

Capistrano-Laguna Beach ROP



WASC Self-Study Report April 2008

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Preface

The Capistrano-Laguna Beach Regional Occupational Program (ROP) was established in 1970 as a Joint Powers Agency that supports the Capistrano and Laguna Beach Unified School Districts. It has been accredited by the Western Association of Schools and Colleges (WASC) since 1996. The accreditation process empowers a school in its endeavor to provide a quality educational experience for all students. By choosing to participate in the WASC accreditation Focus on Learning process, this organization has made the conscious decision to shape our culture around student achievement and learning.

The ROP chose a “Treasure/Adventure” theme in order to keep the self-study process interesting and motivating to staff. During the 2006-07 school year, the tag line for the self-study process was “Be Part of the Adventure!” and as the organization moved into the 2007-08 school year, the tag line became “Our Treasure Chest is Almost Full!” This theme allowed for creative ways for Focus and Home Groups to connect various activities and discussions to the theme. For example, when collection of evidence was needed, staff was asked to “go out there and collect your treasure.” Also, some Focus and Home Groups used a treasure map as their icon for agendas, memos, etc. Various quotes were used during the self-study process, here are a few:

“It is only in adventure that some people succeed in knowing themselves – in finding themselves.”
~ Andre Gide

“There is no end to the adventure that we can have if only our eyes are open.”
~ Jawaharlal Nehru

“Not all treasure is silver and gold, mate.”
~ Captain Jack Sparrow, Pirates of the Caribbean

“Our treasure is our students and staff.”
~ Dr. Richard Bogart

After reviewing the Self-Study Report, it is Capistrano-Laguna Beach ROP’s hope that the visiting team and constituents are able to discover our treasure and find this report as an accurate reflection of the organization.



PREPARATION AND ORGANIZATION OF THE SELF-STUDY

Change is Inevitable; Growth is Optional

Change produces tension. People tend to become comfortable with the known and anxious with the unfamiliar. Nevertheless, the drive toward excellence requires that an organization take measure of where it is and contrast that assessment with where it wants to be. It is due to this belief that the Capistrano-Laguna Beach ROP participates in the WASC accreditation process.

The WASC Focus on Learning process officially began in August 2006 at the Fall Opening Inservice. The WASC Self-Study Coordinator held an orientation and staff was divided into seven Home Groups, which were identified by career majors, career guidance and support staff. Each Home Group was asked to have members volunteer to be a representative on each of the four Focus Groups.

The WASC Leadership Council consists of the Chief Executive Officer, Director of Instructional Services, Director of Business Services and Operations, Instructional Support Specialist, High School Career Guidance Manager, Restaurant Careers Instructor and Executive Assistant. It should be noted that four of the WASC Leadership Council members also served as a Focus Group Chair. The Director of Instructional Services served as the WASC Self-Study Coordinator.

To ensure that the WASC self-study process became the instrument of change for the ROP, Focus and Home Groups began meeting in the Spring 2007 semester. The WASC criteria questions were used by both groups to review and analyze the program for students. The Focus Groups studied their criteria guide questions, identified items/areas to examine and discuss, and analyzed their findings. All Home Groups were given the task of being research groups and participated in classroom observations and student interviews and analyzed all survey findings. The Career Major Home Groups were additionally responsible for answering specific criterion-related prompt questions and reviewing samples of student work. The WASC Leadership Council, Focus Groups and Home Groups established norms, which would be the standard of conduct, at their initial meetings. The WASC Leadership Council (including the Focus Group Chairs) developed various surveys. The Curriculum and Instruction Focus Group provided final input into the student survey and the Home Group Chairs provided final input into the instructor survey. A business/community partner served on each Focus Group. All staff took part in various components of research and data collection.

The benefits to the ROP from pursuing this accreditation include the following:

- Validation of the integrity of the ROP's purpose
- Participation of all staff in this process
- Examination of the ROP's efforts to support high achievement of the ESLRs for all students
- Evaluation of student learning using high quality criteria
- Identification of areas for growth and development of a strategic action plan
- Affirmation of the ROP's strengths

HOW THE PARAMETERS OF THE SELF-STUDY WERE MET

1. Involvement and collaboration of stakeholders was achieved through:

- Student survey
 - 1,515 students completed the survey
- Staff Surveys
 - 93% of instructors completed applicable survey
 - 100% of career guidance specialists completed applicable survey
 - 100% of support staff completed applicable survey
 - 100% of management completed applicable survey
- Parent Survey
 - 404 parents completed the survey
- Business and Community Partner Survey
 - 68 business and community partners completed the survey
- Observation of Student Learning (classroom observations and student interviews)
 - 100% of instructors received a classroom observation from another staff member
 - 92% of staff participated in the Observation of Student Learning activity
- Development of revised Expected Schoolwide Learning Results (ESLRs)
- Development of the 2008-2014 Strategic Action Plan
- Image Audit Research Project
- Advisory committee meetings
- WASC Leadership Council meetings
- Focus Group meetings
- Home Group meetings

2. Clarification of the ROP's purpose and the ESLRs was achieved by:

- Revising ESLRs based on constituents input
- Reinforcing the ESLRs in the curriculum
- Raising students' awareness of the ESLRs
 - ESLR poster
 - ESLR presentation folder
 - ESLR scoring guide
 - ESLR student assignment

3. Assessment of the program and its impact of student learning with respect to the criteria and ESLRs was achieved by:

- Classroom observations
- Student interviews
- Review of student work samples
- Review of student performance data
- Analysis and evaluation of evidence applicable to each criteria question
 - Focus Groups
 - Home Groups
- Assessment of ESLRs (activity completed by instructors)
- Various surveys

4. Development of a Strategic Action Plan that integrates subject area/program and support plans to address identified growth needs was accomplished by:

- Focus Groups identifying areas of growth for each criteria guide question
- Analysis of the areas of growth for common themes
- Identification of Major Growth Initiatives, Major Growth Goals and Action Steps
- Assessment of the Action Steps for impact on student learning and achievement of the ESLRS (activity completed by staff)
- Development of the written Strategic Action Plan including timeline, persons responsible, resources, ways to assess progress and how progress will be reported
- Review and input of the Strategic Action Plan by constituents

5. Development and implementation of an accountability system for monitoring and accomplishing the plan will be accomplished by:

- Reports of progress on the Strategic Action Plan
- Annual updating of the Strategic Action Plan
- Integration of Major Growth Goals and Action Steps into the organization's annual Operational Goals
- Involvement of constituents in implementation of the Strategic Action Plan
- Leadership Team meetings

ACKNOWLEDGEMENTS

The Western Association of Schools and Colleges' Focus on Learning accreditation program requires input and collaboration by all constituents.

The WASC Leadership Council would like to extend its appreciation and gratitude to the ROP Governing Board, staff, students, district leadership and additional constituents who participated in the WASC Focus on Learning self-study process.

All Focus and Home Group members are to be acknowledged for their time, research, homework, analysis, collaboration and consensus-building at numerous meetings. The WASC Leadership Council is to be recognized for their service in facilitating the self-study process.

Additionally, a very special thanks to the WASC Visiting Committee Chair, Mrs. Kit Alvarez, for her valuable assistance and guidance in the self-study process, and to the entire Visiting Committee for the time and effort they will be providing in this review.

Capistrano-Laguna Beach ROP is especially grateful to the following staff members for being such treasures and for going above and beyond:

Jeanne Davis, Executive Assistant, for preparing this report and for providing direct support to the Self-Study Coordinator

Ann Bergen, Career Guidance Specialist, for proofreading and editing the self-study report and working with each Focus Group Chair to achieve the "same voice" in the Focus Group reports

Kathy Burt, Dental Assistant Instructor, for synthesizing survey data and creating graphs and charts

Rita Decker, Adult Services Coordinator, for coordinating various surveys and proofreading and editing the self-study report

Yvonne Ybarra, Instructional Support Specialist, for providing assistance on numerous aspects of the self-study process and proofreading and editing the self-study report

Capistrano-Laguna Beach Regional Occupational Program



Governing Board

Marlene M. Draper, President	Capistrano Unified School District
Betsy Jenkins, Vice President	Laguna Beach Unified School District
Mike Darnold, Member	Capistrano Unified School District
El Hathaway, Member	Laguna Beach Unified School District

Administrative Staff

Dr. Richard L. Bogart	Chief Executive Officer
Kim Thomason	Director, Instructional Services
Lynette Mize	Director, Business Services and Operations

WASC Self-Study Leadership Council

Kim Thomason	Self-Study Coordinator
Dr. Richard L. Bogart	Chief Executive Officer
Jeanne Davis	Executive Assistant
Lynette Mize	Director, Business Services and Operations
Anne Moore	High School Career Guidance Manager
Evan Pinto	Restaurant Careers Instructor
Yvonne Ybarra	Instructional Support Specialist

Focus Groups



Organization for Student Learning

Rick Bogart, Chair	Chief Executive Officer
Rita Bennett	Medical Terminology Instructor
Kathy Burt	Dental Careers Instructor
Alfonso Gutierrez	Operations Supervisor
Juan Gutierrez	Security Assistant
Doug Mack	Automotive Instructor
Julie Marquez	Career Guidance Specialist
Evan Pinto	Restaurant Careers Instructor
Mark Reid	Computer Graphics/Digital Media/Multimedia Instructor
Karen Richesin	San Juan Capistrano Chamber of Commerce, Exec. Director

Curriculum and Instruction

Yvonne Ybarra, Chair	Instructional Support Specialist
Pam Catlett	Child Care Careers Instructor
Rita Decker	Adult Services Coordinator
Patti Dunlap	Nursing Assistant/Home Health Aide Instructor
Ken Friess	Friess Construction Group
Rachel Friedman-de Leon	Hospital/Medical Careers Instructor
Kristin Hagland	Floral Design and Sales Student
Patti Klingenmeier	Retail Careers/Small Business Management Instructor
Kim Light	Career Guidance Specialist
Steve Martenuk	Information Technology Coordinator
Paul McManus	IT Essentials I & II/Programming Tools Instructor
Eileen Picker	Floral Design and Sales Instructor

Support for Student Personal and Academic Growth

Anne Moore, Chair	High School Career Guidance Manager
Ann Bergen	Career Guidance Specialist
Sue Bolton	Human Resources/Payroll Specialist
Linda Deckert	Career Guidance Specialist
David Foster	Sports Medicine Instructor
Karen Hartman	Animal Health Care Instructor
Rhonda McCaughey	Fashion Institute of Design and Merchandising (FIDM)
Cynthia Meyers	Child Care Careers Instructor
Fran Neill	Receptionist/Office Assistant
Mychelle Perez	Dance Instructor
Marla South	Careers in Fashion/Retail Careers Instructor
Sean Williamson	Construction/Law Enforcement Instructor

Resource Management and Development

Lynette Mize, Chair	Director, Business Services and Operations
June Anthony	Career Guidance Specialist
Kent Baker	Art in Animation Instructor
Kurt Biding	Firefighting Instructor
Janet Deane	Computer Applications Instructor
Cindy Fox	Accounting/Office Assistant
Barbara Laird	Career Guidance Specialist
Mel Merwin	Automotive Instructor
Rick Rickards	Marketing Strategist
Dyiane Sharber	Health Careers/Medical Assistant Instructor
Robin Smith	Attendance Technician

Home Groups



Arts and Design

Eileen Picker, Chair
Teresa Avina
Kent Baker
Deidre Cavazzi
Brian Devaney
Kelly Devine
Dannishanti Harter
Craig Landino
Kerry Pellow
Mychelle Perez
Mark Reid
Kelee Thompson
Scott Wittkop

Floral Design and Sales
Dance
Art of Animation
Dance
Digital Video Production
Dance
Dance
Digital Media
Digital Media
Dance
Computer Graphics/Digital Media/Multimedia
Dance
Silk Screening/Production Art

Business and Marketing

Evan Pinto, Chair
Janet Deane
Patti Klingenmeier
Marla South
Paul Winant

Restaurant Careers
Computer Applications
Retail Careers/Small Business Management
Careers in Fashion/Retail Careers
Restaurant Careers

Health Sciences

Rachel Friedman-de Leon, Chair
Rita Bennett
Cliff Bramlette
Kathy Burt
Patti Dunlap
David Foster
Karen Hartman
Duke Juarez
Bret Russell
Dyiane Sharber
Maria Stauceanu

Medical/Hospital Careers
Medical Terminology
Emergency Medical Technician
Dental Careers
Nursing Assistant/Home Health Aide
Sports Medicine
Animal Health Care
First Responder
Emergency Medical Technician
Health Careers/Medical Assistant
Medical Insurance Billing/Coding

Public Services

Cynthia Meyers, Chair
Gary Bale
Kurt Bidinger
Tracy Botting
Pam Catlett
Jared Dahl
Sherri Gilman
Julie Lohmeier
Jeff McCollam
Mike McHenry
Mike Peters
Ron Weber

Child Care
Crime Scenes and Investigations
Fire Protection
Careers in Teaching
Child Care
Law Enforcement
Law Enforcement
Careers in Teaching
Law Enforcement
Law Enforcement
Law Enforcement
Law Enforcement

Science and Applied Technology

Paul McManus, Chair
Doug Mack
Mel Merwin
Neil Sampson
Sean Williamson

IT Essentials I & II/Programming Tools
Automotive
Automotive
Theater Design/Management/Technology
Construction/Law Enforcement

Career Guidance

Linda Deckert, Chair
June Anthony
Ann Bergen
Rita Decker
Barbara Laird
Kim Light
Julie Marquez
Anne Moore

Capistrano Valley High School
Aliso Niguel High School
San Juan Hills High School
Adult Services Coordinator
San Clemente High School
Laguna Beach High School
Dana Hills High School
Tesoro High School

Classified

Jeanne Davis, Chair
Sue Bolton
Cindy Fox
Alfonso Gutierrez
Juan Gutierrez
Steve Martenuk
Fran Neill
Robin Smith

Executive Assistant
Human Resources/Payroll Specialist
Accounting/Office Assistant
Operations Supervisor
Security Assistant
Information Technology Coordinator
Receptionist/Office Assistant
Office Assistant

WASC
LEADERSHIP
COUNCIL

Rick Bogart
Jeanne Davis
Lynette Mize
Anne Moore

Evan Pinto
Kim Thomason
Yvonne Ybarra

Focus Groups

Rick Bogart

Yvonne Ybarra

Anne Moore

Lynette Mize

Organization
for
Student Learning

Curriculum
and
Instruction

Support for
Student Personal and
Academic Growth

Resource
Management and
Development

Home Groups

Eileen Picker

Evan Pinto

Rachel Friedman-de Leon

Cynthia Meyers

Paul McManus

Arts & Design

Business &
Marketing

Health
Sciences

Public
Services

Science &
Applied
Technology

Jeanne Davis

Linda Deckert

Kathy Burt

Classified

Career
Guidance

Student &
Community
Profile

Student and Community Profile

Introduction

Orange County is one of 58 counties in California; it covers approximately 948 square miles, and stretches along 42 miles of southern California coast, with Los Angeles County to the north and San Diego County to the far south. With an estimated 2007 population close to 3.1 million, Orange is third only to Los Angeles and San Diego counties. Remarkably, Orange County has more residents than 21 of the country's states, including Iowa, Nevada and Idaho. By the year 2020, Orange County's population is projected to exceed 3.5 million.

Capistrano-Laguna Beach Regional Occupational Program (ROP), located in San Juan Capistrano, is one of the 74 Regional Occupational Centers and Programs in the state of California. The main campus, housing numerous classrooms and the administration building, neighbors the historic San Juan Capistrano Mission. The ROP was established in 1970 and is a Joint Powers Agency that supports the Capistrano and Laguna Beach Unified School Districts. The stated mission of Capistrano-Laguna Beach ROP is:

To provide high quality learning opportunities to a diverse population of high school students and adult learners for employment, skill upgrades, career changes and/or advanced education.

The ROP's service area reaches high school students and adults in over fifteen diverse communities in South Orange County. The ROP serves seven comprehensive high schools and one alternative high school. Instruction is offered in more than 50 different career and technical education courses with 111 sections. The ROP offers these courses in five career majors that include Arts and Design, Business and Marketing, Health Sciences, Public Services and Science and Applied Technology.

Each high school campus in Capistrano Unified School District has a full-time ROP Career Guidance Specialist and a part-time ROP Career Guidance Specialist is on the high school campus in the Laguna Beach Unified School District. The Career Guidance Specialists provide assistance to students seeking information and/or admission to the ROP courses. The Career Guidance Specialists serve as a liaison between the ROP and the individual high school to which the Career Guidance Specialist is assigned. Additionally, the Career Guidance Specialists offer career and college guidance, job search workshops, and career and college speakers through the on-campus ROP Career Centers. The ROP also has an Adult Career Center located at the main campus in San Juan Capistrano. There, adults are able to receive career assessments and guidance, as well as career-oriented workshops. The Capistrano-Laguna Beach ROP has been awarded Model Practices Recognition in Student Support Services and Career Guidance Services by the California Department of Education from 2001-2007.

As of the Fall 2007 semester, the Capistrano-Laguna Beach ROP had 71 employees of whom 50 were instructors and 18 were support staff. The Chief Executive Officer, Director of Instructional Services and Director of Business Services and Operations comprise the administrative staff. Sixty-six percent of the instructors are part-time (defined as teaching less than 16 hours per week) and 52% of the instructors teach one section. The ROP contracts with Capistrano Unified School District and Laguna Beach Unified School District for the services of seven instructors. Generally, each semester, approximately 70% of the staff are instructors and 30% are full/part-time support staff.

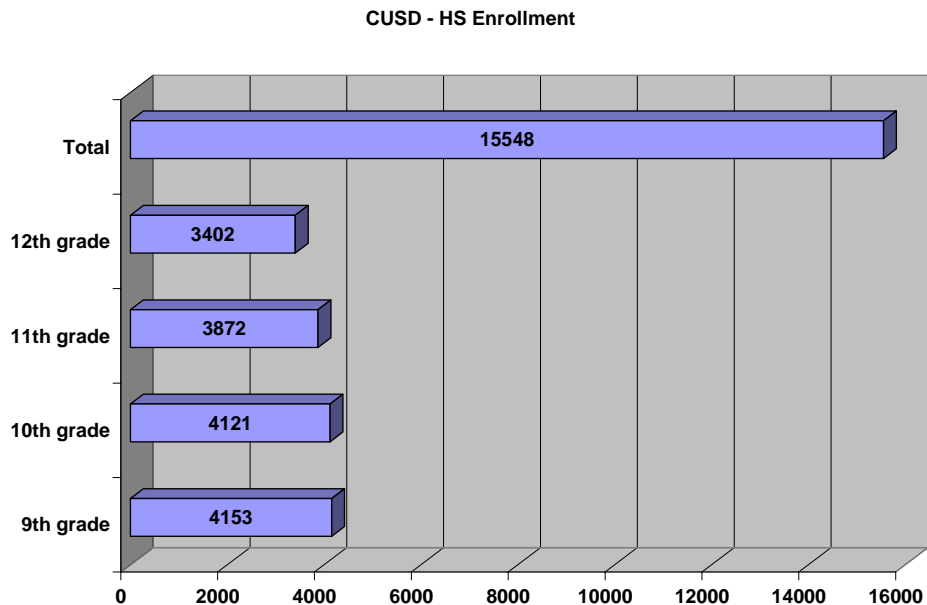
During the 2006-07 school year, 70% (33) of the instructors held a degree (Associates, Bachelors, Masters, or Doctorate) and of the remaining instructors not holding a degree, 13% (6) held an industry certification or license.

