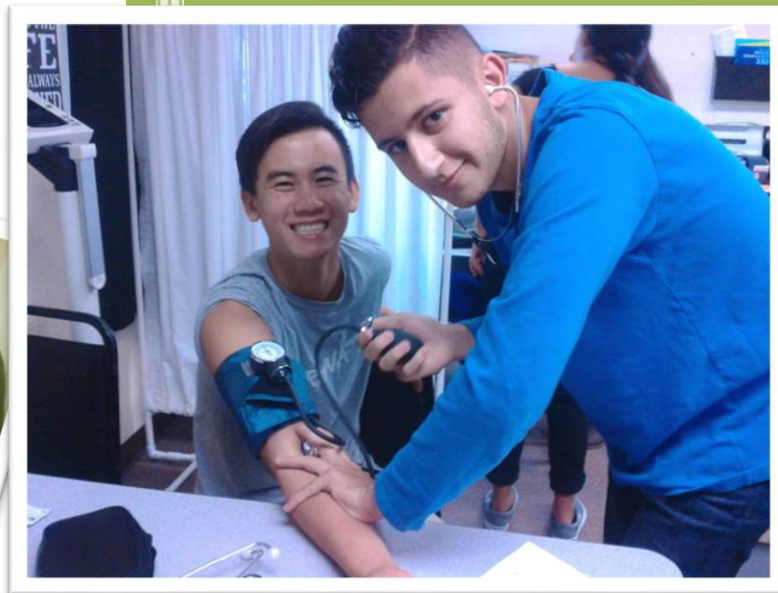
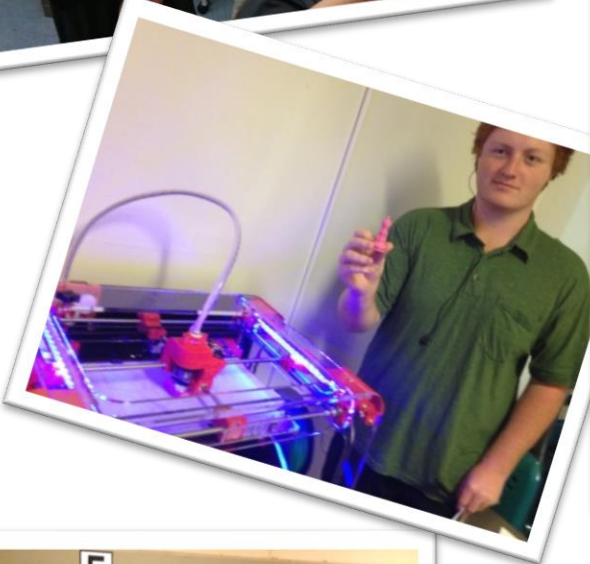
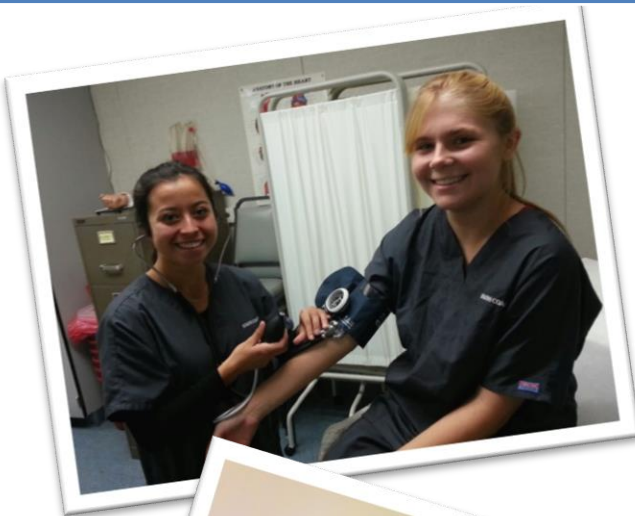




2015 WASC Self-Study Report

South Coast ROP



Preface

This self-study report represents the culmination of the South Coast Regional Occupational Program's thorough self-examination of practices, procedures, and modalities, using the Western Association of Schools and Colleges (WASC) Postsecondary Education Self-Study as the instrument for on-going improvement. The study is a continuation of the efforts that began with the 2008 WASC Self-Study through the *Focus on Learning* process. During the past six years, strategies have taken shape, goals have been redefined, and improvements based on student achievement have consistently been made. The 2008 WASC Strategic Action Plan goals have been imbedded into the organization's daily mode of operation.

The accreditation process aids in developing and sustaining effective educational programs and assures the educational community, the general public, and other organizations that the South Coast Regional Occupational Program (ROP) has met high standards of quality and effectiveness.

The ROP has accomplished a great deal and has made some significant modifications to meet the parameters of the Postsecondary Self-Study. Due to changes in the WASC Leadership Team, a one-year extension was granted by the Accrediting Commission for Schools and a new WASC Self-Study Coordinator was selected in September 2013. The WASC Self-Study process focused on the essential elements that make up the core of the WASC Postsecondary Education model:

1. Involvement and collaboration of all stakeholders
2. Clarification of the South Coast ROP mission and Expected Student Learning Results (ESLRs)
3. Assessment of the student program and its impact on student learning with respect to the mission, ESLRs and WASC criteria
4. Re-creation of a school-wide Action Plan
5. Inclusion of an accountability system to faithfully monitor the implementation of the Action Plan

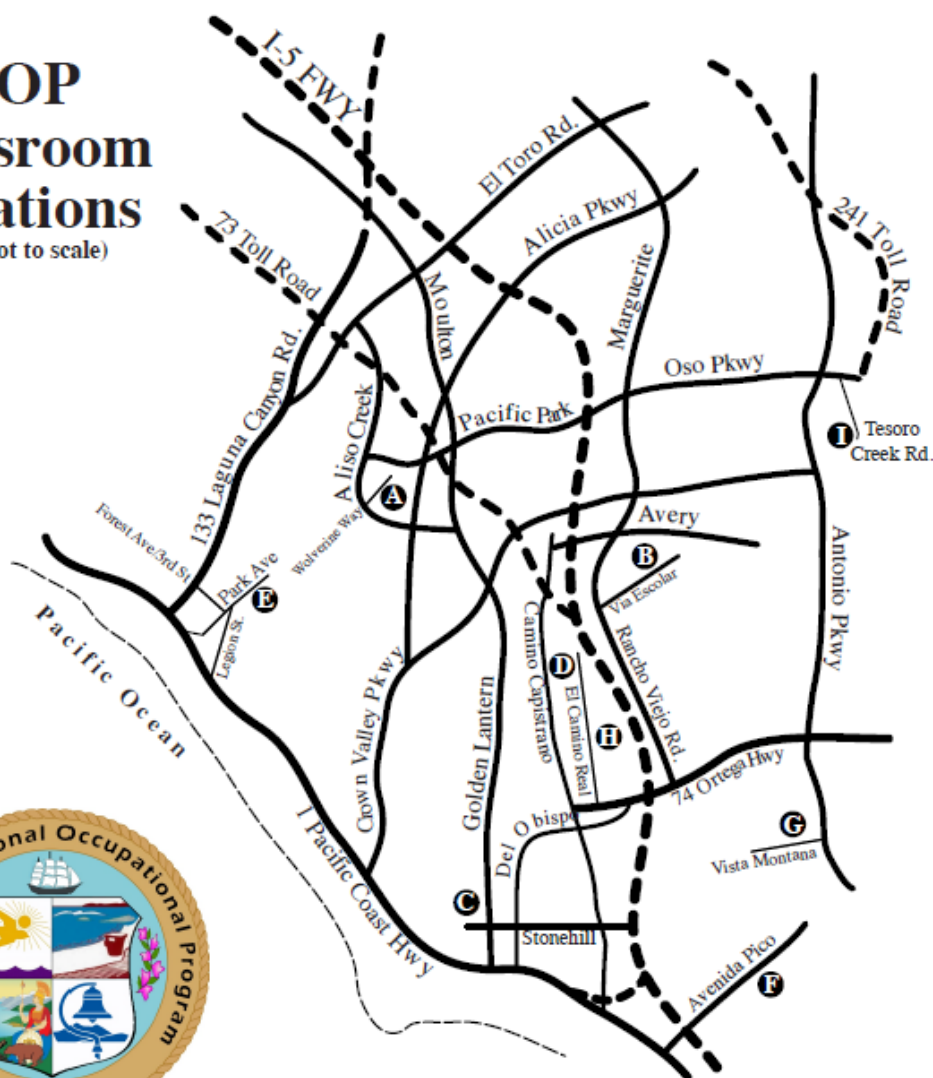
During the self-study, a western theme and slogan, “Best in the West,” was chosen to keep the process interesting and motivating for staff and stakeholders. The theme highlights the ROP’s goal of providing students the highest quality career technical education experience. Meetings are decorated with the western theme in mind, and each focus group member was given a “cowboy name” and assigned to one of the four following groups:

- City Slickers -- Curriculum
- Buckaroos -- Instruction
- Outlaws -- Use of Assessment
- Wranglers -- Student Support Services

Throughout the process, evidence was gathered and shared among groups, on-line surveys were conducted and assessed, data has been compiled and distributed, and action items have been identified and developed.

ROP Classroom Locations

(Map not to scale)



A Aliso Niguel High School (ANHS)
28000 Wolverine Way • Aliso Viejo, CA 92656
Career Center (949) 362-4954

B Capistrano Valley High School (CVHS)
26301 Via Escalar • Mission Viejo, CA 92692
Career Center (949) 347-6975

C Dana Hills High School (DHHS)
33333 Golden Lantern • Dana Point, CA 92629
Career Center (949) 661-8599

D Junipero Serra High School (JSHS)
31422 Camino Capistrano • San Juan Capistrano, CA 92675
Career Center (949) 496-3118

E Laguna Beach High School (LBHS)
625 Park Ave. • Laguna Beach, CA 92651
Career Center (949) 497-7750 x397

F San Clemente High School (SCHS)
700 Avenida Pico • San Clemente, CA 92673
Career Center (949) 498-0408

G San Juan Hills High School (SJHHS)
29211 Vista Montana • San Juan Capistrano, CA 92675
Career Center (949) 234-5518

H South Coast ROP (ROP)
31522 El Camino Real • San Juan Capistrano, CA 92675
(949) 496-3118

I Tesoro High School (THS)
1 Tesoro Creek Rd. • Las Flores, CA 92688
Career Center (949) 234-5303

WASC Visiting Team

Mrs. Kit S. Alvarez – Visiting Chair

ROP Administrator
San Bernardino County ROP
144 N. Mountain View Ave
San Bernardino, CA 92408

Mr. John Giovati – Member

Director-Adult Programs (retired)
5426 W. 118th Place
Inglewood, CA 90304

Ms. Carlynn Huddleston – Member

Principal (retired)
533 Hermosa St.
South Pasadena, CA 91030

Ms. Allison Pickering – Member

Assistant Principal
18577 Caminito Pasadero Unit 408
San Diego, CA 92128

Mrs. Sara Shapiro – Member

Assistant Principal
El Monte-Rosemead Adult School
10807 Ramona Boulevard
El Monte, CA 91731

SOUTH COAST ROP

Governing Board

Mr. John M. Alpay (CUSD)
President

Mrs. Ketta Brown (LBUSD)
Vice-President

Mrs. Amy Hanacek (CUSD)
Member

Mrs. Jan Vickers (LBUSD)
Member

WASC SELF-STUDY LEADERSHIP TEAM

Kim Thomason

Pati Romo

Gary Bale

Rhonda Brown

Barbara Lancaster

Anne Moore

Bridget Mondt

Suzie Speirs

Kathy Struiksma

Leigh Ann Todd

Yvonne Ybarra

WASC FOCUS GROUPS

Curriculum

Rhonda Brown, Chair

Yvonne Ybarra, Co-chair

Adrienne Ali

Bret Russell

Carol Martinez

Cliff Bramlette

Craig Cunningham

Debra Miyamoto

Kent Baker

Kim Light

Lorna Wise

Mark Reid

Marla South

Melissa Arrey

Micah Ohlen

Instruction

Yvonne Ybarra, Chair

Suzie Speirs, Co-chair

Bret Russell II

Catherine Nolan

Cindy Fox

Hartley Klement

Julie Marquez

Lisa Yancey

Maria Albaugh

Mariana Ahmadi

Robin Smith

Sarah Smith

Scott Jones

Sean Higgs

Steve Gil

Use of Assessment

Gary Bale, Chair

Pati Romo, Co-chair

Alfonso Gutierrez

Bianca Poncedeleon

Clare Schiller

Doug Mack

Dwynn Famalette

Greg Carlson

Jesus Torres

Juan Gutierrez

Max Nikolenko

Sandra Champommier

Scott Roquemore

Scott Wittkop

Student Support Services

Barbara Lancaster, Chair

Anne Moore, Co-chair

Ann Bergen

Cassandra Ellis

Dawn Hunnicutt

Estee Carrizosa

Fran Neill

Josh Richards

June Anthony

Kristine Calder

Kristin Raub

Ray Endow

Warren Caesar



CHAPTER 1

INSTITUTIONAL, COMMUNITY, AND STUDENT CHARACTERISTICS

Introduction to South Coast Regional Occupational Program

The South Coast ROP is one of over 70 Regional Occupational Centers and Programs in the state of California and provides career technical education that offers an integrated approach of career and academic education. Students completing programs through the ROP are prepared for entrance into college, entry-level careers, or a pathway comprised of both college and career training that leads to high-wage, high-skill and high-demand careers.

ROP is unique as a career technical education provider in that instructors are experts in their fields and are required to have extensive professional experience in their related industries. Instructors hold the appropriate credentials through the California Commission on Teacher Credentialing and are distinctively able to engage students by showing the connection between academics and career technical education through project-based learning opportunities and internships. Programs are identified and developed with in-depth research of labor market trends and forecasts, an understanding of local industry forecasted needs, and a survey of students to determine what career areas they are most interested in pursuing.

The ROP offers courses that articulate to community colleges, are approved for UC/CSU accreditation, and fulfill Capistrano Unified School District and Laguna Beach School District graduation requirements. Students may also take courses that prepare them for state and/or professional certification programs. In the fall 2014 the following new programs were introduced: Engineering Technology, Surgical Technologist, Pharmacy Technician, and Alternative Fuels. Additional courses are being considered

in the near future. The ROP partnerships include over 300 business and industry sites for students in internship locations and students who are receiving advanced instruction combined with employment. Additionally, the ROP partners with many community organizations, postsecondary educators, legislators, and state organizations..

Mission

South Coast Regional Occupational Program provides high-quality, relevant and engaging career technical education that prepares students for career and academic success.

Vision

South Coast Regional Occupational Program will be recognized by educators, parents, the business community, and local legislators as the leading provider of career technical education for the Capistrano and Laguna Beach Unified School Districts.

The ROP Mission Statement was updated and Board approved in the Spring of 2013. In August 2013, encouraged by the South Coast ROP Board President and with enthusiastic support from staff and stakeholders, the ROP Board approved the organization's name change from Capistrano-Laguna Beach Regional Occupational Program to South Coast Regional Occupational Program along with updating the logo.

Demographic Information

South Coast ROP is located at 31522 El Camino Real, San Juan Capistrano, California, 92675. The website is www.southcoastrop.org. The main campus houses nine classrooms and is situated adjacent to the "Jewel of the California Missions," Mission San Juan Capistrano, in the southern portion of Orange County.

The South Coast ROP service area consists of 13 cities and communities including: Aliso Viejo, Coto de Caza, Dana Point, Dove Canyon, Ladera Ranch, Laguna Beach, Laguna Niguel, Las Flores, Mission Viejo, Rancho Santa Margarita, San Clemente, San Juan Capistrano and Wagon Wheel.

South Coast ROP is a Joint Powers Agency (JPA) which supports the Capistrano and Laguna Beach Unified School Districts, with a governing board made up of four elected representatives, two from each of the school districts.

There are six comprehensive high schools, one independent study high school, and one continuation high school through the Capistrano Unified School District (CUSD) and one comprehensive high school through the Laguna Beach Unified School District (LBUSD).

Capistrano Unified School Districts

Aliso Niguel High School

California Preparatory Academy (independent study)

Capistrano Valley High School

Dana Hills High School

Junipero Serra High School (continuation school)

San Clemente High School

San Juan Hills High School

Tesoro High School

Laguna Beach Unified School District

Laguna Beach High School

South Coast ROP has been accredited by the Western Association of Schools and Colleges since 1996.

Institutional History

The ROP was established in 1970 as the “Capistrano-Laguna Beach Regional Occupational Program” and began with 47 students enrolled in two nursing courses, of which 36 students completed the course. Currently the ROP serves approximately 4,600 students per year with a 96% completion rate. For over 40 years, the ROP has provided courses to the Capistrano and Laguna Beach Unified School Districts and has developed innovative, high-skill, high-wage, and high-demand career pathway programs that prepare students for college and career. The ROP has long been a leader in developing career pathways with multiple entry and exit points, allowing all students to pursue their career goals. The ROP business partnerships provide students with internship opportunities, guest speakers and valuable hands-on work-based learning components. The ROP has multiple articulations to help college-bound students earn valuable college credits and offer courses that are UC/CSU a-g approved. The ROP continually expands these opportunities for students and works collaboratively with college, business, and K-12 partners to develop strong career pathways in emerging fields. A recent survey of students showed a great interest in the career fields of Engineering/Architecture, Surgical Technology, Alternative Energy, Information Technology, and Financial Services.

The ROP has continued to serve both high school and adult students during the significant budget cuts beginning in February 2009. In the 2009-10 school year, a shift

was made in course offerings to meet the requirement of AB 2448 which reduced the adult student population to 10% of each ROCP's total enrollment. The ROP began with one adult fee-based class, Medical Terminology. For the fall 2014, the ROP offered six sections of adult fee-based classes, all in the Health Sciences Career Pathway. Fee-based adult courses charge fees to cover costs of the programs. No general funds are used to support these courses.

Program Summary



The ROP offers classroom instruction at each high school campus it serves. Over 90 course sections are held each semester, with 58% within the bell schedule and 42% after the bell schedule. Additionally, Sports Medicine II meets on the Saddleback College campus. Many high school classes and all adult classes are offered at the Main ROP campus in San Juan Capistrano.

The following chart reflects the classes and sections taught during the past three years. A class is a course taught by one or more instructors and can be taught at multiple sites. A section is a single course offering in one instructional period of time.

South Coast ROP Courses and Sections

Year	Summer	Fall	Spring	Total Courses	Summer	Fall	Spring	Total Sections
2013-2014	8	51	50	109	8	105	103	216*
2012-2013	9	43	46	98	9	106	106	221*
2011-2012	10	44	48	102	10	105	113	228**
2010-2011	11	52	54	117	12	106	107	225***

* includes 12 adult fee-based sections

** includes 10 adult fee-based sections

*** includes 3 adult fee-based sections

Student Demographics

The following chart is of student population by status and gender and is an unduplicated count:

South Coast ROP Student Population by Status and Gender

Year	High School Male	%	High School Female	%	High School Total	Adult Male	%	Adult Female	%	Adult Total
2013-2014	1,153	44	1,447	56	2,600	40	18	181	82	221
2012-2013	1,365	47	1,556	53	2,921	37	15	205	85	242
2011-2012	1,205	45	1,465	55	2,670	43	20	170	80	213
2010-2011	1,054	43	1,408	57	2,462	52	14	307	86	359

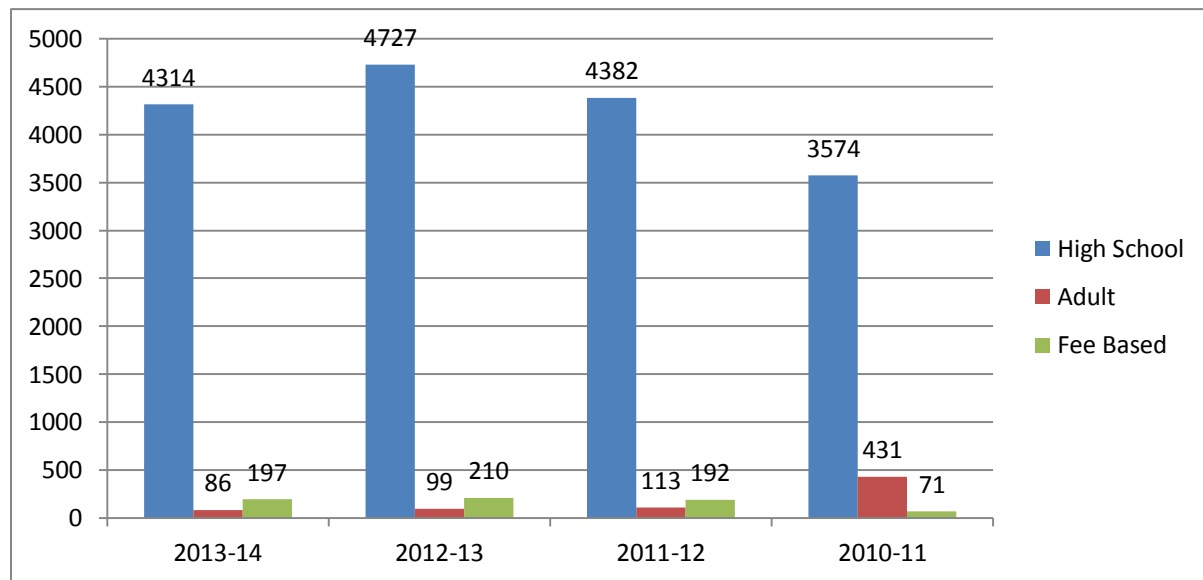
Change in High School and Adult Populations

South Coast ROP has traditionally served both high school students and adult students. With the significant budget cuts beginning February 2009, 99% of the general funds have been allocated to serve high school students.

Graduated high school seniors who are continuing in a course sequence they started in high school have their fees waived in the adult fee-based course in order to complete their course sequence.

The chart below reflects the high school and adult student enrollment patterns.

Annual Enrollment Comparisons (duplicated count)



Enrollment by Career Pathway

South Coast ROP works collaboratively with Capistrano Unified School District and Laguna Beach Unified School District in developing and following the California Statewide Career Pathway model (in addition to industry sectors).

The following chart displays the numbers of students enrolled by Career Pathways used by South Coast ROP. It is a duplicated count and includes adult fee-based classes.

South Coast ROP Enrollment by Career Pathway (duplicated count)

Career Pathway	Arts & Design	%	Business & Marketing	%	Health Sciences	%	Public Services	%	Science & Applied Tech	%
2013-2014	1,446	31	353	8	1,831	40	560	12	407	9
2012-2013	1,674	33	443	9	1,693	33.5	631	12.5	597	12
2011-2012	1,696	36	423	9	1,277	27	617	13	674	15
2010-2011	1,090	27	506	12	1183	29	673	17	624	15

Expected Schoolwide Learner Results (ESLRs)

During the 2013 fall semester, the ESLRs were reviewed and refined. A process was used that included all staff. The ROP primarily serves high school students and since the high schools are accredited under the secondary “Focus on Learning” model, the decision was made to continue using the term ESLRs rather than Student Learning Outcomes (SLOs). This avoids confusion with shared students, instructors and administrators in the two school districts.

The ESLRs were reviewed during the January 25th staff meeting and the staff was asked for suggestions and feedback. In February 2013, the WASC Leadership Team reviewed the staff input and the Governing Board was presented with proposals at the March 2013 Board Meeting. On April 2013 a second draft of the ESLRs was provided to all staff via an online survey, allowing for the completion of the ESLR selection with staff. The Governing Board approved the final ESLRs at the May 2013 Board Meeting.

Starting with the 2012-13 school year the following ESLR related activities took place:

- Instructors were provided with a handout “What do ESLRs Mean to You?”. Strategies to assess student understanding of the ESLRs, guidelines on integrating ESLRs into the classroom, and personal qualities associated with instructor modeling of the ESLRs were presented and discussed.
- At the January 2014 staff meeting instructors were asked to complete an ESLR assessment activity which provided conclusive evidence of the many assessment strategies utilized by instructors to evaluate student understanding of the ESLRs.
- During the January 2015 staff meeting a Scoring Guide, rubric, and assessment assignment, which were developed by the Curriculum and Instruction Focus Groups, was presented. The Scoring Guide allows an instructor to assess the level of student understanding of the ESLRs. On the back of the ESLR Scoring Guide is a rubric which assists the instructor and the student in understanding what the student should be able to do in order to achieve understanding of the ESLRs. The ESLR assessment assignment provides a tool for instructors to assess a student’s understanding in an easy to use lesson.

ESLR posters and ESLR presentation folders have been professionally developed. At the beginning of the fall 2014 semester and spring 2015 semester, the ESLR presentation folders were distributed to all students as additional means to reinforce the ESLRs. Implementation efforts of these instruments are on-going.

Students of South Coast Regional Occupational Program will be prepared to demonstrate:

ESLR #1: Technical Skills

- Demonstrate industry-specific competencies
- Meet industry-based safety and health standards
- Understand the appropriate use of industry specific terminology
- Understand emerging technologies and resources

ESLR #2: Career Development Skills

- Understand how personal traits affect career advancement
- Apply career technical and academic standards for career success
- Effectively navigate career pathways that connect education and employment to achieve individual potential

ESLR #3: Communication Skills

- Demonstrate effective reading and writing skills
- Apply effective listening, verbal and non-verbal skills
- Demonstrate principles of effective interpersonal skills, including group dynamics, collaboration, conflict resolution and negotiation
- Apply multimedia communication in a variety of formats and contexts

ESLR #4: Critical Thinking and Problem-Solving Skills

- Acquire, analyze, and process information
- Apply knowledge and skills to new and diverse situations
- Develop creative solutions to problems and formulate recommendations
- Demonstrate socially responsible and ethical decision making

Class Size and Student Load

Class size varies according to classroom capacity, available equipment, safety, student interest and availability. The usual maximum class size for instructors is 32:1. Minimal enrollment is typically 15:1. The usual student load is one ROP class; however, it is not uncommon for students to continue taking ROP classes in subsequent semesters, especially those enrolled in “sequenced” classes. If course load allows, some students take multiple ROP courses in one semester.

Types of Certificates Awarded

Students who complete the appropriate number of hours and meet required course competencies receive a Certificate of Completion. Students who do not meet the requirements for a Certificate of Completion may receive a Certificate of Attendance. Many courses offer an opportunity to earn an industry certification or licensure such as Engineering (Solidworks), Information and Communications Technology (ICT), Emergency Medical Technician (EMT), Emergency Medical Responder (EMR), Medical Assisting, Dental Assisting, Pharmacy Technician, and Surgical Technician. All students in a medical related course earn a Cardio-Pulmonary Resuscitation (CPR) certification.

Staff

As of the fall 2014 semester, the ROP has 52 employees of whom 32 are instructors and 18 support staff. The Superintendent and the Assistant Superintendent comprise the administrative staff. The ROP has 72% part-time instructors (defined as teaching less than 16 hours per week). The ROP contracts with Capistrano Unified School District and Laguna Beach Unified School District for the services of eight instructors.



Each comprehensive high school campus in the Capistrano Unified School District has a full-time ROP Career Guidance Specialist (40 hours per week) who provides assistance to students seeking information and/or admission to ROP courses. The Career Guidance Specialist on the Laguna Beach High School campus is part-time (25 hours per week) due to the smaller student enrollment on that campus.

