

# Capistrano-Laguna Beach Regional Occupational Program

## Western Association of Schools and Colleges (WASC) Third-Year Progress Report

May 2011

### 1. SIGNIFICANT DEVELOPMENTS

Since the accreditation visit in April 2008, the following changes have occurred that have impacted the Capistrano-Laguna Beach ROP.

#### State Funding and Budget Implications:

There have been significant financial implications due to the California budget crisis. Since the spring of 2008, the state budget deficit has dominated state and local agendas as local education agencies grapple with severe budget reductions. Following the enactment of Senate Bill 4 of the 2009-10 Third Extraordinary Session (SBX3 4), funding for Regional Occupational Programs changed for the school years from 2009-10 through 2012-13 and funding for these years is based upon 2007-08 funding with a 20.5% budget reduction. In addition, section 15 of SBX3 4 authorizes flexibility in the use of funds appropriated in 39 budget act items. For 2008-09 through 2012-13, school districts, county offices of education, and charter schools may use funds from these 39 items for any educational purpose. (In 2011, the flexibility provision was extended through 2015.)

In February 2009, a 15.4% budget reduction was implemented on 2008-2009 expenditures with an additional 4.5% loss of COLA and a .62% Growth Deficit for 2009-2010. This represented a 20.5% decrease or approximately a \$719,000 reduction for 2009-2010. In addition to unprecedented fiscal challenges, ROP funding was designated as Tier III Flexibility, and legislation suspended Average Daily Attendance (ADA) reporting for four years. The 2010-11 through 2014-15 apportionment is projected at approximately \$2,743,000, a decrease of \$712,000 from the 2007-08 funding level.

In response to the budget crisis, the Capistrano-Laguna Beach ROP developed a Budget Crisis Emergency Response Team (BCERT). The ten member team included teachers, classified staff representatives, administrators, and the Chief Executive Officer, with their purpose to determine how to reduce costs and maximize revenues in order to deal with the budget deficit. The BCERT met on several occasions and identified over \$500,000 in reductions, which included operational costs, reduced course offerings, and salary or work year cuts for

employees. The comprehensive list of recommendations was submitted to the ROP Governing Board for review in April of 2009. Ultimately, the \$719,000 shortfall was addressed by accessing \$263,000 from reserves and \$456,000 was designated in personnel and non-personnel reductions for the 2009-2010 fiscal year.

In the 2009-10 school year, Capistrano-Laguna Beach ROP received approximately \$529,000 from the American Recovery and Reconstruction Act (ARRA). These funds were used in 2009-10 and 2010-11 to help restore the deficit reductions. Although the budget remained greatly reduced, Excess Property Taxes were received in 2009-10 for both the 2008-09 and 2009-10 school years and the Governing Board approved a 2% resiliency award to staff for the 2009-10 and 2010-11 school years.

For the 2010-11 school year, apportionment is estimated at \$2,743,000; however, Perkins funding was reduced by \$6,000, Tech Prep was reduced by \$1,000 and interest income dropped by \$8,000. Revenues were gained via increases by \$4,000 in Lottery, \$13,000 in CalWORKS and approximately \$19,000 in adult fee-based courses. ARRA funds were used to support a total of 29 sections of courses which restored summer school and supported 17 other sections of courses during either the fall or spring semesters. Additionally, ARRA funds were used to provide the continuation of the cosmetology program for enrolled students, equipment such as a new computer lab, instructional laptops, Fire Technology safety equipment, Silk Screening machinery, a solar technology module for the Construction Technology program, textbooks, and other instructional supplies.

In addition to the ongoing 20.5% apportionment deficit to the ROP, the State imposed apportionment deferrals on all K-12 school districts, including ROC/Ps. For Capistrano-Laguna Beach ROP, apportionment deferrals approximated \$947K or 35% in 2009-10, \$990K or 36% projected for 2010-11 and 46% or \$1.2M estimated for the 2011-12 fiscal year. Due to these significant deferrals, cash flow is a major concern and is closely monitored. The ROP is projecting a positive fiscal certification for the subsequent two years.