Participating School Districts

Capistrano Unified School District

Capistrano Unified School District was founded in 1965 and serves more than 50,000 kindergarten through twelfth grade students encompassing an area of 195 square miles that includes seven cities and a portion of the unincorporated area of Orange County. The school district's student population has grown by nearly 27,000 students in the last 15 years.

Shown below is the breakdown of students in each grade. In the 2006-2007 school year CUSD high schools enrollment was at 15,548 students.



With 56 school campuses, the Capistrano Unified School District is the largest employer in South Orange County, employing more than 4,000 full and part-time employees. In 2006, a teacher working in CUSD, on average, had 10 years of teaching experience and more than half held a master's degree.

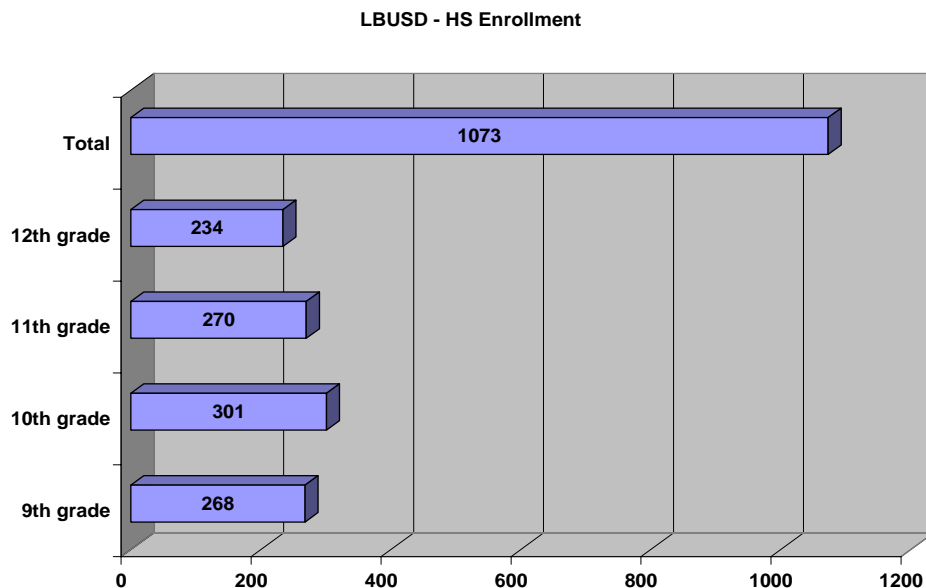
- As of 2006-2007, the district's educational excellence has resulted in 40 California Distinguished School recognitions and 11 National Blue Ribbon Awards.
- All CUSD high schools are WASC accredited.

Laguna Beach Unified School District

Laguna Beach, a community of approximately 25,000 people, is located 50 miles south of Los Angeles. Founded as an artist colony in 1903, the city continues to enjoy a worldwide reputation for its summer art festivals. Laguna Beach reflects a diverse socio-economic population. Laguna Beach High School was established in 1934 and today has an enrollment of 1073 students. It is the only high school in the Laguna Beach Unified School District.

- In 2007, Laguna Beach High School was recognized as a California Distinguished School.
- Laguna Beach High School received a six-year accreditation by the Western Association of Schools and Colleges in 2006.

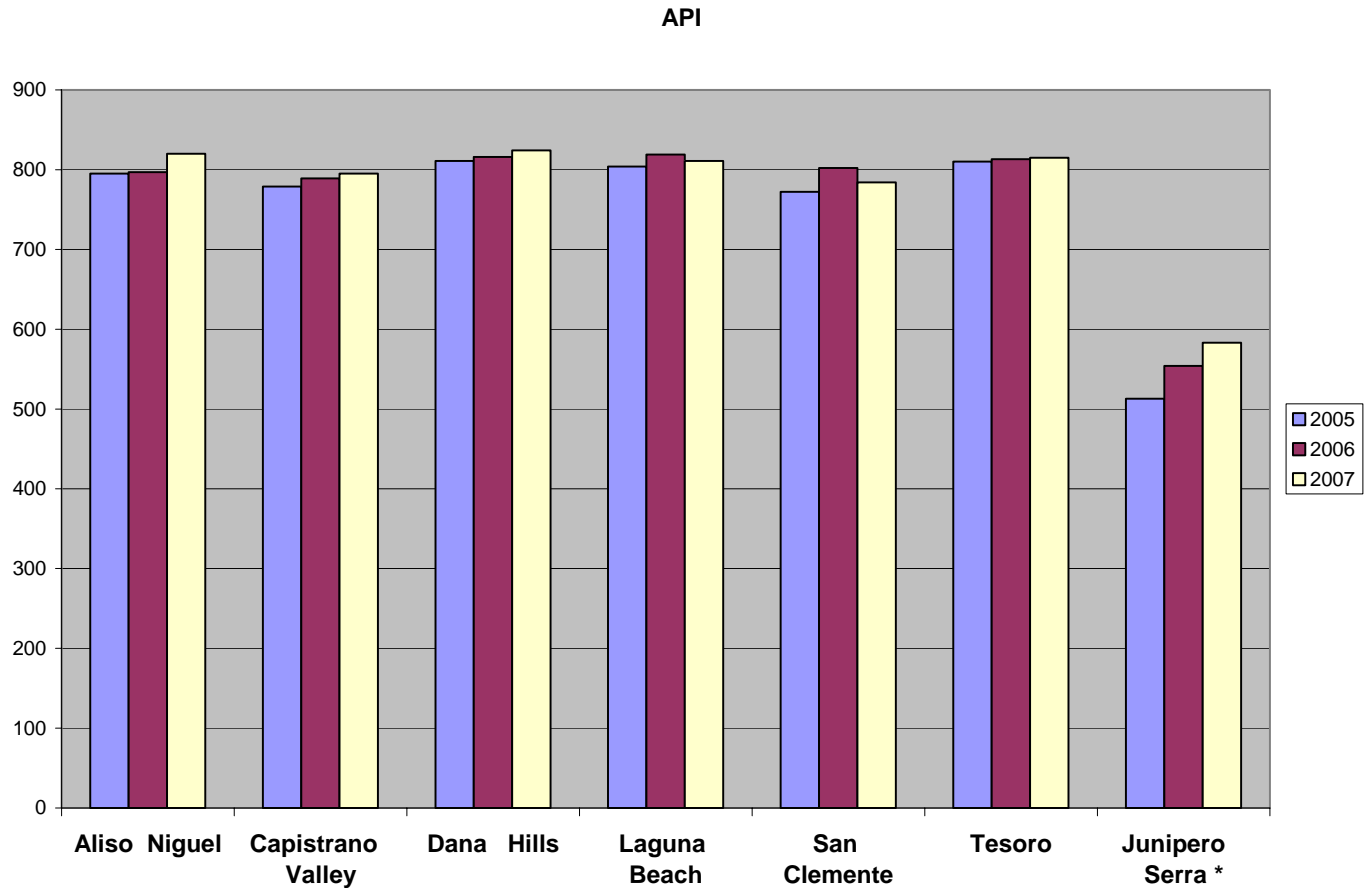
Shown below is a breakdown of students in each grade. In the 2006-2007 school year LBHS enrollment was 1073 students.



High School Performance

The Academic Performance Index (API) shows the educational academic performance and progress of individual schools in California. It is one of the main components of the Public Schools Accountability Act passed by the California legislature in 1999.

The table below indicates the API results of all high schools in both participating high school districts.



* means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2006 or 2007. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Based upon data collected for the California Department of Education 101-E1 report (unduplicated count) listed below is program enrollment, high school and adult enrollment by career majors and special needs figures.

Enrollment

YEAR	ENROLLMENT	MALE	FEMALE	HS	ADULT
2006-07	5,153	44%	56%	81%	19%
2005-06	4,919	43%	57%	76%	24%
2004-05	4,874	45%	55%	72%	28%

High School Student Enrollment by Career Majors

YEAR	ARTS & DESIGN	BUSINESS & MARKETING	HEALTH SCIENCES	PUBLIC SERVICES	SCIENCE & APPLIED TECH
2006-07	28%	20%	16%	19%	17%
2005-06	29%	19%	16%	17%	19%
2004-05	24%	21%	14%	18%	23%

Adult Enrollment by Career Majors

YEAR	ARTS & DESIGN	BUSINESS & MARKETING	HEALTH SCIENCES	PUBLIC SERVICES	SCIENCE & APPLIED TECH
2006-07	11%	22%	52%	5%	10%
2005-06	5%	28%	52%	4%	11%
2004-05	5%	26%	51%	5%	13%

High School and Adult Students with Special Needs

YEAR	ECONOMICALLY DISADVANTAGED	DISABLED	LIMITED-ENGLISH PROFICIENT
2006-07	10%	3%	4%
2005-06	15%	5%	7%
2004-05	13%	6%	9%

From 2004 -2007, Capistrano-Laguna Beach ROP assisted 952 adult students with special needs by waiving their registration fees.

Average Daily Attendance

Capistrano-Laguna Beach ROP is funded from the State based on its assigned ADA cap. One ADA is generated for every 525 hours of student attendance. The base ADA acts as a cap and no funding takes place for any ADA generated in excess of the cap. Growth ADA may be earned based on another ADA funding formula and is not guaranteed on an annual basis.

YEAR	BASE ADA	GROWTH ADA	TOTAL FUNDED ADA	TOTAL ADA GENERATED	OVER CAP ADA
2006-07	966	18	984	1060	76
2005-06	921	24	945	989	45
2004-05	887	34	921	947	29

ADA Summary

Due to the AB 2448 requirement of reaching 90% high school students in June 2011, close monitoring of the organization's ADA percentage is taking place. Listed in the table below are the ADA percentages from 1997/98 school year to the 2006/07 school year. Based upon these figures, the ROP is confident it will be at 90% high school students by June 2011.

	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07
HIGH SCHOOL STUDENTS	61%	64%	67%	69%	69%	69%	69%	68%	73%	79%
ADULTS	39%	36%	33%	31%	31%	31%	31%	32%	27%	21%

Student Achievement

At the ROP, 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 percent of the instructional hours for the course, having a passing grade, possessing marketable job skills, demonstrating acquired competencies and/or acquiring employment in the field of training.

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. Follow-up studies are conducted with the assistance of the instructors and also through a survey mailed to students. The following table shows the student completion and placement rates. This information is based upon the California Department of Education's criterion which asks for 12th grade high school students only and adult students, who earned a certificate of completion.

YEAR	HIGH SCHOOL COMPLETION RATE	ADULT COMPLETION RATE	12TH GRADE AND ADULT PLACEMENT RATE *
2006-07	77%	74%	AVAILABLE SPRING 2008
2005-06	79%	77%	95%
2004-05	76%	74%	98%
2003-04	73%	70%	97%

* Employed PT/FT, Related/Unrelated, Continuing Education and Military

Articulation

Articulation encourages students to achieve their educational goals in a sequential manner and supports future career goals. Capistrano-Laguna Beach ROP has 11 courses articulating with Saddleback College and one course with Rancho Santiago College. Students who successfully complete specified ROP classes with a grade A or B are eligible to earn advanced placement or credits at the colleges. Additional courses are being explored for future agreements.

Budget 2006-2007

The operating budget for the 2006-2007 year was \$3,836,836 and the ADA cap was 984.

Income (Actually Received)

ADA Apportionment*	3,635,722
Lottery	153,044
Interest	66,951
Perkins 132 Grant	43,383
Tech Prep	4,365
Adult Registration	37,862
Other Local Revenue*	116,980
Other State Revenue	94,556
Total	4,152,893

* Includes Cal WORKS, Handicap, and Excess Property Tax

Ethnicity

The chart below shows Capistrano-Laguna Beach ROP, Capistrano and Laguna Beach Unified School Districts, county and state ethnicity population for 2006-2007. Orange County is now a “minority majority” county where no single racial or ethnic diversity group comprises more than 50% of the total population.

	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple Response or Unknown	Total
Capistrano- Laguna Beach ROP	58 (1.1%)	314 (6.0%)	29 (0.6%)	N/A	1,392 (27.0%)	80 (2.0%)	3,048 (59.1%)	232 (4.5%)	5,153
Capistrano Unified	165 (0.3%)	2,693 (5.2%)	121 (0.2%)	788 (1.5%)	9,328 (18.1%)	709 (1.4%)	34,743 (67.4%)	2,965 (5.8%)	51,512
Laguna Beach Unified	18 (0.6%)	82 (2.9%)	9 (0.3%)	8 (0.3%)	228 (8.0%)	33 (1.2%)	2,404 (84.1%)	78 (2.7%)	2,860
County Total	2,436 (0.5%)	67,413 (13.4%)	2,994 (0.6)	8,524 (1.7%)	222,125 (44.1%)	9,027 (1.8)	176,026 (34.9%)	15,410 (3.1%)	503,955
State Total	48,383 (0.8%)	510,49 9 (8.1%)	38,733 (0.6%)	165,480 (2.6%)	3,026,956 (48.1%)	477,776 (7.6%)	1,849,078 (29.4%)	170,038 (2.7%)	6,286,943

Area Population Trends

Orange County is the third largest county in California and the sixth largest county in the nation. The 2000 Decennial Census showed that Orange County had a population of 2,846,289, an increase of nearly 20% since the 1990 census. In 2006, with a population of over 3 million, Orange County is among the fastest growing metropolitan areas, not only in California, but also in the entire country.

AREA	2002	2003	2004	2005	2006	CHANGE 2002-2006
Orange County	2,940,743	2,983,731	3,019,889	3,047,054	3,072,336	4.50%
California	35,088,671	35,691,472	36,245,016	36,728,196	37,172,015	5.90%
United States	287,984,799	290,850,005	293,656,842	296,410,404	299,359,000	3.90%

State of California, Department of Finance, Population Estimates for Cities, Counties and the State, 2001-2006, Sacramento, California May 2006; U.S. Bureau of the Census

Economy and Employment

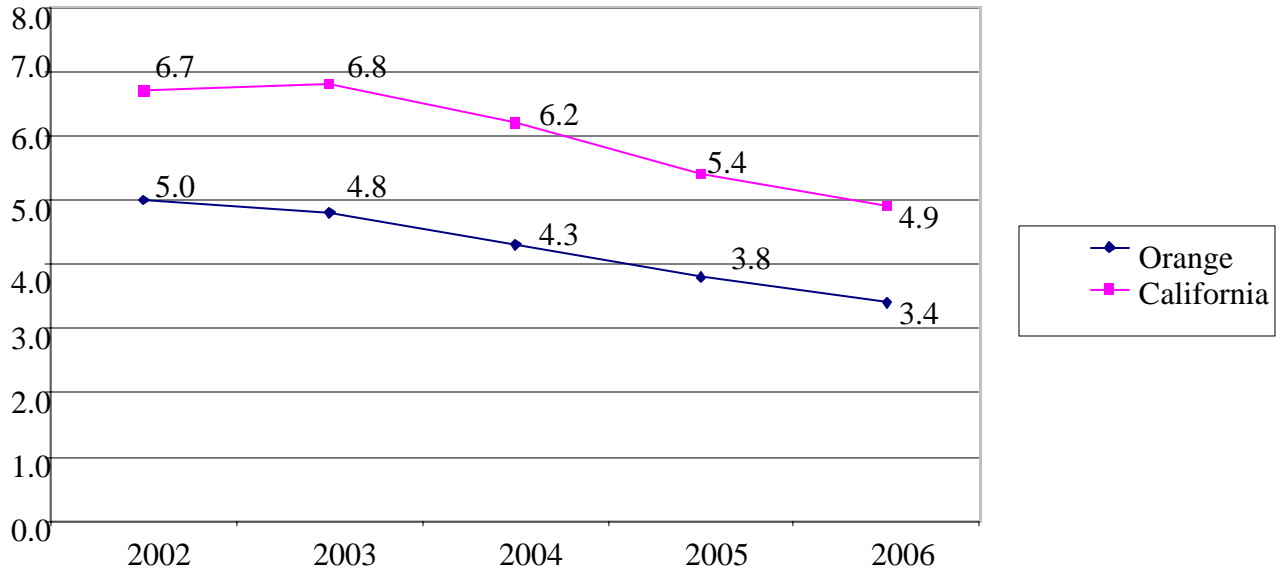
Orange County enjoys a diverse economy, with economic output and employment well distributed among sectors. The employed labor force in 2004 was nearly 1.6 million, a gain of 2% from the previous year. The largest labor markets are trade, transportation and utilities (18%), business and professional services (18%) and manufacturing (13%).

Industry projections for 2002 to 2012 indicate that the fastest growing sectors will be construction (+40%), leisure and hospitality (+34%), educational and health services (+26%) and business and professional services (+25%). The projected fastest growing occupations fall into the categories of educational services (e.g. teachers' aides), specialty trade contractors (e.g. electricians, masons) and wireless telecommunications carriers. The slowest growing sectors are manufacturing (+5%) and transportation, warehousing and utilities (+9%).

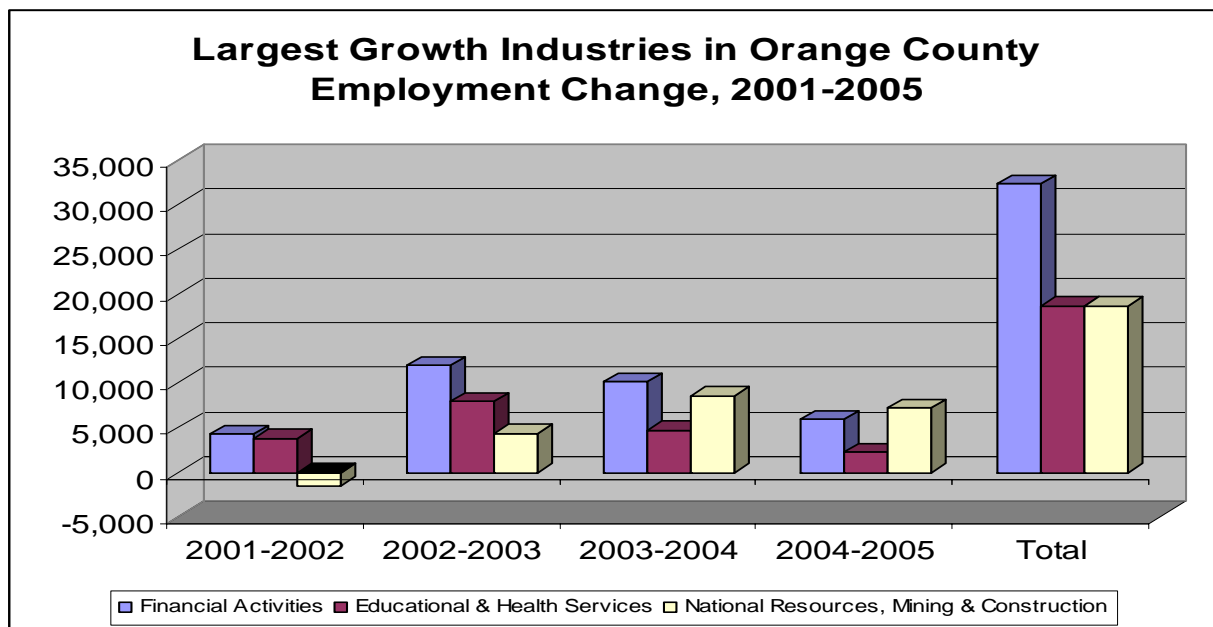
Small businesses flourish in Orange County's entrepreneurial climate, with fewer residents working in large firms (500+ employees) than the statewide average (19% vs. 21% in 2004). Firms with fewer than 5 employees grew the most since 2001 (14%) compared to firms with between 50 to 499 employees, which grew only 1%. Employment at companies with over 1,000 employees has declined in Orange County since 2001 but job growth in smaller firms has more than made up for these losses.