Along with promoting, enrolling, and monitoring students in ROP courses, the ROP Career Guidance Specialist provides many services to the individual high school campuses through managing the on-campus Career Center for career and college assistance to all students. Services provided by the Career Guidance Specialist through the Career Center include: career assessments, classroom presentations, workshops, guest speakers, parent information nights, and individualized student advisement sessions. Other services include issuing work permits, job postings, employment referrals, and techniques for job interviews and resume writing. The ROP Career Guidance Specialist on each high school serves as the ROP liaison between students, parents, instructors, high school guidance staff and administrators, and outside agencies. The ROP was awarded the Model Practices Recognition in Student Support Services and Career Guidance Services by the California Department of Education (CDE) from 2001-2007 until the recognition was discontinued by CDE due to budget constraints. In 2011, the California Association of Regional Occupational Centers and Programs revived the recognition process and the ROP was recognized as a Model Program and Practice in Student Support Services for 2011-2014.

Annual Calendar

The annual school calendar follows a traditional semester system. South Coast ROP functions on the typical fiscal year beginning July 1 and ending June 30. Most classes are open entry, where students can enroll at the semester break. Adult fee-based courses follow a calendar which meets the requirements for each individual course. Many courses for adults have extensive daily hours to allow students to complete their training in a semester and immediately enter the employment market.

Community Information

Geographic Area

Orange County is one of 58 counties in California, covering approximately 948 square miles and stretches along 42 miles of the southern California coast with Los Angeles County to the north, San Diego County to the south and Riverside and San Bernardino Counties to the east.

Population

Orange County is the sixth largest county in the nation with more residents than 20 of the country's states, including Mississippi, Arkansas, Kansas, Utah, and Nevada. It is the third largest county in California with a population of 3,104,680 as of July 2013, an increase of 1% when compared with the previous year, falling behind Los Angeles and San Diego for the most populous county in the state. In terms of the number of people added to the county annually, Orange County ranks 8th in the nation.

At its peak, Orange County's population increased rapidly – an average 22% per year in the 1950s and 10% per year in the 1960s. The average annual increase slowed considerably to 1.7% between 1990 and 2000 and further to 0.6% between 2000 and 2010. Between 2010 and 2012, the population growth rate was 0.9%. Orange County ranks eighth out of more than 3,000 counties nationwide in terms of the number of people added to the country between 2010 and 2013. The county's population growth is projected to continue at an increasingly slower rate over the next 20 years, reaching a little over 3.4 million by 2035.

Some South Orange County Demographics

Our regional population	919,000
Living in Poverty	135,000
Adults with no high school diploma	60,000
Unemployed	56,000
English Language learners (??)	382,000
Adults with Disabilities	93,000
In the Citizenship process	131,000
Need Basic Literacy education	145,000

(US Census Bureau, American Community Survey, Dept. of Finance Demographic Research Page, National Center for Educational Statistics, National Assessment on Adult Literacy)

Ethnicity and Age

Orange County is a racially and ethnically diverse region with 43% of Orange County residents identifying themselves as Non-Hispanic White followed by 34% Hispanic, 19% Asian/Pacific Islander, 2% African American, 3% two or more races, and 1% are American Indian/Alaska Native or any other single race. There is a substantially higher proportion of foreign-born residents (31%) than the nationwide average (13%) and slightly higher than the statewide average (27%). Among Orange County residents at least five years of age and older, 46% speak a language other than English at home. The majority speak Spanish (58%) followed by Asian/Pacific Islander languages (31%) and other Indo-European languages (9%). Of the total population, 20% report they do not speak English “very well.”

The chart below shows the ROP, Capistrano and Laguna Beach Unified School Districts, and the county and state ethnicity population for 2013-2014. Both the state of California and Orange County are now a “minority majority” population where no single racial or ethnic diversity group comprises more than 50% of the total population.

County and State Ethnicity Populations

	American Indian or Alaska Native	Asian	Pacific Islander or Hawaiian Native	Filipino	Hispanic or Latino	African American	White	Multiple or Unknown
South Coast ROP	0.8%	4%	0.5%	2%	31.5%	1.4%	58%	2%
Capistrano Unified	0.1%	5.4%	0.1%	1.6%	25%	1.3%	60%	5.7%
Laguna Beach Unified	0.8%	5.6%	0.4%	0.7%	9.4%	2%	89.4%	1%
Orange County	1%	19%	0.4%	N/A	34%	2%	42.6%	N/A
California	1.7%	14%	0.5%	N/A	38.4%	6.6%	39%	N/A

(quickfacts.census.gov)

South Coast ROP Student Ethnicity Populations 2010-2014 Data Compared to 2006-2007

South Coast ROP	American Indian/ Alaskan	Asian	Pacific Islander/ Hawaiian	Filipino	Hispanic or Latino	African American/ Black	White	Multiple or Unknown	Total
High School 2013-14	21 (.08%)	102 (3.9%)	13 (0.5%)	50 (2%)	752 (29%)	39 (1.5%)	1,578 (60.7)	44 (1.6%)	2,599
Adult 2013-14	2 (1%)	9 (4%)	3 (1.3%)	6 (2.7%)	136 (61.3%)	1 (.04%)	55 (24.8%)	10 (4.5%)	222
High School 2012-13	15 (0.6%)	115 (4%)	16 (0.4%)	45 (2%)	827 (28%)	44 (2%)	1,796 (61%)	63 (2%)	2,921
Adult 2012-13	N/A	11 (4.5%)	N/A	8 (3%)	141 (58%)	1 (0.5%)	70 (30%)	11 (4%)	242
High School 2011-12	23 (1%)	85 (3%)	14 (0.5%)	50 (2%)	726 (27%)	36 (1.5%)	1,1661 (62%)	75 (3%)	2,670
Adult 2011-12	1 (0.5%)	5 (2%)	1 (0.5%)	5 (2%)	115 (54%)	1 (0.5%)	69 (33%)	16 (7.5%)	213
High School 2010-11	22 (0.8%)	62 (3%)	22 (1%)	32 (1.1%)	545 (22%)	30 (1.1%)	1,694 (69%)	55 (2%)	2,462
Adult 2010-11	3 (1%)	18 (5%)	4 (1%)	7 (2%)	164 (46%)	4 (1%)	140 (39%)	19 (5%)	359
Combined 2013-14	23 (0.8%)	111 (4%)	16 (0.5%)	56 (2%)	888 (31.5%)	40 (1.4%)	1,633 (58%)	54 (2%)	2,821
Combined 2006-07	58 (1.1%)	314 (6%)	29 (0.6%)	N/A	1,392 (27%)	80 (2%)	3,048 (59.1%)	232 (4.5%)	5,153

The median age in Orange County, as of 2012, was 37 years. The population is slowly aging with 24% under age 18 (compared to 27% in 2003) and 12% age 64 and older (compared to 10% in 2003). Between 2001 and 2011, Orange County's population grew in all age groups except 25-34 year olds. Looking forward, projections suggest the aging trend will continue with a 142% increase in the older population and a 7% decrease in the non-senior population.

Density and Average Household Size

The average household size in Orange County is 2.99 persons. Laguna Beach is reported as one of three cities in Orange County with the smallest household size (2.0). Census 2010 places Orange County's population density at 3,808 persons per square mile – an increase of 6% since 2000; however, the city of San Juan Capistrano is reported as one of the lowest densities in the incorporated areas of Orange County at 2,449 per square mile.

The median family income for 2013 in Orange County is expected to be \$84,100, which is higher than surrounding counties and the nation. Median family income for 2013, relative to 2012, decreased by 1.41%; the statewide decrease was 2.52%. Both are above the nationwide decrease of 0.92%. The median price for new and existing homes was \$560,000 in 2013, representing a 25.8% increase relative to 2012. The median sales price in Orange County continues to exceed all surrounding counties.

Labor Market

The unemployment rate in Orange County continues to be below that of all surrounding counties. The County's unemployment rate in 2013 was 6.2% compared to the nationwide rate of 7.3%. This represents a slight decrease from the prior year's rate of 7.7%. The County's job growth is expected to increase by 2.3% in 2013, resulting in approximately 31,857 new jobs relative to 2012.

Orange County has the second highest number of jobs and firms in the state of California. After averaging 1.54 million jobs between 2006 and 2008, employment hit a post-crash low in January 2010 at 1.43 million jobs. Since then, employment has grown, totaling 1.51 million jobs as of November 2012. Long range projections anticipate 1.78 million jobs by 2035, an increase of 19% from 2010.

Total non-farm employment is projected to add more than 189,000 jobs by 2020. Nearly 70% of all projected non-farm job growth is concentrated in three industry sectors:

- Professional and business services are forecasted to add the most jobs. The growth will be led by an expected increase of 11,100 jobs in management, scientific, and technical consulting services.
- Leisure and hospitality is projected to have the second largest increase in jobs. Full-service restaurants are predicted to add 18,000 jobs.
- Educational services, health care, and social assistance are anticipated to have the third largest increase of jobs. Ambulatory health care services are expected to gain 18,300 jobs.

Student Learning and Achievement Data

Student achievement is measured by successful completion of a course and by placement. A completer is defined as a student who has completed at least 75% of the instructional hours for the course, earning a grade of “C” or better, possessing marketable job skills, demonstrating acquired competencies, and/or acquiring employment in the field of training.

Students who complete the appropriate number of hours and meet the required course competencies receive a Certificate of Completion. Students who do not meet the requirements for a Certificate of Completion may receive a Certificate of Attendance.

The ROP is required to report completer-placement data to the California Department of Education annually and is required by the Education Code 52302.3 to review courses every two years to assess completer-placement data with respect to labor market data. A follow-up study of all high school seniors and adult students who are completers is conducted to determine placement of these students. The following table contains the student completion and placement rates. This information is based upon the California Department of Education’s criterion asking for 12th grade high school students only and adult students who earned a Certificate of Completion.

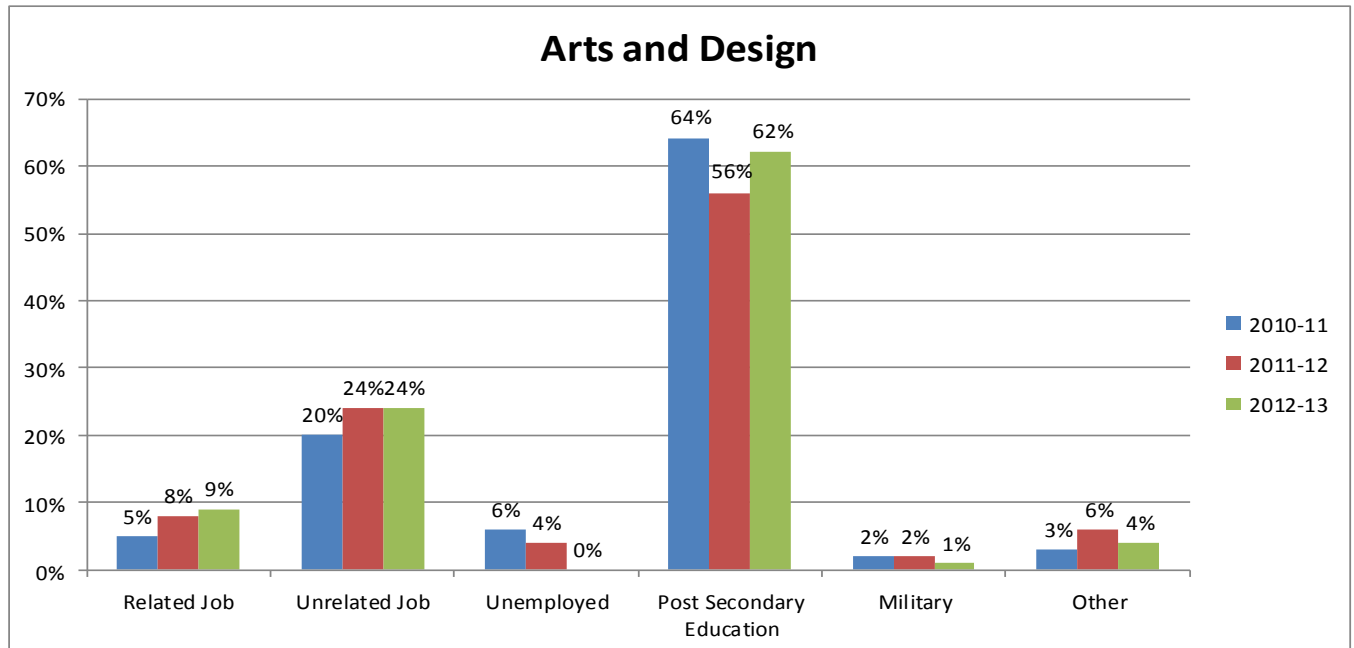
Completer Percentages for the 2013-2014 school year are as follows:

3D Model Making	82.5%	Forensic Science	96.8%
Animal Healthcare	100.0%	Graphic Design Technology	85.0%
Art of Animation	100.0%	Graphics Production	66.0%
Audio and Music Production	66.4%	Health Careers 1A	82.6%
Automotive Repair	85.0%	Kinesiology	86.3%
Automotive Specialist	88.2%	Medical Assistant I	98.3%
Automotive Technology	68.5%	Medical Assistant I FB	86.8%
Careers in Fashion	100.0%	Medical Assistant II	97.6%
Careers in Fashion II	95.8%	Medical Assistant II FB	92.5%
Careers in Teaching	97.4%	Medical Terminology	90.2%
Child Care Careers	100.0%	Medical Terminology FB	92.0%
Criminal Justice	90.7%	Medical/Hospital Careers	94.8%
Dance 1 IB	98.3%	Medical/Hospital Internship	88.8%
Dance 2 IB	100.0%	Multimedia Design	86.7%
Dance Performance	100.0%	Multimedia Production	100.0%
Dance Performance I	92.3%	PC Hardware/Software	88.5%
Dance Performance II	96.3%	Programming Tools	94.4%
Dance Production	87.1%	Restaurant Careers	96.0%
Dance Production, Contemp.	100.0%	Retail Careers	100.0%
Dental Assistant I	96.0%	Retail Careers-Internship	100.0%
Dental Assistant I FB	100.0%	Small Business Management	87.1%
Dental Assistant II	100.0%	Sports Medicine 1A	91.6%
Dental Assistant II FB	100.0%	Sports Medicine 1B	88.3%
Dental Radiology	100.0%	Sports Medicine II Internship	96.2%
Digital Media Arts 1A	73.8%	Virtual Enterprise 1A	81.0%
Digital Media Arts 1B	81.8%	Virtual Enterprise 1B	94.0%
Digital Video Production	96.8%		
Emergency Medical Responder	90.4%		
Emergency Medical Technician	96.6%		
Fire Technology	83.3%		
Floral Design	73.5%		

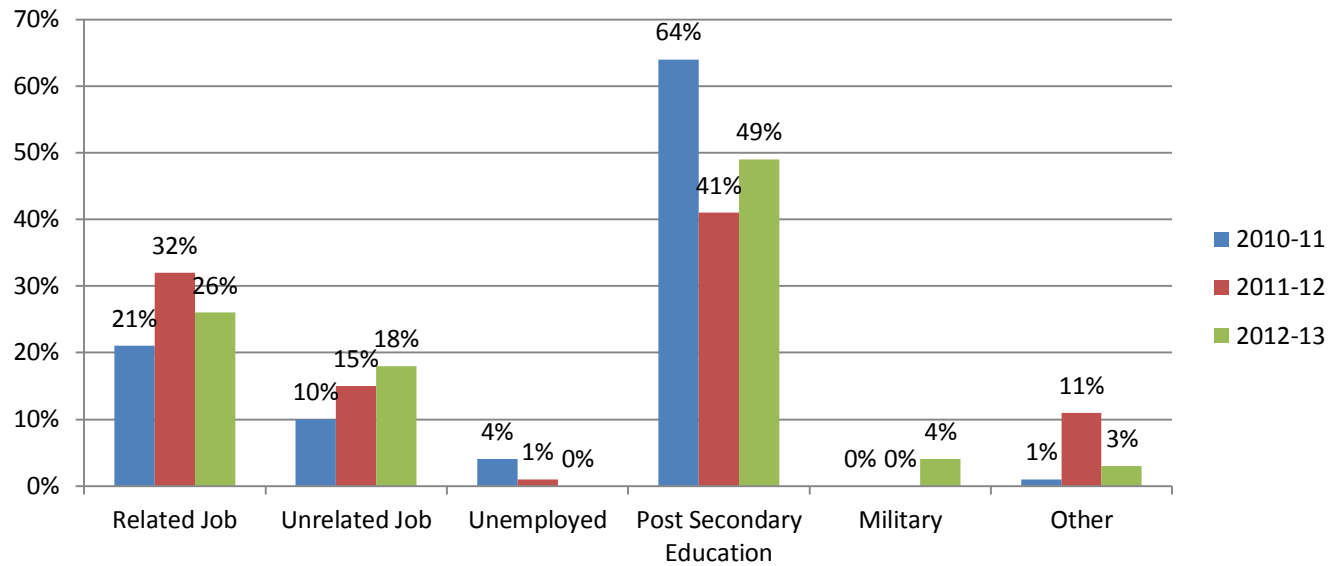
Placement of Completers (Duplicated Count)

The follow-up study was conducted in a new manner beginning in the 2013-14 school year after the need to collect more accurate data was determined. The ROP now conducts the survey by contacting students six months after completing a course by telephone, and the data is entered directly into the Socrates attendance system. The survey questions follow the 101 E-2 data collection requirements, which do not include the category of unemployed; therefore, the data results from 2010-11 and 2011-12 vary slightly from 2012-13.

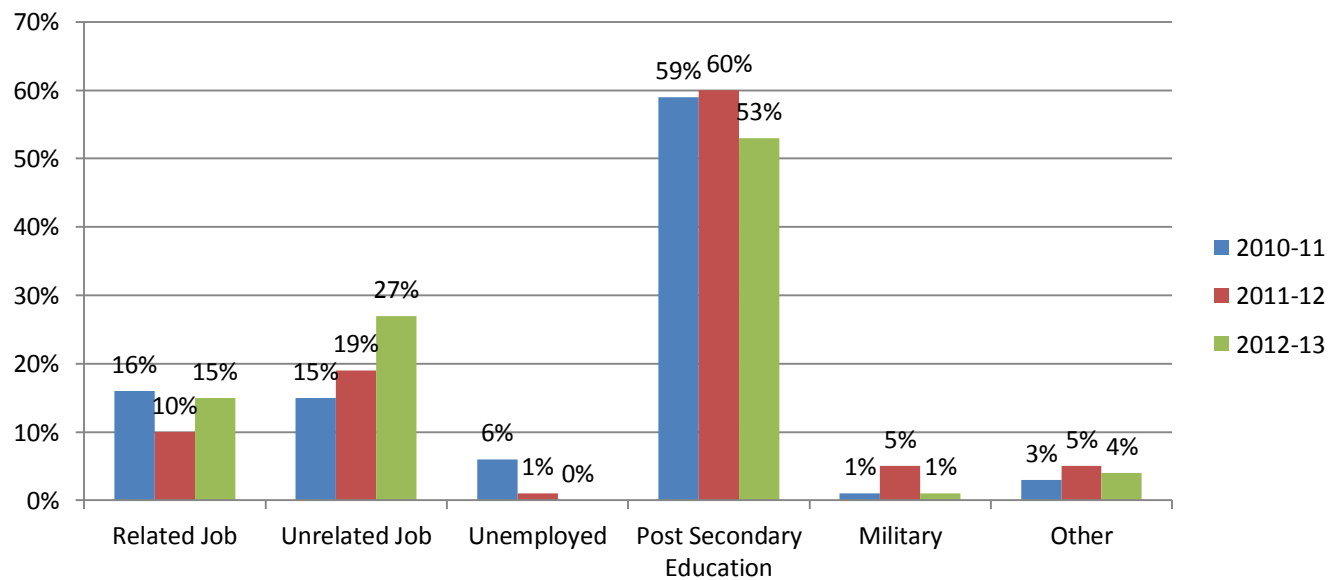
Placement data for course completers is listed in the following career sectors:



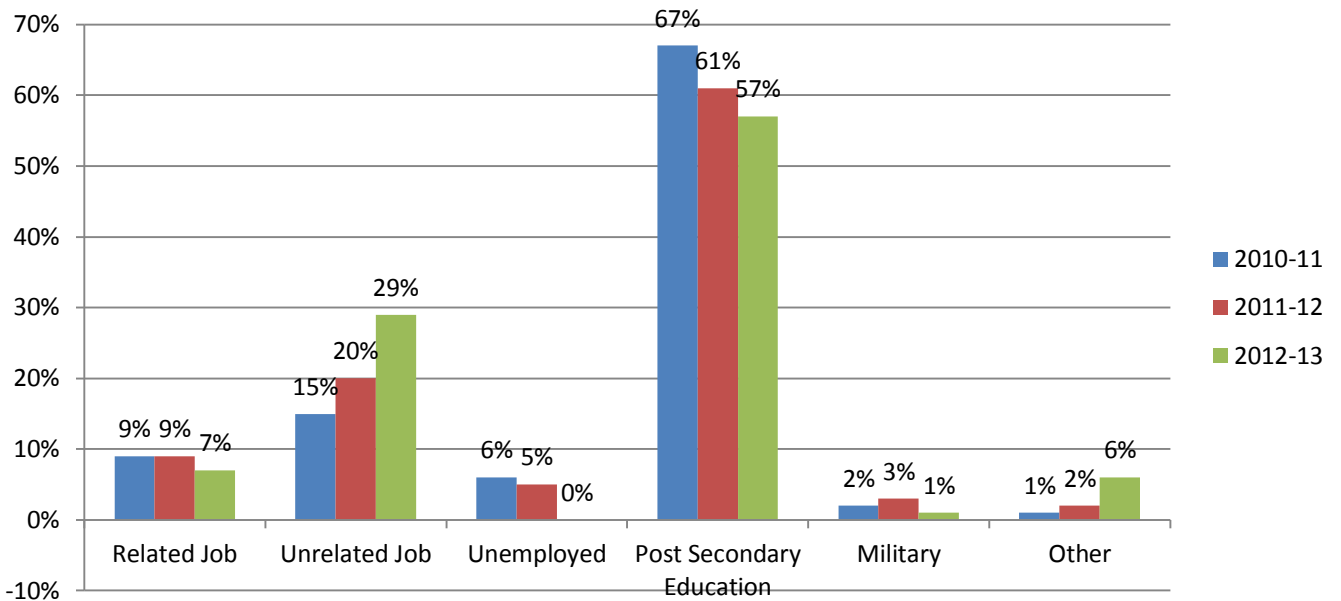
Business and Marketing



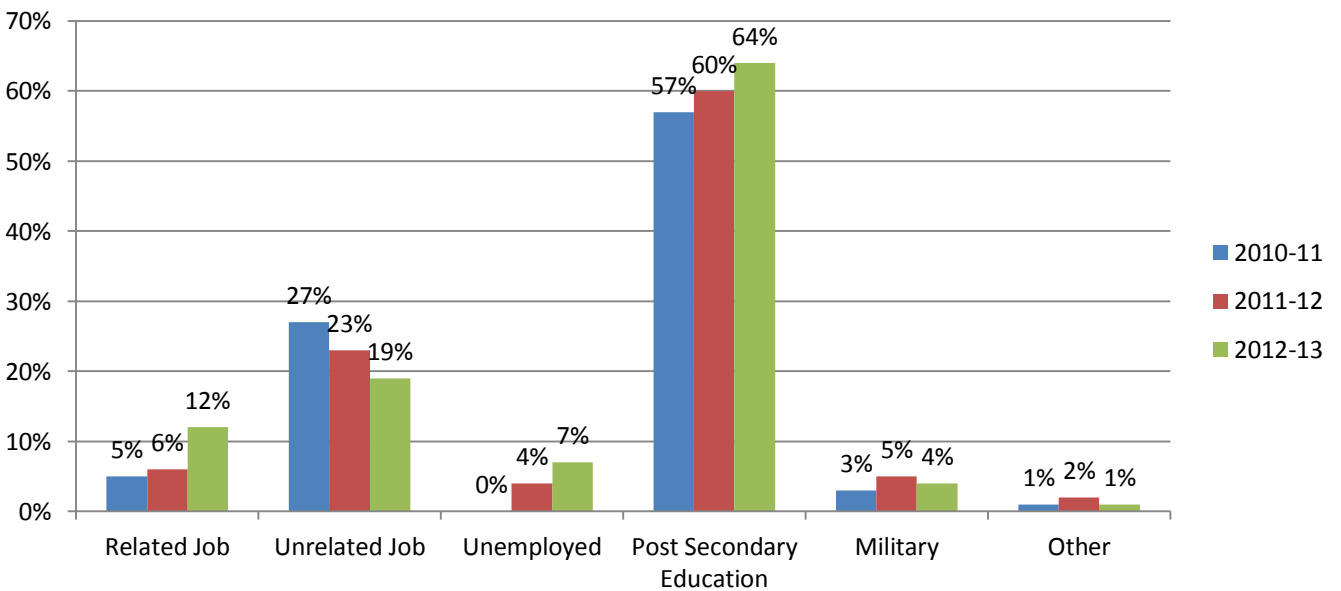
Health Sciences



Public Services



Science and Applied Technology



Articulation

Articulated courses encourage students to achieve their educational goals in a sequential manner and support future career goals. The ROP currently offers the following articulated courses:

Saddleback Community College (13)

Art of Animation	Automotive Repair, Automotive Specialist,
Careers in Fashion I and II	Automotive Tech I and Tech II
Digital Video Production	Graphics Production
Retail Careers	IT Essential: PC Hardware/Software
Sports Medicine	Small Business Management/Entrepreneurship

Santa Ana College (3)

Automotive Repair, Automotive Technology and Fire Technology

Coastline Community College (2)

Art of Animation and Small Business Management/Entrepreneurship

Students who successfully complete specified ROP classes with an A or B grade are eligible to earn advanced placement or credits at the colleges. Additional courses are being explored for future agreements.

UC/CSU Approval

Six courses are currently UC/CSU approved and fulfill the “a-g” subject requirements for freshman admission to the University of California and California State colleges. Approved courses must be taken for a full year and currently include:

- Art of Animation (Visual and Performing Arts “f”)
- Art of Dance Composition (Visual and Performing Arts “f”)
- Forensic Science (Laboratory Science “d” and Elective “g”)
- Multimedia Design (Visual and Performing Arts “f”)
- Multimedia Production (Visual and Performing Arts “f”)
- Sports Medicine (Elective “g”)

CHAPTER II

PROGRESS REPORT ON PAST RECOMMENDATIONS

Significant Developments

Since the accreditation visit in April 2008, the following changes have occurred that have impacted the South Coast 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 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 2012-13 apportionment was projected at approximately \$2,743,000, a decrease of \$712,000 from the 2007-08 funding level.

In response to the budget crisis, the South Coast ROP developed a Budget Crisis Emergency Response Team (BCERT). The 10 member team included instructors, classified staff representatives, administrators, and the Chief Executive Officer (the position at that time), 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 \$600,000 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, South Coast 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 was 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 2012, the flexibility provision was eliminated but in its place all ROP's were issued a Maintenance of Effort (MOE) through the Governor of California. The MOE requires that all school districts spend the same amount of funds on the ROP as was spent in 2012-13 during the 2013-14 and 2014-15 school years. The MOE is set to expire on June 30, 2015. Beyond that date there is no identified funding for ROC/P's in the state budget.

In 2013-14, the apportionment was increased to include Excess Property Tax, which had previously been a separate funding allocation. This resulted in the MOE required funding amount to be \$3,072,000 for the 2013-14 and 2014-15 school years.