Health Benefits costs for the ROP and its employees have increased significantly over the past several years. In 2009-10, the increase to employees with dependents ranged from 33% to 58%. In 2010-11, the increases ranged from 38% to 66% for employees with dependents. Consequently, the Governing Board approved using Excess Property Tax funds (which was received in 2009-10) to absorb the increase for our employees for the 2010-11 year only. The directive from the Governing Board was to research other health care providers to obtain lower costs. During the 2010-11 fiscal year, staff researched five new providers. As a result, the ROP was able to obtain a new health provider that would provide an estimated net savings of approximately \$4k to \$87k annually for the ROP and its employees (depending on the employee's choice of plan). In

addition, the new provider offers six plans (3 HMO and 3 PPO) from which the employee can choose. In prior years, the employee could only choose from 1 HMO or 1 PPO plan. Besides significant savings, the employee now has more plan options and can choose a plan that best fits their personal situation.

Although Continuing Education Units for Nursing Assistant Certification have been offered in a fee-based format, in the Fall Semester of 2010 the ROP piloted its first fee-based semester course for adults by offering Medical Terminology for a tuition fee of \$300. This amount was in addition to any other class fees and textbooks. In the spring of 2011, Medical Assistant I: Administrative was added as a second fee-based course with a tuition fee of \$450. Both courses ran with a successful enrollment for the semester. The fees collected included the cost of all related instructional salary and operational costs. Therefore, the classes were entirely funded through student fees and not public funds. Adult fee-based courses will be the dominant method of serving adults in the 2011-12 school year. Adult fee-based courses will have a positive influence on the budget as a potential revenue stream, as well as redirecting resources to serving high school students.

#### Staffing:

Due to the unprecedented state budget crisis, there has been a profound effect on all members of the Capistrano-Laguna Beach ROP staff.

In 2008-09, there were 242 sections offered by 41 part-time teachers and 14 full-time teachers. In 2009-10, 206 sections were offered by 31 part-time teachers and 12 full-time teachers and 661 fewer students were served. In 2010-11, 221 sections were offered through the general fund and 3 adult fee-based were offered. The increase of course offerings were funded with ARRA Funds.

In addition, for the 2009-10 school year, all staff experienced a 9.2% salary reduction based upon 2008-09 salary levels. Instructors experienced a suspension of prep time and reduction in instructional hours. Full-time, twelve month employees received 24 non-paid furlough days. Full-time ten and eleven month employees and other part-time employees received a prorated number of furlough days equal to a 9.2% salary reduction. Step increases were frozen and there was no COLA. In addition, employees with Health Benefits with one or more dependents experienced an increase of 25% to 37% depending upon their selected plan.

In 2010-11, ARRA funds were approved to be used to lessen the salary reduction to employees to 4% which translated to a continuance of prep time suspension for instructors, and 8-10 furlough days for non-instructors. Step and column was still suspended as was COLA.

In the Fall 2010 semester, the Capistrano-Laguna Beach ROP had 68 employees of whom 49 were instructors and 19 were support staff. The Chief

Executive Officer, Director of Instructional Services and Director of Business Services and Operations comprise the administrative staff and are included in the support staff number. 76% of the instructors are part-time (defined as teaching less than 16 hours per week) and 39% of the instructors teach one section. The ROP contracts with Capistrano Unified School District and Laguna Beach Unified School District for the services of 7 instructors. Generally, each semester, approximately 70% of the staff is instructors and 30% are full/part-time support staff.

In September 2010, the ROP Chief Executive Officer retired and was succeeded by the Director, Instructional Services. The position of Director, Instructional Services was hired from the outside. In February 2011, the Governing Board renamed the Chief Executive Officer position to Superintendent.

With the pending retirement of the current Instructional Coordinator at the end of the 2010-11 school year a restructuring of the Instructional Services Division has been announced for 2011-12. The restructuring plan includes the appointment of the current Adult Services Coordinator to Instructional Coordinator and the current High School Career Guidance Manager to Manager of Student Services.