Labor Market

Orange County's labor force numbered more than 1.6 million in 2006, a gain of 1.2 percent from the previous year. The county's 2006 unemployment rate declined to 3.4 percent, considerably lower than the state's rate of 4.9 percent for the same year.



Orange County's industries have gained 75,400 jobs since 2001, a cumulative growth of more than 5 percent. The chart below shows the largest growth of industries and employment changes.



California Department of Finance, Demographic Statistics, January 2006
 Employment Development Department, all labor statistics reflect Benchmark 2005 data

The chart below shows a breakdown of education/training requirements for Orange County occupations. Occupations that require a bachelor's degree are tied with jobs requiring 1-12 months of on-the-job training. This constitutes the second largest group of occupations which account for 19% of all occupations in Orange County. Overall, occupations with high education/training requirements represent 29% of all occupations in Orange County.

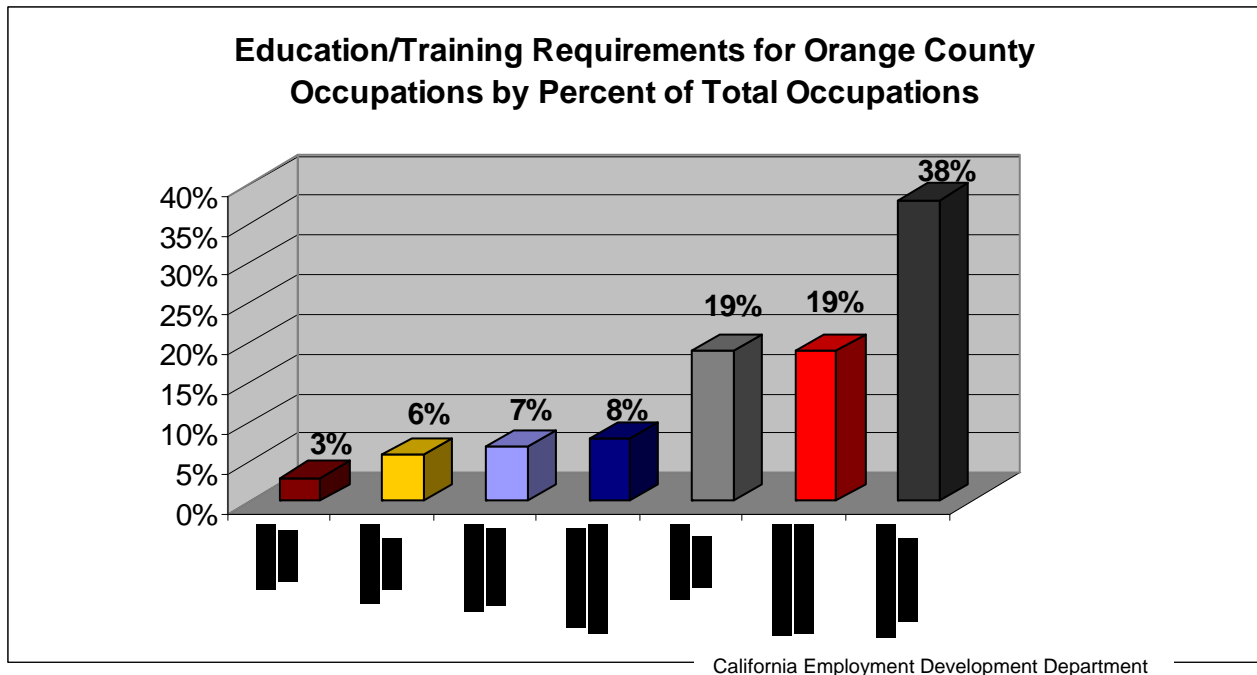


Image Audit Findings

In the 2006-07 school year, the Governing Board approved a special study designed to assess constituency perceptions regarding the Capistrano-Laguna Beach ROP. The impetus for the “Image Audit” centered around the feeling that the ROP’s market image was unfavorable and/or inaccurate. Specifically, there was evidence that constituencies surveyed were either unaware of the ROP and its mission, or if they were aware of the ROP, regarded it as an educational opportunity for lower achievers and/or for students not bound for college.

The anecdotal data collected in this project, in addition to survey ratings, revealed that a significant percentage of respondents either harbor a negative opinion about the ROP or have little or no knowledge concerning the ROP’s mission or operations. These results present a classic rebranding/repositioning challenge similar to those faced by companies in the private sector. As such, it is possible to change public opinion through a comprehensive marketing communications program. The ROP is addressing the need to improve the image and expand visibility.

ROCP Longitudinal Study Results on Student Performance

Capistrano-Laguna Beach ROP participated in the longitudinal study sponsored by the California Department of Education and the California Association of Regional Occupational Centers and Programs. This study reviewed the ROCPs effectiveness and surveyed current ROCP high school students and recent graduates.

The 2006 Longitudinal Study Technical Report showed that when compared to a control group, ROCP students reported high satisfaction with their ROCP coursework, academic achievement improvement, going on to post-secondary education, increased employability skills, higher wages and viewed their ROCP experience as positive. Additionally, data on the relationship among gender, ethnicity and hourly wage rates for ROCP students and the control group indicated that career technical education is especially helpful to young women and to members of all ethnic groups as they enter the labor market.

Future Considerations

- Due to the implementation of AB 2448 and the subsequent increase of high school students, Capistrano-Laguna Beach ROP must continue to adjust course offerings and schedules to accommodate this new direction.
- Capistrano-Laguna Beach ROP's two participating districts have varying needs and diverse challenges. Adaptive strategies by the ROP will be needed to ensure ongoing and successful student learning and achievement.
- Due to recent economic and budgetary challenges, the ROP must remain informed, innovative and responsive to student and community needs.
- Collaborate more closely with Capistrano Unified School District Adult Education and Saddleback College to direct additional adult students to their services.
- Integrate Career Technical Education and academic standards into curricular areas.
- Consider increasing University of California "a-g" approved courses where appropriate.
- Foster more collaborative strategies to address the high school dropout dilemma.

Expected Schoolwide Learning Results

PROCESS USED TO DEVELOP THE EXPECTED SCHOOLWIDE LEARNING RESULTS

The initial ESLRs were developed in preparation for the Capistrano-Laguna Beach ROP's first Focus on Learning self-study in 2001. All staff, business and community representatives, district personnel and Governing Board members were involved in the development of the ESLRs. The WASC Leadership Council decided to use the name "ESLR" since this is the term used by WASC, as well as by the two school districts that the ROP serves.

During the 2006 Fall semester, the ESLRs were reviewed and refined. A process was used that involved staff and constituents. The refined version of the ESLRs are similar to the previous ESLRs, however, the refined version has been reduced in the overall length to make them more understandable and has been aligned to many of the Career Technical Education Foundation Standards.

In January 2007, a newly developed set of draft ESLRs was disseminated to employees at the mid-year staff meeting. Staff members were placed in their Home Groups and were able to provide feedback on the draft ESLRs. After this discussion, a second draft of the ESLRs was provided to all staff and constituents to review and provide feedback. It should be noted that the business and community partners rated each ESLR with at least a 90% or higher ranking, stating each ESLR was important for employment purposes. The WASC Leadership Council had the responsibility to finalize the ESLRs based on all the feedback that was received. The Governing Board reviewed the draft ESLRs in February 2007 and approved the new ESLRs in March 2007.

During the 2007 Spring and Fall semesters, four ESLR-related activities took place. First, 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. The findings from this activity were compiled and distributed to Focus Groups to assist in their work of answering criteria guide questions. Second, the Curriculum and Instruction Focus Group developed an ESLR Scoring Guide (see Appendix E) that allows an instructor to assess the level of student understanding of the ESLRs. On the back of the ESLR Scoring Guide are criteria that can assist the instructor in understanding what a student should be able to do in order to achieve understanding of the ESLRs. This instrument was introduced to the instructors at the Fall 2007 Opening Inservice. Lastly, an ESLR student assignment (see Appendix E) was developed to assist the instructors in presenting and assessing the ESLRs. This instrument was disseminated to the instructors at the mid-year staff meeting in December 2007.

ESLR posters and ESLR presentation folders have been professionally developed. At the beginning of the Fall 2007 semester and Spring 2008 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.



Capistrano-Laguna Beach Regional Occupational Program

EXPECTED SCHOOLWIDE LEARNING RESULTS

Our students will be prepared to demonstrate:

Technical Skills that serve as a foundation for advanced education and career opportunities

- ❖ Obtain industry-specific competencies
- ❖ Meet industry-based safety and health standards
- ❖ Utilize contemporary technological resources
- ❖ Understand emerging technology

Career Planning and Management

- ❖ Understand and demonstrate effective personal and interpersonal skills
- ❖ Apply academic standards necessary for career success
- ❖ Understand sequencing of courses within career majors
- ❖ Demonstrate strategies for obtaining and maintaining employment and manage personal career plans

Communication Skills

- ❖ Demonstrate effective reading and writing skills
- ❖ Apply effective listening, verbal and non-verbal skills
- ❖ Use industry-specific terminology appropriately
- ❖ Apply multimedia communication in a variety of formats and contexts

Critical Thinking and Problem Solving Skills

- ❖ Acquire, analyze and process information
- ❖ Apply knowledge to new and diverse situations
- ❖ Identify and define solutions to problems and develop recommendations

Progress Report

1. SIGNIFICANT DEVELOPMENTS

Since the accreditation visit in April 2002, the following changes have occurred that have impacted the Capistrano-Laguna Beach ROP.

Organization:

- Two classification and compensation studies completed and the following outcomes took place:
 - Staff reclassification of positions
 - New compensation plan
 - Prep time for instructors
 - Additional positions created
 - Instructional Support Specialist
 - High School Career Guidance Manager
 - Accounting Assistant
- New High School Opened in Fall 2007 – San Juan Hills High School
 - Opened with 3 classes being offered during the bell schedule
 - Full-time ROP Career Guidance Specialist
- New Director of Business Services and Operations began in 2004
- Vision Statement revised
- Updating all Board policies began in April 2007 and is scheduled to be completed by June 2008
- Staff contributed to a booklet during the 2003-04 school year entitled “Keeping our Balance: A Year in the Life of Capistrano-Laguna Beach Regional Occupational Program.” Each month, staff contributed to a chapter

State Funding and Budget:

- Summer of 2003
 - Summer school hours and courses reduced by 30% from previous summer
 - Five-day, unpaid furlough for all classified and management employees took place
- Employee Health Benefits Committee created
- The ROP has exceeded it's CAP each school year since the last WASC Accreditation visit

Instruction:

- New Instructor Orientation process revised and improved
- New Instructor Handbook revised and improved
- Course Outlines include Expected Schoolwide Learning Results and Career Preparation Standards
- Substitute Teacher Checklist created
- Classroom Management Plan created and implemented
- Course evaluation revised and improved
- Increased number of courses offered during the bell schedule
 - Spring semester 2008 – forty percent (40%) of courses offered during the bell schedule
 - Spring semester 2002 – twenty-one percent (21%) of courses offered during the bell schedule
- Increased number of high school students in the program
 - Fall Semester 2007 – 2,365 high school students
 - Fall Semester 2001 – 1,546 high school students
- Community Classroom and Cooperative Career Technical Education paperwork updated
- An additional 55 Community Classroom internship sites have been added compared to the 2000-01 school year
- Dr. Bogart, CEO, served on the California Career Technical Education Standards and Framework Advisory Group
- New staff meeting agenda item called “Shop Talk” created. This agenda item is led by an instructor at each of the three staff meetings
- Career Technical Education Grant – \$97,388 was received. These funds have positively impacted student learning

Facilities:

- Facilities Improvement Plan (Discretionary District and Site Grants)
 - The following improvements has been made to the main campus
 - Asphalt resurfaced
 - Staff restroom tile replaced
 - New roofing gutters and downspouts on all buildings
 - Carpet removed and new tile installed in medical classrooms
 - Replaced decking in front of classrooms 1 - 4
 - The following improvements will be completed to the main campus by the end of the Spring 2008 semester
 - Upgrade security alarms
 - Repair and paint administrative buildings and adult career center exterior wood
 - All classrooms and student restroom painted
 - Campus signage replaced

Technology:

- Computers and software upgraded on ROP main campus
- LCD projectors are in each classroom on ROP main campus
- Increase of LCD projectors and laptop computers for use by itinerant instructors
- Data security/subnetting in all classrooms on ROP main campus
- Purchase of COIN program for career centers
- Purchase of *Quick Permit* for career centers

2. PROCEDURE FOR IMPLEMENTING AND MONITORING THE STRATEGIC ACTION PLAN

The WASC Leadership Council, which was formed for the 2000-2002 Self-Study process, was given the responsibility of implementing and monitoring the Strategic Action Plan. That WASC Leadership Council consisted of the management team as well as the Adult Services Coordinator, Career Guidance Manager, and Dental Instructor, each of whom represented multiple stakeholder populations. Quarterly meetings to review progress are scheduled in conjunction with regularly scheduled management (Leadership Team) meetings. The ROP's Strategic Action Plan includes five growth areas: Curriculum and Instruction, Communication, Safe Learning/Working Environment, Professional Development and Mission and Operational Goals. All eleven Critical Areas for Follow-up identified in the WASC Visiting Committee Report are included in the five growth areas.

For the 2006-08 WASC Self-Study process the WASC Leadership Council consists of the Chief Executive Officer, Director of Instructional Services, Director of Business Services and Operations, Instructional Support Specialist, High School Career Guidance Manager, Restaurant Careers Instructor and Executive Assistant.

Each year the ROP identifies a set of Operational Goals. These Operational Goals are determined by seeking input from all staff and the Governing Board. The Strategic Action Plan, to a significant degree, has determined the direction and priorities since the 2002-03 school year. Most of the subsequent school year's Operational Goals represent the action steps within the Strategic Action Plan.

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

3. PROGRESS ON CRITICAL AREAS

- A. The 2002 visiting committee identified eleven (11) school-wide critical areas for follow-up, all of which were identified with the self-study and subsequent action plans. A brief summary of the progress on each area is as follows:

#1

Develop and implement a coordinated staff development/comprehensive professional growth plan that is focused on student achievement and the ESLRs.

Strategic Action Plan Reference: Professional Development

- Professional development planning for instructors occurs on an annual basis during summer instructor meetings.
- Needs assessment data has been gathered through surveys.
- Staff development and professional growth activities are identified and communicated with staff.
- Staff development and professional growth activities have been included as a goal in each school year's Operational Goals since the 2002-2003 school year.

Note: Staff Development/Professional Growth remains an on-going priority.

#2

Increase current assistance to the Director of Instructional Services in the areas of curriculum development, career guidance, and teacher instructional support.

Strategic Action Plan Reference: Curriculum and Instruction

- Mentor teacher positions were created in 2002-03 as a result of the WASC Visiting Committee's recommendation in the following areas: new instructor support, classroom management and lesson plan development, internship support, academic integration, schedule development, advisory committee support, and technology integration.
 - The ROP looked within the instructional staff to fill these mentor teacher positions. However, due to the lack of response, many of these mentor teacher positions went unfilled. The positions that were filled included new instructor support, internship support, and advisory committee support.
- In the 2004-05 school year the positions of Instructional Support Specialist and High School Career Guidance Manager were created based upon the WASC Visiting Committee Report and the employee classification and compensation study.

- Due to the implementation of AB 2448, the responsibilities of the Adult Services Coordinator have been revised and now include Instructional Support Specialist duties.

Note: The creation and revision of these positions has significantly assisted the Director of Instructional Services in providing additional direct support to ROP instructors and students.

#3

Formally integrate the ESLRs into instruction.

Strategic Action Plan Reference: Curriculum and Instruction

- The ESLRs have been incorporated in all course outlines.
- Instructors provide direct instruction and use indirect strategies to teach and reinforce the ESLRs.
- The ESLRS are reviewed at each opening staff meeting.
- The Certificated Performance Evaluation and Formal Observation Instruments have been updated and now include a component that assesses the inclusion of ESLR reinforcement.
- Two workshops (Problem Solving/Critical Thinking Skills and Effective Communication Skills) have been provided to instructors to demonstrate how the ESLRs can be integrated into lesson plans.
- The ESLRs are included in the Employee Information Handbook and ROP course schedule.
- The course evaluation that is completed by students shows a considerable increase in the students' awareness that the ESLRs are being addressed.
- An ESLR poster has been professionally developed and is located in several areas including classrooms.
- For the 2007-08 school year, ESLR presentation folders were distributed to over 2,000 students each semester. A Career Guidance Specialist, Instructional Support Specialist, or instructor made a presentation to each class at the beginning of each semester to review how the ESLRs relate to their course instruction.

Note: Integrating the ESLRS into instruction remains an on-going priority.

#4

Develop and implement the use of rubric instruments for assessing student achievement of the ESLRS.

Strategic Action Plan Reference: Curriculum and Instruction

- The Curriculum and Instruction Focus Group developed an ESLR Scoring Guide. Additionally an ESLR Student Assignment was created to assist the instructors in presenting and assessing the ESLRs. These items have been presented to instructional staff for use at the 2007 Opening Inservice and at the Mid-Year 2007 Staff Meeting.

Note: Increasing the use of the ESLR Scoring Guide and ESLR Student Assignment remains an on-going priority.

#5

Develop a support system to facilitate the completion of the Commission on Teacher Credentialing professional growth requirement.

Strategic Action Plan Reference: Professional Development

- Beginning January 1, 2007, the renewal of professional clear credentials was no longer linked to professional growth requirements. However, this area of follow-up was accomplished as follows:
 - The Human Resources/Payroll Specialist and Director of Instructional Services oversaw this credentialing requirement for the instructors. The Human Resources/Payroll Specialist reviewed the professional growth requirement and distributed the California Professional Growth Manual for Designated Subjects Adult and Vocational Teaching Credentials to all applicable instructors. The Director of Instructional Services met with instructors to formulate a set of goals and to choose activities that would potentially fulfill their professional growth requirement. The Director of Instructional Services and Human Resources/Payroll Specialist monitored the progress that instructors made toward their goals and professional growth requirement.

Note: Monitoring the progress that instructors make toward completing their credential coursework requirements will continue to be overseen by the Human Resources/Payroll Specialist, Director of Instructional Services and Instructional Support Specialists.

#6

Ensure that all stakeholders, including students, business, parents and community leaders are more directly involved in the advisement and implementation of the Strategic Action Plan.

Strategic Action Plan Reference: Mission and Operational Goals

- All appropriate stakeholders have been more directly involved with the advisement and implementation of the Strategic Action Plan through a variety of means which included:
 - Course evaluations completed by students
 - Various constituency surveys
 - Advisory committee meetings
 - Business liaison discussions with local Chamber of Commerce and service clubs
 - Meetings with high school principals and district administrators
 - Community Classroom involvement
 - Summer instructor meetings
 - Staff meetings
 - Board meetings
 - Image Audit Study

Note: Involvement of appropriate stakeholders in advising and implementing the Strategic Action Plan remains an on-going priority.