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% for 2010-11 and 46% or \$1.2M for the 2011-12 fiscal year. In 2012 to present the deferral amount is approx. \$1.5M although it is currently deferred only to July of the following 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 provided 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 2012-13 healthcare premiums increased significantly and the Governing Board voted to absorb the increases for employees during the 2013-14 school year. In 2014, staff

researched a variety of healthcare models which resulted in the Governing Board approving a new healthcare model in which the ROP will provide a fully paid healthcare plan to eligible employees and their families should they choose the offered plan. Other plans are available and should the employee choose an alternate plan, they will pay the difference in the premium. This plan begins in January 2015.

Although Continuing Education Units for Nursing Assistant Certification have been offered in a fee-based format, in the fall 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 future school years. 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 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. This increase of course offerings was 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, 12-month employees received 24 non-paid furlough days. Full-time 10 and 11 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 2011-12 salaries were restored to the 2008-09 salary schedules.

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 COLA increases remained suspended.

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

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.

The 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. The ROP received a one-year CTE Teach extension for the school year 2011-12 in the amount of \$25,000.

Teacher Preparation Pipeline Grant

The Teacher Preparation Pipeline was a grant-funded program offered by Saddleback College to recruit and motivate future CTE teachers. ROP instructors served as mentors and provided fieldwork experience for students. ROP instructors received 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 allowed South Coast ROP instructors and staff to participate in a variety of professional growth opportunities through externships, professional development activities and boot camps. Instructors and staff received 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 2011, these funds were primarily being used to provide professional development stipends for instructors enrolled in SDAIE training. Currently, all instructors receive SDAIE training as part of the credentialing process.

Tech Prep Grant

South Coast ROP is a member of the Saddleback College Tech Prep Consortium. Tech Prep funds were 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, for Career Guidance Specialists to attend local college conferences, to pay stipends to instructors who attend articulation events, to cover costs for attendance at the CAROCP Spring In-service and staff conferences and to market/promote CTE courses. In addition, for the 2010-2011 school year, Tech Prep funds were being used for Career Guidance Specialists attendance at California State University and University of California Conferences and had also been used to provide a total of 30 instructor stipends to attend CTE Teach workshops.

Perkins Funding

In 2008-2009, 2009-2001 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 mannequins 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.

South Coast 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. Each subsequent year the Perkins funds decreased to the point that we did not receive any Perkins funds during the 2013-14 or 2014-15 school years due to a decline in adult enrollment.

Career Pathways Trust Grant

An application was submitted by the Orange County Department of Education for the California Career Pathways Trust Grant. This grant required a regional (countywide) consortium approach which included participation by secondary education, ROPs, postsecondary education, and business partners. South Coast ROP will receive approximately \$215,000 over the next four years.

The purpose of this grant is to build robust partnerships between employers, schools, and community colleges in order to better prepare students for the 21st century workplace and improve student transition into postsecondary education, training and employment.

The grant focuses on the following identified industry sectors: Engineering/Advanced Manufacturing, Healthcare/Biotechnology, and Information Communications Technology/Digital Media. The ROP is a leader in developing and providing career pathways with multiple entry and exit points that guide students in their postsecondary and career goals. The ROP has multiple articulations to help college bound students in earning valuable college credits and UC/CSU a-g approved courses that assist students with college entrance requirements. The ROP is in the position to support career-based education in each of the identified sectors listed above and is working to expand these opportunities for students by working collaboratively with our K-12, postsecondary and business partners to develop strong career pathways that lead to college and career success.

PROCEDURE FOR IMPLEMENTING AND MONITORING THE STRATEGIC ACTION PLAN

The WASC Leadership Team, which was formed during the self-study process, was given the responsibility of implementing and monitoring the Strategic Action Plan. Meetings to review progress were scheduled in conjunction with regularly scheduled management (Leadership Team) meetings. The ROP's current Strategic Action Plan includes three growth areas: Curriculum and Instruction, Assessment, and Communication.

Each year the ROP identifies a set of organizational goals. These 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' organizational goals represent the action steps within the Strategic Action Plan.

After each school year's organizational 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 organizational 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 organizational goals and performance measures is shared with the Governing Board. An end-of-year assessment of the organizational goals and performance measures are again shared with all staff members and then reviewed and discussed with the Governing Board.

PROGRESS ON CRITICAL AREAS

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.

In the Fall of 2013, a workshop titled "Integrating Common Core Standards" was presented to the ROP instructional staff. Handouts included a lesson plan template incorporating the Common Core State Standards and the National Essential Skills Study "crosswalk" of the CTE standards. The continued expansion and integration of CTE and CCSS standards into the curriculum and lesson planning are 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 aligned 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 in 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 summer instructor appointments. Additional professional development opportunities, including offerings through 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. In addition, the Handbook was updated and re-distributed in the fall of 2014.

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 was distributed in fall 2010. In addition, the Handbook was updated and re-distributed in the fall of 2014.

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 newsletter was developed for distribution to all staff with the first distribution date of February 1, 2011. The monthly newsletter includes information such as important dates to remember, various announcements from departments, as well as highlighting exceptional program and student accomplishments. In addition, the newsletter was updated to a more reader-friendly version in fall 2013.

The ROP website has been enhanced by adding a number of new features that were previously unavailable including highlighting 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 instructors' email accounts; and individual instructor 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 each Career Center at each high school site. Posters and brochures are displayed in appropriate classrooms in each high school classroom and on the ROP main campus. A 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 and distributed throughout the communities served.

6) Review and refine current mission and vision statements.

The Superintendent and Leadership Team presented the Mission 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 in February of 2010. In addition, it was updated again and approved in March of 2013. The Board agreed with the refined Mission Statement, but determined that the Vision Statement is still appropriate and warrants no changes.

7) Improve timely notification of student performance.

Career Guidance Specialists are now able to access all ROP student records through the Socrates database. This access provides real-time data for Career Guidance Specialists to monitor attendance and grades. They are able to provide immediate follow-up on performance related requests from site administrators, counselors, academic advisors, and parents. ROP progress report grades are additionally posted through the CUSD Parent Portal, and are accessible to both parents and students when they register through the district. Student Behavior Contracts have been developed and can be requested by the Career Guidance Specialist or Instructor if a student is exhibiting behavior or performance issues. These contracts, issued by the Instructional Support Administrator provide timely notification to the parent and high school advisor of the student issue and a time frame for resolution.

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

The South Coast ROP website is a primary source of communicating student progress and success. The Distinguished Student Recognition award recipients, outstanding student achievements and interesting course activities are all posted on the South Coast ROP website, with accompanying photographs. The Patch, an online community internet news website is an additional source for posting student events. Each Career Center has its own website linked to the main ROP website

where student success stories and “Student of the Month” are posted for their campus. In addition, ROP successes are included on high school websites. There has been an increase in high school newspaper articles highlighting new ROP classes and successful students. High schools are also utilizing on-campus video production classes to provide entertaining and informative videos on ROP classes and activities that are shown to the entire student body during morning announcements. Career Guidance Specialists have started “College Unplugged,” an opportunity for successful former ROP (and other) students who have graduated and moved on to college to come back during a tutorial period for sharing “real world” college experiences.

#4 Major Growth Initiative: Organization for the Future

Major Growth Goal: Facilitate the implementation of legislative mandates.

1) Continue to implement AB 2448 requirements.

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

A minimum of 90% of our ADA was to be generated by high school students being served and a maximum of 10% of our ADA was to be generated by adults being served. Fewer adult classes were offered, adult fee-based classes were implemented, and adults no longer had the opportunity to enroll in classes located on a high school campus. As a result of efforts over the past years, the adult enrollment in 2014-15 is 1% and beginning in 2015-16 adults will not generate ADA.

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 Document 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, and Administrators from Saddleback College. The Course Sequencing Report conclusions are as follows: over 90% of all courses in which South Coast 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 14 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. South Coast 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.

In the 2007-2008 school year, the Capistrano Unified School District implemented a single semester college and career planning course (CCP), which became a graduation requirement for all students beginning with the class of 2012. Initially, the ROP Career Guidance Specialist was asked to provide a presentation to include the 15 California Career Technical Education Industry Sectors and the 11 Foundation Standards for Success. This presentation, created by an ROP Career Guidance Specialist entitled "The Reality Road", was presented in each CCP class at every CUSD high school until the 2013-2014 school year, where the curriculum was modified by some of the CCP instructors. The Reality Road is still being presented, but to a limited number of classes. In addition to the Reality Road presentation, CUSD also requested all CCP classes be provided with a "tour" of the Career Center to include a demonstration of Career Center resources, ROP information, employment and resume resources, and work permit regulations and procedures. This tour has continued for all CCP classes.

At Laguna Beach High School, the Career Guidance Specialist presents ROP information to students through all English classes and takes the lead for the CTE and Community College Fair.

The Career Guidance Specialists at all sites in both districts make themselves available to students outside the classroom presentations for additional research, advice, and assessments to aid in a student's career exploration process. In the 2013-2014 school year, CUSD began an implementation plan for Naviance, a college and career planning program beginning in the 2014-2015 school year. The Student Services Manager served on the planning committee, and all Career Guidance Specialists have received multiple training sessions on the system. Beginning in the 2014-2015 school year, the Career Centers have been designated as available locations for student and family trainings on the Naviance system. The initial 2014-2015 school year is targeting 9th graders through the CCP classes to be trained on the system. Laguna Beach High School has been using Naviance for years, and the Career Guidance Specialist utilizes many of the available resources.

#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

In 2008, a promotional ROP DVD was developed through the ROP State Association (CAROCP) and was distributed to all instructors and Career Guidance Specialists. This DVD is still relevant and is used to promote ROP opportunities to school district staff, parents and students through Career Guidance Specialists' formal classroom presentations and at the high school's Back to School Night, Open House, and showcase events. The ROP website has been enhanced through use of the "School Loop" template and is continually updated to create a highly visible and engaging marketing resource. Each semester, the Schedule of Classes is available to view on the website, and printed schedules are distributed to all local high schools (public and private), public libraries, and community centers. The schedule cover is designed each semester by a current ROP student, chosen through a "cover design contest" with the winning student identified on the inside cover of the printed schedule, and photograph posted on the website.

Articles regarding ROP courses and student success in an ROP course have increased in school newspapers and on individual Career Center websites. High schools are utilizing in-house video equipment to showcase ROP classes, events, and student successes through morning announcement broadcasts. Major events, such as the Distinguished Student Recognition Awards Ceremony are reported through the popular local internet newsfeed "The Patch". The 2009/2010 Distinguished Student Recognition event focused on the 40th anniversary of South Coast ROP and student successes from each decade were highlighted.

In an effort to showcase the value of ROP to legislators and stakeholders, South Coast ROP participated in a marketing strategy that included the re-design of the State Association website for ROCs. A variety of data was provided to appear on the renovated State Association website, including a student success story from Dr. Lance Larson which reads: In 1998, Lance was a San Clemente High School student who completed the South Coast ROP CISCO Internetworking Academy. While attending his ROP classes, he started his own business, "Orange County Hosting," which he sold in 2006 for 7+ figures. Dr. Larson continued his education by earning a master's degree from San Diego State University, followed by a Ph.D. in Information Systems from Walden University. He currently operates multiple entrepreneurial businesses, including Larson Corporation, providing cyber security assistance to the government and private industry. He is a professor at his alma mater, SDSU, teaching Information System Security and annually provides a scholarship to a promising South Coast ROP student who exemplifies an "entrepreneurial spirit," an award he won as a high school student excelling in his ROP class.

In the 2009/2010 school year, large 3'x5' easel-style banners were purchased for each ROP Career Center and the Adult Career Center on the main ROP campus. The banners highlighted Career Pathways and sparked conversations regarding student interest and led to inquiries about ROP classes. The banners were updated in the spring of 2013 and are utilized at career and marketing events.

Each semester, all Career Guidance Specialists visit the first class meeting of every ROP course on their campus; welcomes all students to the ROP program, and distributes a 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 Development Skills, Communication Skills and Critical Thinking and Problem Solving Skills. These folders are also used when presenting information to district and site administrators, business partners, and college representative to highlight the ROP ESLRs. The folders have been in use for many years, but were recently updated to reflect the new ESLRs adopted in spring 2013.

On August 28, 2013 the Board approved the name change from Capistrano-Laguna Beach ROP to South Coast ROP along with a new logo. This change prompted new/updated signage, stationary, business cards, promotional materials, forms, and website and email addresses.

A visibility matrix and report was created and utilized during the 2012/2013 school year. From the Visibility Reports, the Leadership Team determined specific visibility and marketing goals for the 2013/2014 school year. The Visibility Matrix focused on Student Recruitment, Program Planning, Communication, and Networking.

In the 2013/2014 school year, budget increases due to revenue from Excess Property Taxes recognized in the current year provided an opportunity to enhance current and new programs with “State of the Art” equipment and teaching materials. Titled the “Wow” campaign, the intent was to build upon current work-based learning projects and assignments and have students and stakeholders say “Wow” when they enter our classrooms and Career Centers. Some of the new marketing and visibility purchases included: Digital Cameras for Career Guidance Specialists, EZ-Up awnings and cart at every high school campus for outdoor recruitment efforts, 4 new computers and a printer in every Career Center for student use, copier with color and publishing capability to create colorful brochures and other marketing materials at the main office, and student uniforms/scrubs with “South Coast ROP” embroidered on the front to be identifiable at internship sites.

The “Strategic Recruitment Plan – Taking it to the Next Level” was implemented in May 2014 for fall enrollment by all Career Guidance Specialists. The new activities were intended to increase visibility with students, parents, and other various stakeholders. The recruitment activities included: ROP table set up in “lunch area” (indoor or outdoor), EZ-up set-up near parent drop off before and after school, instructors at recruitment table with materials, current or prior students served as “ambassadors” and provided demonstrations of skills learned in the ROP class, snacks were given to students who asked questions, and new brochures were provided for new classes containing program descriptions and post-secondary options including college and career opportunities after completing the ROP course or course sequence.

CHAPTER III

SELF-STUDY FINDINGS BASED ON THE WASC POSTSECONDARY CRITERIA

CRITERION 1: INSTITUTIONAL MISSION AND SCHOOLWIDE LEARNER OUTCOMES

The institution demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Expected Schoolwide Learning Results are developed and reviewed annually to ensure that they are current and relevant.

Indicator 1.1: The institution has a statement of mission that defines its broad educational purposes, its intended student population, and its commitment to high levels of student learning.

The ROP has thoughtfully refined the mission statement reflecting the beliefs and philosophy of the program. In the fall 2013, the mission statement was reviewed and revised by the Leadership Team and included participation from all staff members and Board Members. The refinement reflects a systemic approach and commitment to high levels of student learning as evidenced by the key words underlined within the mission statement. The continual and careful review of the mission statement and related annual organizational goals ensures the ROP rigorous focus on student achievement.

Mission Statement

South Coast Regional Occupational Program provides high-quality, relevant and engaging career technical education that prepares students for career and academic success.

For over 40 years, the ROP has maximized opportunities for students to achieve marketable skills through a regional delivery of career technical education courses that lead to a career and/or college. A proven collaborative model exists between educational and business and industry partners. This collaboration produces innovative curricula and in-demand career pathways, as well as services and programs that attract businesses in search of a highly-skilled and educational workforce.

The ROP course outlines and curriculum aligns with 21st century industry sectors and ensures access to programs and services which prepare students for their futures. The vast career options include design, visual and media arts, information and communication technologies, entrepreneurship, and health science and medical technology.

Evidence to Support the Findings:

- ✓ Leadership Team Agendas
- ✓ Governing Board Agendas and Minutes
- ✓ Board Policy 0100 – Mission Statement
- ✓ Mission Statement and Organizational Goals

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

The Governing Board and all staff members were included in the development and selection of the revised mission statement. Board Policy 0000 is the organization's mission statement and Board Policy 0001 is the organization's philosophy which guides the organization.

The Governing Board reviewed and provided comments on proposals, generated by the Leadership Team, for an updated mission statement at the January 17, 2013 Board meeting. The Governing Board's comments, along with the proposals from the Leadership Team were shared with staff at the January 25, 2013 staff meeting. The Governing Board requested proposals be brought back to the Governing Board with staff comments and suggestions from the staff meeting. Staff shared those comments and suggestions with the Governing Board at the February 21, 2013 Board meeting. From this Board meeting, the mission statements were narrowed down to two (2) proposed statements and staff was surveyed for their selection. The revised mission statement was approved by the Governing Board on March 14, 2013.

The previous mission statement was last reviewed and revised in February, 2010. This mission statement placed considerable emphasis on adult students and, with the shift in state requirements (AB 2448); the ROP Leadership Team determined the need for the mission statement to be revised. The mission statement is reviewed as part of the re-accreditation process; however, revisions can also occur as a result of other influences such as legislation or input from the Governing Board.

The mission statement is communicated to all stakeholders through various marketing materials, ESLR folders, the ROP website, course schedules and posters placed in all classrooms and career centers.

Evidence to Support the Findings:

- ✓ Board Meeting Agendas and Minutes
- ✓ Leadership Team Agendas and Minutes
- ✓ ROP Website
- ✓ Marketing Materials
- ✓ ROP Newsletter
- ✓ ESLRs/Folders

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

The ROP's mission statement and ESLRs serve as the basis for program planning and decision-making activities. Organizational goals are established annually and are designed around the mission statement, ESLRs, and Strategic Action Plan. The updated ESLRs serve as a foundation for planning and decision-making as staff becomes familiarized with them. Key decisions are made through the lens of students' achievement and learning. The ROP ensures that the mission statement and ESLRs are central to program planning and decision-making.

Evidence to Support the Findings:

- ✓ Organizational Goals
- ✓ Mission Statement
- ✓ ESLRs
- ✓ Advisory Committee Meeting Minutes

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

The ESLRs serve the purpose of establishing student goals that state the global knowledge, skills, and understanding students should obtain upon exit from the planned program/course. The attainment of these ESLRs drives the instructional program and support operations of the school. The ESLRs are the outcome of a lengthy, introspective process involving all staff and the Governing Board.

The WASC Leadership Team developed a draft version of the updated ESLRs which was shared at the January 2013 staff meeting. Staff members then reviewed and made recommendations which were discussed at the March 14, 2013 Board meeting. Further suggestions were made and brought back to all staff via a survey process. From this survey process, a 90% approval rating was received by staff.

The ROP consistently communicates the importance of integrating the ESLRs into class instruction. Several ESLR related activities have been introduced at staff meetings.

These activities include a scoring guide that allows an instructor to assess the level of student understanding of the ESLRs, a rubric which assists the instructor and the student in understanding what the student should be able to do in order to achieve understanding of the ESLRs and an assessment assignment that provides a tool for instructors to assess a student's understanding in an easy to use lesson. These activities provide the instructors with the tools to assess a student's understanding of the ESLRs.

The ESLRs are included in the course outlines and instructors integrate them into lessons ensuring that students will meet these broad, global goals. Instructors are also provided with a lesson plan template that requires identification of the ESLRs covered in the lesson plan.

Community Classroom and Cooperative Career Technical Education (CC/CCTE) instructors assess student progress of the ESLRs in conjunction with observations during on-the-job training and discussion with the site supervisor.

Evidence to Support the Findings:

- ✓ ESLRs
- ✓ Governing Board Meeting Minutes
- ✓ Staff Surveys
- ✓ Lesson Plans

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

Research is continually conducted to determine current and future student learning needs. The Superintendent regularly shares educational literature with members of the Leadership Team. The Superintendent subscribes to professional publications and organizations that address current thinking in research and educational trends. When determined, practices are updated and communicated to the instructional staff. Some resources for this literature include the California Association of Regional Occupational Centers and Programs (CAROCP), California School Boards Association (CSBA), California Association of School Business Officials (CASBO), School Services, Inc., and Capitol Advisors Group. The instructional staff also discusses and shares current ideas through networking, meetings, and business partner associations.

The instructional staff has attended workshops on integrating Common Core State Standards (CCSS) into daily lessons and course outlines. Career technical education lends itself well to the CCSS as many standards are currently taught and only need to be identified. The instructional staff continues to work to identify and incorporate additional CCSS in lesson planning and to provide the application and relevance of academic standards through career technical education.

Instructors also attend workshops that incorporate current research based ideas such as 21st Century Skills, 11 Elements of a Quality CTE Program, and other industry specific workshops. CTE Online and advisory meetings are other opportunities for an instructor to keep up-to-date on current trends.

Evidence to Support the Findings:

- ✓ Course Outlines
- ✓ “Integrating Common Core State Standards” Booklets
- ✓ 11 elements of a Highly Qualified CTE Program

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

Semi-annually, during the fall and spring semesters, the Superintendent and Assistant Superintendent meet with the high school principals and administrators from the Curriculum and Instruction Division from the two school districts. During these meetings, course offerings at each high school campus are reviewed and detailed enrollment data from both a school site and regional perspective is shared. Ideas for expanding career pathways, course offerings, and course sequencing is discussed. Additionally, the ROP Superintendent formally meets with District Superintendents twice during the school year.

The ROP is continually working to offer new courses based on labor market demands, the needs of the communities being served, and the interest of the students. During the spring 2013 semester, a survey was conducted of 3,519 high school students from CUSD and LBUSD. Results showed a great interest in the career fields of Engineering/Architecture; Surgical Technologist; Alternative Energy; Information Technology; and Financial Services. Courses in these high wage/high demand career areas were developed, Board approved, and offered beginning with the 2014-15 school year. Additionally, many of these courses align with the identified industry sectors that the Orange County Department of Education has selected to pursue through the California Careers Pathway Trust Grant.

New courses for 2014-15 include:

- Alternative Fuels
- Biotechnology
- Computer Programming (Coding)
- Engineering Technology
- Financial Planning/Investment Management
- Healthcare Skills
- Pharmacy Technician
- Surgical Technologist
- Robotics I

An application was submitted by the Orange County Department of Education for the California Career Pathways Trust Grant and the ROP received \$215,000. This grant required a regional consortium approach which included participation by secondary education, ROPs, postsecondary, and business partners. The purpose of the grant is to build robust partnerships between employers, schools, and community colleges in order to better prepare students for the 21st century workplace and improve student transition into postsecondary education, training and employment. The grant focuses on Engineering/Advanced Manufacturing, Health Care/Biotechnology, and Information Communication Technology pathways.

In order to be a partner in the grant, the Superintendent and Assistant Superintendent attended a variety of meetings hosted by OCDE. The grant focused on the following industry sectors: Engineering/Advanced Manufacturing; Health Care/Biotechnology; and Information Communications Technology. The ROP has been a leader in developing and providing career pathways with multiple entry and exit points that guide students in their postsecondary and career goals. The ROP has multiple articulation agreements to help college bound students earn valuable college credits and UC/CSU a-g approved courses that assist students with college entrance requirements. The ROP is in the position to support career-based education in each of the identified areas listed above. The ROP looks forward to working to expand these opportunities for students and work collaboratively with postsecondary, business and K-12 partners to develop strong career pathways that lead to college and career success.

New courses are developed based on local and regional market conditions. Subject matter advisory committees provide an integral link between ROP educational endeavors and employment trends and needs of the community. In addition, the Governing Board, through the course review, annually approves all courses based on student profiles, enrollment by course, placement of completers by career majors, and labor market information for each course.

Beginning in the spring 2014 semester, the Superintendent held meetings at Capistrano Valley High School, Laguna Beach High School and Tesoro High School with 44 ROP and non-ROP students. Of the 44 students 24 were in an ROP class and 20 were not in an ROP class. The purpose was to engage students in conversations regarding their perception, knowledge, and experience with the ROP. Results of the discussions were provided to the Governing Board, Career Guidance Specialists and instructors. In fall 2014, the Superintendent also held meetings at San Juan Hills High School with students, both enrolled and not enrolled in ROP classes. The Superintendent will complete the student focus group meetings with the remaining high schools in 2014-15.

The following information was gathered from the interviewed students.

- All of the students had heard of ROP and had learned about ROP from a friend, family member, ROP Career Guidance Specialist, Academic Advisor, teacher, or AVID. One family member had served as an ROP internship site.
- All students had been in the ROP Career Center.
- The majority of students in an ROP class were not aware of the ESLRs.
- Students who did not take an ROP class were aware of the career technical education and career exploration aspects of ROP courses.
- Students enrolled in ROP classes were aware of the mission statement.
- All students enrolled in ROP stated that they would recommend taking an ROP course to their friends.
- Currently enrolled ROP students stated that they preferred hands-on projects, solving real-world issues, critical thinking projects and group projects because “that’s what it is like in the real world.”
- When asked to recommend ROP improvements students stated their desire for a wide variety of classes, more information regarding articulated classes, more internship classes, and more advanced classes.

Annually, the Governing Board is provided with a Course Review Report which includes detailed information on each course offered as well as the Labor Market data. This document provides data that drives decisions on course offerings and pathway development and is updated and reviewed each year.

Evidence to Support the Findings:

- ✓ Course Outlines
- ✓ Enrollment Data Reports
- ✓ Course Review/Labor Market Document
- ✓ Student Focus Group Data

Areas of Strength:

- The ROP Mission is communicated to all stakeholders through a variety of methods.
- ESLRs are reviewed and updated to ensure relevancy.
- The ROP Mission drives decision making and student outcomes.

Key Issues:

- ESLRs need to be consistently identified in lessons for students.
- Instructors need to revisit ESLR instruction regularly.

CRITERION 2: ORGANIZATIONAL INFRASTRUCTURE AND LEADERSHIP

The institution utilizes the contribution 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 Superintendent and Assistant Superintendent to implement policy and lead the institution effectively.

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

South Coast ROP is a public institution that provides career technical education to high school and adult students governed by a board of four members. The ROP has an organizational structure and job descriptions that promote efficiency and support program improvement. The Executive Cabinet is made up of the Superintendent and Assistant Superintendent who work with the Leadership Team. Issues regarding students, facilities, courses, enrollment and instruction are identified by the Leadership Team and action is taken to address specific issues.

Ongoing informal and formal communication between the Leadership Team and staff provides ongoing and consistent support. Instructional Support Administrators have day-to-day contact with instructors which allows for the discovery of issues and the chance to provide opportunities to enhance procedures. The Instructional Support Administrator mentors, supports, observes/evaluates and works closely with each instructor. Formal one-on-one meetings with instructors are held annually.

The ROP leadership promotes professional development for all staff. All levels of staff are encouraged to interact with other organizations and attend training, when available.

The Executive Cabinet belongs to professional organizations such as the Association of California School Administrators (ACSA) and the California Association of School Business Officials (CASBO). These organizations are state leaders in providing training and networking opportunities. The involvement of the Executive Cabinet ensures that issues within the educational community are identified. In addition, the Leadership Team and a majority of the ROP staff are members of the California Association of Regional Occupational Centers and Programs (CAROCP).

Through an on-line program offered by Keenan SafeSchools, staff schedules time to access training on subjects to include sexual harassment, mandatory reporting, and blood borne pathogens. Each year the staff is provided with the subject areas that are required for training.

The primary written guidance is the Board Policies, which are supported by the Administrative Regulations. A variety of handbooks are also maintained which contain added details. Examples include the Employee Handbook, Instructor Handbook, CC/CCTE Handbook, and the Career Guidance Specialist Handbook.

The ROP promotes a culture of open communication as evidenced by the instructor survey. 96% stated they had an opportunity to discuss/review instructional strategies with administration; 91% were satisfied with the level of response from the organization to requests for assistance in improving effectiveness in the classroom; and 85% consulted with other instructors and administrators for assistance in teaching methods.