An emerging issue with future staff impact is the new Designated Subject Credential process. For those current instructors in the process of completing a credential, the process they began is being phased out. This does put some level of pressure to complete the credential process sooner than may have been originally anticipated. Those instructors who presently teach, or wish to teach in the future, within the school bell schedule must complete their SDAIE endorsement. The SDAIE training will only be available in the new credential methodology in the future. New instructors who require a credential are now being enrolled into the newly developed credential process. The new process is potentially more cost and time intensive which could create challenges in attracting new instructors in the future, especially those who wish to teach part-time.

### Legislation

Governor Schwarzenegger signed AB2448, authored by Assembly Member Hancock, on September 28, 2006, making its provisions effective January 1, 2007. The legislation addressed two key goals: 1) For all ROC/Ps to achieve a ratio of 90% high school and 10% adult ADA limits by June 30, 2012, and 2) for ROC/Ps to ensure that 90% of all courses, in which the ROC/P and community college have in common, are part of a sequence by July 1, 2009.

In 2008-09, the adult ADA generated was 20%. In 2009-10 it was 18%, and in 2010-11 it is projected to be at 11% with the current semester projection at 6%. The factors for the decline of adult percent of enrollment include fewer adult classes, an increase in high school sections, additional implementation of adult

fee-based classes, and adults no longer having the opportunity to enroll in classes located on a high school campus. The projection of adult enrollment in 2011-12 is well under 10%.

The Course Sequence Report was submitted and approved by the Governing Board in May 2009. Although only the commonalities between the ROP and Saddleback College were required by AB 2448 legislation, staff determined it was best to also examine and compare high school and middle school offerings. The 15 industry sectors as identified in the California Career Technical Education Model Curriculum Standards document were used to identify the commonalities among these four levels of education (middle school, high school, ROP and community college). The conclusions of the report are as follows:

- Over 90% of all courses, in which Capistrano-Laguna Beach ROP and Saddleback College have in common, are part of a course sequence as defined by AB 2448.
- The ROP and Saddleback College have commonalities among courses in 13 of 15 industry sectors.
- Commonality exists between high school courses and the ROP in approximately 50% of the industry sectors.
- Commonality exists between middle school courses and the ROP in approximately 25% of the industry sectors.
- Arts, Media and Entertainment revealed the most commonalities across all educational levels.
- Sequencing opportunities with community colleges outside our immediate service area exist; Golden West College, Santa Ana College, Orange Coast College, Irvine College.

From the Course Sequence Report, several recommendations were provided including increasing the number of ROP courses that fulfill the UC/CSU a-g admission requirements, examination of green technologies career opportunities involving the ROP and Saddleback College, and expanding articulation agreements between Capistrano-Laguna Beach ROP, Saddleback College and other community colleges within our region. In the fall of 2010, ROP received UC approval for Dance and Sports Medicine. In the spring of 2010, the ROP met with various suppliers and reviewed course modules in Solar Technology for purchase and implementation in the 2011-12 school year. The Construction Technology instructor will incorporate solar technology instruction with lab competencies into the course curriculum.

As of the current year, the ROP has established nine articulation agreements with Saddleback College, three articulation agreements with Santa Ana College, three with Coastline Community College and one with Golden West College for a total of sixteen different articulation agreements with four different colleges. Of these sixteen agreements, five were added in the last three years.

## Grants

### CTE Teach

In partnership with Colton-Redlands-Yucaipa ROP, the California Department of Education and the Governor's Career and Technical Education Initiative (SB 70), the CTE Teach grant was created to provide training for new and veteran teachers.

Capistrano-Laguna Beach ROP applied for the grant and was awarded \$22,455 for the school year 2010-11. The grant required that Certificated Project Leaders (CPLs) be identified to mentor and train new CTE teachers, conduct classroom observations, provide feedback, share teacher resources and organize and schedule professional development workshops. Two instructional coordinators and one peer teacher were identified as CPLs.

CTE Teach was introduced at the beginning of this school year staff meeting with a workshop on what teachers need to know, and should do, on the first day of school. Three additional workshops on Lesson Plan Design, Understanding Students with Learning Disabilities, and Assessing Student Learning were presented during the school year. These workshops were well attended with excellent evaluations from the attendees.

The CPLs also observed and evaluated 19 new and veteran teachers. The CPLs had an opportunity to assess and provide meaningful feedback.