#7

Create an ROP Health and Safety Committee to address concerns regarding facilities and safety/emergency procedures.

Strategic Action Plan Reference: Safe Learning/Working Environment

- A Health and Safety Committee was created in the 2002-03 school year and meets quarterly.

The Health and Safety Committee is an active committee that meets quarterly and has a strong commitment to ensure a safe learning and working environment for students and staff. Numerous steps have been implemented to ensure a safe learning and working environment that includes:

- A monthly health and safety newsletter is distributed to all staff.
- There is a standing agenda item pertaining to health and safety at each staff meeting.
- Staff has received Bloodborne Pathogens training through either attending a CUSD training session or attending a Bloodborne Pathogens workshop provided by our Medical/Health Instructor.
- Several members from the Health and Safety Committee have participated in safety training workshops.
- The Health and Safety Committee have held *tabletop* safety exercises.
- An earthquake safety drill, including typical earthquake emergency scenarios, was conducted for the Health and Safety committee members in 2005.

- An ergonomics assessment of workstations at the ROP main campus took place during the 2006-07 school year.
- An emergency storage container stocked with supplies has been purchased and is centrally located on the ROP main campus.
- Safety ballards have been installed in front of the student restrooms on the main campus.
- First aid kits are in all classrooms on the ROP main campus and have been made available to all off-campus instructors.
- A directory is given to each off-site instructor at the beginning of every semester that lists instructors, room numbers, class days and class times. Should a need arise, this information allows the instructor to know which other ROP instructors are teaching at the same time.
- Two-way radios have been purchased for the ROP main campus for the purpose of quick communication.
- The Health and Safety Committee members have completed CPR and First Aid training.
- A surveillance system for the ROP main campus has been purchased and is being utilized.
- Off-site instructors have been offered CPR training.
- A Safe Learning Conditions Survey was completed and distributed to the instructional staff during the spring 2006 semester. Results from the survey were provided to the Health and Safety Committee.
- Six staff members went through the City of San Juan Capistrano Community Emergency Response Team (CERT) training program in 2006.
- Nine staff members at the main campus completed AED and CPR training in 2007.

Note: The Health and Safety Committee will continue to ensure a safe learning and working environment for all students and staff.

#8

Develop a marketing strategy plan to increase awareness and visibility of ROP opportunities and services to potential students, parents, and the community.

Strategic Action Plan Reference: Communication

- A Marketing/Visibility Committee was developed.
- Marketing strategies have been included in our Operational Goals and Performance Measures since the 2003-04 school year.
- A public relations consulting firm has been hired to professionally address the ROP image issue.
- An image audit has been conducted and those findings have been published.
- Information regarding the ROP main campus is included in the San Juan Capistrano Schools brochure.

- Staff from Senator Mark Wyland’s office visited the ROP main campus on February 27, 2007.
- Instructors play a crucial role in marketing the ROP and creating visibility.

A Marketing/Visibility Committee was formed during the fall of 2004. The mission of this committee was to increase awareness of the ROP and the exceptional career educational services ROP offers within the community. This committee met monthly and consisted of six members: three Career Guidance Specialists and three instructors. A marketing plan with measurable goals and objectives was created and approved by the Chief Executive Officer. Due to the retirement of the chair of this committee this committee ceased. However, in the Operational Goals for the 2005-06 and 2006-07 school years, this area continued to be addressed.

In June 2006 the ROP finalized the results of the “Image Audit” in which data was gathered from eight different local constituency groups (parents, principals, business partners, etc.). Results revealed that the Capistrano-Laguna Beach ROP did in fact have identity and image concerns, especially among parents. Results also showed that several constituency groups knew little or nothing about our instructors. Awareness and new marketing strategies are being implemented to address this issue.

It should be noted that in the Chief Executive Officer’s goals and objectives for 2002-03, the need for an ROP Vision Statement was identified. At the June 2003 Governing Board meeting, three slightly different versions of a possible Vision Statement were presented. A preferred version emerged and was presented to staff members over the summer months and at the back-to-school staff meeting. Following is the ROP Board-approved Vision Statement:

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

Note: Developing additional marketing and visibility strategies is an on-going priority.

#9

Establish a comprehensive Master Resource Plan that supports classroom learning and student achievement of ESLRs.

Strategic Action Plan Reference: Mission and Operational Goals

- With Governing Board approval, the ROP has chosen to address the various components of a Master Resource Plan through the following separate and functional plans. They include: Strategic Action Plan (which is specifically integrated in the ROP’s annual Operational Goals), Facilities Conditions

Assessment Plan, Facilities Improvement Plan, Technology Plan, and Emergency/Disaster Preparedness Plan.

Note: Separate plans will continue to be utilized.

#10

Develop an organizational Strategic Plan that incorporates the WASC Strategic Action Plan and Operational Goals facilitated by an outside consultant.

Strategic Action Plan Reference: Mission and Operational Goals

- Due to existing organizational management practices and budgetary constraints, a separate more traditional organizational strategic plan, facilitated by an outside consultant, was not developed. After the 2000-2002 Accreditation, the Leadership Team and Governing Board decided the annual Operational Goals and performance measures would include and address the action steps in the Strategic Action Plan. This decision was made to eliminate redundancy, make effective and efficient use of staff time, and to ensure that student learning and achievement is the focal point of the organization.

Note: The practice of incorporating our Strategic Action Plan into the annual Operational Goals will continue.

#11

Annually review the ESLRs to ensure currency.

Strategic Action Plan Reference: Curriculum and Instruction

- All staff review the ESLRs annually during opening staff inservice meetings and appropriate stakeholders have reviewed the ESLRS.

Note: Reviewing the ESLRS annually to ensure currency will continue.

B. Comment on any additional areas that were addressed within the Strategic Action Plan.

Capistrano-Laguna Beach ROP's 2002-2008 Strategic Action Plan is divided into five growth areas: Curriculum and Instruction, Communication, Safe Learning/Working Environments, Professional Development, and Mission and Organizational Goals. Below is a synopsis of the progress made on the remaining action steps within four of the growth areas of the Strategic Action Plan. All action steps in the growth area under

Mission and Organization Goals are included in the Critical Areas for Follow-up and are located under section 3A of this report.

Curriculum and Instruction

Action Steps:

Update all course outlines to incorporate the ESLRs and Career Preparation Standards. Course outlines will utilize a competency-based format.

This action step has been completed.

Include industry-specific competencies on certificates of completion.

This action step has been completed.

Submit all revised course outlines to the California Department of Education for course certification.

This action step has been completed.

Map the ESLRs, Career Preparation Standards and applicable core academic skills to the course outlines.

Some, but incomplete, progress has been made with the “mapping project”. This task will be included in the 2008-2014 Strategic Action Plan.

Communication

Action Steps:

Communicate student progress/success more effectively within the ROP and to the high schools and community.

- The ROP contributes bi-monthly with an article in Capistrano Unified School District’s *School News* newspaper. Articles highlight different aspects of the ROP’s instructional and support services and student successes.
- Career Guidance Specialists have increased their participation at the following functions: Back-to-School night, Open House night, service organization meetings, school award ceremonies, and district guidance meetings.
- Additional scholarships are now awarded at the ROP Distinguished Students Award Event.

- Career Guidance Specialists utilize guidance newsletters, list-serves and *School Loop* to communicate with parents.
- All high school websites link to the ROP Career Center website on that campus.

Note: Communicating student progress/success through new/diverse strategies will remain an on-going priority.

Develop additional avenues of communication between instructors and career guidance specialists.

- E-mail communication has significantly increased between instructors and Career Guidance Specialists allowing for closer monitoring of student progress.
- Each Career Guidance Specialist visits most of the classes on their campus at the beginning of each semester to bring greetings and information regarding ROP to the students.
- Career Guidance Specialists attend ROP advisory committee meetings.
- Through the use Classroom Management Plan, and with the assistance of the Instructional Support Specialist and Adult Services Coordinator, instructors are continually encouraged to keep constant communication with the Career Guidance Specialists in relation to student progress.

Note: Strong and consistent communication between instructors and Career Guidance Specialists will remain an on-going priority.

Develop promotional materials for students and parents that provide specific course requirements and course content information.

- New career major brochures have been developed and are distributed through the ROP Career Centers.
- ROP “reminder” postcards are distributed to all high school students and parents prior to the beginning of each semester. The postcard includes the name, time, location and start date of the course and includes the applicable Career Guidance Specialist’s name and contact information.
- The ROP website was redesigned in 2003 and again in 2007. Students, parents, and interested users can obtain program information in a user-friendly format.

Note: Upgrading the ROP website will remain an on-going priority.

Develop additional ways to gather information regarding leavers and completers from the program and communicate this information to appropriate stakeholders.

- The database system in the Adult Career Center has been updated to include “reasons for students leaving” the program.
- During the 2007 instructor summer meetings, data from the follow-up study was shared with each instructor regarding their course(s). This process will continue to take place at future summer instructor meetings.

Note: Developing additional ways to gather information regarding leavers and completers from the program will continue to be a priority for the Director of Instructional Services, Attendance Specialist, and Instructional Support Specialists. Research will continue to take place regarding either upgrading or replacing the current attendance system.

Safe Learning/Working Environment

Action Step:

Create a formal written safety plan:

Update Injury and Illness Prevention Plan

Develop Emergency/Disaster Preparedness Plan

This action step has been completed.

Note: These materials have been presented to all staff and are located in each ROP classroom. The Instructional Support Specialist reviews and distributes these materials to all new instructors during the New Instructor Orientation and they are included in the New Instructor Handbook.

Professional Development

Action Step:

Develop and implement a multi-year plan for instructors to address:

Rubrics
Standards-based Education
Academic Core Integration
Teaching and Learning Strategies
Technology Integration
Classroom Management
Curriculum Mapping

- The aforementioned topics have been developed and addressed with instructors.

Rubrics – Two workshops in the development and use of rubrics have been conducted.

Standards-Based Education – The Director of Instructional Services, along with an Instructional Support Specialist, attended the *Making Standards Work* workshop in the 2005-06 school year. Additionally, the Instructional Support Specialist attended a certification-training seminar on *Making Standards Work* in the 2005-2006 school year. Implementation of standards-based instruction is included in the 2008-2014 Strategic Action Plan.

Academic Core Integration – During the 2003-04 school year a comprehensive survey was given to business partners asking them various questions that pertained to English/Language Arts State Standards. Overall, 17 general observations were determined from the survey. This valuable information gathered from the business partners was shared with all instructional staff. The results from the surveys emphasized to instructors the need to reinforce applicable English/Language Arts skills with students. It also assisted instructors in formulating appropriate English/Language Arts lesson plans applicable to their field.

Applicable core academic standards were provided to each instructor during the 2005-06 school year.

Teaching and Learning Strategies – A workshop featuring teaching and learning strategies has been conducted each school year.

Classroom Management – The Director of Instructional Services presented a Classroom Management Workshop during the June 2003 staff meeting. Additionally, the Instructional Support Specialist held a classroom management workshop at the Opening Staff Meeting in August 2004. Beginning in the fall of 2004, a new classroom management plan was developed and is being utilized by all instructors. In addition, the Instructional Support Specialist provides extensive information on classroom management at the New Instructor Orientation.

Curriculum Mapping – Some, but incomplete, progress has been made with the “mapping project”. This area will be included as an activity in the 2008-2014 Strategic Action Plan.

Although the following areas were not included in the Strategic Action Plan, it’s important to describe the work that has been completed regarding these areas:

Career Technical Education Standards – The Chief Executive Officer at the December 2004 staff meeting presented a workshop on the proposed California Career Technical Education (CTE) Model Curriculum Standards to instructors. Additionally, 40% of the instructors participated in the public review and comment period for these standards in November 2004. The Chief Executive Officer served on the State CTE Standards and

Framework Advisory Group. The adopted CTE Standards along with the applicable core academic standards have been given to instructors.

Class Action Gradebook Software

During the 2006-07 school year a grading system entitled “Class Action” was piloted with a few instructors and is now included in the New Instructor Orientation. Additional instructors are now using this grading system software application.

Leadership Development Institute

The Instructional Support Specialist and one instructor participated in the 150-hour Leadership Development Institute presented by the California Department of Education during the 2006-07 school year.

Note: Professional development will continue to be an on-going priority. Identifying and incorporating Career Technical Education and academic standards into all curricular areas has been identified in the 2008-2014 Strategic Action Plan.

Evidence

2002-2008 Strategic Action Plan
Advisory Committee Minutes
Board Meeting Minutes
Career and Technical Education Equipment and Supplies Grant
CC/CCTE Paperwork
Certificated Evaluation Instrument
Classroom Management Plan
Course and Enrollment Data
Course Evaluation
Discretionary District Grant
Discretionary Site Grant
Emergency/Disaster Preparedness Plan
Employee Information Handbook
ESLR Poster
ESLR Presentation Folder
ESLR Scoring Guide
ESLR Student Assignment
Facilities Condition Assessment Plan
Facilities Improvement Plan
Formal Observation Instrument
Health and Safety Committee Minutes
Image Audit Report
“Keeping Our Balance” booklet
Leadership Team Minutes
New Instructor Handbook
Operational Goals and Performance Measures for the 2002-2008 school years

Professional Growth Activities List
Revised Course Outlines
ROP "Reminder Postcard"
Safe Learning Conditions Survey
Salary Classification Studies
Staff Meeting Minutes
Summer Instructor Meeting Agenda
Technology Plan
Updated Course Evaluation form
Updated Injury and Illness Prevention Plan
Various Marketing Materials
WASC Leadership Council Minutes

Organization for Student Learning

A.1 School Purpose

Has the ROP established and communicated – via a mission or vision statement – a clear statement of purpose that reflects the beliefs and philosophy of the institution?

Is the purpose defined further by adopted expected learning results for students that form the basis of the educational program for every student?

Findings based on the Concept of the Criterion

The Capistrano-Laguna Beach ROP has thoughtfully prepared both a Mission and Vision Statement reflecting the beliefs and philosophy of the program. For every student, the Expected Schoolwide Learning Results (ESLRs) establish the basis of the educational program.

The Capistrano-Laguna Beach ROP has proudly served high school and adult students in South Orange County for nearly 38 years. During these years, the ROP developed and followed a clear statement of purpose that reflects the beliefs and philosophy of the school as reflected in the Board Policies Manual. The ROP Governing Board reviewed and approved the Mission Statement and Vision Statement in October 2004. It is important to note that an on-going and careful review of the Vision Statement, Mission Statement and related annual Operational Goals keep the organization closely focused on student achievement of viable career-related offerings.

The Vision Statement reflects where the organization is headed. It is intended to be measurable.

Vision Statement

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

The Mission Statement defines the purpose of the organization, who it serves and why it exists, particularly in light of new and emerging state legislation.

Mission Statement

“The mission of the Capistrano-Laguna Beach Regional Occupational Program is to provide high quality learning opportunities to a diverse population of high

school and adult learners for employment, skill upgrades, career changes and/or advanced education.”

Surveys of constituency groups, student observations and student interviews verified that the Mission Statement was being successfully implemented. Student surveys were completed by approximately 1,400 students representing over 50 classes. Results indicate that the Mission Statement for Capistrano-Laguna Beach ROP is successfully addressing the educational needs of increasingly complex work environments. From the student surveys, 98% agreed that the ROP taught the necessary skills specifically related to a career or job. Additionally, of 404 parents/guardians surveyed, 98% agreed that the ROP’s Mission Statement established a clear purpose.

The ROP’s Expected Schoolwide Learning Results (ESLRs) have been adopted to complement the Mission Statement and purpose of the organization. The ESLRs reflect what all students should know, understand and be able to do upon completion of a course/program. The ROP defined the ESLRs as, “global, measurable and inclusive of all students.” All staff and members of the Governing Board participated in the development and subsequent updating of the ESLRS. Additionally, business and community partners were surveyed and asked to provide feedback regarding the ESLRs. The former ESLRs were approved in 2001 and the current updated ESLRs were formally adopted by the ROP Governing Board in March 2007.

The ESLR posters are displayed in classrooms and career centers and are included in Fall and Spring course schedules. Instructors have been provided copies of ESLR presentation folders to be distributed to all students and were coached on how to address and reinforce the performance indicators listed. An ESLR scoring guide and accompanying ESLR student assignment was developed by the Curriculum and Instruction Focus Group and has been in use beginning in the Fall 2007 semester. Most instructors have included the ESLR’s basic elements in their curriculum as evidenced by course outlines, student survey results, student observations and interviews.

Evidence to Support the Findings

- ✓ Statement of Purpose (from Board Policy Manual)
- ✓ Vision Statement
- ✓ Mission Statement
- ✓ Student Surveys
- ✓ Student Observations/Interviews
- ✓ Parent/Guardian Surveys
- ✓ Business Partner Surveys
- ✓ ESLR Poster
- ✓ ESLR Presentation Folder
- ✓ ESLR Scoring Guide
- ✓ ESLR Student Assignment

- ✓ Course Schedules
- ✓ Various Marketing and Promotional Materials

Areas for Growth

- Review and refine current Mission Statement and Vision Statement to reflect AB 2448

Areas of Strength

- Clear and focused process (Operational Goals) to address the school's purposes
- Reinforcement of ESLRs utilizing posters, presentation folders, scoring guide and other relevant material
- Various surveys reveal the organization is achieving it's Mission and Vision statements

A.2 Governance

Does the governing authority/board adopt policies that are consistent with the ROP's purpose and support the achievement of the expected learning results for students?

Does the governing authority/board delegate implementation of these policies to the professional staff?

Does the governing authority/board monitor results?

Findings based on the Concept of the Criterion

The Capistrano-Laguna Beach ROP governing authority has consistently adopted policies that support the achievement of the ESLRs, implementing these policies for its staff to carry out while successfully monitoring the results.

Governed by a four-member Board, the Capistrano-Laguna Beach ROP consists of two district Board Trustees each from the Capistrano Unified School District (CUSD) and Laguna Beach Unified School District (LBUSD). In June 1970, a Joint Powers Agreement (JPA) was established to create, maintain and govern the operation and direction of Capistrano-Laguna Beach ROP. The Board Policies and Administrative Regulations have been implemented and revised over the 37+ years the ROP has existed. All Board Policies are currently being 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 and adult students in both CUSD and LBUSD.

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 Operational Goals, developed annually, are also consistent with the overall direction set by the Board. Additionally, the Governing Board reviewed and formally approved the updated ESLRs in March 2007.

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, ROP organizational chart, operational practices and staff surveys. During weekly ROP Leadership Team meetings, the Chief Executive Officer (CEO) addresses any new policies, related regulations and/or procedures, and then delegates 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/Achievement, industry certifications, placement and

follow-up data, and Perfect Attendance Awards. In addition, an overall Biennial 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 state certified course.

