional Online Indicator 7.7 – 7.10: Not applicable](#)*

## **SCHOOL'S STRENGTHS AND KEY ISSUES FOR CRITERION 7**

### **Strengths:**

- Career Internship Program
- Student Recognition ceremony "Evening of Excellence"
- College and Career Pathways Advisors
- Workshops and Presentations available for all high school students
- Afterschool ROP Courses
- Social Media
- Excellent communication between high school Administrators and Tri-Cities ROP
- Career Exploration Opportunities for students
- Career and Technology Labs
- Classes are part of a pathway

### **Key Issues:**

- Need for longitudinal data on students transitioning to post-secondary education
- Students need information and support about resources available to more effectively navigate college and career (only 3 career labs)
- Teacher and post-secondary connections are limited
- Low number of students participate in Career Internship

## Criterion 8: Resource Management

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

*Indicator 8.1: The school has sufficient resources to offer its current educational courses and programs.*

*Indicator 8.2: The school operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.*

*Indicator 8.3: Institutional planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning.*

### **Financial Reports**

Tri-Cities ROP's Governing Board and Administration receive and review Tri-Cities ROP's financial conditions on a regular basis including an annual budget report, two interim reports, and an annual year-end financial report. These reports comply with California's Standardized Account Code Structure (SACS) software and regulations. In order to receive a positive certification, Tri-Cities ROP must show its financial condition is within state parameters. The financial report includes long-term revenue and expenditure projections, cash flow projections, and criteria/standard review. All reports are reviewed by the Board and the Los Angeles County Office of Education (LACOE) to ensure Tri-Cities ROP meets its long-term obligation to support student achievement.

### **Financial Planning aligns with the Action Plan's Priorities**

Several times throughout the year, the Superintendent discusses priorities and goals at Governing Board meetings. These priorities set the guidelines for Tri-Cities ROP and are reflected in the annual budget planning. Within these guidelines, each department prepares a budget to identify short-term and long-term priorities. With the planned budget, departments are able to purchase items necessary for learning in CTE classes.

### **Facilities and Support Materials are Sufficient**

Checks and balances are in place to ensure that Tri-Cities ROP's funds are used judiciously to support programs and courses. Facilities and support materials are sufficient to support student achievement while annual budget planning allows for identification in areas of need. These areas of need are prioritized and addressed by individual managers with support from Executive Cabinet.

### **Long-Term Liabilities and Obligations**

Long-term debt or liabilities consist of compensated employee absences and contributions to CalSTRS/CalPERS pension plans. The annual budget reflects these payments. The financial audit reports provide additional details of such commitments. Short-term liabilities are liquidated immediately by the general fund. Maintenance and technology costs are budgeted to include

scheduled and unforeseen equipment purchases or repairs. All benefits and insurance requirements are planned for and included in the budget planning process.

*Indicator 8.4: The school provides facilities that are clean, safe, and well-maintained in order to provide for an effective learning environment.*

### **Improved or Additional Facilities with a Focus on Student Learning**

Tri-Cities ROP does not own any buildings/facilities. The main ROP office is leased from the Whittier Union High School District. All classrooms are owned by the El Rancho Unified School District and the Whittier Union High School District. Tri-Cities ROP works with site administration on classroom assignments for ROP courses. Tri-Cities ROP regularly communicates with its parent districts regarding the need for additional classrooms or improvements that focus on student learning. Short-term and long-term plans are developed in conjunction with high school administration and district personnel. The objective is to produce a safe learning environment for students and staff.

### **Facilities Enhancements to the Completion of SLOs**

Tri-Cities ROP annually reviews facilities needs with a focus on student learning in Executive Cabinet, Leadership Team, and Safety Committee meetings. Short-term and long-term plans are developed in conjunction with the input from high school site administration. These plans are based on annual on-site safety reports, equipment maintenance plans, and anticipated new courses. Focus is on a safe, clean, and effective learning environment for students and staff.

Tri-Cities ROP online work order system is used to request, assign, and monitor maintenance and technology requests. Bi-annual safety checklists are used to evaluate facility safety status and generate work orders internally or with the parent districts, as needed. The work order system allows for immediate notification of any safety concerns.