The CTE Teach program was audited on March 8, 2011. The audit team first met with the CPL that had been facilitating the grant, then visited with a teacher and observed a lesson. The meeting concluded with a question and answer period that included the three CPLs. The audit team's comments were very positive and remarked that they were very happy with the implementation of this program.

### Teacher Preparation Pipeline Grant

The Teacher Preparation Pipeline is a grant-funded program offered by Saddleback College to recruit and motivate future CTE teachers. ROP instructors serve as mentors and provide fieldwork experience for students. ROP instructors receive a stipend for their participation.

Four ROP instructors served as mentor teachers in 2008-2009, four instructors served as mentor teachers in 2009-2010 and two instructors served as mentor teachers in 2010-2011.

### CTE Community Collaborative Grant

The CTE Community Collaborative Grant has allowed Capistrano-Laguna Beach ROP instructors and staff to participate in a variety of professional growth

opportunities through externships, professional development activities and boot camps. Instructors and staff receive stipends for their participation.

In 2008-2009, four ROP staff members participated in externships with local businesses and two instructors participated in professional development activities. During the 2009-2010 school year, three instructors had externships with members of the local business community and one instructor completed a professional development activity. During the current year, these funds are primarily being used to provide professional development stipends for instructors enrolled in SDAIE training. Currently six out of the 10 teachers requiring this designation have completed the training. The four teachers who have not completed the SDAIE training will do so in the summer of 2011.

#### Tech Prep Grant

Capistrano-Laguna Beach ROP is a member of the Saddleback College Tech Prep Consortium. Tech Prep funds are used to promote CTE activities relating to the high school student population. For the 2008-2009, 2009-2010 and 2010-2011 school years, Tech Prep funds were used to provide career guidance software (COIN) for each Career Center located on a comprehensive high school campus and for Career Guidance Specialists to attend local college conferences, pay stipends to instructors who attended articulation events, and cover costs for attendance at the CAROCP Spring In-service, staff conferences and to market/promote CTE courses. In addition, for the 2010-2011 school year, Tech Prep funds are being used for Career Guidance Specialists attendance at California State University and University of California Conferences and have also been used to provide a total of 30 instructor stipends to attend CTE Teach workshops.

#### Perkins Funding

In 2008-2009, 2009-2011 and 2010-2011 Perkins 132 funds were used to support and enhance instruction for adult-oriented courses and special population adult students. Perkins 132 funds have been used to provide computers, instructional videos, skeletons, medical charts and manikins for the Dental and Medical courses, software and computer parts for the Information Technology courses, an ultra-sonic cleaner for the Dental program and supplies for the Adult Career Center. Additionally, funds were used for field trips, conference registration fees and promoting CTE courses to adult students.

Capistrano-Laguna Beach ROP was notified of being placed in a Perkins Program Monitoring Status due to low percentages in two core indicators: 5A1: Non-traditional Participation, and 5A2: Non-traditional Completers for the 2008-09 school year. In February of 2011, we were notified that our response to our two low indicators was accepted; and, based upon our submission, we were removed from the Perkins Monitoring Plan effective upon on our Perkins E2 submission in March of 2011.

## **2. PROCEDURE FOR IMPLEMENTING AND MONITORING THE STRATEGIC ACTION PLAN**

The WASC Leadership Council, which was formed during the self-study process, was given the responsibility of implementing and monitoring the Strategic Action Plan. The WASC Leadership Council consists of the Superintendent, Director of Instructional Services, Director of Business Services and Operations, High School Career Guidance Manager, Instructional Coordinator, Restaurant Careers Instructor, and the Executive Assistant, each of whom represents multiple stakeholder populations. Meetings to review progress are scheduled in conjunction with regularly scheduled management (Leadership Team) meetings. The ROP's Strategic Action Plan includes 3 growth areas: Curriculum and Instruction, Communication, and Organization for the Future.

Each year the ROP identifies a set of operational goals. These operational goals are determined by seeking input from all staff and the Governing Board. The Strategic Action Plan, to a significant degree, has determined the direction and priorities since the 2008-09 school year. Most of the subsequent school years' operational goals represent the action steps within the Strategic Action Plan.

