
WHAT IS WASC?

The Western Association of Schools and Colleges (WASC) is an organization which evaluates and accredits school programs. All schools that apply for WASC accreditation must follow the Focus on Learning self-study process. The school or program then prepares a report which includes an Action Plan to guide them through the next three to six years.

WASC selects a chairperson and members of a visiting team who spend three days visiting classrooms and verifying the results of the self-study. At the end of the visit, they prepare a report and make a recommendation for the length of accreditation. The final decision is made by the WASC Commission.

PARAMETERS OF THE SELF-STUDY

- Involvement of stakeholders
- Clarification of purpose and Expected School-wide Learning Results (ESLRs)
- Assessment of the program and its impact on student learning
- Development of an Action Plan
- Development and implementation of an accountability system for monitoring sections of the Action Plan

ACCREDITATION VISIT

Accredited by WASC since 1986, Contra Costa County ROP is preparing for its fifth accreditation visit. Visiting Committee Chair Valerie Vuicich, Director of Fresno ROP, and six team members will conduct their review March 7-10, 2010. We anticipate another outstanding rating from the visiting team and the Commission.

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STUDENT PROGRAMS/ROP MISSION

“To enable all learners to achieve their highest personal, academic, and career potential through state-of-the-art educational programs and services”

CONTRA COSTA COUNTY OFFICE OF EDUCATION STUDENT PROGRAMS ROP

WASC Focus on Learning Self-Study

March 2010



EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

- Demonstrate effective skills in oral and written communication
- Demonstrate job skills and the behavior and work ethic valued by employers
- Demonstrate the ability to be critical, complex, and creative thinkers
- Work productively both as individuals and as team members



www.cocoschools.org/rop

Areas of Strength

ORGANIZATION FOR STUDENT LEARNING

- CCCOE ROP Web site
- Involvement and contributions of industry advisors
- Widely distributed award-winning newsletters
- Development of new curricula to meet emerging careers and further address ESLRs
- Highly qualified, engaging teachers
- Annual Spring Awards celebration recognizes outstanding student achievement of ESLRs
- 99% of ROP 12th grade completers graduate from high school
- Local employers/internships recognize the professional training provided to ROP students

CURRICULUM AND INSTRUCTION

- 34 UC-approved “a-g” courses
- 60 course offerings in 15 industry sectors
- Competency-based Certificates of Completion
- Curriculum alignment to academic standards, CTE standards, and professional standards
- Talented, dedicated, and student-focused ROP teachers, staff and leadership
- Research-based, professional development resources offered to teachers
- Multiple opportunities for dynamic, engaging, hands-on learning experiences for students

SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

- Highly qualified teachers with field experience
- Provides foundation skills useful in any career
- Offers “real world” training
- Connections with business partners

RESOURCE MANAGEMENT AND DEVELOPMENT

- Well qualified staff who successfully write grants, develop and manage programs
- Exceed our ADA cap each year
- Efficient and expedient process for ordering instructional materials

Action Plan

Goal 1: Enhance communication strategies for all ROP stakeholders

- Include CCCOE ROP Web link on high school Web sites
- Promote the inclusion of more ROP information in high school publications and Web sites
- Provide Web based communication for teachers to collaborate
- Improve industry advisors' knowledge of ROP resources
- Promote to students, parents, counselors, and administration ROP's strong connection between academic and real world application
- Disseminate information about ROP courses that are “a-g” approved as well as courses articulated with community colleges
- Continue to collaborate with districts

Goal 2: Maintain a quality program with reduced funding

- Identify priorities in course offerings and section distribution
- Identify essential instructional materials for each course
- Pursue alternate funding opportunities
- Increase collaboration with business and education partners to expand resources
- Identify and implement cost saving measures

Goal 3: Design and implement opportunities to assist students in identifying career goals in high school

- Identify model practices and new opportunities to connect with counselors and student services
- Develop strategies to strengthen delivery of career-related information to students
- Design and produce career-focused materials that provide career pathway information
- Research and design resource guides by industry sector that provide teachers with resources, list of guest speakers, field trip ideas

Goal 4: Work collaboratively with districts to increase STEM & Green Technology opportunities for students

- Provide professional development to teachers, career guidance liaisons, and administrators on STEM innovations
- Develop new curricula; update current curricula to include Green Technology modules
- Work collaboratively with district principals to include ROP STEM and Green courses as new electives
- Communicate to counselors and students the ROP STEM courses
- Design materials that showcase ROP STEM course offerings
- Participate on planning teams for new academies, multiple pathway committees, district level CTE advisory committees
- Collaborate with community college in Tech Prep, sequencing, SB70 funding, articulation
- Communicate students' successes in STEM and Green courses