All staff members and members of the community are welcome to attend ROP Board meetings and/or to review Board agendas and supporting materials. The Board packet is displayed in the Staff Breakroom for one week before and after each Board meeting. The CEO communicates with staff on important matters pertaining to such items as COLA, health benefits and personnel changes following Board meetings with memos highlighting the Board's actions. Board agendas and minutes are posted on the ROP website. A copy of the current Board Policy Manual, which includes the policies and administrative regulations established by the Board, is permanently located in the Staff Breakroom. The ROP Board members, as well as trustees from CUSD and LBUSD, are invited to attend and actively participate in ROP events including staff meetings and awards ceremonies. A monthly *What's Happening at the ROP* calendar of upcoming activities is shared with Board members at each Board meeting.

The ROP's Annual Operational Goals (which includes WASC Strategic Action Plan priorities) are developed during August and September with input from Board members, all staff, district and site-level leadership and other stakeholder groups. Each year the CEO reviews and carefully considers the annual District-initiated goals and/or priorities prior to presenting annual priorities for the ROP. The Operational Goals are monitored throughout the year and are formally reviewed for progress in February and June of each school year. The Governing Board monitors progress, effectiveness and results through the following:

- Course Inventory Reports
- Course Methodology Reports
- Governing Board Agenda – Items from the CEO
- Current Course Offering Reports
- New Course Proposals
- Biennial Review Reports
- Monthly Enrollment and ADA Reports
- Monthly Budget Reports

The Board, through the development and adoption of the CEO's annual goals and objectives, monitors the effectiveness of the organization's top administrative leadership position. A mid-year review and end-of-year formal assessment of the CEO's goals and objectives are conducted to help determine progress for the school year. Recently, there has been some communication from staff members that suggests a lack of awareness regarding the structure and function of the Governing Board.

Evidence to Support the Findings

- ✓ Mission Statement
- ✓ Vision Statement
- ✓ Board Policies
- ✓ ESLRs
- ✓ Biennial Review Reports
- ✓ Course Inventory Reports
- ✓ Course Methodology Reports
- ✓ Enrollment and ADA Reports
- ✓ Budget Reports
- ✓ “What’s Happening at the ROP” Calendars
- ✓ Operational Goals
- ✓ 2002-2008 Strategic Action Plan
- ✓ Organizational Chart
- ✓ Board Agenda and Minutes
- ✓ Leadership Team Minutes
- ✓ Board Policies and Administrative Regulations

Areas for Growth

- Staff awareness and understanding of ROP Governing Board structure and responsibilities
- Governing Board and staff to review/revise Mission Statement every two years

Areas of Strength

- Exceptionally strong support from ROP Governing Board
- All Board Policies are being revised/re-written
- ROP Operational Goals aligned to WASC Strategic Action Plan
- Consistent communication about ROP activities with Governing Board
- ROP Board members’ participation in various staff and student events
- The Board has delegated implementation of policies to the staff
- The Board is active and monitors actions on an on-going basis using clearly defined indicators
- All staff members have access to past Board agendas and minutes

A.3 School Leadership

Does the leadership make decisions that facilitate student achievement of the expected learning results?

Does the leadership empower the staff?

Does the leadership encourage commitment, participation and shared accountability for student learning?

Findings based on the Concept of the Criterion

The Capistrano-Laguna Beach ROP implements student-based, achievement-oriented decisions while supporting the ESLR's. The ROP leadership strives to empower all staff by providing a supportive working and learning environment. Encouraging commitment, participation and shared accountability is the standard for the entire program.

Based upon instructor, support staff and career guidance specialist surveys, the majority of staff indicated that the ROP leadership promotes a positive climate and supports a culture whereby student achievement and success are the result. Providing adequate classroom funding, support of professional growth and a continual focus on instructional improvements are high priorities for the organization. In the 2006-07 school year, the majority of staff took advantage of one or more professional growth opportunities. The ROP continues to foster professional growth through identifying, discussing and determining program needs as a joint effort involving instructors, support staff, Director of Instructional Services, Director of Business Services, Manager of High School Career Guidance and the CEO. During annual employee evaluation sessions, professional growth is a standard topic of discussion.

From the instructor surveys, 97% of the instructional staff completely agreed/agreed their courses and/or programs are supported adequately to accommodate an appropriate teaching and learning environment. Each summer the instructional leadership meets with every instructor to identify and prioritize the top instructional and professional growth needs. In addition, staff surveys reveal that overall job satisfaction is high, with staff retention averaging over 95% for certificated employees and 95% for classified employees for the 2005-06 and 2006-07 school years. At the annual Opening Staff Meeting, employees are honored for years of dedicated service with certificate awards for five years and special recognition pins for 10, 15, 20, 25 and 30 years. There is survey evidence, however, to indicate a lack of awareness and understanding of the organization's complaint procedure.

Accomplished by the combined talents and involvement of all staff members, students successfully learn and achieve. Instructors continually update course outlines, syllabi and assessment methods providing evidence of their shared accountability and commitment to student learning. Furthermore, the leadership has long-embraced the

practice of integrating Advisory Committee recommendations into instructional outlines. Additionally, the CTE state standards are strongly supported as a foundation for student success by the ROP leadership and will be aligned with course outlines and lesson plans.

School leadership endorses the practice of measuring the organization against state-wide model standards and practices. For example, the commitment of the ROP Career Guidance Specialists was recognized by CDE as a “Model Practice for Student Support Services” for 2001-04 and renewal recognition for 2005-08. Leadership also strongly encourages staff participation in the Capistrano-Laguna Beach ROP Distinguished Student Awards Ceremony as well as the Orange County Student Recognition Celebration.

The weekly Leadership Team meetings are held to review and discuss program and student-related topics. Each year the entire staff provides input on the priorities, direction and challenges for the ROP as part of the Opening Staff Meeting Agenda. The outcomes of this discussion, in addition to priorities from the Strategic Action Plan, are then incorporated into the annual Board-adopted Operational Goals. The status of the Operational Goals is discussed and assessed at the mid-year and the end-of-year staff meetings. In addition, the CEO presents a State-of-the-ROP Report at the mid-year staff meeting based on new budgetary and/or political developments that may have occurred during the fall of each year.

Evidence to Support the Findings

- ✓ Fiscal-Year Operating Budgets
- ✓ Self-Study Surveys (student, instructor, support staff)
- ✓ Advisory Committee Meetings/Minutes
- ✓ Leadership Team Meetings/Minutes
- ✓ Operational Goals
- ✓ Staff Meeting Agendas/Minutes
- ✓ CTE State Standards
- ✓ Professional Growth Attendance Report Form
- ✓ Longevity Certificates and Awards
- ✓ Employee Retention Rates
- ✓ Organizational Chart
- ✓ Student Survey
- ✓ Instructor Survey
- ✓ Support Staff Survey
- ✓ Career Guidance Specialist Survey

Areas for Growth

- Increase understanding of employee complaint procedures

Areas of Strength

- State Model Practices for Student Support Services Recognition (2001-04, 2005-08)
- Operational Goals (Development, Monitoring, Assessment)
- Student Recognition Activities
- ROP Staff Meetings

A.4 Staff

Are the leadership and staff qualified for their assigned responsibilities?

Are the leadership and staff committed to the ROP's purpose?

Does the leadership and staff engage in ongoing professional development that promotes student learning?

Findings based on the Concept of the Criterion

The leadership team and all staff members are not only qualified professionals in their areas of expertise, but are committed wholeheartedly to the ROP and its educational purposes. Both the leadership and the staff pursue professional development opportunities that enrich student learning.

All ROP instructors and administrators must hold the appropriate credentials. Instructors hold either a Designated Subjects Credential or a Single Subjects Credential with appropriate and related professional experience in the course content area. The Chief Executive Officer, Director of Instructional Services, and Instructional Support Specialists all hold the appropriate credentials for their administrative positions. Additionally, the Director of Business Services and Operations possesses a strong background in accounting and budgetary services. A report verifying that all ROP instructors hold current and appropriate credentials is submitted annually to the Governing Board for their review. Additionally, 70% of certificated staff are degree holders (A.A., Bachelors, Masters, or Doctorate). Based on the relatively high number of off-campus and part-time instructors, the need to improve communication in general, and electronic communication in particular, is recommended.

The staff shows its level of commitment to the ROP's purpose and vision as confirmed by the following: integrating the ESLRs into teaching and learning activities; support for and achievement of the Operational Goals; acquiring and implementing recommendations from subject-area advisory committee members. Staff surveys indicate high levels of job satisfaction. Employee longevity rates are an indication of organizational commitment and support of the ROP's purpose. Strong student completion and achievement rates, as well as staff support and involvement in the ROP Distinguished Student Recognition process, are additional testaments. Currently, a plan is being implemented to feature photos and mini-biographies of all staff members on the ROP website proudly highlighting each employee's position within the ROP.

Professional growth discussions are held at least annually with all staff members. Summer instructors meetings include a review and discussion of professional growth needs and opportunities. During the past several years, professional growth was identified as a Major Operational Goal, focusing on a more coordinated and comprehensive approach. Over 80% of staff indicated that, "they were given the

opportunity to attend a workshop/conference.” Although professional growth is supported, continued emphasis on and improved communication about professional growth opportunities is needed.

Many staff members attending a workshop, seminar, or conference submit a Conference/Workshop Attendance Form. The form asks staff members to highlight the professional growth activity and how their attendance will benefit their professional or teaching skills. Employees also report what changes they intend to make as a result of the workshop/conference. Consistent use of this form will be strongly encouraged and more closely monitored.

Evidence to Support the Findings

- ✓ Mission Statement
- ✓ Vision Statement
- ✓ Operational Goals
- ✓ Credential Documentation
- ✓ Instructor Surveys
- ✓ Support Staff Surveys
- ✓ Career Guidance Specialist Surveys
- ✓ Management Surveys
- ✓ Professional Growth Attendance Reports
- ✓ Distinguished Student Recognition Awards Programs
- ✓ Advisory Committee Meetings/Minutes
- ✓ Employee Retention Data
- ✓ Longevity Certificates and Awards
- ✓ Website

Areas for Growth

- Continued emphasis on and improved communication about professional growth opportunities
- Improved communication for decentralized staff members, especially electronic communication
- Continued development of the ROP website to showcase instructors and support staff

Areas of Strength

- Well-qualified and dedicated staff
- High retention rate of staff
- Education levels of staff

A.5 School Environment

Does the ROP have a safe, healthy, nurturing environment that reflects the school's purpose?

Is the school environment characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?

Findings based on the Concept of the Criterion

The Capistrano-Laguna Beach ROP provides a safe, healthy and nurturing environment reflecting the program's purpose allowing students to succeed. It is an environment characterized by mutual respect, care, trust, professionalism and support merged with high expectations of achievement for each student. This is validated by staff surveys indicating that 94% feel the ROP environment is characterized by a respect of differences, trust, caring and professionalism which promotes student learning. Additionally, 96% of the students responded that the classroom environment is conducive to learning and they had learned the importance of respect for others.

Staff and instructor surveys indicate high overall satisfaction with the quality and safety of the ROP facilities, with 99% of all staff reporting, "The ROP has a safe, healthy and nurturing environment that reflects the ROP's purpose." In addition, 97% of instructors indicated that safety is a priority at the ROP, while 100% of the support staff and Career Guidance Specialists agree that safety is a priority as well. Other survey results point out that while safety and emergency preparedness are high priorities in both teaching and working environments, the need for more regularly scheduled drills has been requested.

Keenan and Associates, the property/liability and Workers' Compensation carrier for the ROP, conducts annual safety inspections at the main campus and ROP classes on high school campuses, as well as an annual hazardous materials assessment. The findings are documented in the Annual Safety Inspection Report. Additionally, the ROP's Operations Assistant inspects the main campus on a monthly basis. If staff members detect other potential hazards, a Hazard Observation Report is completed and the safety issue is addressed and corrected in a timely manner.

All supervisors attend sexual harassment training conducted by Orange County Department of Education every two years. Every employee receives periodic information regarding workplace safety and wellness, earthquake preparedness, laws concerning sexual harassment and a copy of the ROP's general code of safe practices as part of the Injury and Illness Prevention Program (IIPP). Safety and wellness brochures/newsletters are distributed to all staff on a monthly basis. Safety/emergency preparedness-related topics are often included on staff meeting agendas, including information on the Automatic External Defibrillator device installed in the staff break room. The Health and Safety Committee conducts meetings on a quarterly basis to

address various health and safety concerns. Additionally, a Health Benefits Committee has been in place for the past five years. The purpose of this committee is to review and discuss current year health benefits and monitor overall health industry trends. The New Instructors' Handbook contains more specific details regarding safety in the classroom. An Employee Handbook for all staff members (new and incumbent) has been notably suggested for the future, wherein health and safety are identified.

One main topic being considered by the Health and Safety Committee is the ongoing concern for the safety and welfare of students and instructors while on high school campuses. Although a high percentage of students and instructional staff indicated feeling safe while attending an ROP class (99% of students surveyed and 94% of instructors surveyed), the leadership has still expressed a need to focus added attention to safety issues of high school based classes. Additional precautions have been taken to further assure student and instructor safety for the scheduled evening classes. The following are actions that have been taken to address this need:

- Strategic coordination and alignment of the time periods of ROP offerings on each campus
- Master list of ROP classes, room locations and teacher names for each high school campus.
- Campus maps highlighting class locations

Overall, the ROP has strived to maintain and nurture learning and working environments that are safe and healthy for all students and staff, as reflected in the Operational Goals.

Evidence to Support the Findings

- ✓ Student Survey
- ✓ Instructor Survey
- ✓ Support Staff Survey
- ✓ Career Guidance Specialist Survey
- ✓ Leadership Team Minutes
- ✓ Operational Goals
- ✓ Staff Meetings/Minutes
- ✓ Health and Safety Committee Meetings/Minutes
- ✓ Health Benefits Committee Meetings
- ✓ Hazard Observation Report Form
- ✓ Master List of ROP Classes
- ✓ Injury and Illness Prevention Program
- ✓ New Instructor Orientation Handbook
- ✓ Health and Safety Committee Meeting Minutes and Agendas
- ✓ Annual Safety Incident Report

Areas for Growth

- Conduct emergency drills on a more regular basis
- Create an Employee Handbook for all staff (similar to New Instructor Handbook)

Areas of Strength

- Students report that classroom environments are positive and safe for learning
- Strong and viable ROP Health and Safety Committee
- An AED emergency device is available in the staff breakroom
- Long-standing Health Benefits Committee
- CPR and Basic First Aid training opportunities for all staff

A.6 Reporting Student Progress

Does the leadership and staff regularly assess student progress toward accomplishing the ROP's expected learning results for students?

Does the leadership and staff report student progress to the rest of the school community?

Findings based on the Concept of the Criterion

The leadership and staff routinely monitor and assess student progress as it pertains to the ESLRs and student learning. The instructor survey indicated that at least 18 different assessment tools are used in ROP classes; the most prominent being:

- Student demonstrations
- Project-based learning
- Observations
- Writing assignments
- Student presentations
- Attendance/punctuality

It is interesting to note that “attendance/punctuality” ranked the highest. This could be seen in a positive light indicating students are showing a particular interest by choosing to enroll and consistently attend an elective course offering. The least frequently used assessment tools were instructional puzzles and games. Individual Training Plans (ITPs) are used in all courses utilizing the Community Classroom (CC) and Cooperative Career Technical (CCT) methodologies. Moreover, instructors who teach on high school campuses during the school day are included in 504 Plans for special needs students.

All outlines incorporate the ESLRs and instructors are integrating them into their lesson plans. During the self-study process, instructors have completed an ESLR assessment crosswalk activity to allow staff to better monitor student achievement of the ESLRs. Instructors examined samples of student work revealing multiple assessment techniques are being used. Focus Group discussions indicated that most instructors are referring to the ESLR Presentation Folders on a regular basis. Additionally, the Curriculum and Instruction Focus Group developed an ESLR Scoring Guide to assist the instructor in assessing the level of student understanding of the ESLRs. Furthermore, an ESLR student assignment was developed to assist instructors in presenting and assessing the ESLRs to their students.

Exemplary student success and progress are showcased at the following events:

- Advisory Committee meetings
- High School Senior Awards Ceremonies

- ROP Distinguished Student Recognition Event
- ROP staff meetings, service club presentations
- PTSA meetings

The Distinguished Student Recognition Event is held each May in coordination with the Orange County Student Recognition Celebration. Parents, business partners, district administrative leadership, community leaders and Board members attend. This is an especially positive and rewarding event, which showcases the accomplishments of the top ROP students representing all Career Majors.

Student progress is also reported through ROP certificates, grade sheets, state follow-up reports, high school/PTSA newsletters, and monthly articles in *School News*. In addition, instructors are in close communication with Career Guidance Specialists regarding student progress. New and varied ways to report student progress/success should be examined. Expanded use of the ROP website could assist in addressing this need.

Parent surveys indicated that 91% were aware that the ROP helped their son/daughter by reinforcing reading, writing and speaking skills. Student survey results (from over 1,400 respondents) revealed significant evidence for “improved reading skills” (76%), “improved writing skills” (76%), “improved math/calculating/measurement skills” (67%) and “improved problem-solving and critical thinking skills” (82%). Image Audit Results from 2006 showed that the ROP is an “Important Worthwhile Education” and “Provides Readiness for the Future.” The results also indicated that constituency responders tended to feel the ROP lacked a “Strong, Positive Identity.”

An examination of marketing and promotional materials by Focus Group Committee members revealed that the ROP could do more development of materials and expand the strategies for distribution.

Evidence to Support the Findings

- ✓ ESLR Assessment Crosswalk Activity
- ✓ State Follow-up Reports
- ✓ Staff Meeting Minutes
- ✓ Lesson Plans
- ✓ Course Outlines
- ✓ ESLR Presentation Folders
- ✓ ESLR Scoring Guide
- ✓ ESLR Student Assignment
- ✓ ESLR Poster
- ✓ Grade Sheets
- ✓ ROP Certificates
- ✓ Individual Training Plans for CC and CTE classes
- ✓ Instructor Survey

- ✓ Student Survey
- ✓ Parent Survey
- ✓ Business Partner Survey
- ✓ Biennial Review Reports
- ✓ High School/PTSA Newsletters
- ✓ *School News* Articles
- ✓ Image Audit Results Report
- ✓ Distinguished Student Recognition Program
- ✓ ROP Website

Areas for Growth

- Expand methods of disseminating marketing and promotional materials
- Communicate student progress and success through new/diverse strategies

Areas of Strength

- Improved quality of marketing and promotional materials over the past three years
- Distinguished Student Recognition Ceremony
- Instructors utilize a variety of assessment strategies
- Development of ESLR Scoring Guide and student assignment

A.7 School Improvement Process

Does the leadership facilitate ROP improvement by implementing action plans that ensure quality learning for all students?

Does the leadership have school community support and involvement?

Does the leadership effectively guide the work of the ROP?

Does the leadership provide for accountability through monitoring of the ROP's action plan?

Findings based on the Concept of the Criterion

The leadership implements ongoing plans to insure optimal learning for all of its students. The self-study process has enabled the ROP to identify areas of growth and through the Strategic Action Plan and annual Operational Goals, create accountability measures to monitor and report progress. The Operational Goals, which are identified each year, provide the format for continuous improvement. After the 2002 Accreditation, the Leadership Team and Governing Board decided to include the Strategic Action Plan priorities when establishing the annual Operational Goals.

ROP course offerings are continuously updated to reflect: Advisory Committee recommendations, current standards in applicable industry sectors, Career Preparation Standards and the ESLRs. The ROP leadership, through the actions of the Governing Board, has taken positive steps to annually achieve the Operational Goals. Expanded student opportunities and enhanced facilities have resulted.

