Chapter I: Institutional, Community, and Student Characteristics

Brief description of data (include pertinent data about student achievement)

IVROP serves all 7 districts within the county of Imperial Valley. Student achievement data is identified through public information, such as API scores, and achievement data generated by the ROP. School districts elect not to share specific student achievement data with ROPs and IVROP is no exception. As with all ROPs, IVROP identified achievement data as the following:

1. Students completing the course and earning a certificate.
2. Students completing ROP and pursuing further education, securing employment, or entering the military.
3. Students successfully testing and receiving industry-based certification.
4. Articulations with the local community college
5. UC course approvals
6. Recognition and scholarship events.
7. Student grades.
8. Student exit survey results.

IVROP recognizes the importance of supporting secondary academic achievement by reviewing API scores and has focused efforts on integrating academics into CTE instruction, however, without access to district student data there is no way to validate the positive impact of these efforts.

Comment on significant findings

1. Data Review - IVROP realizes the importance of identifying, generating, and reviewing multiple years of comparative data. Data reviews and discussions must continue to identify strategies and processes to impact student achievement.

2. Student Academic Improvement - While improvement in API scores is noted, only 1 of 7 high schools made the statewide target of 800 and 6 of the 7 schools are in various levels/years of Program Improvement (PI) status. IVROP needs to support districts by integrating academics in courses.

3. Emphasizing Employability Skills - Since job growth is predicted as short term on-the-job training, IVROP must emphasize and strengthen its emphasis on basic employability/job readiness skills in all course offerings.

4. Program Consistency - IVROP needs to provide consistency across the program by developing processes such as literacy strategies, curriculum maps, rubrics, and common assessments.

Chapter II: Progress Report from the Previous Self-Study

A major impact on the ROP since the last visit has been the state education fiscal crisis. ROPs were placed into a funding category called "Tier III." This designation resulted in a "set aside" of ROP regulations (Ed. Code) and requirements (state reporting), as well as a "flexibility" of its funds for member districts. This allows member districts, to take official action and, allocate ROP funds to any district program. Subsequently IVROP decidedly continued operating in accordance with Education Code and has maintained the status quo with its member districts.

AB2448, passed in 2007, resulted in ROPs serving primarily high school students and limiting adult training to 10%. IVROP has continued to serve the adult population through numerous grants such as Workforce Investment Act (WIA) and Carl D. Perkins adult funding though funding has decreased ($97,000 in 2009-10 to $12,000 for 2010-11).

After the last accreditation, IVROP established procedures to ensure regular monitoring of the progress report by the leadership team, staff, teachers, business partners, and the governing board:

1. The governing board and staff receive updates on the WASC process and activities.
2. Community business partners, IVROP staff and instructors, receive information related to the Action Plan at the bi-annual advisory committee meetings.
3. Teachers discuss items at meetings held twice a year as well as other meetings.
4. New staff is introduced to the ESLRs at an annual workshop.

Accomplishment of the Action Plan Key Issues and Connection to ESLRs

1. Develop a standardized procedure for promoting, incorporating, and implementing high state and Career Technical Education – CTE standards in all ROP courses.
- One hundred percent (100%) of courses are aligned to California's Career Technical Education (CCTE) standards.
- Follow-up on academic CCTE Foundation standards.
- Lesson plans are aligned with CCTE standards, including reinforcement of mathematics and English Language Arts from the CCTE Foundation Standards.
- Copies of the Frameworks are available at professional development events and electronic versions are made available to teachers.
- Course outlines are formatted reflecting units of instruction aligned with ESLRs and CTE standards.

2. Identify courses meeting "a-g" and/or articulation requirements and submit to proper entities for approval.
- Eight (8) articulation agreements are in place with Imperial Valley College (IVC).
- University of California "a-g" credits are now approved for Medical Terminology (Brawley High) and Graphic Design (Imperial, Brawley, and Calipatria High Schools).
- IVROP recognizes they can get more involved in the UCCI Institutes and would like to do this in the future.

3. Work with school districts in the JPA to help develop a plan to ensure that resources are utilized to maintain relevancy of ROP courses with industry standards.
- IVROP uses the annual advisory meeting to obtain input on supplies/materials for each program.
- This information was passed on to school sites and instructors.