After each school year's operational goals have been identified, which include our Strategic Action Plan Steps, the Leadership Team is then responsible for preparing performance measures. As part of this annual process, all staff members are given a copy of the operational goals in January as a reminder of what the organization has agreed to pursue. A mid-year review of the progress the organization has made toward the operational goals and performance measures are shared with the Governing Board. An end-of-year assessment of the operational goals and performance measures are again shared with all staff members and then reviewed and discussed with the Governing Board.

This WASC Third Year Report will be presented to the Capistrano-Laguna Beach Governing Board on May 5, 2011 and submitted to the WASC office by June 1, 2011. Additionally, the final report will be shared with staff at our end-of-year staff meeting on June 3, 2011.

**3. PROGRESS ON CRITICAL AREAS:** Progress on all critical areas of follow-up (or major recommendations) carried out within the school-wide action plan section. Comment on any additional areas that were addressed within the action plan. Indicate what impact the action plan has had on the quality and level of student learning.

**There were no critical areas of follow-up noted by the WASC Visiting Team. The following report addresses progress on the ROP Strategic Action Plan.**



#1

**Major Growth Initiative: Curriculum and Instruction**

**Major Growth Goal: Improve instructor knowledge in the development and implementation of state career technical education (CTE) and academic standards and a standards-based curriculum.**

**1) Identify and incorporate state CTE and academic standards into all curricular areas.**

The CTE Teach team presented a professional development workshop, "Lesson Plan Design." A lesson plan template was presented which included a section for CTE standards. The workshop focused on the design of a successful lesson plan with an introduction of the CTE standards. The continued expansion and integration of CTE and academic standards into the curriculum and lesson plan designs will be ongoing.

**2) Develop a standards-based lesson plan template (to include state CTE and academic standards and ESLRs).**

In 2009-10, a lead instructor was identified and received CTE Online training which required the development of lesson plans using the CTE Online lesson plan template. In 2010-11, the CTE Teach Team developed and presented the workshop "Lesson Plan Design" which was developed to present information to assist teachers in developing their lesson plans. On-going training is available to instructors to complete their lessons utilizing CTE Online.

**3) Align Individualized Training Plans (ITPs) with revised course outlines**

An ITP Committee was formed to gather and analyze ITPs from other ROPs and develop an ITP template that was in alignment with internship-based outlines. A draft template has been completed and implementation is scheduled for the 2011-12 school year.

**#2**

**Major Growth Initiative: Curriculum and Instruction**

**Major Growth Goal: Expand assessment and feedback strategies**

**1) Determine the current assessment practices**

Instructors participated in an instructional assessment activity with a follow-up survey in June 2010. Survey data was analyzed and used to prepare for future staff development. The data was used to help develop the professional development workshop “Assessing Student Learning” which was presented in March 2011.

**2) Develop and implement additional performance-based assessments**

In January 2011, the CTE Teach Team presented the workshop “Understanding Learning Disabilities and Modifying Student Behavior.” Strategies were presented to identify and develop appropriate assessment practices to aid in the evaluation of students with learning disabilities.

**3) Provide instructional staff development regarding performance-based assessment.**

The professional development workshop “Assessing Student Learning” was presented March 2011. The workshop covered the review of lesson plan development and how lesson plans relate to student assessment, as well as sharing strategies on when and how to assess student learning and the impacts on grading criteria. “Class Action Gradebook,” a computer based grading system, was also presented with additional training opportunities.

**#3**

**Major Growth Initiative: Communication**

**Major Growth Goal: Increase awareness and deepen the understanding of the ROP’s mission, vision, governance, and operations; and implement strategies to improve both internal and external communication to all appropriate constituencies.**

**1) Improve communication regarding professional development opportunities.**

The professional development process and opportunities are discussed during performance evaluations and summer instructor appointments. Additional professional development opportunities, including CAROCP and CTE Teach, are highlighted and promoted for certificated and classified employees through flyers posted in the staff workroom, information being placed in mailboxes, email, and through our monthly e-bulletin.