The Governing Board members are appointed from the Boards of Capistrano Unified School District and the Laguna Beach Unified School Districts. The Governing Board is comprised of two members from each of the partner districts with one alternate from each partner district. Each year during the Districts' Organizational Governing Board Meeting, the members are selected to serve on the ROP Governing Board for a one-year term; however, these selected Board Members often serve longer than one year.

The Governing Board supports the leadership in the performance of their jobs and management of staff. The Superintendent and Governing Board determine the overall course towards student success. They set the tone for the culture and interaction between all stakeholders. The Governing Board maintains a reputation in the communities it serves as a Board that conducts its business in an honest and ethical manner.

The ROP Governing Board are members of the California School Boards Association (CSBA) through their parent districts. The Governing Board implements the requirements for membership and training by attending programs and meetings sponsored by CSBA, ACSA, School Services and other organizations.

The Governing Board ensures that the ROP is responsive to the values, beliefs, and priorities of the community. The Board works closely with the ROP Superintendent to fulfill its major responsibilities which include:

1. Setting the direction for the ROP by having input and ultimately approving the Mission Statement and Organizational Goals
2. Establishing an effective and efficient organizational structure for the ROP by hiring the ROP Superintendent and setting policy for the hiring of other personnel
3. Overseeing the development and adoption of policies
4. Establishing career and technical standards and adopting the course outlines
5. Establishing budget priorities and adopting the budget
6. Providing safe, adequate facilities that support the ROP's instructional program

7. Providing support to the ROP Superintendent and staff as they carry out the Board's direction by:
 - a) Establishing and adhering to standards of responsible governance
 - b) Making decisions and providing resources that support ROP priorities and goals
 - c) Upholding Board Policies
 - d) Knowledgeable about ROP courses/programs and efforts in order to serve as an effective spokesperson
8. Ensuring accountability to the public for the performance of the ROP by:
 - a) Evaluating the ROP Superintendent (and setting policy for the evaluation of other personnel)
 - b) Monitoring student achievement and program effectiveness (Course Review)
9. Monitoring and adjusting ROP finances
10. Providing community leadership and advocacy on behalf of students, the ROP's educational program, and public education in order to build support within the local community and at the state level

The Superintendent supplies monthly enrollment and budget reports to the Governing Board during regularly scheduled meetings. The Board approves educational policies and practices that allow the Superintendent and the Leadership Team to then determine recommendations for long-term planning which will facilitate the successful implementation of Board policies.

The agenda and all supporting documentation for each Governing Board meeting is posted on the ROP website before each meeting takes place. The public has access to all information that is provided during open session.

Evidence to Support the Findings:

- ✓ Board By-laws
- ✓ Organizational Chart
- ✓ Job Descriptions
- ✓ Board Policies
- ✓ New ROP Board Member Orientation Packet
- ✓ Collection of Student Placement Data

Indicator 2.2: The leadership of the institution 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.

The Superintendent of South Coast ROP effectively leads the institution in a results-driven atmosphere that supports student learning and achievement. This is evidenced by staff development meetings, Leadership Team meetings and program and strategic planning meetings. The Superintendent is highly visible in the communities served by the ROP and promotes the organization throughout the business and private sectors for the high school and adult programs.

The Superintendent has developed a “Themes of the Year” concept that encourages growth and progress throughout the year. The theme is announced at the year-end staff meeting for the following year so that staff has the opportunity to “gear up.” As an example of the power of the themes concept, in 2013-14 the theme was the “WOW Factor Campaign” in which all staff was encouraged to improve facilities and instruction to solicit a “WOW” from stakeholders. It was a very successful campaign resulting in \$319,000 of additional spending on improvements in labs, classrooms and offices.

The Superintendent implemented a procedure to use the Strategic Action Plan as a foundation for the Organizational Goals of the ROP. It is now a normal operating procedure to incorporate the findings from the self-study process into the Organizational Goals on an annual basis. The goals are then the catalyst that drives decision-making and action throughout the year, and progress is reported to all stakeholders at staff meetings and Governing Board meetings. In this manner, all stakeholders are included in the development and decision making through the Organizational Goals each year.

The theme for the 2014-15 school year is “Taking it to the Next Level”. As the Superintendent shared at the opening staff meeting in August 2014, “Taking it to the Next Level” means to further improve or develop something that is already successful.

While the school/organization is very successful, this year it is about taking it to the next level which means:

:

- Raising our commitment level
- Demonstrating every day that high-quality, relevant and engaging CTE courses are provided
- Bringing added value to the students' educational experiences
- Increasing upwardly mobile career pathways
- Increasing ROP's visibility
- Not "resting on our laurels"

The Superintendent is very visible in the community and promotes the mission of the ROP by serving on the following committees:

- Los Angeles Orange County Regional Consortium (LAOCRC) – Superintendent serves on the Steering Committee
- Orange County Careers Pathway Partnership (OCCPP) – Superintendent serves on the Executive Committee, Assistant Superintendent serves on the Steering Committee.
- California Association of Regional Occupational Careers/Programs (CAROCP) – Superintendent serves on the Executive Committee (Past Secretary and Currently Southern Region Coordinator Alternate)

The Superintendent and Instructional Services Division provide professional development workshops to the staff throughout the year. Many topics have been covered including teaching strategies, CTE and Common Core Standards integration, customer service, and student services to name a few. The Leadership of the ROP are continually researching relevant information to pass along to staff and provide that on an as-needed basis throughout the year.

The Leadership Team meetings are held to allow its members a formal opportunity to bring issues forward to be discussed and resolved. The possible impact to students and how the campus/district relationship may be affected is a consideration in all decision-making. The Leadership Team is consistently making decisions that take into account how those decisions might impact school improvement and student success.

Providing an effective two-way communication model from staff and students to leadership, allows the ROP to focus on program improvement. The ROP promotes a culture of open communication as evidenced by the instructor survey. Instructors stated the following:

- 96% had an opportunity to discuss/review instructional strategies with administration.
- 91% were satisfied with the level of response from the organization to requests for assistance in improving effectiveness in the classroom.
- 96% received staff support to perform task/job.
- 96% had the opportunity to consult with instructional division upon request.
- 85% consulted with other instructors and administrators for assistance in teaching methods.

The ROP staff is motivated by the Leadership Team to focus on student learning and improvement. This is done through a variety of methods as evidenced by the following:

- Instructional classroom observations provide information on instructor performance and areas of strength and areas of improvement.
- Administration meets annually during one-on-one meetings with instructors that provide an opportunity for an instructor to seek advice, provide feedback and update administration on classroom activities and needs.
- Professional development workshops.
- Continual mentoring of instructors and curriculum and instructional support.
- Student Behavior Contracts that provide a means for a student to improve behavior and/or performance.

Evidence to Support the Findings:

- ✓ Staff Survey Results
- ✓ Staff Meeting Agendas and Minutes
- ✓ Board Meeting Agendas and Minutes
- ✓ LAOCRC Meeting Agendas and Minutes
- ✓ OCCPP Meeting Agendas
- ✓ 2008-2015 Strategic Action Plan
- ✓ Organizational Goals
- ✓ Harry Wong Instructional Information and Videos
- ✓ Summer Meetings Agendas with Instructors

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

The Governing Board Policies and Administrative Regulations have been implemented and reviewed over the 45 years the ROP has existed. All Board Policies have been revised and re-written with consulting assistance from the California School Boards Association. Board Policies have consistently supported the implementation and advancement of learning opportunities and student achievement for high school students in both CUSD and LBUSD.

The Governing Board has delegated to the ROP staff the implementation of policies, procedures, and practices that are fully consistent with the ROP's purpose and support the achievement of the ESLRs. Supportive evidence includes Board policies and actions, the ROP organizational chart, operational practices and staff surveys. During regular ROP Leadership Team meetings, the Superintendent addresses any new policies, related regulations and/or procedures, and then delegates appropriate implementation to appropriate staff members.

The ROP staff and Governing Board monitor the effectiveness and progress of the organization through various program accountability and achievement measures including Certificates of Completion, industry certifications, placement and follow-up data, and Perfect Attendance Awards. In addition, the Annual Course Review Report is presented to the Governing Board, which includes criteria provided by the California Department of Education (CDE) to assess the relative success and effectiveness of each course.

Additional areas in which the ROP monitors the evaluation of its program are as follows:

- The WASC Self-Study process provides a self-evaluation tool of the entire organization with respect to its mission, ESLRS, and WASC criteria. The self-study is achieved through discussions, review of evidence, survey results, and the identification of key issues.
- The organizational goals of the ROP incorporate the findings from the Strategic Action Plan of the self-study report. The goals are the catalyst that drives decision-making and action throughout the year and progress is reported to all stakeholders at staff and Governing Board meetings. 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 the ROP staff and then reviewed and discussed with the Governing Board.
- Business and industry advisory meetings are held annually for each program or pathway. Industry partners review course outlines for relevance and validate local labor market needs.
- An on-line student survey is conducted at the end of each semester. Students answer questions in regards to academics, career preparation, forms of assessment,

methods of instruction, materials provided, class experience, student-teacher interaction, and the ESLRs. Results are reported to the ROP staff and Governing Board.

- Informal and formal communication with staff generates input and feedback to various issues. Pertinent information is reported to the Leadership Team and issues requiring action are agreed upon and progress reports are provided until issue is resolved.
- During the fall and spring semesters the Superintendent and Assistant Superintendent meet with the high school principals and administrators from the high school districts' Curriculum and Instruction Division. During these meetings course offerings at each high school campus are reviewed and detailed enrollment data from both a school site and regional perspective is shared. Ideas for expanding career pathways, course offerings and course sequencing is discussed.

Evidence to Support the Findings:

- ✓ Leadership Team Agendas
- ✓ Staff Meeting Agendas and Minutes
- ✓ Course Review Document
- ✓ Student Focus Groups
- ✓ Advisory Committee Meetings
- ✓ Student Survey
- ✓ Student Follow-up Study

Indicator 2.4: The institution has an established infrastructure of policies and procedures that provides stability and consistency for all instructional programs, activities, and events.

The South Coast ROP Governing Board has consistently adopted policies that support the achievement of the ROP mission and ESLRs that provide stability and consistency for all instructional programs, activities, and events. A review of the Governing Board Operations (Board Policies-Article 0000) showed consistent agreement with and support for the ROP's mission statement. The Governing Board has made a recommendation to review the mission statement every two years. Board-approved organizational Goals, developed annually, are also consistent with the overall direction set by the Board. Additionally, the Governing Board reviewed and formally approved the ESLRs in 2013.

The Superintendent has put a procedure in place to use the Strategic Action Plan as a foundation for the organizational goals of the ROP. It is now a normal operating procedure to incorporate the findings from the self-study process into the organizational goals on an annual basis. The goals drive the decision-making process throughout the year. Progress is reported to all stakeholders at staff and Governing Board meetings. In this manner, all stakeholders are included in the development and decision-making through the organizational goals.

Evidence to Support the Findings:

- ✓ Board Policies
- ✓ Board Agendas and Minutes
- ✓ Instructor Handbook
- ✓ CC/CCTE Handbook
- ✓ Employee Handbook
- ✓ Career Guidance Specialist Handbook
- ✓ Organizational Goals
- ✓ Course Sequencing Document
- ✓ Articulation Agreements
- ✓ Rules of Conduct for Students

Areas of Strengths:

- Governing Board Policies
- Mission Statement
- ESLRs
- Course Review
- Organizational Goals

Key Issues:

- None

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. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds and makes positive efforts to encourage such diversity.

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

South Coast ROP's personnel are sufficiently qualified to guarantee the integrity of its programs and services. Staff is organized as classified, instructional and management. Classified positions include business office staff, maintenance and operations, and student support services. Instructional staff is comprised of certificated instructors. Management staff consists of classified managers and certificated administrators.

At the time of application for employment, applicants' application materials are screened against measurable criteria to ensure that the applicant meets the minimum qualifications for the position relative to education and experience as outlined in the job description. Education requirements vary depending upon the position and are reflected on the job flyer and position description. At the time of hire, the new employee's certification and experience are verified through transcripts, copies of licenses, and through employment verification with prior employers. The ROP ensures that qualifications for each position are closely matched to specific program needs. Instructors and Administrators hold the appropriate credentials through the California Commission on Teacher Credentialing.

The Leadership Team works collaboratively to plan the workforce needs of the ROP. Data, such as the number of compensatory time hours, are reviewed and used as indicators to determine whether there is an appropriate level of staffing for the success of the programs.

Evidence to Support the Findings:

- ✓ Job Descriptions
- ✓ Leadership Team Agendas
- ✓ Leadership Team Minutes

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

All stakeholders for a particular position are involved in the hiring process. Those stakeholders include the Superintendent, Assistant Superintendent, Instructional Support Administrators, Student Services Manager, school site administrators and Human Resources. There is transparency in the advertisement for open positions as the job postings are advertised on EdJoin, a state-wide website. Occasionally the ROP utilizes websites such as Simply Hired, Career Builders and Craigslist, as well as email distribution of openings through a weekly CAROCP email announcement. Open positions are posted on the ROP website with a link directing potential employees to EdJoin. Job postings are advertised by posting of the job description in the ROP break room. Application submission is completed via EdJoin or via email directly to Human Resources.

Job descriptions accurately reflect position duties, responsibilities, minimum qualifications and expectations and are reviewed by the Superintendent and Assistant Superintendent prior to posting to ensure accuracy.

The Assistant Superintendent contacts past employers to verify background and experience of the applicant prior to hire. Additionally, official documentation such as transcripts and credential copies are requested of the newly hired applicant in order to verify education. Teaching credentials are verified on the Commission for Teacher Credentialing website.

Evidence to Support the Findings:

- ✓ Job Descriptions
- ✓ EdJoin Postings
- ✓ CAROCP Mail for Position Vacancy
- ✓ ROP Website

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

South Coast ROP addresses its personnel policies primarily in the form of Board Policies (BP) and Administrative Regulations (AR). ARs provide the detail on how BPs are to be implemented. They are developed based on changes to federal and state laws, guidance from legal counsel, California School Board Association's Gamet Online, and past practices. All BPs are approved by the ROP Governing Board. Once the BP is approved, it is publicized via the ROP website under the Governing Board Agendas and Minutes. An ROP Board Policy Manual is updated and available in the ROP break room for all staff. All ARs and BPs are affixed with the date the document was approved in order to track when the regulations and policies became effective.

ROP administers its personnel policies and procedures consistently and equitably by utilizing the following resources: California Education Code, ROP Board Policy, ROP Administrative Regulation and legal counsel.

Employee records are kept secure and confidential in locked file cabinets in the Human Resource office. Only authorized staff is allowed access per California Education Code and AR. Employees have access to their own records in accordance with law and AR. Per AR 4112.6, 4212.6 and 4312.6, personnel files are made available for inspection by the employee. The inspection takes place in the presence of the Superintendent or designee. No material may be removed from their file; however, requests for copies may be made in writing. Any request by an employee to include any materials in the file must be approved by the Superintendent or designee. Any employee wishing to inspect their personnel file must contact the Superintendent or designee.

Evidence to Support the Findings:

- ✓ Administrative Regulation 4112.6; 4212.6; 4316.6
- ✓ Board Policies
- ✓ Board Policy Manual
- ✓ Employee Records

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

According to BP 4115 and AR 4115, all staff is systematically evaluated by their supervisor in order to measure effective performance in accordance with established criteria. The employee under review receives the results of each evaluation. The evaluation process includes input from the employee on their performance, expectations and goals and thus fosters growth and improvement. When there are deficiencies in performance, the supervisor and employee work together to develop an improvement plan in order to improve job performance. Employees who receive an improvement plan participate in follow-up meetings with their supervisor to ensure guidance and successful completion of the improvement plan.

South Coast ROP defines “effective teaching” as quality instruction and classroom management utilizing multiple teaching strategies and modalities. Professional development workshops are offered regularly to assist the instructional staff on effective teaching strategies. Classroom observations are conducted on a formal and informal basis regularly by the Instructional Support Administrators.

Evidence to Support the Findings:

- ✓ Board Policy 4115
- ✓ Administrative Regulation 4115
- ✓ Instructor Performance Evaluations
- ✓ Professional Development Workshops

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

All staff and Governing Board members contributed to the development of the ROP's Expected Schoolwide Learning Results (ESLRs) by participating in development activities and/or providing input into the needed outcomes for student learning. The Leadership Team began discussing revisions to the ESLRs in January 2013. The Leadership Team then met with the WASC Leadership Team in late January 2013, followed by multiple meetings, for the purpose of revising the ROP's ESLRs. The revised ESLRs were reviewed during the staff meeting on January 25, 2013, and staff was asked for feedback and advice. In February 2013, the WASC Leadership Team met and reviewed staff input, and the Governing Board was presented with proposed revisions at the March 2013 Board Meeting. The Leadership Team then met in late March 2013 and discussed ESLR revisions and the Governing Board suggestions. In April 2013, an online survey was taken by all staff regarding the ESLR proposals, and the final ESLRs were completed. The Governing Board approved the final ESLRs at the May 2013 Board Meeting.

Evidence to Support the Findings:

- ✓ Board Agendas
- ✓ Board Minutes
- ✓ Leadership Team Minutes
- ✓ Staff Meeting Agenda
- ✓ Staff Meeting Minutes
- ✓ Online Survey

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

Professional development workshops are provided at each staff meeting held three times a year. Instructors are compensated for attending all professional development workshops provided by the ROP. Essential topics are covered to provide staff with tools and strategies needed in their particular discipline. An example of some of the workshops offered are as follows: assessment tools/rubric development, classroom management, lesson plan development, teaching strategies, CTE integration with Common Core Standards, special needs population, and instructor website development.

Annually, the Career Guidance Specialists and the Student Services Manager attend the California State University and/or the University of California's Counselor's Conference. In addition, the Career Guidance Specialists and the Student Services Manager attend the Saddleback College Counselor Conference and other community college counselor events, if their schedule permits. All Career Guidance Specialists and the Student Services Manager attend regional, joint and local advisory board meetings.

In addition, staff is encouraged to attend outside workshop trainings. This year, the engineering instructors attended training on the use of 3D printers. Others have attended:

- Orange County Emergency Medical Service Education & Training Advisory Subcommittee Meetings
- Articulation Meetings at Saddleback Community College & Santiago Community College
- High School Campus Site In-service meetings
- High School Campus Department Head meetings
- ACME Training
- DACUM Training
- Global Trade International Business Training
- Instructor Training for CPR
- National Academy of Engineering Education Conference
- Vital Link Advisory Meetings

Each year the organization funds the attendance of staff at the annual CAROCP spring in-service. The in-service includes staff development workshops as part of the agenda.

Evidence to Support the Findings:

- ✓ Staff Meeting Agendas
- ✓ Conference/Workshop Attendance Records

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

According to Board Policy 4215, all staff is systematically evaluated by their supervisor in order to measure effective performance in accordance with established criteria. Job descriptions and expectations are reviewed by administrators each time there is a position vacancy. The purpose of this review is to ensure that the duties of the job continue to be in line with departmental expectations based on program needs and continue to be aligned with the goals of the organization.

Evidence to Support the Findings:

- ✓ Board Policy 4215

Areas of Strengths:

- Job Descriptions
- Hiring Policies
- Professional Development Opportunities
- Board Policy Manual
- ESLRs

Key Issues:

- None

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 Expected Schoolwide Learning Results (ESLRs). The school's curriculum reveals its mission and ESLRs 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: How effectively has the ROP documented a curricular map that outlines courses of study necessary to reach stated outcomes, licensure requirements or certificate expectations?

The South Coast ROP schedule provides a list of courses, descriptions, and prerequisites. The schedule is available to all stakeholders in printed copy and on the ROP website. Schedules are distributed to each high school, private schools, the One-Stop Center, community businesses and libraries and are provided to advisory members at local advisory board meetings.

The ROP Career Guidance Specialists utilize the distribution of schedules and course offerings at their high schools in the following ways:

- High school registration packets
- High school websites and/or through the high school ROP Career Center link
- ROP Career Centers throughout the school year
- Back to School Night, Open House and Career Fairs
- Campus announcements/bulletins
- Course offering listings to the high school's PTSA for inclusion in their weekly bulletins
- PTSA meetings and make available the ROP course schedule along with their high school's specific ROP courses
- Provide course offerings on Listserv, a District program that sends out mass emails to parents and students

Brochures have also been developed to assist in the promotion of some of the health science courses. These brochures provide course description, course benefits, labor market information and salary potential. The brochures are distributed to the high school academic advisors and available at the ROP Career Centers.

Learner outcomes are clearly defined and aligned in the course outlines. Each new instructor receives their respective course outline during the new instructor orientation and can be requested from the Instructional Support Administrator at any time. Course outlines are provided to advisory members and reviewed annually. Each year course outlines are also reviewed for post-secondary consideration at articulation meetings. Currently, the ROP course outlines do not provide for curricular mapping of CTE and

Common Core Standards. The development of such a course outline template is a goal of the ROP.

The Expected Schoolwide Learner Results (ESLRs) are the organizational student learner outcomes. The ESLRs reflect current industry expectations and lead students into career pathways, employment, and/or post-secondary education. All course offerings support the ESLRs and are integrated into each course lesson plan. A lesson plan template has been developed that incorporates the ESLRs into the curriculum and ensures that the ESLRs are being addressed in each lesson plan. To reinforce the ESLR objectives, posters have been created and posted in each classroom and ESLR folders have been developed. On the first day of school, each Career Guidance Specialist visits the classrooms on their campus. They welcome students, distribute ESLR folders, and discuss the importance of the ESLRs as it relates to the course.

As further evidence of student achievement of the ESLRs, students interviewed during the Observations of Student Learning stated the following:

- “We are given real life scenarios and learn to effectively solve problems and apply critical thinking skills.”
- “My ROP class is teaching me the business side of things, and mock interviews are preparing me for the future.”
- “The resume preparation part of the class helped me obtain my current job!”
- “Problem solving is a huge part of this class, and yes it has made me a better problem solver!”
- “I feel confident about applying my acquired skills in the workplace.”

In addition, some of the comments from staff participating in the Observation of Student Learning found that:

- Students are gaining confidence and becoming better problem solvers through success with challenging assignments.
- The instructor challenges the students with current and timely assignments that involve technical skills and career development.
- Students are engaged with industry-specific competencies and effectively utilize industry terminology.

The allocation of funds is based on advisory board recommendations, program needs and instructor requests. Additional financial resources are also allocated for curriculum needs through various grants and funds.

Evidence to Support the Findings:

- ✓ Course Outlines
- ✓ Schedules
- ✓ Brochures
- ✓ ESLRs
- ✓ ESLR Posters/Folders
- ✓ Articulation Agreements
- ✓ Grants/Funding
- ✓ Lesson Plan Template
- ✓ Focus Group Minutes

Indicator 4.2: To what extent does the ROP regularly review curriculum to ensure that the content taught in the classroom is accurate and relevant?

The ROP course outlines are reviewed annually by regional, local or joint advisory boards to ensure that courses meet industry standards. Course outlines are designed to address industry labor market demands and include competency-based skills objectives, the California Career Technical Standards, Career Preparation/Foundation standards, the ESLRs, and course competencies. Due to a change in administrative staff which impacted the review of course outlines, the ROP is in the process of reviewing and updating course outlines. It is also important to note that according to the instructor survey, 100% indicated that they have approved course competencies that provide clearly defined outcomes that are aligned to the course outlines.

In partnership with three Orange County ROPs, the ROP has contracted with Vital Link to hold six to eight course pathway regional advisory meetings per school year. Invited advisory members are influential leaders in their profession and offer valuable and up-to-date industry-specific information. The regional meetings also include participants from agencies, post-secondary representatives, high school and ROP instructors, administrators, counselors and Career Guidance Specialists.

The local and joint advisory meetings include employers from local businesses and ROP instructors and administrators. Advisory members are provided with labor market information, and an overview of classroom instruction, including learning materials and textbooks. Information from advisory members as to emerging trends, new technology, equipment, training and certifications are reviewed and discussed to ensure course relevancy. Results from the instructor survey show a lack of understanding as it relates to the function of advisory boards. This may be due in large part to the number of new instructors hired within the last year. Only 81% of instructors know that their course outlines are reviewed by their advisory committee annually; 81% have an opportunity to review minutes from advisory meetings; and 88% know that the annual advisory meetings are made up of persons from their industry; however, 88% of instructors state that they do have an opportunity to attend advisory meetings if their schedule permits. The ROP recognizes that components of the local and joint advisory committee meetings need to be strengthened and will be working with instructors to achieve a strong advisory process.

Input resulting from these advisory meetings is documented in minutes and considered in regards to issues such as budget, facilities, student access, and local labor needs. Once the recommendations are adopted, revisions to the course outline are made at which time instructors are engaged in the curriculum revision process. Recommendations are fully supported by the ROP and approved by the Assistant Superintendent. As indicated in the instructor survey, 96% of instructors have an opportunity to make suggestions to course outlines and descriptions.

In March 2014, the Superintendent began holding Program Planning Meetings with the Leadership Team. From these meetings it was determined that some courses needed to be reduced, while new courses should be offered that lead to upward mobility, high wage/high demand careers, and strengthen and expand career pathways. The new courses meeting this criteria and offered for the 2014-15 school year are as follows:

- Alternative Fuels
- Biotechnology
- App Development/Programming and Coding
- Engineering Technology
- Financial Planning/Investment Management
- Healthcare Skills
- Surgical Technologist
- Pharmacy Technician

The ROP received \$215,000 from the California Career Pathways Grant. This grant required a regional consortium approach which included participation by secondary education, ROPs, postsecondary, and business partners. The purpose of the grant is to build robust partnerships between employers, schools, and community colleges in order to better prepare students for the 21st century workplace and improve student transition into postsecondary education, training and employment. The grant focuses on Engineering/Advanced Manufacturing, Health Care/Biotechnology, and Information Communication Technology pathways.

New courses are developed based on labor market information for our local area. When a new course has been approved, the Instructional Support Administrators and instructors work together to develop a course outline based on advisory input and the instructor's industry experience. Upon completion of the course outlines, competencies are identified and written, reviewed by the Assistant Superintendent, presented to the Governing Board and submitted at the annual advisory meeting for approval.

The decision on allocation of funds for each course is determined by the goals and objectives of the ROP, advisory meeting recommendations, labor market information, business partner/industry input, course review, and evaluation of program needs.

ROP instructors meet each summer with their Instructional Support Administrator to discuss possible changes to their course outline(s), curriculum needs, and allocation of funds for their course. These one-on-one meetings allow for the Instructional Division to receive input required to provide instructors with specific curriculum and program needs. The Instructional Support Administrators maintain an instructor folder which includes instructor requests and input taken from the summer meeting. As a result of these meetings, the Instructional Support Administrator follows up on all requests and provides updates to the instructor.

Essential to assuring a student's success in the classroom as well as in the workplace, instructors are expected to include career preparation skills in their course curriculum. The student survey indicated that only 63% of students prepared a resume and understood the interviewing process and 58% stated they learned how to search for a job. While it is important for students to complete a resume, to know how to interview and how to search for a job, the emphasis on high demand courses has limited the time instructors have to spend in this area. To assist instructors, the ROP plans to involve the Career Guidance Specialists in the career preparation component.