### **Safe and Nurturing Learning Environment**

Tri-Cities ROP provides a safe and nurturing learning environment for students by conducting periodic facility safety inspections, and participates in the annual safety audits provided by the Whittier Area Liability and Property Self Insurance Authority and the Whittier Area Schools Insurance Authority. Tri-Cities ROP works with Safety and Loss Consultants in developing resolutions for significant issues discovered during safety inspections.

Bi-annual safety committee meetings are conducted to develop and reinforce safe working practices for all classrooms. Included in these meetings are agenda items such as reviewing safety reports, injury and illness prevention plans, and hazardous material regulations and handling. Tri-Cities ROP's Safety Committee is comprised of a cross-section of the organization: Classified staff, instructors, and leadership. Led by the Director of Business and Operations, the group meets biannually to review any reported accidents/incidents, along with any other health and safety issues and concerns. The WASIA safety consultant is always present during these meetings to share best practices for various situations.

Online resources are available for all staff to complete their annual Mandated Reporter training, and sexual harassment training for Tri-Cities ROP administrators.

## **SCHOOL'S STRENGTHS AND KEY ISSUES FOR CRITERION 8**

### **Strengths:**

- Excellent support from parent districts
- Budget is constantly monitored and revised when appropriate
- Financial issues and classroom needs are immediately reviewed
- Healthy reserves to accommodate emergencies and budget shortfalls
- Clean and safe facilities
- Classrooms are updated with the latest technology
- Additional funding from CTEIG, RHRAEBG, Perkins, and fee-based courses

### **Key Issues:**

- Certificated and Classified salaries not comparable to partner Districts and nearby ROPs
- No direct/dedicated funding from the State
- Professional development follow up and evaluation not implemented



## **Criterion 9: Community Connection**

*The school seeks to enhance its educational effectiveness by developing close partnerships and relationships with community members. Connections within the community provide students with expanded learning experiences, including additional educational or vocational opportunities.*

*Indicator 9.1: Efforts are made by the school to connect to community leaders, businesses, and organizations that can enhance the learning opportunities for students.*

### **Local Businesses and Organizations**

Teachers keep in contact with the business and educational community to stay current on trends including job market, skill requirements, and equipment. Teachers suggest members to serve on Industry Sector Advisory meetings. Industry Sector Advisory meetings are held annually for each sector to gather information.

There are currently four Career Internship teachers who visit local businesses each week promoting Tri-Cities ROP and encouraging participation to serve as internship sites. These teachers also attend monthly city chamber meetings to make connections with the business community served by Tri-Cities ROP.

Tri-Cities ROP and America's Job Center of California (AJCC) formerly known as "SASSFA," are partners in helping adults achieve the training needed to obtain and retain employment. Tri-Cities ROP refers adult students looking for tuition assistance to AJCC. In the fall of 2017, AJCC fully funded 12 Dental Assisting students.

Tri-Cities ROP is an active member of the Rio Hondo Region Adult Education Consortium (RHRAE). The Consortium members meet monthly to share ideas, resources, and activities. Consortium activities include: knowledge of member programs, sharing students, enhancing all members' programs without duplicating CTE programs, marketing, alike professional workshops, and meeting guidelines for Adult Education Block Grant (AEBG) allocations. Tri-Cities ROP's AEBG allocation apportionment provides reduced fees for the adult dental program, allowing for greater adult student access.

*Indicator 9.2: The school has outlets for students in community service or internship opportunities that are connected to student programs that will enhance their learning experiences in line with the school's mission.*

### **Internship Opportunities**

Tri-Cities ROP partners with over 140 local businesses to offer internship opportunities to students. Examples of this include: Five Nurse Assistant Pre-Certification classes with students completing the required clinical hours in convalescent facilities; one Foods and Hospitality class with internship training at local businesses; one Automotive Technology program with students in internships at automotive businesses; two Dental Assistant courses with students in internship at dental offices; and the Career Internship classes that have students at a wide variety of businesses in the communities served. The large number of businesses open to internships with

students, as well as an overwhelming number of attendees at events such as the ROP Counselors' Breakfast, Community Expo's, parents' events, etc., are further evidence of the outstanding reputation Tri-Cities ROP has earned.