*4. Design a plan for ensuring that **project-funded staff members** have an understanding of the ESLRs and how to integrate them into their project goals and objectives.*
- An employee orientation packet of the ESLRs and a professional development calendar for periodic overviews.
- All IVROP students and participants received a student folder with the ESLRs and the Vision Statement printed on each side of the folder. This practice was discontinued in 11-12 due to budget cuts.
- Vision Statement/ESLRs posters are displayed in each classroom or project office/classroom area.
- Presentations are made on the ESLRs and Vision Statement to each class/project participant. Teachers, guidance technicians, and project staff discuss examples of the ESLRs during these presentations and project activities.
- IVROP provides new employees with interactive training on the meaning of the ESLRs, with examples of how to incorporate the ESLRs into their activities.
- All programs have developed a form specifically for their project that identifies the performance objective, method of measurement/assessment, plan for implementation, and method of documentation and reporting
- Management staff is trained on how to present the ROP goals, visions, and ESLRs to staff, and how to align their activities to the ESLRs.

Action Plan's Impact on Student Learning

- *IVROP has managed to implement activities to address each Action Plan item. The state budget crisis of the past years has resulted in a 21% budget reduction and ROPs being placed into Tier III Flexibility.*
- The Carl D. Perkins Core Indicator data reflects academic achievement for secondary students above the state limit. Though this is an indicator of success it cannot be directly linked to the Action Plan activities.
- Course outlines are aligned with CTE standards that include related academic standards. Supporting academics can impact student achievement.
- IVROP leadership provides students, teachers, and businesses with the tools, resources, and flexibility that support student success.

Chapter III: Evaluation of the School's Response to the WASC Postsecondary Criteria

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WASC Postsecondary Criterion 1: Institutional Mission, Purpose, and Objectives

The institution 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.

Strengths: The vision and ESLRs are used to guide application for projects and grants which provide student support for learning that extends the parameters of the state-funded program.

Key Issues: IVROP does not have a process in place to annually review the ESLRs.

WASC Postsecondary Criterion 2: Organizational Infrastructure and School Leadership

The institution utilizes the contributions of leadership throughout the organization to provide for continuous 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 institution effectively.

Strengths:
- The leadership and staff are student focused and are strongly supported by the Governing Board in carrying out the vision of the ROP.
- IVROP has a highly respected reputation.
- Under the Superintendent's leadership and grant writing skills, the IVROP has secured over $65 million in grant money since 1995.

Key Issues: As a result of a long-standing practice of allocating state apportionment directly to districts program-wide initiatives are challenging to implement.

WASC Postsecondary Criterion 3: Faculty and Staff

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.

Strengths:
- Staff and faculty relationships are very strong and grounded in a common desire to serve the community.
- Staff and faculty are committed to serving students with energy and passion.

Key Issues:
- Identify and establish a systematic process to monitor, evaluate and support program-wide instruction
- Formalize the documentation of communication between staff, faculty, administration and leadership.

WASC Postsecondary Criterion 4: Curriculum

The institution 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.

Strengths:
- Instructor opportunity to participate in job shadowing and externships supports implementation of industry standards.
- ESLRs are embedded in instruction and assessed on a regular basis.
- A number of new articulation agreements provide students opportunity for community college credit by exam.

Key Issues: Few courses provide students the opportunity to earn "a-g" credit.

WASC Postsecondary Criterion 5: Instructional Program

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.

Strengths: A variety of research based instructional strategies are used to support student learning.

Key Issues: Structures for formal and system-wide professional development are not currently in place.

WASC Postsecondary Criterion 6: Use of Assessment

The instructional staff uses established assessment procedures to design, administer, deliver, and evaluate courses, programs, and student learning levels. The institution 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.

Strengths:
- Learning outcomes for courses are developed in collaboration with teachers, industry sector advisory committees, and articulation committees.
- A wide variety of teacher designed assessment tools are used by faculty to evaluate student progress toward meeting course competencies.

Key Issues:
- Limited programmatic student learning data is available for evaluation of courses and programs.
- Reports to the community regarding specific assessment data have not been routinely shared.

WASC Postsecondary Criterion 7: Student Support Services

The institution 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 institution 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.

Strengths:
- The dedication of the Guidance Technicians provides continuity and cohesion to the ROP, students and teachers.
- Partnership between teachers, counselors, administrators, and IVROP to support student achievement and success
- Grants extend support for student achievement leading to postsecondary education and career opportunity.
- Career Locker, an online career planning and management system, provides a bank of resources for IVROP students.