To ensure that the learning materials used for their program are providing up-to-date information, instructors attend professional development activities that provide current industry information. In addition, instructors that teach a Community Classroom (CC) and/or Cooperative Career Technical Education (CCTE) course invite input from their business partners as to current trends in their field. The advisory meetings are also an excellent opportunity for instructors to meet with businesses and acquire the latest information for their industry. Instructors may purchase learning materials any time during the school year with the Instructional Support Administrator's approval and may also utilize their course budget allocations for learning materials. In addition, instructors and Instructional Support Administrators continually conduct research for learning materials that will support student learning and achievement. According to the instructor survey 100%, have an opportunity to request resources/learning materials; 96% have an opportunity to provide input for supplies and equipment; 88% have an opportunity to provide course materials that are up-to-date; and 85% have the resources to perform task/job.

The ELSRs are incorporated into all ROP course outlines and are an integral part of the ROP course curriculum. The ROP's mission is to provide "high quality, relevant and engaging career technical education." The ELSRs reflect this value by identifying the skills students need to ensure "career and academic success." Performance indicators of the ELSRs further sets the goals and focus of instruction.

At the conclusion of each semester, students in each class take a follow-up online survey that requests input as to the benefits and value of the course. A summary of the student survey results are made available to each instructor. Information gathered from the survey provides the instructor with information that may result in modification of the curriculum and insight to student needs. According to the spring 2014 Student Survey, 83% of students agreed that their instructor set high expectations and presented a challenging curriculum.

In the spring of 2014, the Superintendent held Student Focus Group meetings with 44 ROP and non-ROP students at three high schools. The purpose was to engage students in conversations regarding their perception, knowledge, and experience with the ROP. Students provided insightful feedback and made suggestions as to what they felt would benefit ROP students. Results of the discussions were provided to the Governing Board, Career Guidance Specialists, and instructors at the end of year staff meeting. Details of the results can be found in Indicator 1.5. The Superintendent will complete the student focus group meetings with the remaining high schools in 2014-15.

In addition, each semester the Superintendent and Assistant Superintendent meet with each of the high school principals and administrators from the school districts' Curriculum and Instruction Division. These meetings allow the ROP administrators to keep current with each school's needs and help create a strong and open relationship. Discussion points include needs and concerns, review of each high school's course offerings, evaluation of curriculum for relevancy in light of possible changes in student demographics, and discussion of detailed enrollment data.

Evidence to Support the Findings:

- ✓ Course Outlines
- ✓ Vital Link, Local and Joint Advisory Meeting Minutes
- ✓ Program Planning Agenda
- ✓ Dental Auxiliary Board Application
- ✓ Instructor Summer Meeting Agenda
- ✓ Student Focus Group Results
- ✓ ESLRs
- ✓ Mission Statement
- ✓ Student Survey
- ✓ Instructor Survey
- ✓ Instructor Folders
- ✓ Principal Agenda
- ✓ Instructor Summary of Student Survey Results
- ✓ Labor Market Information
- ✓ Competencies
- ✓ Focus Group Minutes

Indicator 4.3: To what extent do students have access to texts, learning materials, and information resources that are sufficient to meet the course learning objectives?

Textbooks are provided to all students and updated as necessary. Instructors can order textbooks and/or learning materials throughout the school year with approval from the Instructional Support Administrator. Equipment and learning materials are kept current based on industry input and program needs. Student survey results indicated that 86% of students agreed that they received materials (packets/handouts), textbooks, and equipment that are appropriate.

The instructor survey indicated that 85% received learning materials within 30 days while 85% have resources to perform their job or task. The ROP is refocusing its efforts to deliver texts and/or learning materials in a timely manner. A formalized purchase order process has been developed to assist instructors with ordering materials and a timeframe has been implemented to ensure orders are placed within 48 hours upon approval of the Superintendent.

Instructor manuals and resources are available from the publishing companies. The online Instructor Resource Centers include case studies, test banks, PowerPoint presentations, and study guide activities. These resources allow an instructor to present engaging and course relevant activities for their students.

Each high school has a resource library in each of the ROP Career Centers that include college and career publications, military information, and reference materials. There is also library access for ROP students in each of the high schools' libraries. Computer learning labs may be located in a classroom or located within the library. Students are encouraged to utilize their high school library to enhance their learning. The libraries provide a variety of resources to ensure that all students have equitable access to books, reading, information and technology. In addition, the ROP main campus provides instructors with a video library located in the Instructional Division and access to approved multi-media educational sites such as TEDed, Edtube, Flipboard, and CTE Online.

Students train in a real world environment using current industry equipment. ROP provides a variety of technology and resources in support of its courses. The ROP main campus has updated all computer labs with new equipment and software. There are four computer labs on the main campus with internet access. These computer labs serve courses that require computer knowledge for that specific industry. All ROP classes located at the main campus have an instructor computer and projector and each non-bell schedule instructor at a high school campus is provided with a laptop and projector to support student learning. Dedicated ROP high school campus classrooms have been updated to ensure the environment enhances and promotes student engagement and learning. The ROP also provides computer labs and equipment on

high school campuses for the Automotive, Small Business Management/ Entrepreneurship, 3D Model Making, Engineering Technology and all Graphics and Multimedia classes. In addition, the ROP Career Centers' computer labs have been upgraded for student use. Most Career Centers have projectors, screens, TVs and DVD players.

The instructor survey results stated that:

- 92% of instructors have the opportunity to use technology resources in their classroom
- 92% feel comfortable utilizing technology to enhance learning
- 96% have the technological resources available that have been requested
- 88% have the opportunity to utilize a computer lab if necessary

In the planning stages for the school year 2014-15 is the development of an instructor website. The website will provide students with access to all relevant and pertinent instructional materials, such as course outlines, syllabi, lesson plans, assignments and due dates, grades, and links to industry specific resources.

Through revenue from excess property taxes in the amount of \$319,000, the ROP created the "State of the Art/WOW" campaign. One of the many advantages for students taking an ROP course is the replication of what a student will be doing in the real-world of work. Utilizing these funds, the ROP was able to build upon its current work-based learning projects and assignments and have students and stakeholders say "WOW" when entering ROP classes and Career Centers. Some of the items and equipment purchased with these funds include:

- Textbooks for a variety of courses
- Software for a variety of courses
- Computers for instructors and proposed new courses
- Overhead projectors for a variety of courses
- New dental chairs and digital radiography machines
- Sewing machines for Fashion Careers course
- Heat press for Graphic Design Technology course
- Digital cameras for Career Guidance Specialists
- Push and pull dynamometer for Kinesiology courses
- Sterilizers, centrifuges, blood pressure chairs and cuffs, EKG machines, digital scales and stethoscopes for medical classrooms
- Skeletons for a variety of courses
- Uniforms/scrubs for medical classes
- Kit cars for Alternative Fuels course
- Operating room equipment for Surgical Technologist course
- 3D printers



To optimize resources for student learning, the ROP will continue the process of enhancing classrooms and Careers Centers and provide state-of-the-art equipment.

Evidence to Support the Findings:

- ✓ Textbooks/Learning Materials
- ✓ Student Survey
- ✓ Instructor Survey
- ✓ Video Library
- ✓ Computer Labs
- ✓ Instructor And Career Centers Computer Equipment
- ✓ "State of the Art/WOW" Campaign Purchases

Areas of Strengths:

- Instructor summary of student survey results
- Individual instructor summer meetings
- New course offerings
- Upgrading of classrooms and career centers
- New equipment
- Upgrading of computer labs
- Competencies

Key Issues:

- Provide curricular mapping of CTE and Common Core Standards
- Strengthen components of the advisory committee process
- Update course outlines

CRITERION 5: INSTRUCTION

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: To what extent does the ROP provide high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses?

ROP courses foster the proper environment and culture for the application of academic knowledge and the real life relevance of academics to both college and career success. There are a variety of ways the ROP measures the quality of instruction, including:

- Course Review
- Student surveys
- ROP administrator meetings with high school administrators
- Number of course completers
- Number of students hired through internship courses
- Instructor evaluations and observations
- Industry based certifications
- Articulation agreements
- UC/CSU a-g approvals

To ensure the validity of each course, advisory committees meet annually to provide feedback on the relevancy of the course, make recommendations and assess labor market trends. In addition, the Governing Board, through the course review, annually approves all courses based on student profiles, enrollment by course, placement of completers by career majors, and labor market information for each course.

Relevant to how the ROP measures the quality of instruction is the well-qualified professional instructional staff that has extensive industry experience and education. Instructors are industry experts and have a minimum of five years' experience in their field. Instructors that are licensed in their field must also take continuing education classes to maintain licensure status. Parent survey results indicated that 94% of parents were aware that the ROP instructors are experts in their career training fields. All instructors possess appropriate CTE credentials or are currently enrolled in credential coursework through Local Education Agencies (LEAs). Of the instructors surveyed, 92% agreed that the credential program prepared them for their teaching assignment. Some instructors continue to work in industry providing rigor and relevancy to the course(s) in which they teach. As of the current school year 2014-2015, 72% of the instructional staff hold a degree (64% with a Bachelor's degree or higher) and 18% hold an industry certification or license. All ROP instructors hold the appropriate credential and work experience.

The ROP offers six courses that lead to certifications: Emergency Medical Training (EMT), Dental Radiology, Pharmacy Technician, Surgical Technologist, Computer Science and Programming/Coding, and Automotive. Instructor survey results show that 85% of instructors teach a course that prepares a student to pursue an industry certification exam, receive articulation credit, is UC/CSU a-g approved, or part of a sequence, and 100% of instructors stated that their course provides a foundation for advanced training. The ROP will continue to pursue additional certification opportunities.

Findings concur that the professional staff utilizes a variety of instructional strategies to teach work-based employment and academic skills in keeping with the ROP ESLRs. Instructors keep current in instructional strategies and methodologies through staff development and professional growth activities offered by the ROP and outside organizations.

The ROP continues to expand work-based learning activities and opportunities for instructors and to strengthen instructional strategies and career readiness skills instruction by providing professional development opportunities in the following workshops: assessment tools/rubric development; classroom management, lesson plan development, teaching strategies, CTE integration with Common Core Standards, special needs population, and instructor website development. The instructor survey indicated that 85% had an opportunity to participate in professional development activities in the past three years; however, 62% of instructors stated they would like to have more input in professional development activities. Instructional Support Administrators will continue to work with instructors in developing ideas for professional development activities.

The CAROCP fall and spring in-service is another opportunity for instructors to receive additional instructional training, as well as collaborate with other instructors. Participation in additional instructional and/or industry specific workshops is also available. For example, instructors have the option to attend teacher training at their respective high schools and workshops sponsored by local community colleges. Saddleback Community College held a workshop on reading strategies and study skills and Santiago Canyon College held workshops on the "Creative Class and 21st Century Skills" and "College and Career Readiness." Other workshops attended by instructors were the National Association of Engineers Consortium; Curricular Consortium K-12; and the Global Trade and Pathway Training workshop.

Administrators maintain currency on instructional strategies and methodologies by ongoing participation in workshops and collaborative networks. The Assistant Superintendent conducted a workshop for the Capistrano Unified School District (CUSD) CTE instructors. The workshop, "Common Core State Standards: the CTE Component," introduced CUSD instructors to the Common Core State Standards and identified academic content within CTE courses.

Administrators have also participated in the following workshops: The California Department of Education "Train the Trainer" Workshop on Standards Alignment

Training; Vital Link-CTE Collaborative; Los Angeles/Orange County Regional Consortium Steering Committee; Career Technical Education Orange County Consortium; Saddleback College CTE Collaborative Consortium and CTE Transitions Consortium; Orange County Career Pathways Partnership Consortium; AB 86 Consortium; Health Workforce Initiative to align ROP Medical Terminology curriculum and exams with Community Colleges; and the Leadership Development Institute.

New instructors attend a new teacher orientation workshop that covers ROP practices, instructional strategies, syllabus checklist and examples, classroom management, curriculum development, and pertinent information relating to the course assignment. Instructors also receive a New Teacher Orientation Handbook to supplement the information given at the workshop. Due to the relevance of the information provided in the handbook, it was distributed to all existing instructors to provide ongoing instructional support. To improve instructional delivery when an instructor is absent, a Substitute Handbook was developed that includes steps to request a substitute; substitute responsibilities; substitute teacher checklist; feedback report; lesson plans; and accident and injury procedures. The Substitute Handbook is kept in the instructor's classroom.

Monitoring and coaching continues throughout the first year of teaching. New instructors are observed by the Instructional Support Administrator and a written informal evaluation is prepared and discussed with the instructor. The purpose of the informal observation is to assist new instructors in developing best practices and instructional support. The following year new instructors receive a formal observation and evaluation; however, due to recent changes in administrative staff it was discovered that some new instructors did not receive mentoring for the first or subsequent years. With new administrators in place, each instructor now has an assigned Instructional Support Administrator who will mentor, support, observe, and work closely with instructors. Also, in the school year 2014-15, instructors that have taught for the ROP three years or less received an in depth orientation.

The ROP was awarded the CTE Teach Grant in the amount of \$22,455 for the school year 2010-11 and \$25,000 for the school year 2011-2012. The purpose of the CTE Teach Grant was to better prepare new and seasoned CTE instructors to become more effective in the classroom through the development of a mentor teacher program. The grant provided the ROP with an opportunity to expand its support of the instructional staff. The first year of the grant 20, instructors received a non-evaluative observation. The non-evaluative observation was designed as an opportunity to provide productive non-threatening feedback. Following the observation, a written "dialogue" was presented to the instructor, followed by a meeting to discuss the observation and provide feedback and assistance. The grant also provided an opportunity to present several workshops, assist instructors in curriculum development, pilot Professional Learning Communities, and initiate a common assessment system. An important component of the CTE Teach Grant was the California Standards for the Teaching Profession. A total of nine mentors participated over the two year period at which time the Standards were included in the mentoring of instructors.

To encourage participation in an instructor's performance evaluation, the ROP utilizes an employee self-evaluation, as an integral component of the evaluation process. In the self-evaluation, the instructor responds to a series of questions that help the employee evaluate their performance during the annual evaluation period. This guides the instructor through a thought process that allows them to focus on the many aspects and nuances of their performance. This type of evaluation opens up the conversation between an instructor and their Instructional Support Administrator, at which time goals can be discussed and assistance determined.

Performance based competencies are included in the course outlines and on the back of Certificates of Completion. The competencies are identified by instructors for each course and approved by advisory committees. To receive a Certificate of Completion a student must receive a C or better, obtain marketable job skills, and demonstrate the acquired competencies and /or acquire employment in the field of training.

Relevant, coherent, and challenging curriculum is evidenced by the ROP courses that provide elective graduation credits for ROP students attending Capistrano Unified School District and Laguna Beach High School. Additionally, students have an opportunity to obtain credit required for graduation that falls under an academic category. These courses are listed below:

CUSD Fine Arts

Art of Animation
Audio and Music Production
Digital Media Arts
Digital Video Production
Graphics Design Technology
Graphics Production

CUSD Physical Science

Forensic Science

CUSD Physical Education

Dance Performance I & II

CUSD Biological Science

Biotechnology
Dental Assistant II: Chairside
Emergency Medical Technician
Health Careers
Medical Assistant II: Clinical
Medical Core
Medical/Hospital Careers
Sports Medicine IA, IB
Sports Medicine II: Internship
Veterinary Technician

LBUSD Physical Education

Dance Performance
Dance Performance II
Dance Performance/Classical
Dance Production/Contemporary

The ROP collaborated with community colleges via advisories, PLC meetings, Vital Link and collaborative partnerships to review articulation opportunities. The Instructional Support Administrators continue to explore the feasibility of articulation agreements with community colleges within and outside the ROP local area. Following are a list of current articulated courses:

Saddleback Community College (13)

Art of Animation	Automotive Repair, Automotive Specialist,
Careers in Fashion I and II	Automotive Tech I and Tech II
Digital Video Production	Graphics Production
Retail Careers	IT Essential: PC Hardware/Software
Sports Medicine	Small Business Management/Entrepreneurship

Santa Ana College (3)

Automotive Repair, Automotive Technology and Fire Technology

Coastline Community College (2)

Art of Animation and Small Business Management/Entrepreneurship

While the ROP continues to increase the number of articulation agreements, students lack awareness of its potential in their continuing education. The ROP, through their Career Guidance Specialists and instructors, will continue to provide information on the process, purpose and goal of articulation to all students.

It is a priority for ROP to increase the number of high-quality UC/CSU a-g approvals for appropriate courses. Six courses are currently UC/CSU a-g approved and fulfill the "a-g" subject requirements for freshman admission to University of California and California State University colleges.

- Art of Animation (Visual and Performing Arts "f")
- Art of Dance Composition (Visual and Performing Arts "f")
- Forensic Science (Laboratory Science "d" and Elective "g")
- Multimedia Design (Visual and Performing Arts "f")
- Multimedia Production (Visual and Performing Arts "f")
- Sports Medicine 1A,1B (Elective "g")

To enhance a student's learning and real-world experience, ROP students participate in competitions, concerts and activities that provide a high level of educational quality and instruction. The EMT students are placed at hospitals and participate in an ambulance ride-along; Careers in Fashion classes participate in and produce a Fashion Show and contest in which garments are designed from recycled and/or non-fabric products; dance classes participate in and produce dance concerts; the graphic design classes compete in the Cover Design Contest to have their art work on the ROP schedule cover; and the Small Business Management/Entrepreneurship class participated in a Shark Tank competition in partnership with Rancho Santiago College Small Business Owners/Young Entrepreneurs who guided students through inventing a product and preparing a presentation. The ROP also has a long standing partnership with the Dana Hills High School Health and Medical Occupations (HMO) Academy. While participating

in this program, students intern at several Kaiser Permanente facilities and healthcare facilities.

The Art of Animation class introduces students to visual story development, 3D modeling, and traditional and digital animation. The course utilizes curriculum from the ACME Network to provide real world design challenges aligned to the National Education Standards for the Visual Arts, the National Education Technology standards, and many of the Theater Arts and Language Arts standards. Use of bi-weekly video conferencing and the ACME Animation website allows students to interact with peers, college-level animation students and professors, and even professionals from studios such as Disney, Warner Bros., and DreamWorks. Industry experts help students with their class projects and prepare for college animation programs. South Coast ROP students have won numerous animation contests sponsored by ACME and the Orange County Animation Project.

In addition, the Engineering and Alternative Fuel classes are scheduled to participate in competitions. These classes will be attending the STEM Expo this April and will be involved in many industry related events and breakout sessions. The STEM Expo will prepare students for the Energy Invitational and Rescue Robotics competitions next year. The 3D Modeling Making, Graphic Design and Multimedia Design classes will be participating in the Digital Media Arts Showcase Competition also at the STEM Expo. The goal of the ROP is to increase class participation in industry competitions. ROP students are also involved in internships, work opportunities, leadership conferences, field trips, and job shadowing.

The ROP offers 11 internship courses with possible future internship programs for Veterinarian Technician, Pharmacy Technician, and Surgical Technologist. Currently the ROP has 275 business partners participating in Community Classroom (CC) unpaid and Cooperative Career Technical Education Classrooms (CCTE) paid training. The CC/CCTE internship courses are what distinguish ROP from traditional education. Students participating gain valuable work experience, have an edge in the job market, secure employment, develop networking opportunities, and apply the skills learned in a real work environment. Students are monitored and visited throughout the semester utilizing the Individualized Training Plan (ITP). The ITP records a student's progress and identifies the industry-specific competencies the student has met. Students are evaluated by their supervisors using the Student Evaluation Form which is based on industry-specific criteria. A supervisor may also evaluate a student on the "Supervisor Weekly Assessment" box on the time card. Supervisor feedback and comments provide students with valuable information on their internship performance and gives the instructor a means by which to assess a student's employability skills.

An assessment of the CC/CCTE program has found a need to update its processes and practices. Significant areas of improvement have occurred, including the update of the CC/CCTE handbook which was developed to assure understanding and consistency of policies and procedures and is now electronically posted on the ROP website; beta testing the chromebook or tablet as a means for instructors to post training site visits in real time; and developing instructional strategies through student journaling and career portfolios. In addition, promotional tools have been purchased to further promote South Coast ROP within the community and increase business partner awareness and interest in the internship program. The competency-based ITP for CC/CCTE students is also being updated to align with course outlines.

The ROP courses are sequenced and are included in career pathways that allow students multiple entry and exit points that benefit all students. A Course Sequencing Document has been developed and is continually updated. The Course Sequencing Document is divided by CTE Industry Sector, middle school, high school, and South Coast ROP. The document aligns each schools' courses with the ROPs and lists the course hours, state/board approved courses, industry certification courses, and whether the courses meet UC/CSU a-g and graduation requirements. The ROP Career Guidance Specialists are trained to provide sequencing information to high school students and to properly place students in courses that benefit students in their career choice or exploration of careers.

Evidence to Support the Findings:

- ✓ Course review
- ✓ Parent Survey
- ✓ Instructor Survey
- ✓ ESLRs
- ✓ Professional Development Workshops
- ✓ New Instructor Orientation Handbook/Instructor Handbook
- ✓ New Instructor Orientation Agenda
- ✓ CTE Teach Grant
- ✓ Instructor Performance Evaluation
- ✓ Certificate Of Completion
- ✓ Competencies
- ✓ Graduation Credit List
- ✓ Articulation Agreements
- ✓ UC a-g Approved Courses
- ✓ Business Partners
- ✓ CC/CCTE Student Evaluation
- ✓ CC/CCTE Handbook
- ✓ Journals
- ✓ Course Sequencing Document
- ✓ Focus Group Minutes

Indicator 5.2: To what extent does the ROP use a variety of delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students?

As a method of maintaining ongoing communication with the instructional staff, Instructional Support Administrators meet individually with their instructors during summer meetings. Discussion is focused on immediate and future course needs, instructor goals and objectives, professional growth ideas, assistance in instructional strategies, and update on course enrollment. A folder for each instructor is maintained by the Instructional Support Administrator which contains follow up notes from the summer meeting, purchase orders, offer letter, instructor calendar, absence lists, and other pertinent documentation.

The following instructor survey results confirm that a positive working environment exists within the ROP:

- 96% had the opportunity to provide input for supplies and equipment
- 96% had an opportunity to discuss/review instructional strategies with administration
- 91% were satisfied with the level of response from the organization to requests for assistance in improving effectiveness in the classroom
- 85% consulted with other instructors or administration for assistance in teaching methods

At the annual regional and local advisory meetings, instructors, staff and industry representatives discuss curriculum and industry trends. Staff development workshops provide further opportunities to network with other instructors.

At staff in-service meetings, instructors receive training on a variety of instructional strategies and are provided with resources that support the training. Instructors receive instructional books on "Sharpening Your Teaching Tools," the "Classroom Management Handbook" by Harry Wong, and the Instructor Handbook which provides additional instructional strategies and resources. New instructors must complete the CTE Online orientation which includes instructional strategies. Instructors also have access to a variety of instructional videos by Harry Wong. Future training on a new grading program and how to keep organized while teaching will be offered.

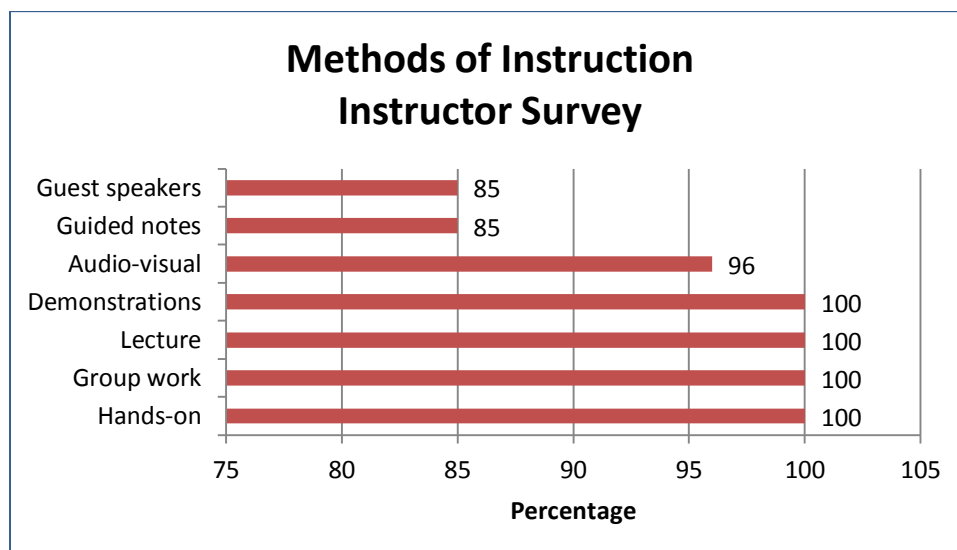
The ROP recognizes the importance of the learning experience for all students. Of the instructors surveyed, 100% stated that they monitor student progress and develop strategies to assist those students in need and 92% provide additional assistance. Special needs students are supported through a variety of programs and methodologies which include the following:

- The Career Guidance Specialists are provided with information regarding student health issues and/or learning disabilities by each of their high schools. The Career Guidance Specialist distributes the IEP, a 504 Plan, and/or medical information to the appropriate instructor and Instructional Support Administrator. Instructors may also be invited to attend IEP meetings; however, in the absence of the instructor, the Career Guidance Specialist may be called upon to attend with feedback from the instructor.
- Special accommodations are provided involving equipment, additional time to complete assignments and tests, and one-on-one instructor.
- Adult students are referred to the One Stop Center for state and private programs.

In the fall 2014, an IEP/504 workshop was presented to instructors and Career Guidance Specialists. This workshop covered all aspects of the Individualized Education Program (IEP), the 504 as it relates to the Individuals with Disabilities Education Act and the civil rights law, and information on the educational responsibilities of each. Also a workshop on understanding learning disabilities and modifying student behavior was presented by a high school resource specialist. Ongoing instructional staff support on working with the special needs population will be offered through additional workshops. Comments from the WASC instructional and curriculum committees stated that they would like to see these workshops offered to instructors unable to meet during the day.

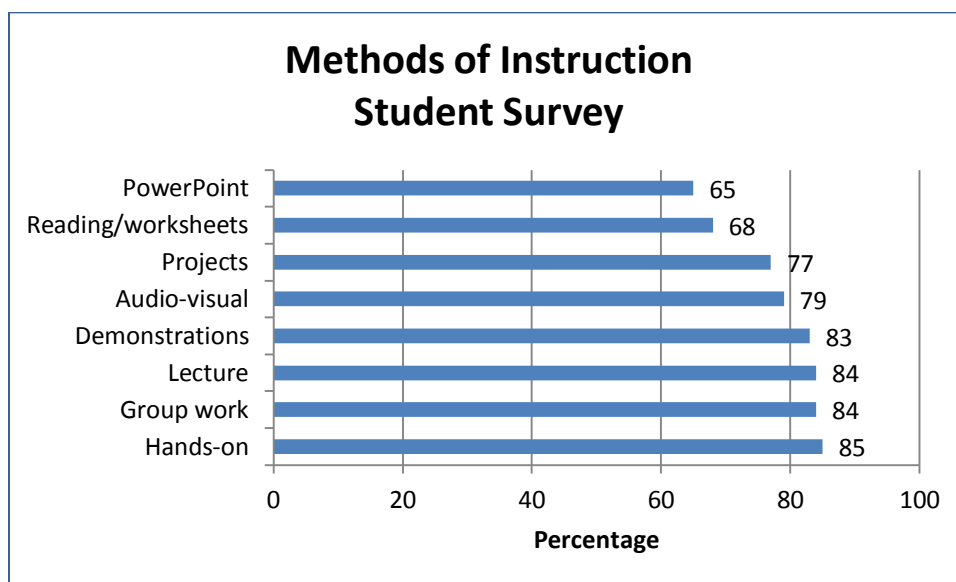
To provide instruction that is inclusive for all students, the ROP funded 13 instructors to attain the Specially Designed Academic Instruction in English (SDAIE) certification during the 2010-2012 school years. SDAIE and ESL training is now integrated into the credential course work.