One of the goals of Tri-Cities ROP is to provide the majority of students the opportunity to gain internship experience at local businesses. Due to the importance of this goal, additional teachers have been hired to facilitate this. During the 2014/15 school year, one full-time Business Internship teacher was hired to develop internships for students from El Rancho High School in Pico Rivera. This program grew in 2015/16 and expanded into Whittier. A second Business Internship teacher was hired for the 2016/17 school year to recruit students to participate in internship within the Whittier Union High School District. During the 2017/18 school year, four Career Internship teachers will expand the goal to give more high school students the opportunity to participate in internship training.

Project-based learning is continually discussed and implemented with all classes. This provides "real" experiences for students. Many of the teachers work hand-in-hand with their business partners to provide learning experiences for students. Some examples are Constitutional Law, Automotive, CNA, and Hospitality. Teachers are reminded that field trips, guest speakers, and mentors are vital to the success of the students. The College and Career Pathways Advisors assist the teachers in this area. Tri-Cities ROP does not conduct service learning, but does work towards providing business internships for students as mentioned earlier in the report.

*Indicator 9.3: The school informs its community regarding its mission, its programs and learning opportunities, recognizing the benefits that community support can bring.*

Tri-Cities ROP informs the community about its mission and programs through its website and publicizes its programs on social media, including *Facebook*, *Twitter*, and *Instagram*. A digital monthly newsletter is distributed to the two districts' administrative personnel, three chambers of commerce, local legislators, Tri-Cities ROP Governing Board, Tri-Cities ROP Educational Foundation Board Members, Tri-Cities ROP staff, America's Job Center, and other ROPs. Through RHRAE, at least once each year, a large postcard mail-out is delivered by direct mail to all residents within our service area

The Administration participates in many events and activities, including chamber events, school district meetings, and statewide conferences to inform the community, districts, and state legislators of its mission and programs and to stay connected and informed.

The College and Career Pathways Advisors (CCPAs) attend community and school functions and produce a quarterly Career Bulletin for students at each school. There were 132 events attended by the CCPAs during the 2016/17 school year, such as college and career fairs and future frosh nights. In 2016/17, the CCPAs gave 257 presentations to students and parents, including junior high schools. The CCPA position has grown from one person in the spring 2014 to four CCPAs in the fall 2017. The CCPAs contribute much to ensuring we are fulfilling our mission that every students will be prepared for College AND Career.

Tri-Cities ROP Annual Report, which highlights the accomplishments of the previous year, is distributed to stakeholders.

The annual *Evening of Excellence* student awards night showcases exceptional students and acknowledges student achievement. In addition to the students and their families, school administrators from the parent districts, as well as city leaders are invited to attend. The Tri-Cities ROP Educational Foundation sponsorship request is distributed to stakeholders and local legislators to garner support for the program.

Every year Tri-Cities ROP conducts student follow-up surveys to provide data for Perkins and internal reviews. The surveys are completed by high school seniors and adult students. The ROP has added a second component to this, where students are now called and/or emailed two years after they graduate to determine their success in college and career. The biggest challenge is reaching the students. Students are asked to complete an information sheet at the end of their class in order to have the most up-to-date email and phone numbers, which is used to provide information for future programs changes and improvements.

[Additional Online Indicator 9.4: Not applicable.](#)

## **SCHOOL'S STRENGTHS AND KEY ISSUES FOR CRITERION 9**

### **Strengths:**

- Internships
- Many attended community and educational events
- Chamber involvement
- Adult class offerings
- Variety of classes
- Food/toy drive
- CAROCP membership
- Jobs for students
- Advisory committees
- Guest speakers
- College Fairs
- Monthly CCPA workshops
- Guest speakers from businesses
- Career Internship teachers
- Recruitment at middle school level
- The newsletter
- Connection with the police department
- Teacher experts in their field
- [Evening of Excellence, SASSFA, Rio Hondo, College Career bulletin, Tri-Cities ROP Educational Foundation]

### **Key Issues:**

- Need business partners in specific industry sectors
- Need companies with more than 50 employees as business partners

## Criterion 10: Action Plan for Ongoing Improvement

*Criterion:* The school uses the self-study process to identify key issues that are inserted into a schoolwide Action Plan that governs school improvement activities and events. The schoolwide Action Plan is used regularly, reviewed annually, and monitored consistently by the governing body to ensure ongoing school improvement.