Key Issues: None

WASC Postsecondary Criterion 8: Resource Management

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

Strengths:
- A variety of grant funds have been secured that are used to augment services
- Annual audit statements reveal that IVROP operates with integrity.

Key Issues: None

WASC Postsecondary Criterion 9: Community Connection

The institution 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.

Strengths:
- Exceptionally strong personal working relationships throughout Imperial County extend student opportunities beyond the classroom.
- IVROP capitalizes on its distinctive reputation to create sustainable educational and economic structures that serve the community.
- The work of the Community Foundation provides students with resources beyond the state funded program and scholarships for continuing into postsecondary education.

Key Issues: None

WASC Postsecondary Criterion 10: Action Plan for Continuing Improvement

The institution 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 continuing school improvement.

Strengths: Strong relationships between site administrators and IVROP staff have created a positive culture of trust, which can be leveraged to support implementation.

Keys Issues:
- The budget crisis and Tier III "Flexibility" presents challenges in anticipating the availability of ongoing resources to support Action Plan implementation.
- Specific evaluation and formal communication of Action Plan progress to all stakeholders is needed to maintain ongoing accountability.
- Specific quantifiable benchmarks for evaluation of progress and achievement need to be established.

Chapter IV: Action Plan Effectiveness

IVROP does not fit the traditional ROP model but has successfully transcended into an organization that is fully integrated in the community and able to elevate its services through additional grants. The significance of this is 80% of what IVROP does is project/grant management. The reputation of IVROP is one of value being able to serve high school students and adults in the most economically depressed area in the country. There is no doubt that what IVROP does "works." Though the Visiting Committee struggled with the separation of the Regional Occupational Program "proper" with the significant project component it became clear that the two facets blend together inextricably and enhance each other to mutually benefit students.

● **Describe how well the school used the WASC accreditation process to identify its major key issues.**
The new Postsecondary Protocol does not readily align with current ROP structures previously developed through application of the Focus on Learning protocol. This disconnect presented a difficult challenge for both school and Visiting Committee. IVROP established WASC processes that incorporated Accreditation Plus as a tool to address the geographic challenges of face-to-face collaboration. In good faith, IVROP believed they would meet the self-study guidelines as well as support the ability of IVROP teachers to actively engage in the self-study. The use of technology was not successful for them. As a next step IVROP returned to practices successfully used in the last self-study. However, IVROP lost momentum as a result of a gap in the timeline. Major key issues emerged through the self-study process as well as during validation of the IVROP report.

● **Identify the Visiting Committee's major key issues.**
Need for common assessments and rubrics to standardized courses on various campuses.
Few courses provide students with postsecondary pathway opportunities through "a-g" credit or articulation with colleges.
Current processes are not adequate to capture, analyze, and publish program-wide student achievement data.
Informal communication is insufficient to support implementation of program-wide practices.

● **Describe the process used to merge the Visiting Committee key issues into the school's Action Plan.**
Through interviews, observations, and meetings the Visiting Committee validated three of the Action Plan growth items identified by IVROP. Daily meetings with the Leadership Team resulted in identification of one key issue which was not fully articulated in the Action Plan. The Superintendent and Self-Study Coordinator responded to Visiting Committee input suggesting the replacement of an Action Plan growth item which emerged. A new version of the Action Plan was drafted by IVROP administration, reviewed by the Visiting Committee, and replaced in the Self-Study.

● **Comment on the capacity, competence, and commitment of the school in the implementation and monitoring of the school's Action Plan to address major key issues.**
Implementation of the Action Plan is feasible within the existing human and fiscal resources of IVROP. However, the budget crisis and Tier III "Flexibility" presents challenges in anticipating the availability of ongoing resources. The management team, staff, and faculty are committed to executing the Action Plan. Additionally, school site principals, where IVROP courses are offered, are open to working with management to support Action Plan implementation. Annual formal communication of IVROP goals to site administration is needed to support Action Plan implementation and ensure progress. Specific quantifiable benchmarks for evaluation of progress and achievement need to be established. More specific evaluation of progress in each Action Plan item is needed to maintain ongoing accountability. Additionally, formal and systematic communication structures are needed.