Instructors utilize a variety of instructional methodologies to teach their classes. According to the instructor survey, instructional methods utilized are:



Student work samples were reviewed and evaluated by the self-study focus groups. The groups found that a high degree of academic skills are required to complete some of the more complex work samples. The committee discussed why some students performed poorly and suggested that a rubric and improved delivery on the expectations of the assignment may be needed. Evaluation of assignments that required short answers, essays, producing an assignment, and presentations showed that problem solving and critical thinking/communication skills as well as academic knowledge were being addressed.

Validating the instructor's use of different learning modalities, students responded that instructors use the following methods of instruction:



The Observations of Student Learning and Student Interview activity is an important tool in which student learning and achievement is measured. The ROP staff observed 93% of instructors. Students were observed participating in a variety of instructional activities and were engaged in a high level of learning including activities that involved language arts and math. Students were using computers, industry-specific equipment and current technology; showing team work and collaboration for problem solving; listening, writing, reviewing, responding, and applying knowledge to situations; using industry-specific terminology and competencies; applying mathematical procedures; and utilizing procedural practices to work situations.

As evidenced by student interviews, ROP students have a very positive view of ROP. Students commented that:

- “The instructor teaches us how to be efficient, professional, and resourceful.”
- “Hands-on application makes my ROP class more interesting than my other high school classes.”
- “We use math to evaluate and learn to apply logic to problem solving.”
- “This class has taught me how much I enjoy helping other people and is leading me to look at good career choices.”

Areas to analyze are the students' responses when it comes to understanding that academics are integrated into their learning. The student survey indicated that 56% of students stated that their reading, writing and math skills had improved and 63% used math, calculating and/or measuring skills; however, parents surveyed stated that 94% agreed that ROP reinforced reading, writing and math skills. A difference in perception may be a result of the statement wording. While students were asked if they “improved,” parents were asked if the ROP “reinforced” the academics. Also, it is difficult for students to correlate hands-on real-world instructional methodologies with reading, writing, and math. The Instructional Support Administrators will continue to work with instructors in emphasizing to students that reading, writing, and math is an integral component of their instruction.

The ROP instituted a pilot Professional Learning Community (PLC) with the Sports Medicine and Kinesiology courses. The purpose of the PLC was to provide a forum for instructors within the same discipline to review courses for current relevancy and identify best practices, common assessments, and changes/updates to curriculum. Instructors participating in the PLC were positive about the experience and expressed a desire to continue. According to the instructor survey, 88% were invited to attend a PLC meeting and 81% found PLC activities/information helpful while 42% of invited instructors did not attend a PLC meeting. The challenge in implementing PLCs became evident with the difficulty in involving instructors that could meet on a consistent basis. Approximately 72% of the ROP instructors are part time and have other work commitments which make it difficult to sustain PLCs on an organizational level. Instructors, however, whose advisory meeting is covered by Vital Link, attend a PLC breakout session at the conclusion of the industry focused advisory meeting. This is an opportunity for industry professionals, instructors and administrators to share information and provide feedback on curriculum and instructional issues. The ROP will continue to consider future development of organizational PLCs.

Evidence to Support the Findings:

- ✓ Instructor Summer Meeting Agenda
- ✓ Instructor Folders
- ✓ Instructor Survey
- ✓ Instructional Strategies Resources
- ✓ IEP/504 and Student With Learning Disabilities Workshops
- ✓ SDAIE Training
- ✓ Student Work Samples
- ✓ Instructor Survey
- ✓ Observation of Student Learning and Student Interview
- ✓ Parent Survey
- ✓ PLC Meeting Agendas and Information
- ✓ Vital Link PLC Advisory Agendas
- ✓ Focus Group Minutes

Indicator 5.3: The institution is actively engaged in integrating new technology into the instructional program of the school.

Information Technology and related support services continue to evolve. A Technology Committee was established to develop and implement strategies to reinforce the use of technology as a tool for instructional improvement, student achievement, communication and program efficiencies.

In pursuit of the organization's goal to update classroom technology to current industry standards and improve the technology at the ROP Career Centers, funds from the "WOW" campaign were used to purchase the following:

- Upgraded computers for Art of Animation class
- Upgraded computers for all teacher workstations at ROP campus
- Upgraded student instructional network at the ROP campus
- Software for Audio/Music class
- Dental room equipment
- Sewing machines
- Heat press for Graphics Technology
- Digital cameras
- Push & Pull Dynamometer for Kinesiology
- Medical classrooms upgraded
- Variety of teaching resources
- Kit cars for Alternative Fuels course
- Operating room equipment for Surgical Technology course
- Updated student instructional network

Further, to improve technology at the ROP Career Centers and to promote student use, "WOW" campaign funds were used to purchase student designated computers, update network printers, and provide additional student resources.

An Information Technology needs assessment was completed and determined that a need for a full time IT coordinator position no longer existed. A service agreement with an outside source was completed which now meets the ROP's technology requirements. Of the instructors surveyed, 92% stated that they have an opportunity to use technology resources in the classroom; however, 54% stated they have not been offered training to utilize technology in the classroom. The ROP will continue to explore instructional methods of training instructors on using technology effectively in the classroom.

In 2012 a workshop on Teacher Web Page Development was held to assist instructors in utilizing their web page as an instructional tool. Prior to this workshop only three instructors had web pages. Nineteen instructors participated in the workshop with at least 15 instructors developing their own web page with one-on-one assistance;. however, due to a change in staff the websites may not currently be maintained. Based on the instructor survey 69% had the opportunity to create and maintain a teacher website and 46% have created and maintain a teacher website. The goal of the ROP is to have all instructors create an instructor website that students can access which will provide the course outline, syllabus, lesson plans, assignments and due dates, grades, and links to industry specific resources. Instructors will be trained and supported throughout implementation of the teacher website.

To improve timely notification of student performance, each high school utilizes School Loop which is a communication tool between parents, students and school staff. Full time ROP instructors on the high school campus have access to School Loop and can post assignments and grades. Posting of grades for after bell schedule ROP classes can be accessed through the CUSD Parent Portal.

Evidence to Support the Findings:

- ✓ WOW Campaign Purchases
- ✓ Web Page Development Workshop Agenda
- ✓ Instructor Survey
- ✓ Focus Group Minutes

Areas of Strengths:

- New instructor orientation handbook and workshop/instructor handbook
- Substitute handbook
- Course Sequencing Document
- Assignment of Instructional Support Administrator to mentor, support, observe and evaluate instructors
- CTE Teach Grant allocation of funds for mentoring
- Professional development opportunities
- Funds to upgrade instructional technology
- Individualized summary of student survey results

Key Issues:

- Increase the number of industry certification courses
- Establish PLCs
- Provide IEP/504 workshop for non-bell schedule instructors
- Provide training to instructors in the use of technology as an instructional tool
- Develop teacher website

CRITERION 6: USE OF ASSESSMENT

Assessment is used throughout the organization to measure student progress, to modify teaching approaches, and to plan for continual improvement. South Coast ROP recognizes the importance of using assessment data to drive instruction and management decisions. Instructional staff uses multiple methods to evaluate student learning and adjust teaching delivery methods to improve student success.

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 have been identified for each course through collaboration with instructors and business/industry advisors who are experts in the field. Course outlines have been updated to include identified competencies, and ROP instructional staff uses competencies in preparing the course syllabus and instructional materials. Using the course competencies as a foundation, ROP staff and stakeholders developed the Expected Schoolwide Learning Results (ESLRs), which outline the qualifications and abilities that all students will possess upon completion of any ROP course.

South Coast ROP evaluates all courses annually through a Course Review and Labor Market Study that is presented and approved by the Governing Board. The Course Review process includes an in-depth evaluation of student profile information, enrollment figures, completion data, placement data, and labor market analysis. In addition, the Leadership Team monitors teaching methodologies, survey results, classroom observations and student interviews to determine areas for growth and assess levels of coaching and support for the instructional staff. A Course Sequencing Document was developed and is continually updated to outline career pathways available to students throughout Orange County. South Coast ROP is part of the Orange County Career Pathways Partnership and works collaboratively to identify existing pathways and develop pathways for new and emerging careers in the community.

An example of current improvement to courses and programs as a result of analysis is a modification to the ROP Health Careers course at Dana Hills High School. It was determined that students in this course were in need of a more direct work-based learning approach that incorporates an intense level of skills training in the classroom before beginning the internship component. A revised course outline was developed, new equipment was purchased and implemented in the classroom, and the hours of the course were realigned to meet the needs of the students. Beginning in the fall 2014

semester, students spent more time training in the classroom which has been redesigned and reconfigured to emulate a hospital setting. Students practice the hands-on skills needed to access patients and provide patient care before beginning the internship component through a business partnership with Kaiser Permanente.

Data was also used from the Course Review to recognize and make changes to low enrolled courses such as Sports Medicine and Kinesiology. The Leadership Team evaluated courses and eliminated or revised offerings for these programs.

Evidence to Support the Findings:

- ✓ Course Outlines
- ✓ Course Review
- ✓ Course Sequencing Document
- ✓ Advisory Meeting Minutes
- ✓ WOW Factor Purchases

Indicator 6.2: The institution gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for change based on assessment results.

On a focused scale, the instructional staff analyzes student learning data on a daily/weekly basis while assessing student progress related to the course competencies. Rubrics have been developed and given to students in advance to assist students in understanding expectations for the assignment. Instruction is delivered using methodologies to ensure that each student within the course is meeting the identified requirements of the course, and teaching is modified on an individual basis to ensure student success. Instructors have identified their process for reviewing data throughout instruction. In addition, instructors have been directed to review learning results using the competencies on the course outline, assessing skills, and identifying any material that was not clearly covered. Once the instructor has assessed that students have not mastered the skill, the instructor can modify the lesson plan, utilize visual/auditory aids, and/or explicitly address areas of confusion. The instructor then reassesses the students for understanding to ensure students have mastered the concepts and principles of the lesson plan.

The Student Survey shows the various methods used to assess learning:

SOUTH COAST ROP Student Survey 2014 I demonstrated what I learned in my ROP class through (select all that apply):		
Answer Options	Response Percent	Response Count
Tests, quizzes, and worksheet completion	68.6%	1136
Writing assignments (reports, journals, letters or a resume)	51.3%	850
Group work	73.4%	1215
Project completions	70.3%	1164
Oral presentations	41.1%	680
Hands on demonstrations / skill checks	72.3%	1197
Internship experience or other work-place simulation	27.4%	453
<i>answered question</i>		1656
<i>skipped question</i>		5

On a larger scale, ROP Leadership evaluates data at least twice a year through advisory meetings and data collection for Board presentations.

ROP Leadership has implemented professional development workshops on Rubric Development, Instructional Strategies, Common Core Standards and Integrating Academic and CTE Instruction. The ROP recognizes the need to continually improve strategies and delivery of instruction to support student success and growth. Thirteen ROP instructors completed SDAIE training including culture and cultural assimilation, language acquisition, pedagogy, ESL/ELD, assessment protocols, legal foundation and history. All other instructors receive SDAIE/ESL training in their credential course work. ROP instructors have had some training in strategies via the Harry Wong series of instructional videos. Additional professional development opportunities are planned.

Evidence to Support the Findings:

- ✓ Reports to Governing Board on Enrollment, Completer, and Course Data
- ✓ ROP Leadership
- ✓ Professional Development Activities
- ✓ Student Survey
- ✓ Common Core Standards Workshops
- ✓ ESLR Worksheet and Rubric
- ✓ Course Review
- ✓ Leadership Team Meetings

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

Assessment is an ongoing process meant to improve and maximize student learning. Instructors use a variety of assessment strategies and the frequency of the assessment is determined by student need and course content. The types of assessment most commonly used include:

- Student demonstrations
- Written assignments
- Tests/Quizzes
- Project-based activities
- Portfolios
- Mock interviews
- Student presentations
- Observations
- Rubrics
- Student self-evaluations
- Attendance/punctuality
- Student behavior
- Classroom participation
- Homework assignments
- Role-playing
- CC/CCT Internship site valuations
- Puzzles/Games

The Instructional Support Administrators visit classrooms two to three times per semester to discuss needs of the instructors and students. The ROP holds a fall, spring, and end-of-year staff meeting each year with updates and information related to student success. Instructors also participate in school department meetings and faculty meetings to discuss student learning and assessment results.

Student placement and the number of Certificates of Completion received are another way of assessing student outcomes. Students receiving a Certificate of Completion must attend at least 75% of the course hours, achieve a grade of “C” or better, obtain marketable job skills, and demonstrate acquired competencies and/or acquire employment in the field of training. Competencies related to the course content are listed on the back of each Certificate of Completion and provide feedback to students on their acquired mastery of skills. All course competencies have been revised to align with certified course outlines.

Completion Data for the 2013-14 School Year

3D Model Making	82.5%	Forensic Science	96.8%
Animal Healthcare	100.0%	Graphic Design Technology	85.0%
Art of Animation	100.0%	Graphics Production	66.0%
Audio and Music Production	66.4%	Health Careers 1A	82.6%
Automotive Repair	85.0%	Kinesiology	86.3%
Automotive Specialist	88.2%	Medical Assistant I	98.3%
Automotive Technology	68.5%	Medical Assistant I FB	86.8%
Careers in Fashion	100.0%	Medical Assistant II	97.6%
Careers in Fashion II	95.8%	Medical Assistant II FB	92.5%
Careers in Teaching	97.4%	Medical Terminology	90.2%
Child Care Careers	100.0%	Medical Terminology FB	92.0%
Criminal Justice	90.7%	Medical/Hospital Careers	94.8%
Dance 1 IB	98.3%	Medical/Hospital Internship	88.8%
Dance 2 IB	100.0%	Multimedia Design	86.7%
Dance Performance	100.0%	Multimedia Production	100.0%
Dance Performance I	92.3%	PC Hardware/Software	88.5%
Dance Performance II	96.3%	Programming Tools	94.4%
Dance Production	87.1%	Restaurant Careers	96.0%
Dance Production, Contemp.	100.0%	Retail Careers	100.0%
Dental Assistant I	96.0%	Retail Careers-Internship	100.0%
Dental Assistant I FB	100.0%	Small Business Management	87.1%
Dental Assistant II	100.0%	Sports Medicine 1A	91.6%
Dental Assistant II FB	100.0%	Sports Medicine 1B	88.3%
Dental Radiology	100.0%	Sports Medicine II Internship	96.2%
Digital Media Arts 1A	73.8%	Virtual Enterprise 1A	81.0%
Digital Media Arts 1B	81.8%	Virtual Enterprise 1B	94.0%
Digital Video Production	96.8%		
Emergency Medical Production	90.4%		
Emergency Medical Technician	96.6%		
Fire Technology	83.3%		
Floral Design	73.5%		

To assist instructors in presenting and assessing the ESLRs, a student assignment was developed and disseminated that focused on understanding and assessing the ESLRs. Also, an ESLR Scoring Guide was developed by the Curriculum and Instruction Focus Group that enables an instructor to rate the level of student understanding of the ESLRs. The criteria relating to what a student must know to achieve understanding of the ESLRs are listed on the back of the ESLR Scoring Guide.

The ESLR assessment crosswalk activity provided conclusive evidence of the many assessment strategies utilized by instructors to evaluate student understanding. A particular area of strength is the use of technology as an assessment tool. Most instructors evaluate student understanding of contemporary technological resources by having students conduct internet research while others utilize industry-specific software for assignments/projects and provide teleconferencing equipment for student classroom assignments. Other technological assessment strategies include online textbook test banks and industry-specific websites. For example, the ACME curriculum for the ROP Art of Animation class extensively provides online assessments of student work. Students in the Animation class are also able to download projects and receive feedback and grades from professors and mentors.

The Leadership Team uses assessment results as part of the annual Course Review. This data allows for administrators to determine low enrolled courses and community

labor market needs and add or subtract courses based on that information. In addition to enrollment and labor market analysis, ROP assesses a programs ability to articulate, earn UC/CSU a-g approval, offer industry certification, and/or state licensing.

An action step of the ROP Strategic Action Plan was to develop and implement the use of the rubric instrument and other performance based assessments. A rubric workshop was conducted at the fall 2014 staff meeting and was made available to all instructional staff. Focus Group minutes indicate that many instructors use rubrics as an assessment tool. According to the instructor survey, 47% very often or often use rubrics. In addition, the survey showed that the most frequently used methods of assessment were participation, student behavior, and engagement. This may indicate a lack of understanding on the part of the instructors of the more formal means of assessment strategies that can be used. The ROP will provide continued in-service on rubrics and assist instructors on development and implementation of performance based assessment strategies. In addition to workshops and professional development opportunities, the Instructional Support Administrators will work with instructors to emphasize the use of assessment as a regular part of the teaching and learning cycle.

Assessment of the academic skills is reinforced in ROP classes in a variety of ways. Instructors assess language arts through written reports and assignments, oral presentations, mock interviews, portfolios, student demonstrations, vocabulary and reading assignments. Math is typically assessed in the health sciences and industrial and technical classes. The student survey reports that 56% of students stated that they improve reading, writing and math skills and 63% of students stated that they use math in their ROP class. To address the needs of the students, the instructors participate in math, reading, and writing exercise integration to increase student outcomes. Further training is needed to assist instructors with academic integration. The ROP is working with the partners in the Orange County Career Pathway Partnership (OCCPP) Grant by participating in a CTE integration workshop with the University of California Curriculum Integration (UCCI) project. Instructors will work with academic instructors to develop UC/CSU a-g approved CTE integrated courses.

All high school students receive progress reports through the grade reporting process every six weeks; however, to assist instructors in providing students with regular feedback and accurate and frequent grade/progress reporting, Easy Gradebook Pro was introduced at the 2014 staff meeting. Easy Gradebook Pro is an online grading program made available to all instructors with ongoing training and support. Currently, not all instructors have taken advantage of this grading tool. Bell schedule instructors are using School Loop's grading system through CUSD's online system; others are using their own grading programs. To improve timely notification of performance and grades to students, the ROP will continue to promote and provide training in the use of the Easy Gradebook Pro. A workshop is planned during the spring 2015 staff meeting. An important assessment tool for students enrolled in the CC/CCTE internship classes is the Student Performance Evaluation and the Supervisor Weekly Assessment. Work site supervisors using the Student Performance Evaluation assess students on a variety of work related skills that incorporate many of the ESLRs. The Student Performance Evaluation is industry based and the ratings and comments are used to direct the student's training experiences. In addition, this evaluation tool serves as the criteria for

determining whether a student has mastered the skills necessary to become successful in the workplace. Supervisors also have the opportunity to evaluate a student's progress on a weekly basis by completing the "Supervisor Weekly Assessment" on the time card.

The ultimate reward for student achievement is to be nominated by an instructor as a distinguished student. The Distinguished Student Recognition Ceremony celebrates high school students from each career major for their outstanding accomplishments in the classroom, lab and/or internship site. The nominees are individually recognized and the winners receive monetary awards. Last year's program awarded \$7,300 to deserving students. Contributions come from staff donations, community organizations, private companies, business partners, and individual donors.

Evidence to Support the Findings:

- ✓ Classroom Observation and Student Interviews
- ✓ CC/CCTE Student Performance Evaluations
- ✓ Instructors Survey
- ✓ Student Survey
- ✓ Course Competencies
- ✓ Completion Data
- ✓ Placement Data
- ✓ Student Time Card

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.

Data is presented to the Governing Board at regular meeting intervals. The Board is also updated regularly by the Superintendent when important information becomes available. Examples of data supplied to the Governing Board include monthly enrollment numbers, cancelled courses, additional courses, annual completion rates, 101 E1 and E2 data, Course Review, and Labor Market Reports.

The uses of several assessments, such as student surveys, advisory meetings, labor market data, peer observations, and classroom visits, help the organization to evaluate program effectiveness. The ROP has found that an increase in student data is needed to ensure total program effectiveness for student learning.

Survey data is posted on the website when it becomes available and distributed to staff at regular staff meetings and via email. ESLR posters are placed in each classroom, given to students via folders, and posted on the website.

Indicator 6.5: The institution relies on assessment results for institutional planning, action plan revision, and resource allocation.

Institutional Planning is conducted by all stakeholders through the Governing Board, the Leadership Team, the Executive Cabinet, Industry Sector Advisory Committee Members, Staff and Faculty.

The Leadership Team assesses data two to three times a year to determine course offerings and use data in program planning. Data that is used in this determination include enrollment and attendance data, course review data, completion rates and follow-up information.

Through the use of student learning data and the needs of partnering districts, decisions are made regarding course offerings, staffing, financial allocations, and future program planning.

Evidence to Support the Findings:

- ✓ Course Review Report
- ✓ Enrollment Data
- ✓ Attendance Data
- ✓ Completion and Placement Data

Areas of Strengths:

- Completion data
- Current course outlines with competencies
- Course sequencing document
- Certificates for students
- ESLR lesson plan templates and assessments
- Annual Course Reviews/Labor Market data
- Governing Board's close involvement
- Advisory meetings

Key Issues:

- Develop and utilize standardized rubrics
- Expand on collaboration (i.e., team meetings)
- Utilize Career Guidance Specialists in gathering assessment data
- Utilize current technology with PDF fillable forms
- Increase emphasis on measuring, math, reading/writing skills

CRITERION 7: STUDENT SUPPORT SERVICES

The institution recruits and admits diverse 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.

Indicator 7.1: To what extent does the ROP provide sufficient student support services that enhance the learning environment and encourage the achievement of Expected Schoolwide Learning Results?

The South Coast ROP closely connects students to a system of support services, activities and opportunities that meet the challenges of the curricular/co-curricular programs and Expected Schoolwide Learning Results (ESLRs). Under the supervision of the Student Services Manager, the ROP employs a full-time Career Guidance Specialist at each of the six Capistrano Unified School District (CUSD) high school campuses. On the less populated Laguna Beach High School (LBHS) campus, a part-time Career Guidance Specialist is warranted. High school students from alternative, private, and out of district high schools such as Serra High School, ACCESS, Capistrano Connections Academy, Capistrano Valley Christian, and schools in the adjacent Saddleback Valley School District are assisted by the Career Guidance Specialist at Tesoro High School and by the Student Services Manager. Adult student support services are provided by the Student Services Manager.

Historically, each Career Center had its own identity based on the “culture” and needs of the individual high school. As a result, not all students had the same opportunity for all services. In the 2014-15 school year, all Career Centers are moving toward a unified identity and system of services. This is included as one of the South Coast ROP Operational Goals for 2014-15: “To provide a robust and enhanced career guidance program” with many activities to meet multiple objectives slated for the 2014-15 school year and beyond. Some of the objectives include: implementation of a strategic recruitment and visibility plan, refinement of Career Guidance Specialists roles and responsibilities, heightening the awareness of Career Centers; and encouraging students to explore available career and college resources.

In the current configuration, depending on the needs of the high school site, the Career Guidance Specialist provides a multitude of support services, including but not limited to the following:

- ROP course recruitment, enrollment and follow-up
- ESLR Folder presentations to all ROP classes
- Classroom presentations and Career Center orientation for all Capistrano Unified School District (CUSD) College and Career Planning (CCP) classes and Laguna Beach High School English classes
- Career assessments using Bridges, California Career Zone, California Career Café, and (new for 2014) Naviance
- Scholarship and financial aid information
- College and Career materials (updated annually)
- Parent information nights
- Resume and job skill workshops
- College and career fairs
- Job Shadow events
- College and career speakers/presentations
- College application workshops
- Alumni presentations (“College Unplugged”)
- Military information and Armed Services Vocational Aptitude Battery (ASVAB) testing
- Work permit issuance
- Job Board and employment referrals
- Liaison with guidance staff and school administrators
- Individual ROP Career Center websites – linked to high school and main ROP website
- Distinguished Student Recognition awards
- Individual student advisement
- Presentations in Advancement Via Individualized Determination (AVID) classes

These activities assist students with questions regarding college and career requirements and help match the student’s interests and abilities to their future plans. Students enrolling in after school classes are required to meet with the Career Guidance Specialist to complete an enrollment form. This allows the Career Guidance Specialist to speak with the student individually and assist in defining goals that can be fulfilled with ROP courses. The Career Guidance Specialist collaborates with the school site guidance staff to promote ROP bell-schedule classes and provides course content, prerequisites, and course sequencing information to aid in student decisions for appropriate placement in site specific ROP classes. In the 2014 Career Guidance Specialist survey, 100% of the Career Guidance Specialists indicated they advise students regarding post-secondary career training options and college. In the 2014 Student Interview Results, students indicated a need for better awareness of the classes offered. With the rise in students’ attraction to social media, the need to explore more avenues of student connection through smart phones and social media including Facebook, Twitter, Tumblr and Instagram is essential. In the 2014 Career Guidance Specialist Survey, 43% reported they often use social media as a source for program

awareness compared to 43% who indicated they seldom use social media. All Career Guidance Specialists need to stay current in today's realm of social media to maintain connections with existing ROP students and attract potential students while at the same time maintaining parameters of a professional yet technologically accessible student social media experience.

Services for adult students have changed dramatically in the last six years. In order to meet requirements of AB 2448, adult enrollment was strategically reduced, and by 2011, the adult enrollment reached the required 90/10 ratio of high school versus adult students. In the fall of the 2014/15 school year, the ratio has increased to 99/1. To continue to serve the adult population, the ROP instituted fee based classes where all costs associated with the fee based courses are covered by student fees and not public funds. Adult students requesting course information and availability are referred to the Student Services Manager for individualized assistance. All course registration and payment of fees are processed in the Instructional Services Center and are overseen by the Student Services Manager. Adult students are referred to the Orange County One Stop Center for financial aid and social services assistance. The Student Services Manager serves as the liaison between adult students requesting support and assistance in their ROP classes, and the ROP instructor.

With the ROP's continued commitment to serve students who began a course sequence as a high school student, the Student Services Manager works with recently graduated students to continue their course sequence without incurring the adult course fee.

The Career Guidance Specialist offers support to the onsite ROP instructors as a liaison between the instructor and the high school site. Support includes: communication between the school site and the ROP instructor regarding school site protocol and procedures, logistical support including room assignments, assistance with classroom technology needs, and notifications of changes in school schedules. The Career Guidance Specialist supports instructors with student attendance and behavior issues, including contacting the appropriate school site guidance personnel when needed. Career Guidance Specialist Survey results regarding contacting instructors and parents show a range from very often to seldom. This variance is due to the number of students enrolled in ROP classes from each campus. The campuses with a larger population enrolled in ROP classes (300+ students) have more contact with instructors and parents than those with less than 200 students enrolled in ROP classes. The focus group for instruction indicated a need for better communication between the Career Guidance Specialists and their off-site classes. Many of the instructors are "new" this year and have not had the opportunity to build a rapport with Career Guidance Specialists outside of the assigned campus. This will be addressed through Pathway PLC's with instructors and Career Guidance Specialists beginning with the spring 2015 semester.

The recently updated Career Centers at each high school campus have computers and printers for student use, a job board, a resource library that includes college and career publications, military information, and numerous reference materials to provide additional resources for future college and career plans. Most centers have projectors, screens, TV's and DVD players.