*Indicator 10.1:* The school has created an Action Plan that reflects the efforts of all stakeholders to plan for future growth and improvement.

### **The Action Plan and Timeline**

The Action Plan identifies specific goals of the organization, rationale, action steps, targeted timelines for completion, and persons responsible. The means to assess and means to report are also required elements to measure accomplishment of the tasks. The Action Plan has student learning focus at the forefront.

The Action Plan is reviewed on a regular basis by the Executive Cabinet. The relevance of tasks as they apply to the specific goals and student outcomes is always at the forefront of importance. As tasks are completed and/or become part of daily business, they are removed from the action plan. New tasks are based on staff collaboration, examination, and review at staff in-services and Leadership Team meetings. The Action Plan is reviewed by the Leadership Team for continued relevance, and revisions are recommended.

At the staff in-service, all staff were involved in addressing key strengths and weaknesses for each of the criterion of the self-study. The staff met in nine groups delineated by high schools served. The classified staff met separately. All staff had the opportunity to contribute as related to the specific description of each of the nine criteria. Industry Partners review and clarify at annual Advisory meetings. Key issues were presented to the Executive Cabinet for further review and added to the action plan. The rationale already in place on the action plan addressed student needs. Action steps become the guiding force to strengthening and improving the school and producing successful students.

*Indicator 10.2:* As a result of the accreditation process, the school has identified key issues (short- and long-term) that will impact student learning and increase the achievement levels of students.

As each group met during the process, key strengths and issues were noted for each of the criterion of the self-study. The staff met in groups delineated by high school served. Classified staff met separately. Key issues were compiled and given to Executive Cabinet for review, once reviewed it became a part of the Action Plan.

*Indicator 10.3:* The school has procedures in place to implement the Action Plan with the support of stakeholders.

Review of key issues along with strengths will be a regular part of the Executive Cabinets priority and reflect the vision and mission of the organization. As new issues are identified, the Executive Cabinet will assign the item to the most appropriate administrator/group of the issue.

Funding of any key issue will be assessed at Executive Cabinet to determine resources and timeline. The Governing Board, the Executive Cabinet, and staff have demonstrated support and commitment needed to accomplish the Action Plan and any future key issues that might arise. It is important to continue to provide opportunities for all stakeholders to be involved in the Action Plan.

*Indicator 10.4: The school has a definitive plan for how the Action Plan is to be monitored to maintain accountability, as well as to report progress to all stakeholders.*

### **Monitoring the Action Plan**

The Action Plan is monitored regularly. The progress is reported at the staff in-services, advisory meetings, and Board meetings. Assurance will be achieved by incorporating tasks within the annual goals of responsible staff/groups. Ultimately, the Executive Cabinet has responsibility for oversight of this process. Tri-Cities ROP's Action Plan progress will be reported through the annual progress report to the Governing Board, Business and Industry Advisory Meetings, and at staff in-services.

*Indicator 10.5: The schoolwide Action Plan is used for institutional planning, resource allocation, and the evaluation of existing programs.*

The Leadership Team wrote a plan that is all-inclusive, easy to read and understand, placing value on all input received. It is reviewed and revised frequently based on feedback. All staff recognizes the value of the Action Plan in making future decisions. Discussions

## **SCHOOL'S STRENGTHS AND KEY ISSUES FOR CRITERION 10**

### **Strengths:**

- Action plan is monitored frequently
- Action plan reflects organizational vision and mission
- Action plan is part of decision making
- Action plan is shared with stakeholders frequently
- Creation of Action plan involves all staff and stakeholders

### **Key Issues:**

None

## CHAPTER IV. REVISING THE SCHOOL ACTION PLAN

*Chapter 4 is the culminating summary of the entire Self-Study Report. This is where the findings of the entire report are gathered and synthesized. Each school is to have an Action Plan in place; however, the self-study process reveals new key issues that schools must bring into their Action Plan. Chapter 4 in the Self-Study document is where the strengths and key issues from the entire document are gathered and analyzed.*

*The following steps describe how to synthesize the findings from the entire report so that the Action Plan can be revised accordingly:*

*Copy all the identified “strengths” from the entire Self-Study Report and paste them on one page so that they are in one complete list of all self-study strengths.*