**2) Expand staff orientation strategies: Instructor Handbook; Employee Handbook; Career Guidance Specialist Handbook.**

**a) Instructor Handbook**

The Instructor Handbook was revised to include up-to-date instructional strategies as well as any additional new information relevant to all instructors and distributed in the fall of 2009.

**b) Employee Handbook**

Sample handbooks were gathered from other ROPs and Capistrano and Laguna Beach Unified School Districts. These were used as resource information in the development of the new Employee Handbook, which is in its initial draft format. Completion and distribution is scheduled for 2011-2012.

**c) Career Guidance Specialist Handbook**

Samples of Career Guidance Specialist Handbooks were requested from other ROPs and current CGS practices were organized. The revised Career Guidance Specialist Handbook was developed and distributed in the fall of 2009.

**3) Improve electronic communication for decentralized staff members.**

Various methods of using the email system and website were researched to improve electronic communication among staff. A monthly e-bulletin was developed for distribution to all staff with the first distribution date of February 1, 2011. The monthly e-bulletin includes information such as important dates to remember, various announcements from departments, as well as highlighting exceptional program and student accomplishments.

Our current website has been enhanced by adding a number of new features that were previously unavailable including current news alerts for teachers, students and parents which highlight issues relative to ROP daily operations; front page links to each of our high school campus ROP offices; board meeting agendas and minutes uploaded to the website in pdf format for stakeholders to review; email links for teachers' email accounts; individual

teacher web-page capabilities where instructors are able to post syllabi, notices, calendars, photos, pdf documents and assignments. The “Staff” section of the website also contains a link to send individual teachers an email.

**4) Develop a formal plan for determining resource needs for classified staff.**

Representatives from the classified staff met to discuss the development of a document that would outline the process to meet the resource needs for the classified staff. After a final draft review, the document was implemented in 2009-10. Due to limited use since implementation, a refinement to the document to increase user friendliness is being considered.

**5) Improve communication to students regarding the articulation process.**

Articulation information is included in Career Center tour presentations to all Capistrano Unified School District College and Career Planning classes. Articulation posters are displayed in the appropriate classrooms and in all Capistrano and Laguna Beach Unified School District high school career centers. Posters and brochures are displayed in appropriate classrooms on all high school sites and on the ROP main campus. A new Saddleback College Articulation Certificate has been developed and distributed. Procedures for receiving credit are listed on the back of the certificates. Articulation information is also included in the schedule of classes, which is printed and posted on the website.

**6) Review and refine current mission and vision statements.**

The CEO and Leadership Team presented the Mission and Vision statement for staff review at the mid-year staff meeting in the 2009-10 school year. Following staff participation and input into its development, it was then presented to the Governing Board on February 18, 2010. The Board agreed with the refined mission and vision statements and these refined statements were then implemented.

**7) Improve timely notification of student performance.**

The Career Guidance Specialists provide immediate follow-up on all performance-related requests from site administration, counselors, academic advisors, and parents. Grade reporting procedures have been revised to provide a more timely submission of student performance. The Instructional Services Department has developed student behavior contracts. Presently, remote access to the attendance system for the Career Guidance Specialists is being developed which would allow each Career Guidance Specialist to quickly and easily view an individual student’s class attendance and grade.

**8) Communicate student progress and success through new/diverse strategies.**

The nomination/application process for the Distinguished Student Recognition Awards has been enhanced to become more user-friendly over the previous years. The Student Recognition Nomination Form is now available online and categories for county awards are included on local nomination forms. Laguna Beach High School now has a Student of the Month program which highlights outstanding achievements of a selected ROP student from LBHS. School newspaper articles regarding ROP courses and student success in an ROP course have increased. Additionally, student successes are now shared in the ROP monthly e-bulletin, the CAROCP monthly newsletter, and through an internet website called *The Patch*.

**#4**

**Major Growth Initiative: Organization for the Future**

**Major Growth Goal: Facilitate the implementation of legislative mandates**

**1) Continue to implement AB2448 requirements.**

**a) High School/Adult ADA Ratio (90/10)**

The following strategies have been implemented to meet the requirements by June 30, 2012, a minimum of 90% of our ADA is to be generated by high school students being served and a maximum of 10% of our ADA is to be generated by adults being served: decreasing adult classes offered, increasing high school classes offered during and after the bell schedule, implementation of adult fee-based classes, and adults no longer having the opportunity to enroll in classes located on a high school campus. The projection of adult enrollment in 2011-12 is well under 10% and adult-generated ADA will be minimal.