The Career Guidance Specialist contributes to the delivery of the CUSD high school guidance curriculum through the district required College and Career Planning course (CCP). The Career Guidance Specialists meet with every CCP class each semester and provide a tour of the Career Center. The Career Guidance Specialist is provided with a variety of presentations that can be included in the CCP curriculum at the discretion of the individual CCP instructor. These presentations include, but are not limited to: "The Reality Road," "You're Hired," "An Introduction to the ROP" DVD, and other presentations through the California Career Zone. Career Center services for Laguna Beach High School are presented by the LBHS Career Guidance Specialist in all English classes each semester. The CUSD Career Guidance Specialists will work with the CCP instructors and guidance office staff to implement the new Naviance program being launched to all CUSD freshmen in the 2014/15 school year. The Naviance college and career planning computer program combines the many facets of high school curriculum, college planning and career development into one program. In the CUSD "Naviance Implementation Plan," the Career Centers have been designated as a hub for quarterly student and family Naviance training. Naviance is already in place at LBHS, and the Career Guidance Specialist at that site has been utilizing its multiple resources for the past two years.

Each semester, the case carriers, school psychologist, school counselors, and the school nurse provides the Career Guidance Specialist with information regarding after bell schedule students with health issues or learning disabilities. The Career Guidance Specialist distributes the IEP, 504 Plan, and/or medical information to the appropriate instructor and Instructional Support Administrator. The Career Guidance Specialist may be called upon to attend an IEP in the absence of the ROP instructor to provide feedback regarding the student's progress in their ROP class and to provide additional ROP course and pathway options. On an individual basis, accommodations are made for students with special needs. The ROP schedule, published each semester and posted on the ROP website, includes course descriptions and prerequisites that clearly define expectations for each class. To help serve the Hispanic population, work permit forms, college information, and financial aid information is available in Spanish. The Career Guidance Specialist works closely with the Advancement Via Individualized Determination (AVID) classes at each participating high school by assisting students with the Career Center's college and career services.

In the spring of 2014, Student Focus Groups were implemented. The Superintendent met with students on three different campuses to discuss the ROP and how it can best serve the student populations. At each lunch meeting, one with ROP students and one with non-ROP students, the students freely discussed their perceptions and offered suggestions. More information and results from these meetings is addressed in section 7.4.

Surveys are an important part of quality assurance. Follow up surveys allow students to speak to the success they had in their ROP courses and submit ideas for improvement. Student surveys gather data that reflects the relevancy of what is taught compared to what student goals are both in career choice and academics. Surveys are additionally compiled and assessed from business partners, parents and instructors. The recent Student Interest Survey completed in 2014 received over 3,500 student responses and was used to determine interest levels for future ROP courses. Survey results were taken into account with the decision to add five STEM classes for 2014-15: Engineering Technology, Pharmacy Technician, Surgical Technologist, Alternative Fuels, and Biotechnology.

It's important to note that hands-on experience in a career pathway can indicate to a student whether there is enough interest to affirm the student's chosen major/occupation. In the 2013-14 Student Survey, 85% of ROP students indicated that as a result of their ROP class, they felt more equipped to choose a career path and/or identify additional education or training needed and 97% would recommend ROP classes to another student. Students who sequence and students who take multiple ROP classes attest to the relevancy of the ROP courses. The ROP Distinguished Student Recognition awards program, Laguna Beach High School Honors Convocation, as well as ROP students recognized in the CUSD Achievement Awards, Kiwanis, and Chamber of Commerce merit award ceremonies provide an important avenue for the community to learn about the ROP program and student accomplishments.

Information regarding ROP student services is shared with students through a variety of sources, including School Loop, Listserv, Naviance, ROP websites, school broadcasts, newspaper articles, ROP yearbook pages, ROP lunchtime demonstrations, ROP showcases, achievement award programs, ROP Schedule of Classes, classroom visits, handouts/flyers, bulletin boards, and representation at Open House, Back to School Night, 8th Grade Expo, PTSA meetings and school staff meetings. ROP class lists are included in the high school registration packets, with credits, prerequisites, locations, and meeting times, etc. The ROP Schedule is distributed to the local public high schools, private high schools, community centers and One-Stop centers, and local libraries. The Career Guidance Specialist meets with the CCP classes at least once per semester so that students can become familiar with the Career Center and ROP opportunities. New students get a tour of the campus which includes the Career Center. Career Guidance Specialists meet with the guidance staff regularly so they can share information and combine their resources to best serve the student population.

The quality of the support services provided by the Career Guidance Specialist is assured through an annual performance evaluation conducted by the Student Services Manager. The Career Guidance Specialist submits an evidence binder of activities

completed throughout the year, and the materials are reviewed along with a complete assessment and rating of their performance. Goals and objectives are also discussed and established during the performance evaluation. In the 2014 Career Guidance Specialist Survey, 90% strongly felt the employee evaluation process was clear and fair and allowed for input and self-evaluation. Career Guidance Specialist meetings are scheduled as needed, customarily each month, to ensure that the quality of services remains at the optimal level of service. Each Career Guidance Specialist is provided with a Career Guidance Handbook, recently revised in the fall of 2014, which contains information regarding promoting, enrolling and monitoring students in ROP classes, along with policies and procedures. There are three ROP staff meetings each school year where all staff members are able to communicate, collaborate and provide input on issues that help maintain a high quality program.

The California Association of Regional Occupational Centers and Programs recognized South Coast ROP as a Model Program and Practice in Student Support Services from 2001-2007. The recognition program was discontinued in 2008 and was revived by the California Association of Regional Occupational Centers and Programs in 2011. South Coast ROP was again recognized as a Model Program and Practice in Student Support Services from 2011-2014.

The number of students indicating they have used the Career Center and met with the Career Guidance Specialist has increased from 60% in the 2008 WASC report to 72% in the 2013-14 ROP Student Survey. This survey reflects responses from students enrolled in ROP classes, and it's important to note that the Career Centers are used by all CUSD and LBUSD students, not just those enrolled in ROP classes.

Evidence to Support the Findings:

- ✓ Career Guidance Specialist Handbook
- ✓ 2011 Model Practice Renewal Application
- ✓ 2014-2015 Goals and Objectives
- ✓ 2008 WASC Report
- ✓ CUSD Naviance Implementation Plan
- ✓ Naviance Training pamphlets
- ✓ Local Control Accountability Plan Contributions
- ✓ 2013-2014 Student Survey Results
- ✓ ROP Schedule of Classes
- ✓ ASVAB Permission Form
- ✓ "Wranglers" Meeting Minutes
- ✓ CUSD "CCP" Course Presentation Material
- ✓ Career Guidance Specialist Meeting Agendas
- ✓ Career Services PowerPoint
- ✓ ROP Website
- ✓ Career Guidance Specialist's Individual Websites
- ✓ Career Center Job Board
- ✓ ESLR Folder
- ✓ Flyers (Career Fair, College Fair, College Visits, Financial Aid Night, College Unplugged, Parent Information Nights, Military Day)

- ✓ Sunshine Rotary Job Shadow and Camp Pendleton Job Shadow Materials
- ✓ Work Permit Binder
- ✓ School Loop/ListServe
- ✓ Distinguished Student Recognition Binder
- ✓ 2011-2013 Course Review and Labor Market Study
- ✓ 2015 WASC Self Study – Chapter I
- ✓ 2014 Career Guidance Specialist Survey

Indicator 7.2: To what extent does the ROP design, maintain, and evaluate counseling and/or academic advising programs to support student development and success in the transition to further education or employment opportunities?

The ROP develops, implements, and evaluates the Career Guidance Specialists' program through a variety of procedures and processes. Per information provided in Indicator 7.1, each Career Guidance Specialist is provided with a Career Guidance Handbook which contains:

- Essential Duties and Responsibilities
- Monthly Activities and Priorities
- Strategies for Promoting ROP Courses
- Enrollment Procedures
- Guidelines for Monitoring Students
- Required Activities
- Policies and Procedures

The current handbook was updated in the fall of 2014 and was distributed and reviewed with each Career Guidance Specialist. The handbook is particularly necessary for new Career Guidance Specialists as a quick reference guide due to de-centralization. Ongoing training, skills updates, changes to policies and procedures, and course updates are shared through monthly Career Guidance Specialist meetings, staff meetings, the ROP Monthly Newsletter, and email communications.

Career Guidance Specialists are evaluated annually through an individual performance appraisal with the Student Services Manager as described in Indicator 7.1. In addition, a new policy was instituted in October 2014 requiring each Career Guidance Specialist to submit a daily log of activities on a monthly basis to the Student Services Manager for review, along with student sign-in sheets that monitor student traffic in the Career Centers.

Student counseling and academic advising for high school four year plans is coordinated by the high school Academic Advisors and Counselors. These positions are held by Capistrano Unified School District and Laguna Beach Unified School District employees. The Career Guidance Specialist provides advice and support regarding the integration of ROP classes into four year plans leading to college and/or employment. Within the scope of the Career Center, the Career Guidance Specialist is an additional campus resource to advise students and provide materials on college selection, technical education, career choices, testing information, financial aid, and scholarship

opportunities. Descriptions of services provided by the Career Guidance Specialist for advanced educational and/or employment opportunities can be found in Indicator 7.1 and 7.3 and includes college reference materials, college representative visits to the Career Center, computer accessed systems for college and career exploration including Bridges, Naviance, California Career Zone, California Career Café, and the Exploring ROP DVD. Connection to employment opportunities are provided through the Job Board in each center, job referrals through Jobrivet and SnagaJob.com, and by Career Fairs. All ROP classes follow Career Preparation Standards for 21st Century Skills which include the “4 C’s”: Communication, Collaboration, Critical Thinking, and Creativity. In the 2014 Student Interview Results, classroom observers noted a need for more discussion on career development in the classes and assistance with navigating career pathways. Students in ROP classes will receive additional in-depth educational opportunities and connection to employment opportunities in the 2014-2015 school year with “Next Step” presentations (currently being created) conducted by the Career Guidance Specialists. These new presentations will provide career and college pathway opportunities and labor market information specifically tailored to the individual ROP class.

Career Guidance Specialists are given multiple opportunities for professional development. College conferences for the University of California, California State University and local community college admissions are attended each year. The Career Guidance Specialists are also encouraged to attend local information sessions from private colleges within and outside of the State of California. College representatives visit Career Centers primarily to meet with students and also share brochures, campus literature, and contact information with the Career Guidance Specialist. Advisory committee meetings are now a requirement for Career Guidance Specialists to attend and acquire critical career and labor market information that can be passed on to students. All Career Guidance Specialists are encouraged to join the California Association of Regional Occupational Centers and Programs (CAROCP) and attend the annual Spring In-service.

All Career Guidance Specialists have attended multiple training sessions provided by CUSD for the start-up of the Naviance system and attend District Guidance meetings when invited. Additional workshops and training opportunities are publicized through email and announcements at Career Guidance Specialist meetings. Career Guidance Specialists are encouraged to attend workshops that will enhance their knowledge base and provide a higher level of service to all stakeholders. In the 2014 Career Guidance Specialist surveyed, 100% indicated they were given the opportunity to attend a workshop or conference related to their position within the past year.

Evidence to Support the Findings:

- ✓ Career Guidance Specialist Handbook
- ✓ Career Guidance Specialist Meeting Agendas
- ✓ Career Guidance Specialist Annual Performance Appraisal
- ✓ Log of Career Guidance Specialist Activities
- ✓ South Coast ROP Monthly Bulletin
- ✓ Staff Meeting Minutes
- ✓ Career Guidance Specialist Survey Results
- ✓ 2014-2015 Operational Goals

Indicator 7.3: To what extent does the ROP provide support for all students from the recruitment and admissions phase to the successful completion of the school program of choice?

The ROP admission policies and course requirements are clearly stated in the ROP Schedule of Classes and are posted on the ROP website. The ROP Career Center has a link on the guidance website of each high school, which is kept up to date by the Career Guidance Specialist and is relevant to that school's activities. According to a 2013-14 Student Survey, 90% of ROP students indicated they understood the goals and expectations of their ROP class.

Marketing, community awareness, and recruitment of new students are addressed through a variety of materials and activities including:

- ROP Schedule of Classes
- ROP website
- Career Center websites
- High School Curriculum Guide
- Class offering informational sheets
- Campus bulletin announcements
- Public Address system announcements
- ROP class brochures, flyers and pathway pamphlets
- College and Career Planning (CCP) presentations
- Updates at site Guidance Department meetings
- EZ-up Strategic Recruitment at lunch, before school and breaks
- PTA/PTSA presentations
- Course Information meetings prior to semester registration
- College "unplugged"
- ROP DVD
- ROP Student of the Month
- ROP inclusion in high school yearbook
- High School List Serve and School Loop
- Career Fair/Job Fair/College Fair
- High School Achievement Awards
- ROP Distinguished Student Recognition

New students are transitioned into the program each semester. Students hear about ROP classes through many of the sources listed above,\ and meet with the Career Guidance Specialist for advice and assistance in selecting the appropriate course to meet their current and future college/career plans. Students planning to take ROP courses during the high school bell schedule typically meet with their Academic Advisor and are referred to the Career Guidance Specialist for questions and clarification of course content.

Adult students register with the Student Services Manager and Instructional Department staff in the Instructional Services Office on the main campus. Guidance regarding course selection and payment of fees takes place at the time of registration.

The Career Guidance Specialist on the high school campus and the Student Services Manager on the main campus distribute ESLR folders to every ROP student at the beginning of each ROP class. The relationship between the ESLRs and ROP course curriculum is presented at that time with technical skills, career development skills, communication skills, and critical thinking and problem solving skills clearly defined. In addition, 92% of instructors indicated in the 2014 Teacher Survey that ESLRs are included in their course outlines.

Instructors receive enrollment rosters with student telephone numbers prior to the first day of class. They are encouraged to contact students enrolled in the class, welcome them to their ROP class, and let the student know they are looking forward to having them in class.

Meaningful learning experiences are provided to all students throughout every course. Students enrolled in Community Classroom (CC) courses complete internships and receive unpaid on-the-job training. Students enrolled in Cooperative Career Technical Education (CCTE) courses receive advanced training in paid employment. In both CC and CCTE courses, hands-on application at training sites augments formal instruction in the classroom. Student progress in CC and CCTE courses is monitored using Individualized Training Plans. These plans identify competencies that are developed in both classroom instruction and training sites.

To further support successful completion of the ROP CC/CCTE courses, attendance contracts are distributed at the time of enrollment. The Career Guidance Specialist discusses the hours required for successful completion of the course and questions the student regarding extra-curricular activities that could impact the time commitment needed for the course. The form is signed by both the student and the parent, indicating they agree to the time commitment involved. Students are not “officially” enrolled in the course until the form is returned to the Career Guidance Specialist. Behavior contracts are generated by the Instructional Support Administrator with input from the instructor and Career Guidance Specialist when student behavior, grade and/or attendance are an issue. “May Fail” notices at the progress report let the student, parent and academic advisor know of concerns while there is still time for corrections. Career Guidance Specialists are the liaison between the instructor and the student and will call students in to the Career Center for individual discussions

regarding class performance and issues. Instructors provide progress reports that are completed every six weeks with the final semester grade report at 18 weeks. ROP grades are entered in each high school's Aeries system by the Career Guidance Specialist and are included on the student's academic grade report.

ROP classes are offered in five career pathways. The sequencing of classes gives students a comprehensive and cohesive study in a career pathway. Pamphlets have been designed to outline career pathways relative to ROP offerings for some classes, with more on the way. Having pathways outlined helps students determine their four year plans during high school as well as their higher education needs. All ROP courses provide elective credit and many fulfill specific high school graduation requirements, such as science, fine arts, and three local community colleges, and 6 ROP courses are UC/CSU a-g approved. Courses, such as EMT, Pharmacy Technician and Surgical Technologist prepare students for national exams, making them employable in high demand-high wage jobs. In the 2014 Teacher Survey, 100% of instructors agreed that their course provides a foundation for advanced training.

Evidence to Support the Findings:

- ✓ ROP Schedule of Classes
- ✓ ROP Website
- ✓ Individual Site ROP Course Flyers
- ✓ Individual Career Guidance Specialist Websites
- ✓ Course Flyers and Brochures
- ✓ CCP Presentations
- ✓ College and Career Fair Flyers
- ✓ Career Guidance Specialist Handbook
- ✓ Career Guidance Specialist Log
- ✓ ROP DVD
- ✓ High School and Adult Registration Forms
- ✓ Publication - Are You a Working Teen?
- ✓ ESLR Folders
- ✓ Advisory Meeting Minutes
- ✓ CC/CTE Instructor Handbook
- ✓ Career Guidance Specialist Strategic Recruitment Plan
- ✓ Adult Job Posting Binder
- ✓ Follow-up Survey
- ✓ 2013-14 Student Survey
- ✓ Course Review and Labor Market Study
- ✓ Instructional Procedures – New Semester
- ✓ Course Sequencing Document
- ✓ ROP Section of High School Curriculum Guide

Indicator 7.4: To what extent does the ROP regularly evaluate student needs in order to provide support services that increase the likelihood of success for all students?

The ROP uses a variety of methods to research and identify the learning support needs of its student population and provides appropriate services to address those needs.

Each semester, the Superintendent and Assistant Superintendent meet with all high school principals and assistant principals to review current enrollment data, address concerns, and have a dialog regarding potential ROP classes on the campus. Course changes for the next semester and following year are explored at those meetings.

In March 2014, under the direction of the Superintendent, the Leadership Team, consisting of the Assistant Superintendent, Instructional Support Administrators, and Student Services Manager, met numerous times for program planning. New courses were added and oversaturated courses were reduced. The new courses are in alignment with the industry sectors selected by the Orange County Consortium to pursue through the California Careers Pathway Trust Grant.

In the spring of 2014, the ROP Superintendent met with student focus groups. Three different high schools were visited during the student lunch period. Each site was visited twice, once with students who had never taken an ROP class and again with students who were either currently in an ROP class, or had previously taken an ROP class. Each group had 7-8 students participate for a total of 44 students. Lunch was provided to the students and an informal discussion regarding ROP took place. Results of the discussions were presented to the Board, at the Career Guidance Specialist meeting, and the end of the year staff meeting. The feedback from students was candid and enlightening. Partly based on those discussions, it was decided to move toward more classes meeting twice per week instead of one long night per week. Students indicated it was difficult to attend an extended hour class and still be adequately prepared for other classes the next morning. These discussions also highlighted the students' desire for more course specific career information, which is included in the 2014-2015 Organizational Goals/Objectives to "increase career awareness activities for students to include 'what's next': post-secondary education, career options, labor market trends, salary potential, etc., and present these activities in all ROP courses." Student focus group meetings will continue in the 2014-15 school year with the remaining four high schools.

In January 2014, a Student Interest Survey was conducted at all participating high schools to gauge student interest in potential new pathways and courses. Over 3500 students from CUSD and LBUSD participated in the survey. The survey results factored in the decision to add new courses for fall 2014 to include Surgical Technologist, Pharmacy Technician, Engineering Technology, Biotechnology, and Financial Planning/Investment Management

In the 2014 Teacher Survey, 85% of instructors indicated they have the resources needed to perform their job (graph on page 65), and 100% of Career Guidance Specialists believe they have the facilities and supplies to perform their responsibilities (graphs are in Career Guidance Specialist Survey, pages 3 and 12).

In January 2014 the “State of the Art/WOW Campaign” kicked off. With funds from excess property taxes available, all staff members participated in the opportunity to enhance current and new programs with state-of-the-art equipment and teaching materials. In replicating the world of work in the classrooms, the ROP has built on the current work-based learning projects to such a level that students and other stakeholders say “WOW” when they enter ROP classrooms and Career Centers.

The school site psychologist, counselor, academic advisor, case carrier, and school nurse provide information to support student needs. All confidential information is collected by the Career Guidance Specialist, and forwarded to the appropriate instructor and Instructional Support Administrator. In this way, students get the support they need. If available, the ROP instructor attends IEP meetings; however, if they are not available, the Career Guidance Specialist can forward appropriate student progress information or attend the IEP if necessary.

The ROP offers appropriate extra-curricular and co-curricular programs that meet the needs of students. Internships, work opportunities, leadership conferences, field trips, job shadows and guest speakers in the classroom all provide more educational opportunities that complement the regular curriculum. At some campuses, students are able to attend career fairs and college fairs on their home campus during the school day.

Students in the ROP Small Business Management course participated in a classroom “Shark Tank” competition. Students from Rancho Santiago College Small Business Owners/Young Entrepreneurs coached and guided students through inventing a product and preparing a presentation to a panel of judges from the local business community. Judges awarded mock seed money for the winning presentations.

Students in the Graphic Design courses participate each semester in the Cover Design Contest. They provide artwork for the ROP Schedule of Classes. Staff and students on the main campus provide input on favorites for the winning cover. The student who creates the winning cover receives name recognition on the inside of the cover, and the student’s photo and cover appear on the ROP website. All students receive certificates of recognition for participating in the contest.

Students in Careers in Fashion participate each semester in a Fashion Show and Design Competition. The Fashion Show is run by the advanced level students, and are able to design creative outfits out of materials other than fabric. A panel of judges awards a number of prizes to the competitors, with Best of Show being displayed in the ROP main office. Photos of the show are posted on the ROP website.

Students in the dance program participate in dance concerts in the fall and spring semesters showcasing students' abilities and progress.

In the spring of 2014, the ROP was asked to participate in the San Juan Capistrano Annual Swallow's Day Parade. The parade is the largest non-motorized parade in the nation. Thirty-two ROP students, along with Board members, instructors and staff wore t-shirts created by Graphic Design Technology students and carried a banner with the new organizational name and logo. Students in the dance class were a crowd favorite as they performed a choreographed western dance down the parade route, along with students carrying signs with titles of courses offered at the ROP.

Curricular organizations and industry competitions are both areas which are being addressed for future inclusion in the ROP program. The Career Guidance Specialist at Capistrano Valley High School has started an "Explore Your Future" career club, and the Automotive Alternative Fuels class is slated to compete next year in the University of California, Irvine Alternative Fuels Competition. Currently, the ROP is not involved in any industry-based curricular organizations or competitions. This is an area that needs to be addressed and pursued.

According to the Student Survey, 29% of the responding students indicated they learned about the ROP class through the Career Guidance Specialist. This is a lower figure than anticipated and plans to increase Career Center visibility are in place for the 2014/2015 school year.

The Superintendent has direct oversight of the Career Center services and meets frequently with the Student Services Manager to review services and implement changes as needed. A direct result of these meetings included enhanced recruitment activities in May 2014. With the addition of E-Z ups and tablecloths with the new logo for each campus, visibility with students, parents, and high school staff has increased. According to the 2014 Parent Survey, 87% of the respondents were aware there are a variety of materials about ROP courses available in the on-campus Career Center and that a Career Guidance Specialist is available for assistance.

South Coast ROP does not offer any online classes or services at this time.

Evidence to Support the Findings:

- ✓ Career Guidance Specialist Handbook
- ✓ 2014/2015 Goals and Objectives
- ✓ Confidential Information Referral
- ✓ Strategic Recruitment Plan “Take it to the Next Level”
- ✓ Career Guidance Specialist Meeting Agendas
- ✓ 2014 Student Survey Results
- ✓ Fashion Show Design Competition
- ✓ Cover Design Contest
- ✓ Student Interest Survey for Potential South Coast ROP Classes
- ✓ Vital Link Advisory Minutes
- ✓ Staff Meeting Minutes
- ✓ Principal Reports/Visits
- ✓ Explore Your Future flyer
- ✓ Rotary Job Shadow
- ✓ Organizational Changes and Highlights
- ✓ Camp Pendleton Job Shadow
- ✓ Small Business Management “Shark Tank”
- ✓ Swallow’s Day Parade
- ✓ Leadership Team Agendas and notes
- ✓ Student Focus Group Meetings

Indicator 7.5: To what extent does the ROP maintain student records permanently, securely, and confidentially with provision for secure back-up of all files?

The Assistant Superintendent is responsible for overseeing the retention and security of all records. Per OPAD 11-35, ROP follows the legal requirements for retaining records under California Law.

The ROP follows state and federal law requiring the confidentiality of student records. All persons other than those designated by law must have written permission from students and parent/legal guardian of minors to review student records.

Students still attending high school are able to obtain records for grades and attendance through the high school they currently attend. Articulation certificates and Certificates of Completion are given directly to the student by their instructor. Adult students may request an official transcript or copy of their Certificate of Completion from the Attendance Technician.

Student records are electronically stored through the student database system and backed up at the ROP main office on a secure isolated server that is password protected. Login and password is required to access student records. Electronic records have been stored since 1995. Paper archives from previous years are stored in a secure location at the main site.

On the high school campuses the Career Guidance Specialist backs up computer files to the CUSD “H” drive, a secure server also password protected. Physical records are kept in locked cabinets and shredded after four years. Work Permits are kept in locked files and are shredded after the fourth year following the year the work permit is issued. The Career Centers are locked when not in use. The ROP Administrative Offices are locked and alarmed when not in use.

Evidence to Support the Findings:

- ✓ Schools Legal Services Memo 11-35 Retention of Records
- ✓ AR 3580 (a, b, c)
- ✓ CUSD BP 5130(a-i)
- ✓ Work Permit Handbook – Child Labor Laws

Indicator 7.6: To what extent is institutional information easily accessible to all stakeholders and prospective students and is free from misrepresentation or false promise?

The ROP Schedule of Classes is published each semester and contains detailed information for both high school and adult students. The schedule is distributed to all high schools through the Career Guidance Specialist. Additional copies are delivered to local libraries, community centers, One Stop Centers, and private schools. The complete schedule is posted on the ROP website with links to the individual high school Career Center websites. Information included in the schedule includes:

- Detailed course descriptions
- Career Pathways
- Mission Statement and Program Information
- Articulated Programs
- UC/CSU a-g Approved Courses
- High School Graduation Credit
- School Calendar
- Rules of Conduct
- Registration Information
- ESLRS
- Map of site locations

Information pertinent to the individual high school is added to the individual Career Center websites by the Career Guidance Specialist and is linked to the corresponding high school website. Flyers and posters advertising classes are posted and distributed during registration cycles. Each CUSD high school annually posts their own High School Curriculum Guide online and provides hard copies to interested students and parents. The Curriculum Guide includes a section on ROP courses including course descriptions, pathways, articulated programs, UC/CSU a-g approved courses, and graduation credit courses. Course sequencing and career pathway pamphlets are available in each Career Center and the Instructional Services Division on the main campus, with information on ROP course offerings relative to employment and/or higher education. This information combined with one-on-one assistance from the Career Guidance Specialist helps students make well-informed decisions regarding course choices that are in alignment with their career interests and future objectives.

ROP staff can access policies and procedures through a number of resources. All staff members are provided with an Employee Handbook which outlines policies and procedures of South Coast ROP. Information regarding payroll, employee benefits, time off, safety and standards of conduct are included. The Employee Handbook is used in conjunction with the Board Policy Manual, a copy of which is housed in the main campus staff lounge for easy access by all employees.

All instructors receive an Instructor Handbook. Chapters included in the handbook are: Administrative Protocols/Information, Starting off Successfully, Instructional Strategies, Classroom Management, and Organizational Information, ESLRS, staff contacts, and school calendar. Additionally, all instructors maintain a Substitute Handbook in the classroom in the event a substitute is required for the class. The Substitute Handbook includes instructional strategies, sample forms, lesson plans, what to do in the event of accidents or injuries, and maps of the school sites.

CC/CCTE (internship and/or work experience) instructors receive the CC/CCTE Handbook. Included in the CC/CCTE Handbook are CC and CCTE policies and procedures, best practices, attendance procedures, student contracts, training agreements, student protocols, and student enrollment requirements.