*Note which strengths are similar in topic or nature and combine them as logically possible. It often works that two or three separate but similar “strengths” can be fused into one more complete and expanded “strength.” Collapse all strengths into common strands or themes.*

*Through this process, a larger list can be boiled down to a smaller list of major schoolwide strengths. This provides a “big-picture” look at the strengths of the school identified in the entire self-study process.*

*Next, do the same for “key issues” from the entire report; copy and then paste them into one complete list.*

*Repeat the synthesis work and create a synthesized list of major key issues.*

*An added step is involved here — prioritize this list in order of importance, keeping in mind that the areas that most greatly impact student learning are the most critical.*

*Select the top key issues that you want to add to the schoolwide Action Plan as the major key issues to address in the next three years.*

*By following this process, the self-study process informs the Action Plan which informs and guides school improvement efforts.*

## Summary of Strengths and Key Issues

### BOARD AND LEADERSHIP

- Board Docs implementation
- Governing Board is supportive and engaged as evidenced by attendance at events
- Departments processes are reviewed regularly and posted for all staff
- Excellent communication between high school Administrators and Tri-Cities ROP
- Students are highlighted at Board meetings
- Staff actively participates in Vision and Mission review
- Clear goals and objectives are shared at the beginning of each school year
- Tri-Cities ROP Educational Foundation
- Communication of Vision and Mission and policies and procedures is strong

### BUSINESS AND INDUSTRY

- Annual Business and Industry Advisory Committee Meetings
- Career Internship Teachers
- Connection with the local Police Department
- Guest speakers from Business and Industry are provided
- Many field trips are scheduled
- Jobs for students
- Partnership with SASSFA

### DATA

- Annual Report is shared with teachers and all stakeholders
- Annual student surveys shared with appropriate staff to increase effectiveness
- California CTE Data Dashboard Pilot Participation
- Implementation of the Employability Profile
- Course outlines are based on current Business and Industry standards
- Student Exit Surveys
- Student Learning Outcomes align to the State's plan and accountability on CTE and will be measured appropriately

### INSTRUCTION

- Strong new teachers orientation program
- A - G approved course offerings have been increased and are reviewed annually
- Courses and programs are designed as career pathways leading to post-secondary, industry certifications, and employment
- Course outlines are aligned to Business and Industry
- Curriculum is reviewed by Advisory Members annually
- Hands-on learning is a priority in all courses
- Extra and sustained support is given to teachers by the Instructional Support Specialist
- Superintendent, administration and classified staff visit classes frequently
- Afterschool and Saturday courses
- Wide range of courses offered across industry sectors

- Adult classes have a high placement rate
- ROP students participate in curriculum-based organizations such as HOSA and Skills USA
- SLOs are implemented in the classroom
- Successful students receive certificate of completion
- Classrooms updated with 21<sup>st</sup> Century Equipment
- Sufficient supplies and resources are provided for all programs

### **LEGISLATION AND MARKETING**

- CAROCP, ASCA and NCPN, CSBA, ACTE Memberships
- Chamber Involvement
- Community Event participation and attendance
- Food/Toy drive
- Social media exposure through Twitter and Facebook
- Student Recognition ceremony “Evening of Excellence”
- Tri-Cities ROP Monthly Newsletter
- Tri-Cities ROP Active Website

### **RESOURCES**

- Additional funding from CTEIG, RHRAEBG, Perkins, CAL WORKS and Fee-based courses
- Budget is constantly monitored and revised when appropriate
- Classrooms are updated with the latest technology
- Classroom needs are immediately reviewed
- Safety committee is active
- Financial support from parent districts
- Healthy reserves to accommodate emergencies and budget shortfalls

### **STAFF DEVELOPMENT**

- All staff in-services twice yearly
- Quantity of professional development offered
- Mentoring is available
- Monthly office staff meetings
- New Teacher Training
- Offer Business and Industry externships for teachers
- Professional Development is tied to salary step raises for teachers
- Teachers are encouraged to attend and present at conferences
- Technology training offered by Tri-Cities ROP teachers to all staff

### **STAFFING**

- Teacher experts in their field
- Diversity of staff
- All new staff complete office orientation
- Class/Teacher evaluations affect improvement and change (proof?)
- “Duties and Responsibilities” lists
- Employee and Teacher Handbook updated annually
- Office staff are team players and work collaboratively