The ROP undergoes an extensive Biennial Review process involving input from several sources. The review includes:

- Student enrollment and follow-up information
- ADA generation
- Labor market conditions
- Industry sector trends

Career guidance and community involvement are major on-going areas of focus for the ROP leadership. Through the use of student assessments and career guidance, the selection of courses is organized using five broad career majors. All industry sectors are aligned with the five career majors. The ROP Career Guidance Specialists (CGS) work closely with high school guidance personnel to guide students into the most appropriate and promising opportunities. Additionally, the ROP has for many years partnered with several organizations to provide educational services to adult clients serviced by the Orange County Regional One-Stop Centers. The CGSs serve on local

Chamber Education Committees and partner with various local service clubs (Rotary, Kiwanis, etc.).

Community and business partners support the ROP through involvement on Advisory Committees, as well as embracing the Distinguished Student Recognition Event and providing scholarship/achievement funding and other contributions throughout the year. Through leadership and coordination, CGSs partner with local Rotary Clubs, Chambers of Commerce, San Clemente Regional Hospital and San Onofre Nuclear Generating Station (SONGS) to provide yearly job shadowing experiences for over 200 students. Additionally, over 500 local businesses provide paid and unpaid internship opportunities to over 1,500 students.

The Adult Services Coordinator represents the ROP in assisting adult students and coordinating career-related services for clients in the South Orange County area. Due to the requirements of AB 2448, the ROP will review and analyze the adult student services provided. The goal of attaining 90% high school enrollment/ADA by 2010-11 will continue.

Evidence to Support the Findings

- ✓ Operational Goals
- ✓ Strategic Action Plan
- ✓ Budgetary Reports
- ✓ Attendance and ADA Reports
- ✓ Advisory Committee Meetings/Minutes
- ✓ Biennial Review Reports
- ✓ Distinguished Student Recognition Program
- ✓ Job Shadowing Events/Programs

Areas for Growth

- Re-evaluate the services provided by the ROP's Adult Career Center

Areas of Strength

- Strong and supportive business and community partnerships
- Viable process to monitor and measure organizational goals and Strategic Action Plan
- Career guidance and community involvement

Curriculum and Instruction

B.1 What Students Learn

Does the ROP provide a challenging, coherent and relevant curriculum for each student that fulfills the ROP's purpose and results in student achievement of the expected learning results through successful completion of any course of study offered?

Findings based on the Concept of this Criterion

The Capistrano-Laguna Beach ROP provides high school and adult students with career technical education courses that are challenging, coherent and relevant. The ROP determines and meets the needs of both the career objectives of students and the labor market needs of Orange County. Over 50 course offerings and 111 sections are offered to high school and adult students. Course offerings are developed in response to labor market demand with input from the two high school districts, industry professionals and advisory members. To ensure the continued 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 approves all courses based on the Biennial Review report that includes information on student profiles, enrollment by course, ADA, placement of completers by career majors, and labor market information for each course.

In 2005, all course outlines were revised and certified by the California Department of Education. The course outlines are designed to address industry labor market demands and include competency-based skills objectives, Expected Schoolwide Learning Results (ESLRs) and career preparation standards. Upon successful completion of a course, each student receives a Certificate of Completion with the achieved industry-specific course competencies listed on the back.

Advisory committee meetings are held annually with industry advisors reviewing course outlines to ensure that courses meet industry standards. In partnership with three other Orange County ROPs, Vital Link has been contracted to organize six joint advisory meetings per school year. Invited advisory members are influential leaders in their profession and offer valuable input and recommendations. Local and joint advisory meetings also review and make recommendations on curriculum and textbooks, and discuss employment trends and labor market information.

The ROP offers 15 internship courses with over 500 business partners participating in Community Classroom (CC) unpaid and Cooperative Career Technical Education (CCTE) paid training. Compared to the 2000-01 school year an additional 55 internship (CC) sites have been added to the program. Students participating in these site-based learning opportunities are able to apply their skills in an actual work environment.

Supervisors provide feedback on a student's performance through a formal evaluation process.

Under the direction of the Instructional Support Specialist, the CC/CCTE instructors met in April 2006 to review, revise and implement the following policies and procedures:

- An Individualized Training Plan (ITP) folder has been created to incorporate student internship training information, visitations, attendance and industry specific competencies.
- The Student Evaluation form has been revised to meet industry-specific criteria for which a supervisor assesses student performance and learning. Supervisor feedback and comments allow the instructor an opportunity to check for curriculum relevancy.
- An information packet for CC/CCTE instructors has been developed to assure understanding and consistency of policies and procedures.

At the CC/CCTE meetings it was also determined that the CC/CCTE Individualized Training Plan objectives must be updated to align with the revised course outlines.

The ROP currently articulates 12 courses with two community colleges. These courses are:

Automotive Engine Overhaul, Automotive Quick Service, Automotive Repair, Careers in Fashion, Child Care Careers, Digital Media 1B, Digital Video Production, Firefighting, Floral Design and Sales, Interior Design, PC Hardware and Software: IT Essentials I and Small Business Management/Entrepreneurship

The Instructional Support Specialists are involved with Vital Link in summits and articulation meetings to explore the feasibility of articulation agreements with community colleges outside of the ROP local area. Also, an Instructional Support Specialist has been assigned to work with instructors to advocate for additional articulation agreements with local community colleges. Upon examination of the Home Group conclusions, it was recommended that the ROP increase articulation with colleges and universities. To comply with AB 2448 requirements, the ROP plans to increase the number of articulation agreements with community colleges.

In addition to increasing the number of articulation agreements, ROP must also increase student awareness of the articulation process. Upon examination of the student survey, the Home Groups found that 47% of students had not received information on the articulation process. These findings indicate that instructors may not have a thorough understanding of the articulation process which precludes the instructor from communicating that procedure to students.

Relevant, coherent and challenging curriculum is evidenced by the fact that ROP students are granted high school graduation credit in the following courses:

- *Biological Science credit through Capistrano Unified School District.* Animal Health Care, Dental Assistant II - Chairside, Health Careers, Medical/Hospital Careers, Nurse Assistant/Home Health Aide, and Sports Medicine
- *Physical Education credit through Capistrano Unified School District and Laguna Beach Unified School District.* Dance production classes
- *International Baccalaureate credit through Capistrano Unified School District.* Dance production classes offered at San Clemente High School
- *University of California approved a-g credit.* Art of Animation

Further, ROP courses lead to certifications or licenses in the following industries: PC Support Services Technician/A+, N+, Server+, Emergency Medical Technician, Certified Nurse Assistant/Home Health Aide, Medical Assistant, Medical Insurance Coding, Dental X-Ray, Cosmetology and Esthetician and Cisco CCNA Internetworking (no longer offered). High school students earn elective credit in all other courses.

All staff members had an opportunity to observe classroom instruction through the Observation of Student Learning activity. It should be noted that 100% of instructors were visited and 92% of staff participated in classroom observations and student interviews. Students were observed participating in a variety of instructional strategies and were engaged in a high level of learning consistent with the ESLRS. As evidenced by student interviews, ROP students have a very positive view of ROP. Students commented that:

- They place a high value on ROP and the skills they are acquiring through ROP classes
- They are pleased with the sequential learning that the ROP provides
- ROP classes are giving them the knowledge and experience to make better career choices
- ROP courses are used as a “stepping stone” to college
- They are inspired to pursue further education in their field of interest

Response from the student survey also indicated that 87% improved their knowledge and skills in their particular field through the use of technology, 82% improved their problem solving and critical thinking skills, 92% said their instructor used a variety of teaching methods that enabled them to better learn, and 96% agree that the classroom environment is conducive to learning.

The ROP was awarded a one-time California Department of Education grant for career technical education in the amount of \$97,388. These funds have translated into additional instructional equipment and supplies. As a result, the following has been purchased: new and/or upgraded computer hardware and software, laptops and data projectors for itinerant instructors, tables and benches for the health science and IT classrooms. Materials and curriculum to update and improve instructional presentation and curriculum were also purchased.

An Image Audit Research Project was conducted to determine the perception of ROP in the community. Of the constituency groups surveyed, those that were most familiar with ROP responded favorably that ROP provides: practical and relevant education; community college readiness; important, worthwhile education; and technical school readiness.

Based on the parent and instructor surveys, there is considerable awareness of the academic rigor involved in ROP classes. The following survey results validate this conclusion:

- 100% of instructors teach communication skills (reading, writing, speaking, listening, and comprehension)
- 84% of instructors teach reading and understanding documents
- 91% of parents are aware that ROP reinforces basic reading, writing, and speaking skills and a majority expect their son/daughter to be prepared for advanced learning and plan to include the ROP experience in their son/daughter's college application

Students, however, do not understand the academic connection to their classroom instruction as evidenced by student survey results. Only 56% agreed they had an opportunity to practice reading, 65% had an opportunity to practice writing and 48% had an opportunity to practice math/calculating skills/measurement skills in their ROP class. The Home Groups concluded that students are not aware that their academic skills are improved through classroom instruction, therefore, there is a need for instructors to identify the academic skills incorporated in a student's technical skills curriculum and to stress their importance in the world of work. It is important to increase student awareness that academic skills are incorporated in their career technical skills curriculum and to assist instructors in relating the academics with their course curriculum. The ROP will identify and incorporate state career technical education (CTE) and academic standards into all curricular areas.

As further evidence of student achievement of the ESLRs, the student survey results indicated that 95% have learned skills specifically related to a job/career; 87% improved knowledge and skills in technology; 84% were trained to locate information using reference books, manuals, and the Internet; 96% were able to apply what they learned in class projects, lessons and assignments to the workplace; and 93% learned about career majors/pathways, advanced jobs in their field, and additional training or education required in their field.

Passage of AB 2448 has changed the scope of ROC/Ps. The ROP has anticipated this direction and has been increasing its high school enrollment. For the Fall 2007 semester, 43 out of 109 sections were being held during the high school bell schedule. This is a 14% increase over the Fall 2005 semester. The Fall 2007 student enrollment ratio was 86% high school and 14% adult students. This translates to an increase in the high school population of 11% over the Fall 2005 semester. In addition, there has been a continual increase in ADA for the high school student population. For the school year

2004-05, ADA generated by high school students was 68%, 2005-06, 73% and 2006-07, 79%. ROP will continue to implement AB 2448 90/10 requirements.

Evidence to Support the Findings

- ✓ Biennial Review
- ✓ Course Outlines and Competencies
- ✓ Affiliation Agreements
- ✓ Articulation Agreements
- ✓ Advisory Committee Meeting Minutes
- ✓ Completion/Placement Data
- ✓ Home Group Minutes
- ✓ Image Audit Research Report
- ✓ Student Survey
- ✓ Parent Survey
- ✓ Instructor Survey
- ✓ Classroom Observations and Student Interviews
- ✓ Community Classroom/Cooperative Career Technical Courses
- ✓ Career Technical Education (CTE) Grant

Areas for Growth

- Increase student awareness that academic skills are incorporated in their career technical skills curriculum
- Align Individualized Training Plans (ITPs) with revised course outlines
- Identify and incorporate State CTE and academic standards into all curricular areas
- Increase the number of articulation agreements with the community colleges
- Improve communication to instructors and students of the articulation process
- Continue to implement AB 2448 requirements

Areas of strength

- Instructors utilize a variety of instructional strategies
- Successful advisory committee input
- Image Audit Research Project validates value and high quality of ROP courses
- Utilizing allocated CTE Grant funds for improvement of instruction and student learning
- Increase in business internship training sites

B.2 How Students Learn

Does the professional staff use research-based knowledge about teaching and learning?

Does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the ROP's purpose and expected learning results for students?

Findings based on the Concept of this Criterion

The well-qualified professional staff has extensive industry experience and education that is current and relevant to the school's program and purpose. Additionally, findings concur that the professional staff uses research-based knowledge to implement a variety of learning experiences in keeping with the ROP's Expected Schoolwide Learning Results.

All instructors must have at least five years work experience in their subject area and obtain a Designated Subjects Vocational Credential. Further, 57% of the instructional staff holds a preliminary credential, 40% hold either a clear or life credential, and 3% hold a single subjects credential. Many instructors hold certifications and/or licenses relating to their industry. To maintain certifications and licensure eligibility, instructors are required to attend classes and/or workshops/conferences, which allow them to teach at a high level of instruction and maintain relevancy in their profession. Validating that the ROP instructional staff is well qualified comes from the parent survey with 97% of parents aware that ROP instructors are experts in their field. Also, many of the professional staff are enrolled in college courses to complete continuing education credits, fulfill credential requirements, or to earn an advanced degree. As of the school year 2006-07, 70% of the instructors held a degree (49% with a Bachelors degree or higher), and of those instructors not holding a degree, 13% held an industry certification or license. The remaining 17% of instructors held the appropriate work experience.

Evidence that the professional staff uses research-based knowledge is provided through the variety of instructional strategies utilized to teach work-based employment and academic skills. Instructors have the opportunity to attend conferences where instructional strategies are shared, such as the CAROCP Fall and Spring In-services, and the FISH Philosophy workshop. Presented at in-service staff meetings are instructional strategies called, "Your Bag of Tricks!" These instructional strategies provide lesson plans that include one-minute questions, categorized by cognitive or affective dimension of the student's learning experience, and the Howard Gardner's Multiple Intelligence Survey, providing profiles of different learning styles and the careers linked to those learning styles. Other staff development opportunities include workshops on classroom management, rubrics, blood borne pathogens and sexual harassment training through the Orange County Chapter of CAROCP.

Instructors were asked to provide a list of professional growth activities in which they have participated. Over 100 industry related courses/seminars/conferences were taken to stay current on industry trends and to fulfill certification, licensure, and continuing education credit requirements. Of those instructors surveyed, 92% agreed that they had been notified of opportunities (such as professional growth, in-service workshops) in a timely fashion. On the other hand, only 66% of instructors agreed that they had been given the opportunity over the past year to attend a workshop or conference related to an ROP class. This contradiction in findings supports a possible lack of communication in the professional development procedure. It is imperative to the ROP that instructors continue to maintain a high level of instruction and stay current with industry trends by their continued involvement in professional growth activities. Therefore, the ROP will improve and expand its procedures to inform and encourage its instructional staff to take advantage of professional growth activities.

Of the instructional and support staff, 92% participated in the classroom observation and student interview activity. The classroom observation results showed that students were engaged in a variety of academic activities involving language arts and math. Also, instructors were observed incorporating the ESLRs into their daily lesson plans as evidenced by the activities involving communication, career planning, critical thinking, problem solving and technology. Other learning activities observed included research, individual and group work, oral presentations, discussion, question and answer periods, test-taking and hands-on activities. Results from the ESLR crosswalk assessment activity corroborate these observations.

Upon review of student work samples, the Home Groups found that a high degree of academic skills are required to complete some of the more complex work samples. Math, reading, writing and oral presentations were just a few of the academic skills noted. Completion of these tasks required that students have a thorough understanding and knowledge of the course content. To further validate the instructor's use of different learning modalities, students responded that 92% of instructors use a variety of teaching methods, 82% of students work in teams or groups, 87% improve knowledge and skills through the use of technology and 95% had access to equipment and supplies needed to complete class assignments.

Of those students surveyed, 78% responded that their instructor utilized additional activities such as guest speakers, field trips, community training and intern/externship to expand learning. The instructor survey indicates that 81% used guest speakers and 59% used field trips to promote student learning. The Home Groups concluded that field trips and guest speakers are a valuable instructional strategy that engages students. A field trip procedure is currently in place; nevertheless, increased awareness of field trip protocol is needed. In addition, a standardized information sheet to include procedures for guest speaker participation and a master guest speaker list will be developed.

Each semester students have the opportunity to confidentially evaluate the course content by completing an evaluation. Upon completion of the course evaluation, a designated student places the evaluations in an envelope. The envelope is then submitted to administration. The evaluation includes questions on course expectations, career preparation skills, academic skills and instructor effectiveness in teaching the course content. The results are returned to the instructor providing them with student input by which curriculum may be modified.

All new instructional staff goes through an intensive orientation focusing on ROP practices and administrative protocol, teaching strategies, classroom management, curriculum development and pertinent information relating to course assignment. New instructors are also provided with a New Instructor Orientation Handbook that includes ROP administrative contacts and their duties, instructional strategies, classroom management and ROP forms with procedures. Based on Home and Focus Groups review of the New Instructor Orientation Handbook, it was determined that an Instructor Handbook would benefit all instructors and should be developed for all professional staff.

Monitoring and coaching continues throughout the first year of teaching. An informal observation is conducted by the Instructional Support Specialist, at which time instructors provide a course syllabus and present a lesson plan using the 4-step approach as developed by Bernice McCarthy. The instructor is evaluated on all aspects of instruction and presentation. Feedback is in the form of an informal observation that provides a written critique and cites areas of strength and areas on which to improve. Upon further review of the new instructor informal observation, it was determined that no formal process is in place for veteran instructors to receive feedback on their course syllabus. It would benefit the instructional staff to develop a standardized syllabus template to include the ESLRs, and to evaluate the instructor syllabus.

ROP recognizes the importance of the learning experience for special needs students. Of the instructors surveyed, 83% stated that they modify teaching strategies to meet the diverse learning styles of their students. In addition, special needs students are supported through a variety of programs and methodologies including:

- Career Guidance Specialists are involved in IEP meetings and provide IEP memos to instructors that describe the special accommodations required for a student. Instructors may also be invited to attend IEP meetings.
- Special accommodations involving equipment, additional time to complete assignments and tests, and one-on-one instructor assistance
- Adult state and private programs: WIC, CalWORKS, Welfare to Work, WIA, California State Employment Development Department, California State Department of Rehabilitation, and private vocational rehabilitation

As a method of maintaining ongoing communication with the instructional staff, instructors participate in a summer meeting with the administrative staff. Discussion is focused on plans for the coming school year, instructor goals and objectives, update on course enrollment, follow-up, ADA, course needs and professional growth ideas. This is

an opportunity for instructors to raise concerns and receive additional instructional assistance. The following instructor survey results confirm that a positive working environment exists within the ROP:

- 100% of instructors responded that they have the supportive services required to promote student learning
- 100% responded that the management team promotes a positive and supportive environment
- 98% responded that ROP gives them the opportunity to provide input into making decisions for supplies and equipment
- 97% responded that ROP provides adequate supplies and equipment to perform their task/job

Within the ROP, students are able to participate in a variety of activities including an ambulance ride-along, dance productions, fashion shows, theater productions, graphics contests and fund raising events. The ROP also partners with the Dana Hills High School Health and Medical Occupations (HMO) Academy. While participating in this program, students intern at two Kaiser Permanente facilities, Mission Hospital, San Clemente Hospital and South Coast Medical Center. Students also have an opportunity to become involved in the Jr. Auxiliary for South Coast Medical Center that raises funds for the hospital for educational events. The main fundraiser is “Dinner with the Docs” which gives students the opportunity to meet one-on-one with physicians that give advice and encourage students to become medical professionals.