Each semester, all instructors are given a “Blue Folder” prior to the start of the semester. Within the folder are forms that are copied and distributed to all students, some of which require a parent/guardian signature and must be returned to the instructor. Examples of information in the folder include: student rules and safety, emergency contact information, rules of student conduct, safety exam, classroom management documentation sheet, and student dress code. Students are also given a copy of the class syllabus to help understand the expectations for successful completion of the course.

Career Guidance Specialists hand out ESLR Folders at the first class meeting of all classes. The ESLRs are presented to students along with the Mission Statement.

Career Guidance Specialists receive a Career Guidance Specialist Handbook which provides additional information pertinent to the role of the Career Guidance Specialist, including procedures for promoting classes, enrollment in the Socrates Database, and monitoring student progress, attendance, and grades.

Every effort is made to properly assess and place students. Prerequisites are required for certain courses to ensure the student will be able to complete their sequence with the best chance for success. For example, high school students must successfully complete the Emergency Medical Responder course before moving on to the more rigorous Emergency Medical Technician course. Student achievement is enhanced by relevant field trips, guest speakers, internships, and on-the-job training.

Grade reports are issued as progress reports at six and twelve weeks, with final semester grades reported at 18 weeks. Grade reports show feedback through earned grades and instructor comments. The Career Guidance Specialist has contact with students, parents, academic advisors, counselors, and instructors to discuss strategies and encourage student success.

Web based media sites such as Listserv, School Loop, and Naviance, school site broadcasts, newspapers, class presentations, PTSA, CUSD staff meetings, and summer registration packets all contribute to the communication of ROP information to all stakeholders and prospective students. Through marketing materials, pre-enrollment advisement, mid semester follow-up appointments, behavior contracts, internships contracts, progress reports, May Fail notices, and special needs accommodations, the variety of contact opportunities for ROP assistance and advisement assures students can be successful in their chosen path.

Student completer data in the 2012-2013 Course Review indicates the majority of completers (55%) continued on to post-secondary education, an average of 25% in an unrelated job, and an average of 14% in a related job. In the 2014 Student Survey, 92% of the surveyed students indicated they plan to attend a 4-year college or university, a community college, or a trade/technical school after graduation from high school. This indicates a majority of students are being prepared for further education when taking an ROP course and benefit from learning both technical and marketable skills, preparing them for further education and to be competitive in the job market.

The accomplishments of the intended outcomes are documented in:

- Annual Course Review
- ROP Fact Sheet
- Certificates of Completion/Competencies

The Distinguished Student Recognition Ceremony at the end of the school year highlights the accomplishments of students in accordance with the ESLRs. All Distinguished Students are recognized for outstanding achievement in the Career Pathways. The Top Honoree and Scholarship Award recipients are further recognized by their instructors who comment on their sequencing college and career plans. Photos and highlights from the ceremony, including the names of all outstanding students is prominently accessible on the ROP Website. The ceremony is published in the local community “Patch” online newspaper, and scholarship award recipients are additionally recognized at their own high school awards ceremonies.

Evidence to Support the Findings:

- ✓ Schedule of Classes
- ✓ High School Curriculum Guide
- ✓ ROP Website
- ✓ ROP Schedule: Deliveries
- ✓ Individual High School Flyers
- ✓ Student Survey 2013
- ✓ Course Review 2011-2013
- ✓ ROP Fact Sheet
- ✓ Distinguished Student Recognition Notebook
- ✓ Course Sequencing Document
- ✓ Course Pamphlets
- ✓ List Serve copies
- ✓ PTA Presentations
- ✓ Newspaper Articles
- ✓ Employee Handbook
- ✓ Board Policy Notebook
- ✓ Instructor Handbook
- ✓ CC/CTE Instructor Handbook
- ✓ Substitute Handbook
- ✓ Instructor Semester Information Folder
- ✓ Staff Meeting Notes
- ✓ ESLR Folders
- ✓ Certificates of Completion

Areas of Strength:

- Full time Career Guidance Specialist in each CUSD high school/part time Career Guidance Specialist at LBHS
- Updated Career Centers at each high school
- Collaboration with school guidance staff/administration
- Student Contracts – behavior/attendance/internships
- New STEM offerings
- Articulation Agreements

Key Issues:

- Pursue social media/marketing opportunities to connect with students
- Provide more career awareness activities for all students
- Enhance current Recruitment Plan
- Provide more avenues for student participation in industry organizations and competitions

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 ROP plans and manages its financial practices with integrity and in a manner that ensures financial stability. Current levels of financial resources provide a reasonable expectation of both short term and long term financial solvency.

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

The ROP has continually worked within the parameters of its budget and has shown a surplus for the past three years. Every effort has been made to ensure that purchase decisions are made with student interests at the forefront. Management works closely with instructors in determining the best use of funds that will enhance learning and student outcomes.

District partners, Capistrano Unified School District (CUSD) and Laguna Beach Unified School District (LBUSD) did not “flex” funds during the Tier III flexibility timeframe. For the past two years, the ROP has been operating under the Maintenance of Effort (MOE) extended through the Governor’s Local Control Funding Formula (LCFF). The MOE is slated to expire on June 30, 2015. The ROP’s Superintendent is working closely with the partner districts’ Superintendents to determine funding plans after the MOE expires. Management feels confident that a plan will be developed that will allow the ROP to operate at current levels of service.

In an effort to provide educational improvements, the ROP instituted a “WOW” factor campaign during the 2013-14 school year. All staff was instructed to determine the type of purchases that would take programs to the “next level” with the goal being to hear “WOW” whenever a student, parent, administrator or business partner walks into a classroom. Equipment was purchased, new classes were started based on local labor market data, and facilities were updated. The ROP has made significant improvements to classrooms and programs.

All general funds support high school programs. Adult courses are fee-based and generate the revenue to support the programs. The ROP recognizes the need for career technical education for the adults in the communities that it serves, yet does not use taxpayer funds that are identified for high school programs.

Annually, the Leadership Team assesses the organizational goals from the prior year and develops new goals. Funds are prioritized based on goals and attainable outcomes. Projected expenditures for supplies and instructional materials are then allocated to individual courses, giving instructors autonomy over their individual budgets. Budgets are assessed throughout the year and modified as needed.

Evidence to Support the Findings:

- ✓ ROP Annual Budget with Multi-year Projections
- ✓ WOW Factor Equipment Upgrades
- ✓ High School and Adult Course Ratios at 99% to 1%

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

A budget is developed and adopted by the Governing Board by July 1st of each year that includes a three-year projection. A First Interim budget is adopted in December and the 2nd Interim budget is adopted in March. This allows management to modify the ROP budget on an “as needed” basis and ensure funds are allocated to continually meet the needs of students. The Orange County Department of Education also reviews and approves the budget of South Coast ROP.

An annual audit is performed by Vavrinek, Trine and Associates, Inc. The ROP has not had an audit finding for the past several years. Funds are assigned for capital outlay, deferred revenue and STRS/PERS increasing liabilities while maintaining the required 5% state reserves amount. Systems are in place that provide the required checks and balances and are reviewed through the audit process. The financial management integrity of the ROP is sound.

The ROP Governing Board reviews and approves all budgetary decisions. Reports are provided to the Governing Board at each regularly scheduled board meeting. The Governing Board provides direction to staff regarding all budgetary issues. Financial reports are posted on the website as well as in the display unit outside of the ROP office. Cash flow is projected monthly by the Assistant Superintendent and is monitored closely. Information such as financial statements, cash flow projections, purchase order reports, and check registers are provided at each board meeting along with budget updates.

The ROP carries Workers Compensation Insurance, Property and Liability Insurance and required vehicle insurance through the North Orange County Self Insured JPA.

Grants, externally funded programs, contractual relationships, auxiliary organizations and institutional assets are monitored by the Assistant Superintendent. These revenue sources are tracked separately from the general funds and are reviewed and approved by the Governing Board. South Coast ROP is a partner in the Orange County Career Pathway Partnership Grant (OCCPP) and expects to receive \$215,000 over the next four years. The ROP Superintendent and Assistant Superintendent work closely with the Assistant Superintendent of CUSD to identify and enhance existing career pathways and develop additional career pathway opportunities under the guidelines of the OCCPP grant.

Evidence to Support the Findings:

- ✓ ROP Annual Budget with multi-year projections
- ✓ Annual Audit
- ✓ Governing Board meeting minutes and supporting documents
- ✓ OCCPP Grant Agreement with CUSD

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

South Coast ROP continually analyzes the financial resources and allocates accordingly. Short-term and long-range goals are determined by strategic planning throughout the year. The Organizational Goals and Strategic Action Plan are aligned to assist in planning to reach identified goals in a manner that will not cause financial hardship to the organization. Going forward, the ROP is continuing the usual procedures for planning of financial resources while a plan is developed for funding beyond June 30, 2015.

The Superintendent and Assistant Superintendent approve all purchase orders and work closely with the Instructional Services Division to ensure that funds are spent judiciously. Every effort is made to allocate funds to programs in a manner that provides sufficient supplies and materials for each course. Instructors have been directed to determine what items are needed to take the program to the “next level” of instruction and to maintain currency and recent trends in industry. In this effort, recent purchases have included 3D printers in the Engineering and Digital Media classes, new operating room equipment in the Surgical Technology classes, and medical equipment in the medical and Sports Medicine classrooms, to name a few. In the 2013-14 school year, an additional \$319,000 was spent on the “WOW” factor campaign to enhance classrooms and labs, providing work-based projects in real world settings. New courses were developed in high-wage, in-demand fields that will allow for additional opportunities for students to continue in the high school to career pathways.

The ROP does not have any long-term liabilities other than expected increasing expenditures. Funds have been assigned for increasing STRS/PERS liabilities. Health costs, building maintenance, increases in insurance and other expenditures will be addressed each year in developing the annual and three year budget.

Evidence to Support the Findings:

- ✓ Purchase Order Requisitions
- ✓ Leadership Team Meeting Minutes
- ✓ WOW Factor Purchases

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

The ROP surveys instructors annually to determine the appropriateness of current facilities. Management works with CUSD and LBUSD to determine the best fit using available facilities for classes. Any maintenance or upgrades are a joint effort of the ROP, CUSD and LBUSD.

A safety committee meets regularly to determine any safety upgrades or maintenance that is needed. Keenan, the provider of Property and Liability insurance, conducts an annual inspection of facilities and provides a report as to any violations or suggested improvements. The Maintenance Supervisor works closely with the Assistant Superintendent and Keenan to continually monitor safety needs. All classrooms were recently upgraded to include locking doors that open out to provide safety in the event of a lockdown. Emergency procedures are posted in each classroom and drills are conducted twice a year, providing students and staff the opportunity to prepare for an emergency. Exit signs are clearly identified and labeled. Working fire extinguishers are stationed in each classroom, and a monitored alarm system is on campus. Cameras are mounted in strategic locations throughout the campus. AED equipment is mounted and identified with signs. Air conditioning and heating is provided in each classroom to ensure comfortable learning environments.

Staff is required to participate in annual online workshops on various topics related to safety and learning environments.

Evidence to Support Findings:

- ✓ Annual Budget
- ✓ Multi-year Projections
- ✓ Cash-Flow Projection
- ✓ Annual Audit
- ✓ Financial Reports to the Governing Board
- ✓ Governing Board Meeting Minutes
- ✓ Strategic Action Plan
- ✓ Organizational Goals

- ✓ Online Workshops
- ✓ Safety Committee Meeting Minutes
- ✓ Keenan Inspections
- ✓ Insurance Policies

Areas of Strength:

- Annual and Three-Year Budget
- Cash-Flow Projections
- Financial Statements
- Sound Financial Management
- No Audit Findings
- Regular Safety Committee Meetings

Key Issues:

- Funding Plan beyond June 2015

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.

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

South Coast ROP has over 275 business and industry partners that allow for increased opportunities for students. These partnerships provide opportunities for internships, work-based projects, guest speakers, employment, job-shadowing and career pathways. In addition, community relationships have been developed that have provided funding opportunities through grants and donations.

One of the goals outlined in the Organizational Goals for 2013-14 is Community Engagement. In this effort the following committee meetings were attended by ROP staff members:

Activity	Participants	Date Completed
Attended Saddleback College Auto Tech Advisory	Suzie Speirs	11/08/2013
Attended North Orange County Regional Occupational Program Dental Advisory	Suzie Speirs	01/30/2014
Attended Vital Link Advisory – Culinary Arts/Food Service & Hospitality	Anne Moore, Suzie Speirs Career Guidance Specialists	10/25/2013
Attended Vital Link Advisory – Medical Front and Back Office	Anne Moore, Suzie Speirs Career Guidance Specialists	10/30/2013
Attended Vital Link Advisory – Business, Finance & Marketing	Anne Moore, Suzie Speirs Career Guidance Specialists	11/08/2013
Attended Vital Link Advisory – Transportation & Automotive	Suzie Speirs	12/06/2013
Attended Vital Link Advisory – Design, Visual & Media Arts	Yvonne Ybarra	02/28/2014

Attended Vital Link Advisory – Information & Communication Technology	Pati Romo	03/07/2014
Attended Vital Link Advisory – Engineering & Manufacturing	Yvonne Ybarra	05/02/2014
Attended Saddleback College Teacher Preparation Pipeline (TPP) Advisory Committee	Suzie Speirs	10/30/2013
Attended Saddleback College Child Care Careers Advisory Committee	Suzie Speirs	10/30/2013
Attended Saddleback College California Future Educators Association Conference Committee	Suzie Speirs	01/30/2014
Attended Orange County Emergency Medical Services Meetings	Suzie Speris, EMT Instructor	11/04/2013 01/08/2014 03/05/2014

South Coast ROP participates in Vital-link advisory meetings annually. In addition, individual advisory meetings are held. The ROP has worked to strengthen community collaborative by serving on the following boards and consortiums:

Activity	Participants	Date Completed
Attended Vital Link-CTE collaborative meeting	Kim Thomason, Pati Romo	12/10/2013
Served on Los Angeles/Orange County Regional Consortium Steering Committee	Kim Thomason	11/07/2013 01/09/2014 03/06/2014 05/01/2014 Ongoing
Participated in Career Technical Education Orange County Consortium meetings	Pati Romo	03/06/2014 04/10/2014 Ongoing
Participated in Saddleback College CTE Collaborative Consortium & CTE Transitions Consortium	Suzie Speirs, Pati Romo, Yvonne Ybarra	01/17/2014 05/16/2014 06/13/2014 Ongoing
Participated in Orange County Career Pathways Partnership Consortium	Kim Thomason, Pati Romo	01/30/2014 02/27/2014 06/05/2014 Ongoing
Participated in AB86 Consortium	Pati Romo	04/22/2014 05/13/2014 Ongoing
Participated in the Health Workforce Initiative to align ROP Medical Terminology curriculum and exams with Community Colleges Developed a standardized medical terminology final exam that will assist students for medical terminology at the community college level.	Suzie Speirs	02/07/2014 02/28/2014

In an effort to rebrand the ROP upon the name change, South Coast ROP participated in the following community events and marketing campaigns:

Activity	Participants	Date Completed
<p>Participated in Swallows' Day Parade activities</p> <p>Participants in the parade carried a banner and wore t-shirts made by the Graphic Design Technology students</p> <p>Students from the dance class performed their choreographed western dance along the parade route</p> <p>Students from Medical Assisting and Medical/Hospital Careers courses carried signs with titles of courses offered at the ROP</p>	<p>Board Members, 32 Students, Kim Thomason, Pati Romo, Instructors, Staff</p>	<p>03/22/2014</p>
<p>Designed and acquired new stationery, ESLR folders, business cards, forms, and signage with new name and logo</p>	<p>Kim Thomason, Pati Romo, Anne Moore, Suzie Speirs, Kathy Struiksma, Fran Neil, Alfonso Gutierrez</p>	<p>Spring Semester</p>
<p>Purchased student and teacher scrubs/uniforms with South Coast ROP name embroidered on uniforms</p> <p>Students wear their scrubs/uniforms to their internship site and to class</p>	<p>Pati Romo, Suzie Speirs</p>	<p>03/31/2014 Ongoing</p>
<p>Purchased polo shirts with South Coast ROP name embroidered on them for maintenance staff to wear while making deliveries to high school campuses</p>	<p>Pati Romo, Suzie Speirs</p>	<p>03/31/2014 Ongoing</p>

Evidence to Support Findings:

- ✓ Meeting minutes
- ✓ Marketing Materials
- ✓ Community Classroom Agreements
- ✓ ITP folders
- ✓ ROP Newsletter
- ✓ ESLRs/Folders

Indicator 9.2: The institution 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 institution's mission.

To enhance a student's learning and real-world experience, ROP students participate in competitions, concerts and activities that provide a high level of educational quality and instruction. The EMT students are placed at hospitals and participate in an ambulance ride-along; Careers in Fashion classes participate and produce a Fashion Show and contest in which garments are designed from recycled and/or non-fabric products; dance classes participate in and produce dance concerts; the graphic design classes compete in the Cover Design Contest to have their art work on the ROP schedule cover; and the Small Business Management/Entrepreneurship class participated in a Shark Tank competition in partnership with Rancho Santiago College Small Business Owners/Young Entrepreneurs who guided students through inventing a product and preparing a presentation. The ROP also has a long standing partnership with the Dana Hills High School Health and Medical Occupations (HMO) Academy. While participating in this program, students intern at several Kaiser Permanente facilities and health care organizations.

The Art of Animation class introduces students to visual story development, 3D model making, and traditional and digital animation. The course utilizes curriculum from the ACME Network to provide real world design challenges aligned to the National Education Standards for the Visual Arts, the National Education Technology standards, and many of the Theater Arts and Language Arts standards. Use of bi-weekly video conferencing and the ACME Animation website allows students to interact with peers, college-level animation students and professors, and even professionals from studios such as Disney, Warner Bros., and DreamWorks. Industry experts help students with their class projects and to prepare for college animation programs. South Coast ROP students have won numerous animation contests sponsored by ACME and the Orange County Animation Project.

In addition, the Engineering and Alternative Fuel classes are scheduled to participate in competitions. These classes will be attending the STEM Expo this April and will be involved in many industry related events and breakout sessions. The STEM Expo will prepare students for the Energy Invitational and Rescue Robotics competitions next year. The 3D Model Making, Graphic Design and Multimedia Design classes will be participating in the Digital Media Arts Showcase Competition also at the STEM Expo. The goal of the ROP is to increase class participation in industry competitions. ROP

students are also involved in internships, work opportunities, leadership conferences, field trips, and job shadowing.

The ROP offers 11 internship courses with possible future internship programs for Veterinarian Technician, Pharmacy Technician, and Surgical Technologist. Currently, the ROP has 275 business partners participating in Community Classroom (CC) unpaid and Cooperative Career Technical Education Classrooms (CCTE) paid training. The CC/CCTE internship courses are what sets ROP apart from traditional education. Students participating gain valuable work experience, have an edge in the job market, may gain employment, develop networking opportunities, and apply the skills learned in a real work environment. Students are monitored and visited throughout the semester utilizing the Individualized Training Plan (ITP). The ITP records a student's progress and identifies the industry-specific competencies the student has met. Students are evaluated by their supervisors using the Student Evaluation form which is based on industry-specific criteria. Supervisor feedback and comments provide students with valuable information on their internship performance and gives the instructor a means by which to assess a student's employability skills.

An assessment of the CC/CCTE program has found a need to update its processes and practices. Significant areas of improvement have occurred including the update of the CC/CCTE handbook, which was developed to assure understanding and consistency of policies and procedures, and is now electronically posted on the ROP website; beta testing the chrome book or tablet as a means for instructors to post training site visits in real time; and developing instructional strategies through student journaling and career portfolios. In addition, promotional tools have been purchased to further promote South Coast ROP within the community and increase business partner awareness and interest in the internship program. The competency-based ITP for CC/CCTE students is also being updated to align with course outlines.

The ROP courses are sequenced and are included in career pathways that allow students multiple entry and exit points that benefit all students. A Course Sequencing Document has been developed and is continually updated. The Course Sequencing Document is divided by CTE Industry Sector, middle school, high school, and South Coast ROP. The document aligns each schools' courses with the ROPs and lists the course hours, State/Board approved courses, industry certification courses, and whether the courses meet UC a-g and graduation requirements. The ROP Career Guidance Specialists are trained to provide sequencing information to high school students and to properly place students in courses that benefit students in their career choice or exploration of careers.

Evidence to Support Findings:

- ✓ Meeting minutes
- ✓ Marketing Materials
- ✓ Community Classroom Agreements
- ✓ ITP Folders
- ✓ ROP Newsletter
- ✓ ESLRs/Folders

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

The ROP Leadership Team utilize the information contained in the school profile (demographic data, job placement data, institution historical data, etc.) to develop an understanding of the communities served by the ROP and to make adjustments to the instructional programs as changing demographics, emerging career trends, labor market data and district meetings determine. Advice received from Business and Industry Advisors through advisory meetings plays an integral part in decision making regarding course offerings.

The ROP conducts an annual follow-up survey to determine student placement information. Students who have gained employment in their field of study, continued their education, or enlisted in the military report information to the ROP through this survey and data is collected and disaggregated. An analysis of student survey results indicate that students are entering both community college and four year college/universities, military, and careers related to the industry sector or careers not related to the industry sector. Past students who are employed in a related field often serve as guest speakers in current classes or provide internship opportunities through their employer.

Evidence to Support Findings:

- ✓ Meeting Minutes
- ✓ Follow-up Surveys
- ✓ Community Classroom Agreements
- ✓ ITP Folders
- ✓ ESLRs/Folders

Areas of Strength:

- Improved Follow-up data collection system
- Strong Partnerships with Business and Industry
- Collaboration with Community Organizations
- Internship Opportunities
- Guest Speakers that provide real-world experiences

Key Issues:

- Increase Community Service opportunities
- Increase Internship opportunities

CRITERION 10: ACTION PLAN FOR CONTINUING IMPROVEMENT

The institution uses the self-study process to identify key issues that are inserted into a School-Wide Action Plan that governs school improvement activities and events. The School-Wide Action Plan is regularly reviewed annually and monitored consistently by the governing body to ensure continuing school improvement.

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

The ROP school-wide action plan identifies the key issues that govern school improvement activities and events. Each action plan item clearly details the purpose for the action items with WASC criterion identified, who is responsible for the oversight and completion of the action item, the timeframe to complete the action item, how progress is to be measured, and how it will be reported to stakeholders. The action plan is incorporated into the organizational goals and will be reviewed regularly throughout each school year. The action plan and organizational goals are used as the guide to decision making in all aspects of the organization. Steps are taken to ensure that the goals are addressed at each staff meeting, executive cabinet meetings, leadership team meetings and governing board meetings. The goals and objectives are assessed and progress is then reported on to the Governing Board at each semester mark.

Each action plan item is focused on student learning needs. Action items 1-6 focus on:

- Assessment of student work and the compilation of data to drive decisions.
- The development of career pathways leading to certifications, state licensure, or a degree program.
- Providing professional development activities to enhance student learning and teaching methodologies.
- Enhanced advisory meetings that will result in opportunities for business and industry partners to be more involved in curricular planning and student work.
- Further development of a robust career guidance program implementing strategies to connect students to resources.
- The use of technology to connect students and instruction via individual teacher websites

Evidence to Support Findings:

- ✓ School-wide Action Plan
- ✓ Organizational Goals

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

The WASC self-study process required the formation of criterion committees that were assigned to answer each indicator guide question related to a particular criterion and to gather evidence to support the responses. Key issues were identified through the participation in this process. The Leadership Team then reviewed each key issue identified by each Focus Group and determined whether items were identified multiple times and narrowed down the key issues to the most critical items that were then incorporated into the Strategic Action Plan. The Strategic Action Plan is incorporated into the Organizational Goals and assessed, updated, and outcomes are reported on multiple times throughout the year at the Governing Board meetings.

The Strategic Action Plan has been developed with input from the Focus Group Chairs and the Leadership Team. The plan will then be presented to all stakeholders and approved at the Governing Board meeting in January.

Evidence to Support Findings:

- ✓ Leadership Team Meeting Minutes
- ✓ Focus Group Minutes
- ✓ Strategic Action Plan
- ✓ Organizational Goals

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

The Strategic Action Plan development and implementation has been imbedded in the practices of the organization over the years. It is now a normal operating procedure to incorporate the findings from the self-study process into the Organizational Goals on an annual basis. The goals are then the catalyst that drives decision making and action throughout the year, and progress is reported out to all stakeholders at staff meetings and Governing Board meetings.

Evidence to Support Findings:

- ✓ Organizational Goals
- ✓ Strategic Action Plan

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

The Strategic Action Plan is monitored by the Governing Board, the Leadership Team, and the individuals responsible for the action items and their implementation. The Leadership Team assesses and re-assesses the progress on a regular basis through semi-monthly meetings and updates according to the timelines defined in the plan.

Progress is reported to all stakeholders through staff meetings, Governing Board meetings and postings throughout the year.

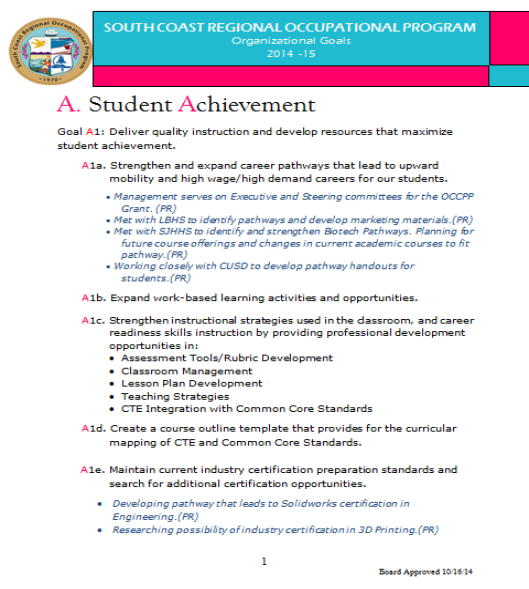
Evidence to Support Findings:

- ✓ Strategic Action Plan
- ✓ Board Meeting Minutes
- ✓ Leadership Team Minutes
- ✓ Staff Meeting Minutes

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

The Strategic Action Plan is used to develop the Organizational Goals of the institution and is the main component when making decisions related to resource allocation, planning, and ongoing improvements.

The Leadership Team assesses the plan regularly and makes updates and adjustments as needed, based on the ability and resources available to carry out the action items. This procedure has been in place since the 2008-09 school year and copies of the Organizational Goals are available to view. Below is a sample of page one of the plan for 2014-15:



Evidence to Support Findings:

- ✓ Organizational Goals
- ✓ Leadership Team Meetings

Areas of Strength:

- The Strategic Action Plan is developed through the involvement of all stakeholders
- There is an effective process in place to monitor and report progress of the Strategic Action Plan
- The Strategic Action Plan is imbedded into the Organizational Goals of the ROP

Key Issues:

- None

Appendix

APPENDIX A	ROP Organizational Chart
APPENDIX B	WASC Self-Study Timeline
APPENDIX C	Surveys and Results <ul style="list-style-type: none">• Student• Instructor• Parent• Career Guidance Specialist
APPENDIX D	Classroom Observations/Student Interviews
APPENDIX E	ESLR Scoring Guide and Student Assignment
APPENDIX F	Organizational Goals
APPENDIX G	Spring 2015 Schedule
APPENDIX H	Employee Directory Handbook 2014-15