**b) Course Sequencing Plan**

In May 2009, the results of the Course Sequence Project was submitted to the Governing Board and subsequently sent to the California Department of Education. The Course Sequencing Plan has also been shared with the Superintendents and Assistant Superintendents of Education within each school district served, as well as the principals of each high school and middle school. The Course Sequencing Report conclusions are as follows: Over 90% of all courses in which Capistrano-Laguna Beach ROP and Saddleback College have in common are part of a course sequence as defined by AB 2448, and the ROP and Saddleback College have commonalities among courses in 13 of 15 industry sectors.

**c) Comprehensive High School Plan**

*On-hold due to legislation uncertainties pertaining to AB 2448*

**d) Advisory Committees**

Advisory Committee practices and agendas were reviewed and revised to include assessment practices and certificates of completion in Advisory Committee Meeting agendas. Capistrano-Laguna Beach ROP also participates in a county-wide advisory meeting process for select industry sectors. These county-wide advisory meetings also include professional learning community opportunities by which CTE instructors from the high school, ROP and community college can discuss issues related to their industry sector.

**2) Define and clarify the Career Guidance Specialists' role in the implementation of each District's comprehensive guidance plan.**

The Capistrano Unified School District's high school guidance program implemented a new course, College and Career Planning (CCP). Within this course, the role of the ROP is to make presentations to 9<sup>th</sup> graders, which include the 15 California Career Technical Education Industry Sectors, the 11 Foundation Standards, employment and resume resources, work permit information, and Career Center resources.

This single semester course (full year course for at-risk students) is a graduation requirement for all students beginning with the class of 2012. At Laguna Beach High School, the Career Guidance Specialist takes the lead for the Community College and CTE Fair, coordinates the job shadow experience for seniors at Camp Pendleton and also coordinates the military aptitude test for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders.

The Career Guidance Specialists at all sites in both districts served, make themselves available to students outside the classroom presentations for additional research, advice, and assessments to aid in a student's career exploration process and is a designated member of the High School Site Guidance Team.

**#5**

**Major Growth Initiative: Organization for the Future**

**Major Growth Goal: Enhance the overall image and visibility of the ROP**

**1) Develop additional marketing and visibility strategies.**

A promotional ROP DVD was developed and is used to promote ROP opportunities to school districts, parents and students. Laguna Beach High School now has a Student of the Month program which highlights outstanding achievements of a selected ROP student from LBHS. School newspaper articles regarding ROP courses and student success in a ROP course have increased. Additionally student successes are now shared in the ROP monthly e-bulletin, the CAROCP monthly newsletter and through an internet website called *The Patch*. For our 2009-10 Distinguished Student Recognition Event we capitalized and centered the event on our 40<sup>th</sup> anniversary. We had student successes from each decade highlighted. A total of six former students spoke to the audience.

In the 2009-10 school year, large 3'x 5'easel-style banners were purchased for each Career Center and the Adult Career Center on the main ROP campus. The first style has the title "Explore a Career, Take an ROP Class", and lists the 5 Career Pathways. This sign has been very useful during Open House on the High School campus, as it sparks a conversation between parent and student regarding the student's interest and the available ROP classes to pursue that interest. The second style, "Want Options? Take an ROP Class", has descriptive career and appropriate educational words that are applicable to students who take an ROP class. This style is designed to catch potential student's attention and prompt them to inquire about ROP classes.

At the start of each semester, all Career Guidance Specialists visit the first class meeting of every ROP course on their campus. The Career Guidance Specialist then welcomes all students to the ROP program, and distributes the colorful and descriptive ESLR folder to each student. The front cover of the folder is reviewed and students are reminded that in every ROP class, a student will be able to demonstrate Technical Skills, Career Planning and Management Skills, Communication Skills, and Critical Thinking and Problem Solving Skills. These folders are also used when presenting information to district and site administrators to highlight the ROP Expected Schoolwide Learning Results.