Students taking the ROP Art of Animation course are eligible to receive a-g credit as approved by the University of California. The ACME curriculum utilized by this course provides challenges that are aligned to the National Education Standards for the Visual Arts, the National Education Technology standards, SCANS and many of the Theater Arts and Language Arts standards. Students develop on-line portfolios for Universities of Professional Studios and receive professional feedback. Due to high student interest and participation, the ROP Art of Animation class was selected to tour DreamWorks where students viewed clips on upcoming movies and were able to talk to the animation artists involved in movie productions. Recently, the Animation class was also selected as a finalist to participate in the Orange County Computer Using Educators (CUE) Student Technology Showcase sponsored by the Orange County Department of Education. Additionally, in conjunction with the San Clemente High School Automotive Partnership Academy, the ROP offers an Automotive Summer Internship Institute class. This class provides students with the opportunity to experience on-the-job training with various automotive business partners in the community.

Pertinent to assuring a student’s success in the classroom as well as in the workplace, ROP instructors are expected to include all aspects of career preparation skills in their course curriculum. According to the student survey, 86% have acquired job-seeking skills, including how to complete a resume, and apply and interview for a job while 96% have learned the importance of respect for others.

In keeping with the ESLRs, and to further promote the importance of career planning and management, workshops have been made available to the students. For the past

several years, the ROP has offered a 4-day workshop called Starting Over Successfully (SOS). This workshop provided additional job search skills, workplace success skills, and interpersonal and communication skills for the adult student. In the Fall 2007, a new workshop called Career Planning and Management was developed to also incorporate the career planning needs of the high school student. Presenting this workshop is the CEO for The Whiteside Group who has a Master Certification from Monster Diversity Leadership Program, Monster.com. This very successful workshop is offered to each instructor.

Evidence to Support the Findings

- ✓ Summer Instructor Meeting Agenda
- ✓ Instructor Survey
- ✓ Classroom Observation and Student Interviews
- ✓ Parent Survey
- ✓ End of Semester Course Evaluations
- ✓ New Instructor Handbook
- ✓ New Instructor Informal Observations
- ✓ Home Group Conclusions
- ✓ Starting Over Successfully and Career Planning & Management Materials
- ✓ Professional Growth Activities
- ✓ Student Work Samples
- ✓ ESLR Crosswalk Assessment Results

Areas for Growth

- Develop a syllabus template to include ESLRs and provide instructor feedback
- Provide an Instructor Handbook for all instructors
- Increase awareness of field trip protocol
- Develop a standardized information sheet to include procedures for guest speaker participation and a master guest speaker list
- Continue opportunities for professional growth

Areas of strength

- Variety of instructional strategies and methodologies
- New instructor orientation meeting and handbook
- Informal observations of all new instructors
- Instructor credentials and certifications are current and relevant
- Career Planning Management workshops

B.3 How Assessment Is Used

Is teacher and student use of assessment frequent and integrated into the teaching learning process?

Are the assessment results the basis for measurement of each student's progress toward the expected learning results?

Are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?

Findings based on the Concept of this Criterion

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

Student placement and the number of Certificates of Completion received are another way of assessing student outcomes. According to the 2006-07 state follow-up report, 77% of all high school students and 74% of adults were completers and received certificates. Placement rates for the 2006-2007 school year are still being compiled; however, for the 2005-06 school year, the placement rate for 12th grade students and adults was 95%.

It is important to note that the percentage of completers that receive a Certificate of Completion reflects the following requirements:

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.

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. Of the instructors surveyed, 95% can produce evidence of students’ attainment of the ESLRs.

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. Also, 87% of students surveyed state that their knowledge and skills have improved through the use of technology. Other technological assessment strategies include on-line textbook test banks and industry-specific websites. For example, the Cisco curriculum for the IT Essentials courses and ACME curriculum for the ROP Art of Animation class extensively use on-line assessments of student work. Students in the Animation class are also able to download projects and receive feedback and grades from professors and mentors. In addition, ROP serves as an authorized Prometric Testing Center for all industry certifications.

An action step of the ROP 2002-2008 Strategic Action Plan was to develop and implement the use of the rubric instrument and other performance based assessments. A rubric workshop was conducted in April 2005 and made available to all instructional staff. Home Group minutes indicate that many instructors use rubrics as an assessment tool; however, according to the instructor survey, only 47% very often or often use rubrics. In addition, the survey showed that the most frequently used methods of assessment were attendance/participation, student behavior and class participation. 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. Through its staff

development opportunities, the ROP will emphasize the instructor's 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. Many of the academic skills are also assessed as part of final projects.

All high school students receive progress reports through grade reporting every six weeks. However, to assist instructors in providing students with regular feedback and accurate and frequent grade/progress reporting, ClassAction Gradebook was introduced at the 2006 mid-year staff meeting. ClassAction Gradebook is an online grading program made available to all instructors with ongoing training and support. Currently, only 25% of instructors have taken advantage of this grading tool. Although 80% of students state they receive regular information about their progress and performance, 20% do so occasionally or not at all. To improve timely notification of performance and grades to students, the ROP will continue to promote the use of the ClassAction Gradebook program.

An important assessment tool for students enrolled in the CC/CCTE internship classes is the Student Performance Evaluation and the Weekly Student 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 Weekly Student Assessment on the student's time sheet. It should be noted that the CC/CCTE instructors met to update and revise the Student Performance Evaluation in April 2006.

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 and adult 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 \$6,000 to deserving students. Contributions come from staff donations, community organizations, private companies, business partners and individuals.

Evidence to Support the Findings

- ✓ Classroom Observation and Student Interviews
- ✓ CC/CCT Student Performance Evaluations
- ✓ Instructors Survey
- ✓ Student Survey

- ✓ ESLR Assessment Crosswalk Activity
- ✓ ESLR Student Assignment and Scoring Guide
- ✓ Home Group Minutes
- ✓ Student Sample Work
- ✓ ClassAction Gradebook Program

Areas for Growth

- Increase use of rubrics and provide additional in-service training on performance based assessment strategies
- ***Improve timely notification of performance and grades to students***

Areas of Strength

- Variety of instructional assessment methodologies utilized
- Varied use of technology as an assessment tool
- Course competencies have been aligned to certified course outlines and are included in each course Certificate of Completion.
- Distinguished Student Recognition Ceremony

Support for Student Personal and Academic Growth

C.1 Student Connectedness

Are students connected to a system of support services, activities and opportunities at the ROP and within the community that provide support for achievement of program standards, including expected learning results for students?

Findings based on the Concept of this Criterion

The Capistrano-Laguna Beach ROP closely connects students to a system of support services, activities and opportunities that meets the challenges of the curricular/co-curricular program and Expected Schoolwide Learning Results.

Central to the student support system is the role of the Career Guidance Specialist (CGS). Under the supervision of the High School Career Guidance Manager, the ROP employs a full-time CGS at each of the six Capistrano Unified School District's (CUSD) comprehensive high school campuses. On the less populated Laguna Beach High School campus a part-time Career Guidance Specialist is warranted. This part-time CGS also assists students from alternative and out-of-district high schools such as ACCESS, Fresh Start and Saddleback District high school students.

In 2002, the WASC Visiting Committee Report identified a critical need for improvement in the area of career guidance support. Prior to 2004, the Director of Instructional Services was the primary overseer of the Career Guidance Specialists. As a result of the WASC Visiting Committee's recommendations, an independent evaluation was made through the consulting firm of Ewing and Associates. The findings of Ewing and Associates (The Classification and Salary Study) made a recommendation that the role of "Senior Career Guidance Specialist" be amended to become the High School Career Guidance Manager. This enhanced position of High School Career Guidance Manager takes on increased responsibilities in addition to the current on-campus duties. Additional responsibilities for this position now include managing the operations of all high school career centers, training, supervising and evaluating the Career Guidance Specialists and attending Leadership Team meetings. The High School Career Guidance Manager also facilitates meetings with the Director of Instructional Services and CGS personnel. These joint meetings ensure effective collaboration in regards to the CGS services as well as all ROP program activities.

With recent legislation including SB 1802 and AB 2448, the resources available in the high school career centers are a critical component in the high school guidance curriculum and program. With the closure of the CUSD College and Career Planning Center in June 2007, and the impact of SB 1802, the Career Guidance Specialists serving the CUSD high schools are now playing a more active and vital role in the delivery of the district guidance system. The CUSD guidance proposal is currently in the

process of CUSD Board approval and the ROP is designated to be prominently involved in the delivery of career training options and internships. Career Guidance Specialists are designated as members of the Site Guidance Team to meet periodically to review the school guidance calendar, conduct various classroom and parent presentations, and review student referral cases. The Director of Instructional Services is serving on CUSD's Guidance Steering Committee. The ROP CGS is specifically named as the provider of career information for the proposed required one-semester 9th grade course entitled "Career Development and Planning (CDP)" along with the CDP teacher. This course will be the major delivery system of the guidance curriculum. In the Career Domain of the high school guidance program, expectations for CGSs include holding a Career Fair for 6th graders, helping 9th graders understand the purpose and components of the ROP, facilitating 10th graders' investigation of career training options through ROP, and in 11th and 12th grade, helping students investigate ROP classes and internships in their career area of choice. It will be an exciting opportunity to work closely with the school district in implementing the strategies designed to provide a comprehensive, results based guidance system for high schools in the Capistrano Unified School District.

As evidenced in the 2001 Model Practice designation and the subsequent renewal in 2004, the ROP Career Centers all have exemplary programs designed to guide students in their selections of ROP classes, facilitate career awareness, promote employability skills, and provide information regarding college entrance, testing requirements, financial aid and advanced technical training options. In the student survey, 61% of the responding students indicated they had made use of the services available in the Career Center and 58% indicated a Career Guidance Specialist assisted them in choosing their ROP class. It is important to note that the Career Center services are provided to the entire high school population, not strictly ROP students, and the survey was only administered to current ROP students. The numbers of students actually utilizing the Career Center services are much higher than is reflected in the ROP student survey.

In the career guidance specialist survey, results revealed some variations between the two school districts. Specifically in the area of career guidance, the level of involvement of each of the CGS personnel showed some differences from site to site, depending on guidance department needs and activities. For instance, the Laguna Beach High School guidance department facilitates Career and College planning for their students. The ROP CGS then works to integrate ROP into this process. Because this campus has a smaller population, the ROP funds a part-time CGS at this site. As a part-time position, the level of responsibility would be different than the full-time CGS. The survey results support these variations.

Overall, Career Guidance Specialists provide the following support services:

- ROP recruitment, enrollment and follow-up
- ESLR Folder presentations
- Career and college materials updated annually

- Liaison with Academic Advisors, School Counselors, and Psychologists
- Direct contact with parents through phone calls, e-mails, and individual appointments
- Progress Report Cards, Web Grade, School Loop
- Class visitations, ROP Career Center Orientation for Career Education/Computer Application (CECA) classes
- Distinguished Student Recognition
- Job Shadows
- Career and College Fairs
- Parent Nights
- Visits from Colleges and Technical Schools - presentations
- Individual career/college advisement appointments
- ASVAB and Military presentations
- Personality Profiles, Interest Inventories, COIN, Bridges, Harrington O'Shea, COPS career assessments
- Job Board and Work Permits
- Employment Recruiting Events
- Onsite employer interviews
- Career Center information on high school websites

A recommendation was made in the 2002 Focus on Learning Self-Study to develop more avenues of communication between Career Guidance Specialists and instructors. The 2002-2008 Strategic Action Plan to address these recommendations included extensive use of e-mail, class enrollment lists, student reminder postcards, CGS "stamps" for correspondence (with phone and email information), centralized distribution of grade sheets, add and drop forms, 5th period contracts, and advanced use of the Aeries student information program. This has resulted in 100% of the instructors that responded to the instructor survey agreeing or completely agreeing that they communicate with the Career Guidance Specialists regarding their courses and students. Ninety-seven percent of instructors indicated ROP students have access to guidance and direction with regard to career choices and/or continuing education. Likewise, in the career guidance specialist's survey, 100% agreed their instructor contact is "very often".

As for the requirements of the special learners, the CGS personnel address their needs through the following:

- 504 plans, Medical Alert, and Special Needs documents distributed to instructors
- Career Decision Making System and COIN in Spanish
- English Language Advisory Committee (ELAC) presentations
- Advancement Via Individualized Determination (AVID) class presentations
- Job Search and Career Assessments for RSP and Special Needs classes
- Work Permit forms translated to Spanish

Adult students are served through the ROP's main campus' Adult Career Center (ACC). Due to the requirements of AB 2448, the adult enrollment is strategically being reduced to adhere to the 90/10 ratio by 2011. According to the ADA Summary for the 2006-2007

school year, the ratio was 79/21, versus 69/31 in 2002-2003. These results clearly indicate that the ROP is on track to reach the goal set for 2011. This strategy has reduced the number of adult students being served, but has not reduced the quality of services being offered. The center is staffed by the Adult Services Coordinator who works closely with state and local agencies including the Department of Social Services/Welfare-to-Work, CalWORKS, Department of Rehabilitation, Workforce Investment Board/WIA, Employment Development Department, and other local service providers. A cross-reference system is in place to ensure adults have an awareness of and access to appropriate services. The Adult Services Coordinator helps ensure student success in the following ways:

- Provides monthly attendance reports for clients of CalWORKS program
- Serves as a liaison between Department of Rehabilitation Counselors and ROP instructors to ensure clients have appropriate supportive services and accommodations
- Develops training programs for individuals on unemployment to meet the requirements of the California Training Benefits Program

Additional duties for the Adult Services Coordinator include providing support services to the ROP students enrolled in Capistrano Unified School District's continuation school (Junipero Serra High School), coordination of the Cosmetology and Esthetician programs at Lake Forest Beauty College and additional assignments as an Instructional Support Specialist. Adult students are assisted with course registration with extended morning and evening office hours during the initial registration period. Assessments are used to determine if the students have the necessary skills for the level of training they are pursuing. Instructors are on hand to assist students in appropriate course selection during the registration process. Throughout the school year, the Adult Services Coordinator conducts individual appointments with students interested in receiving additional advisement in personal, career and academic growth. The Adult Career Center is dedicated to equipping adults with the necessary tools to make informed career decisions. Whether the adult students need a fresh start or a re-start, the center has a wide variety of services to assist students in pursuing their career goals. The varied services and activities for adult students include:

- ROP course advisement, training information and educational options
- Career counseling and guidance appointments
- Career assessments appointments
- Computer lab/internet access
- Job listings
- Referrals to community agencies and CUSD Adult School
- Career research/resource library
- Occupational outlook information/trends
- Prometric Testing Center
- Keyboarding Tests

The final component of student support services is the role of the instructor; ensuring student personal and academic success through instruction and critical support services. The instructors pay close attention to individual development and student needs. In the parent survey, 97% of the parents are aware the ROP teachers are experts in their career training fields, and 91% are aware that ROP courses help their students by reinforcing basic reading, writing and speaking skills. According to the student survey, 92% of the respondents indicated additional activities were used by instructors to expand their learning and 93% stated their instructor used a variety of teaching methods. Support services provided by ROP instructors include:

- Modifications for special needs students as addressed through 504 plans, Medical Alert and Special Needs distribution lists
- Attendance at Individual Education Plan (IEP) meetings
- Internships
- Field Trips
- Classroom Management Plan
- Direct communication with parents, Career Guidance Specialists and school site personnel regarding student performance
- ESLR folder presentations
- Class projects that connect with community endeavors
- Career Workshops
- Attaining community resources for student scholarships and equipment
- Guest Speakers
- Assistance with job placement
- Adult registration assistance

The Capistrano-Laguna Beach ROP has established 11 articulation agreements with Saddleback College and one articulation agreement with Santa Ana College. Articulation information is shared with students through Career Guidance Specialists, the course schedule, the ROP website and most frequently through the ROP instructors teaching the articulated courses. Of the responding students, 53% indicated they had received articulation information. This is an increase of 18% over the 2002 WASC study. Additional articulation agreements are currently being pursued with Saddleback College, Coastline Community College, Orange Coast College and Santa Ana College.

In addition, the Child Care instructors, along with a Career Guidance Specialist, are participating in the Career Technical Education Economic and Workforce Development Pathways Faculty and Counselor Work Experience Grant with staff from Saddleback College. They will develop marketing and advisement tools to clarify and streamline the process for students interested in pursuing an education and career in early childhood education.

The Capistrano Unified School District has recently applied for three Prop. 1-D Career Technical Education Facilities grants which connect with the Arts, Media and Entertainment industry sectors. The purpose of these grants is to build a CTE Performing Arts Building on the campuses of Capistrano Valley High School, Dana Hills High School and San Clemente High School. The ROP is included in all of the grants.

The goal of these grants is to provide a comprehensive sequence of courses within the CTE Performing Arts Pathway that will prepare students for advanced study at the postsecondary level and for successful entry into the Arts, Media or Entertainment professions. ROP coursework is notably included in the grant applications.

Evidence to Support the Findings

- ✓ 2002 WASC Report
- ✓ 2005 Model Practice Renewal Application
- ✓ 2002-2008 Strategic Action Plan
- ✓ 2004 Classification and Salary Study
- ✓ CUSD Draft Recommendations: High School Guidance Curriculum and Program
- ✓ Career Guidance Specialist Survey
- ✓ Instructor Survey
- ✓ Student Survey
- ✓ Parent Survey
- ✓ Home Group Minutes
- ✓ ADA Summary
- ✓ Adult Career Center Activities
- ✓ Career Education/Computer Applications Course Career Unit Materials
- ✓ Schedule of Courses
- ✓ High School Recruitment and Enrollment Materials
- ✓ Curriculum Guide
- ✓ Event Programs and Agendas
- ✓ Career Guidance Specialist Meeting Minutes
- ✓ Special Needs Communications
- ✓ Forms translated to Spanish
- ✓ Assessments
- ✓ Classroom Management Plan
- ✓ ROP and High School Websites
- ✓ ESLR Folder

Areas for Growth

- Increase student awareness of Articulation Agreements
- Define and clarify the process for the Career Guidance Specialist's role in the implementation of the CUSD Guidance Plan

Areas of Strength

- The ROP is recognized as a Model Practice in Student Support Services by the California Department of Education
- Increased communications between Instructors and Career Guidance Specialists
- Prominent inclusion in CUSD Guidance Plan
- Wide variety of services provided by the Adult Career Center

C.2 Community/Business Involvement

Does the leadership employ a wide range of strategies to ensure that business and community involvement is integral to the support system for students?

Findings based on the Concept of this Criterion

The ROP utilizes a wide range of approaches to involve business partners and community members as well as parents to provide essential support for students. Instructors, Career Guidance Specialists and staff all participate in a variety of marketing strategies designed to fit a diverse population with multiple goals.

ROP instructors are often the first contact for business partners. Through Community Classroom (CC) and Cooperative Career and Technical Education (CCT) classes, the instructors have developed affiliation agreements with over 500 business partners. Since the 2002 WASC Report, an additional 55 community classroom internship sites have been developed. These business partner affiliated courses provide ROP students the opportunity to develop the skills necessary for success in the workplace by participating in on-site internships at work-based learning sites. ROP establishes training agreements with business partners according to Individual Training Plans (ITPs). In these plans, the business partner agrees to mentor, supervise and train students to master specific competencies. Work site supervisors provide feedback to the instructors on student performance through written evaluations and during scheduled visits to worksites. As a result, the students' effective communication skills, technical skills, and career planning and management skills can be appropriately assessed by the instructor. Courses using this instructional methodology include the following: Animal Health Care, Automotive, Business Office Technology, Careers in Fashion, Child Care Careers, Dental Assistant, Emergency Medical Technician I, Floral Design, Medical Assistant, Medical/Hospital Careers, Nurse Assistant, Restaurant Careers, Retail Careers and Sports Medicine.