- Regular leadership committee meetings

### **CAREER AND COLLEGE PLANNING**

- Career exploration opportunities for students, i.e. Naviance
- Career and Technology Lab on three high school campuses
- Career Internship Program available for all students
- College AND Career Pathways Advisors (CCPAs) on all school campuses
- College AND Career Fairs and Career Bulletin
- Field Trips and guest speakers are available for students
- Students complete a Career Portfolio
- Partnership with Rio Hondo Community College
- CTE Recruitment at Middle-School
- Students participate in Work Based Learning, Cooperative Education, and Job Shadowing

# KEY ISSUES

## **STUDENT ACHIEVEMENT**

- All course outlines are not updated with key assignments
- Completed lesson plans with rubrics are not all in all programs
- Inability to capture essential standards attainment data (Employability Profile)
- Regular PLC meetings have not been established; dialogue among teachers are limited by geographical constraints
- Teachers need more support identifying students with disabilities

## **PROVIDE STUDENT OUTCOME DATA TO OUR STAKEHOLDERS TO SUBSTANTIATE THE VALUE OF CTE FOR ALL STUDENTS**

- Need for key assignments assessments and end of year tests
- Common Assessments are not available for all courses which affects our ability to evaluate and compare student work among courses effectively
- Communication with parents is limited
- Need for Program/Course Evaluation(Implement Biennial Review)
- Lack of longitudinal data available for students transitioning to post-secondary
- Incomplete data on the assessment of SLOs

## **DEVELOP BUSINESS, COMMUNITY, AND EDUCATIONAL PARTNERSHIPS TO ENSURE ALL CLASSES LEAD TO EMPLOYMENT, INDUSTRY CERTIFICATION, AND/OR POST-SECONDARY EDUCATION**

- Increase Business and Industry in specific industry sectors
- Certification test costs prohibit students from earning industry certifications
- Teacher and post-secondary connections are limited
- Share college and career readiness resources to more students
- Increase number of students completing Career Internships

## **INCREASE ORGANIZATION EFFECTIVENESS AND EFFICIENCY**

- Need for qualified subject area substitute teachers
- Professional development follow up and evaluation
- Direct/dedicated ROP funding
- Certificated and Classified salaries not comparable to partner Districts and other ROPs

## INFORMATION AVAILABLE TO SUPPORT REPORT

### **Institution**

- 11 elements of an Effective CTE Program as defined by State of California
- Annual Audit Report
- Budget
- Cabinet Meeting Agendas and/or To Do Lists
- Event agendas
- Governing Board Meeting Agendas and Minutes
- Job Descriptions
- Map of Service Area
- Meeting Agendas
- Monthly Newsletters (Digital)
- Procedures on Google Drive
- Safety Committee Meeting Agendas & Newsletters
- Schoolwide Learner Outcomes (SLOs)
- Stakeholder List
- Technology Replacement Listing
- Tri-Cities ROP Self-Study Committee Members
- Tri-Cities ROP Vision, Mission, Goals, and Services
- WASC Timeline
- Web Site

### **Business, Industry, Community and Educational Partners**

- Advisory Committee Agendas and Minutes
- Community Classroom Documentation
- List of Business and Industry Guest Speakers and Field Trips
- Meeting Material from Chamber/WASIA/WALPSIA meetings

### **Data**

- Achievement Awards and Certificates
- Action Plan
- Employability Profile
- Grades
- Perkins Reports
- Progress Reports
- Student Surveys

**Instruction**

- Articulation Agreements
- Classroom Observations
- CTE Career Ready Standards
- CTE Pathways Standards
- CTE Teach document
- Course Outlines
- Courses with a-g requirements
- DECA and SKILLS USA Chapters
- Embedded Support
- Lesson Plans
- Observations and program evaluations
- Pathway Completion Certificate
- Quarterly Career Bulletin
- Student Career Portfolios

**Professional Development**

- Back to School and Spring in-service Agendas
- Credentialing Classes
- In-service Agendas
- New Teacher Institute Meeting Agendas
- Professional Development Plans
- Read It and Reap Book Club Meeting Agendas
- Special Event Evaluations

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