All ROP courses have access to a variety of business and community resources to complement classroom instruction. This is accomplished through career days, guest speakers, class field trips and trade events. The Art of Animation class connects students through virtual communication with professionals at Disney, Warner Brothers and Pixar and includes a field trip to Dream Works studios. In addition, these students participated in the Orange County Technology Showcase. After a rigorous application process and evaluation, these students were selected as one of the top seven teams in the county. The instructor and his students were also selected as one of the five projects to represent Orange County at the Computer Using Educators (CUE) conference in Palm Springs this spring semester. The Law Enforcement classes and the Crime Scenes and Investigation class travel to the Coroner's office, county morgue and the Sheriff's Academy Training Center. In the student survey, 78% of the respondents indicated their instructor used additional activities (guest speakers, field trips, community training, intern/externships) to expand their learning.

There is successful collaboration between the ROP instructors, district high school teachers, and other educational and community sites that provide students with broader experiences. For example, the Capistrano Valley High School Construction class built and delivered 2 sets of risers to a neighboring private elementary school. The Medical/Hospital Careers course at Dana Hills High School is part of the school Health/Medical Occupations (HMO) Academy and students are able to participate in "Dinner with Docs", an evening where students get personal attention and advice from doctors at South Coast Medical Center. The Theater Technology classes are part of Dana Hills High School SOCSA (South Orange County School of the Arts) and students participate in the school's theatrical productions. Dance performance classes are offered at 4 high school campuses and they perform numerous productions open to the community. The Careers in Fashion classes in both districts organize and stage fundraising fashion shows. These shows involve students, instructors, school personnel, parents and community volunteers. They recently hosted a fundraiser event at Songali Boutique that benefited the ROP Scholarship Fund. The Floral Design class designs and prepares floral arrangements for numerous school district, ROP and non-profit community events. Lastly, some ROP instructors and Career Guidance Specialists have served as guest speakers for San Juan Elementary School's annual Career Fair geared toward 3rd, 4th and 5th graders. They collaborate with community business members to promote secondary education, ROP classes and specific career information.

Additionally, business and industry partners collaborate with the ROP through Joint Advisory meetings. These meetings include business members from the community, ROP instructors and community college instructors. Together they review course competencies to ensure the ROP is responding to current labor market demands, trends, and technology as well as assuring a continuum into advanced education. Beginning in the 2004-2005 school year, the four Orange County ROPs contracted with Vital Link to provide the opportunity for staff to receive information on labor market requirements and emerging trends from industry representatives through a variety of panel discussions each year. As these Advisory Panels do not address all active courses, some instructors continue to conduct their own individual Advisory Committee meetings. Instructors also attend various professional conferences and are members of numerous professional organizations in their subject areas.

The annual Distinguished Student Recognition event is the premier event to showcase our programs while recognizing student achievement and excellence. It provides an important forum for community and family members to learn about the ROP. Over the years, many business partners along with staff and parents have contributed funds for student scholarships. Additionally, students are recognized at the high school campus during Senior Awards and Achievement Award ceremonies and the San Juan Chamber of Commerce and Mission Viejo Kiwanis scholarship events. These events provide an important avenue for the community to learn about the ROP program and the accomplishments of the students.

Career Guidance Specialists, instructors and other staff members have sought opportunities for involvement in professional organizations, local chambers of commerce, service organizations and other local groups. Through these commitments, they have participated in and/or organized career days, career fairs, job shadows, field trips and guest speakers. In addition, staff members have been trained on the use of a donated Automatic External Defibrillator and have participated in Community Disaster Training. The ROP staff gives back to the community by donations through the United Way, Toys for Tots, holiday “adoption” of a local needy family and Camp Pendleton families. Career Centers provide information for students who wish to serve in volunteer activities in the local community. Community Service projects for ROP students have included children’s dental checks, blood pressure checks and participation in charity events including free haircuts for Marine families through the cosmetology program.

The role of the Career Guidance Specialist and the Adult Services Coordinator is critical as they serve as liaisons between the students, community, parents, instructors and other school personnel. The channels of communication are kept open through direct face to face contact, phone calls, voice mail and e-mail which enable available access at all times. Furthermore, the CGSs are creating more and more avenues of access with parents. Many high schools have instituted “List Serve”, a bulk e-mail going out to all subscribed parents on a weekly basis that includes Career Center and ROP information. Just this past September, the Work Permit Form and other Career Center handouts have been translated to Spanish to help with the ESL students and parents. The high school career centers are linked to each high school website and the ROP website has become increasingly “user friendly”. Businesses, community members, educational personnel and parents are kept informed through a wide variety of communication methods including:

- Back to School Nights and Open House
- Distinguished Student Recognition
- Senior Awards and Achievement Awards events
- ROP and high school campus websites
- CUSD and LBUSD websites
- PTSA Newsletters and “eNews”, List Serve, Principal’s Newsletter
- Career Center and Career Major Flyers
- Job Boards in Career Centers
- College Nights
- Parent Nights for grades 8-12
- ROP schedules included in High School Registration Packet every semester
- High School Curriculum Guides
- Chamber of Commerce, Rotary and Kiwanis job shadows, job fairs and career days
- Military Day and Medical/Hospital Day
- Joint Advisory meetings
- Voice mail and e-mail
- San Juan Capistrano Education Committee scholarships and luncheon
- San Juan Capistrano Community Resource Committee

- Dance and theater performances
- Guest speakers
- Fundraising Fashion Shows
- Albertson's Community Partner program
- Community service projects through ROP classes
- ROP packets to private schools
- Resource Fair at Social Services offices
- Presentation at the Department of Rehabilitation
- Capistrano Adult School Educational Fair
- South Orange County Community Coalition Partnership

A major item in the 2002 Strategic Action Plan was to develop a marketing strategy plan to increase awareness and visibility to potential students, parents and the community at large. This has been addressed as an Operational Goal every year and great strides have been made in marketing approaches. The Fall Enrollment Information documents for the last four years show an increase of over 500 students in the ROP. This is a positive reflection on the increased attention being given to the promotion and marketing of classes. In the Image Audit Research Project, results have indicated that the ROP-Affiliated Businesses have consistently assigned the ROP high scores in survey statements as it relates to a positive image. As referenced in the report, "this is a very positive indicator for the ROP; those who know the program best appreciate it the most". In the business and community partner survey, 92% of the respondents indicated their perception of the ROP is a good opportunity for all students. However 43% indicated the strengthening of visibility in the community as a suggestion for improving the ROP. The parent survey supports the positive increase in perception as 99% were aware of the ROP and the classes offered at the school site. It is important to note, these were parents of students already involved in the ROP program. The Image Audit Research Project indicated an image deficiency among parents. The research suggests it is important to address this disparity through an effective marketing communications program.

Evidence to Support the Findings

- ✓ Image Audit Research Report
- ✓ Strategic Action Plan 2002-2008
- ✓ Fall/Spring Enrollment Information
- ✓ Home Group Minutes
- ✓ Student Survey
- ✓ Instructor Survey
- ✓ Parent Survey
- ✓ Business Partner Survey
- ✓ High School Career Guidance Specialist Survey
- ✓ High School Curriculum Guide
- ✓ Field Trip Request Form
- ✓ Vital Link Advisory Meeting Minutes and Handouts

- ✓ Careers with Children Grant Materials
- ✓ Recognition Events Programs and Flyers
- ✓ Samples of Marketing and Advertising
- ✓ Websites
- ✓ Job Shadow, Career Day, and Job Fair Flyers
- ✓ PTSA News
- ✓ College Night Flyers and Handouts
- ✓ ROP Schedule of Classes
- ✓ Private School Packets
- ✓ Community Resource Committee Promotional Materials
- ✓ Individualized Training Plans (ITPs)
- ✓ South Orange County Coalition for Youth Partnership Materials
- ✓ List of CC/CCTE Sites

Areas for Growth

- Continue to improve marketing and visibility strategies
- Broaden online visibility and accessibility

Areas of Strength

- Business/Community involvement is exceptionally strong
- Multiple Career Fair and Job Shadow opportunities for high school students
- Strong collaboration between ROP instructors and other educators in the community
- Positive staff participation in professional and service organizations
- Utilization of a wide variety of communication methods with parents and community
- Distinguished Student Recognition Event
- Excellent working relationship with community service groups

Resource Management and Development

D.1 Resources

Are the resources available sufficient to sustain the instructional program and are they effectively used to carry out the ROP's purpose and achievement of the expected learning results for students?

Findings based on the Concept of this Criterion

The Capistrano-Laguna Beach ROP budgets its available resources effectively to both implement the instructional program and to accomplish the Expected Schoolwide Learning Results (ESLRs).

The ROP's primary source of funding, approximately 92% of the annual budget, is state apportionment based on ADA. Lottery revenue is the next largest source of funding for the ROP generating approximately 4% of the annual budget. Approximately 1% of the annual budget comes from other sources of State funding including Carl Perkins 132, Tech Prep grants and occasional one-time monies, such as the Discretionary District and Site Block Grants or the ROP Career and Technical Education Equipment and Supplies Grant. Although the ROP has received Excess Property Tax funding in past years, these funds are considered one-time resources and are not included in the original budget. Once one-time funds are confirmed, they are allocated for one-time purchases and a budget revision may be made with Board approval. In addition, local sources of funding that help defray program costs include: registration fees for adult students (waived for qualifying students), lab and materials fees for classes with consumable supplies, and interest earned on ROP monies invested through the Orange County Educational Investment Pool. The ROP also receives reimbursement of all waived fees for qualifying adults referred by the Department of Rehabilitation. Locally, regional businesses and the surrounding community help supplement the ROP by donating needed materials and equipment and by contributing financially to the scholarships awarded to students at the Distinguished Student Recognition Event.

The development of the ROP's adopted budget is conservatively prepared based on preliminary funding levels. The budget is updated as additional monies become available, such as funding for the Carl Perkins and Tech Prep grants and the CalWORKS allocation. The ROP assumes responsibility for all ROP courses and their related costs. Most instructors and support staff are directly employed by the ROP. A few instructors are employed via a Memorandum of Understanding (MOU) with Capistrano Unified School District and Laguna Beach Unified School District.

The Director of Business Services and Operations begins the budget development process with the calculations for projected revenue. The Director then, with the

assistance of the Payroll Specialist, calculates certificated salaries and benefits based on course offerings submitted by the Director of Instructional Services. Classified salaries and benefits are calculated based on current salary status. Salary step and longevity increases are included in all calculations. The Director of Instructional Services, the Instructional Support Specialists and the Chief Executive Officer meet with all instructors annually to obtain input on their instructional resource needs for the upcoming school year. Concurrently, the Director of Business Services and Operations obtains budget resource needs for operating expenditures from the Information Technology Coordinator, the Adult Services Coordinator and the Operations Supervisor. Likewise, the Chief Executive Officer, Director of Instructional Services and Director of Business Services and Operations meet with district administrators and high school principals to receive input for determining program needs on all high school campuses. Based on the overall feedback, the Director of Business Services and Operations calculates projected costs for operations overhead. The remaining revenue is allocated between staff development conferences, textbooks, supplies and equipment.

When addressing the needs of instructors and students, the ROP leadership refers to the Operational Goals. The determination of annual Operational Goals involved the participation of all staff members. As a management tool, a matrix that indicates progress and results of the Operational Goals is developed and monitored. In order to meet career-specific competencies and the ESLRs, the ROP has made classroom instructional needs for both supplies and equipment a priority. Survey results reflected 95% of students have access to equipment and supplies needed to complete their in-class assignments, while 97% of instructors, 100% of Career Guidance Specialists and 100% of support staff stated they have adequate equipment and supplies to perform their job. However, the Home Group conclusions on student observation for learning reflected classroom technology needs to be updated or improved.

Further examination of the process used to determine resource needs revealed that some classified staff preferred more two-way communication. It was noted that a more formal budget development process for all classified staff should be considered to improve the two-way communication. The results of the support staff survey stated that 86% agreed the ROP gave them the opportunity to provide input into making decisions for supplies and equipment required to perform their task/job.

Utilizing financial audits and safe business practices, the ROP ensures protection against the mishandling of funds. For the last several years the ROP has had exemplary audit reports. The ROP records and reports revenues and expenditures using the Standard Account Coding Structure and prepares financial statements in accordance with generally accepted accounting principles. Furthermore, the ROP's business practices are in compliance with the Government Accounting Standards Board and the California School Accounting Manual. The ROP Governing Board reviews monthly budget reports and financial statements. Audit Reports and Annual Budgets reflect resources are being used appropriately to support the ROP program and student achievement.

The ROP believes a safe, functional, efficient and well-maintained learning environment is essential to the success of the students and the program. Resources are thereby utilized both to enhance and maintain the desired learning environment. In 2006-2007, security cameras were strategically installed throughout the ROP main campus. New fencing and additional gates were installed to ensure the safety of the students and staff. To further ensure the safety of evening students and instructors, the ROP employs a part-time evening campus security guard. Keenan and Associates, the ROP's JPA Property and Liability insurance provider, performs a hazardous materials inventory annually. As an added safety measure, the Operations Supervisor conducts monthly inspections of the overall facility. Surveys reflective of a safe and satisfactory learning environment revealed the following:

- 99% of students considered the classroom environment safe for learning
- 95% of instructors and 100% of the Career Guidance Specialists stated the facilities are satisfactory for them to perform their duties
- 75% of support staff stated that the facilities are satisfactory for them to perform their duties. However, when asked if the ROP has a safe, healthy, nurturing environment that reflects the ROP's purpose, 100% of the support staff agreed.

Examination of Incident Reports, Disaster Preparedness Plan, Emergency Procedures, Injury and Illness Prevention Program and Hazardous Materials Inventory Inspection Reports reflected the following:

- Multiple safety improvements since 2001
- Safety concerns are being addressed and corrected
- Evening security guard is a great asset
- Issues are resolved quickly
- When possible, evening classes at the high schools are scheduled with more than one instructor teaching at the same site

The ROP also considers advice and input from Advisory Committee members for the needs and requirements of the ROP programs. The Director of Instructional Services and Instructional Support Specialists meet with instructors to discuss and/or implement committee member recommendations. Implementation of recommendations is based on the availability of funding.

Evidence to Support the Findings

- ✓ Annual Adopted Budget / Revised Current Budget
- ✓ Financial Statements
- ✓ Annual Audit by Independent Auditing Firm
- ✓ Standard Account Code Structure (SACS)
- ✓ Operational Goals
- ✓ Strategic Action Plan
- ✓ Instructor Survey

- ✓ Career Guidance Specialists Survey
- ✓ Management Survey
- ✓ Support Staff Survey
- ✓ Advisory Committee Minutes
- ✓ ROP Facilities Improvement Plan
- ✓ Career and Technical Education Equipment and Supplies Grant
- ✓ Hazardous Materials Inventory Inspection Reports
- ✓ Resource Management Focus Group Minutes
- ✓ Disaster Preparedness Plan
- ✓ Emergency Procedures Handbook
- ✓ Injury Illness and Prevention Program
- ✓ Discretionary District and Site Block Grants
- ✓ Student Observation for Learning
- ✓ Student Survey

Areas for Growth

- Develop a formal plan for determining resource needs for some classified staff
- Continue to update/improve classroom technology
- Improve two-way communication on resource decisions that directly affect classified staff

Areas of Strength

- Positive financial audit results
- ROP utilized the Career and Technical Education Equipment and Supplies Grant to supplement resource planning
- Students feel that the ROP is a safe environment conducive to learning
- ROP's Operational Goals are used in decision-making for budget allocations
- Instructors, Career Guidance Specialists and support staff have adequate supplies and equipment to perform their task/job

D.2 Resource Planning

Do the governing authority and the leadership implement responsible resource planning for the future?

Findings based on the Concept of this Criterion

The ROP, as part of resource planning, prepares revenue and expense projections for three years into the future. The projections include revenue, expenditures and general fund balances (Designated for Economic Uncertainty, Undesignated/Unappropriated and Capital Reserves) which are ultimately approved by the Governing Board. The ROP reserve for economic uncertainty is maintained using state requirements. However, on occasion the ROP and Governing Board have transferred unappropriated general fund money into the reserve designated for capital outlay for future capital resource needs. The Capital Outlay Reserve Fund is used to fund classroom and facilities expenditures that meet the capital expenditure threshold. The ROP Governing Board and administration understand the need to continue to build the capital outlay reserves for the future, as well as reserves designated for economic uncertainties.

The Governing Board and administration strive to support the needs of staff. This support was reflected in the following surveys:

- 98% of the instructors, 100% of the Career Guidance Specialists and 86% of support staff stated the ROP gives them the opportunity to provide input into making resource decisions for their supplies and equipment needs
- 71% of support staff and 100% of instructors and Career Guidance Specialists indicated they have supportive services required to promote student learning

The ROP realizes the importance of keeping legislative representatives and the public informed of the financial needs of the organization. The Chief Executive Officer meets annually with local legislative representatives to help insure these needs are communicated. In addition, local legislative representatives and city officials are invited to ROP functions. Furthermore, the Chief Executive Officer is strongly involved in CAROCP at both the local and state level. The Adult Services Coordinator (President of the Orange County Chapter of CAROCP for 2007-08) is involved in CAROCP at the county level. This involvement helps to promote the needs and relay any concerns regarding the ROP. Promotion of CAROCP membership is strongly encouraged by the Chief Executive Officer. Membership in the CAROCP organization helps sponsor lobbyists, who in turn influence state legislators to support ROP funding. In addition to meeting with legislators and local community leaders, the Chief Executive Officer, Director of Instructional Services, and Director of Business Services and Operations meet annually with district administrators and high school principals to identify resource needs that support student learning. On a more local level, the Career Guidance Specialists are involved with the Rotary and Kiwanis Clubs and Chambers of Commerce that support cities in which their high schools are located. Furthermore, one

Career Guidance Specialist is involved with the Education Committee through the San Juan Capistrano Chamber of Commerce.

Operational Goals and Objectives are developed annually and approved by the Governing Board. These goals and objectives coincide with the Strategic Action Plan developed as part of the 2001-02 WASC accreditation process. Current year marketing strategies, which are included in the goals and objectives, are based on current year funding. To ensure that both current and future ROP courses are marketable and in public demand, the Director of Instructional Services presents a Biennial Report to the ROP Governing Board. The Biennial Review process involves the collection and documentation of data and information that is used to assure the programs meet standards set by the State and approved by the ROP Governing Board. In turn, the Governing Board assures courses meet documented labor market demands that are not duplicated by other training providers in the area and are effective in measuring student employment and completion rates.

As a marketing strategy, the ROP, in affiliation with other Orange County ROPs, has joined together in marketing and promoting ROPs and their image. In addition, the ROP conducted opinion/perception surveys seeking image feedback. Two surveys, the image audit survey and the business and community survey, suggested the ROP needs higher visibility and an enhanced image within the community.

In preparation for the future needs of students and the overall facility needs of the ROP, a facilities needs assessment was completed in the 2006-2007 fiscal year. This assessment addressed facility needs at the main ROP campus, specifically the repair and/or the replacement of classrooms and administration buildings. As a result, the ROP has implemented a Facilities Improvement Plan, which is primarily funded by the Discretionary District and Site Block Grants. This plan is currently in progress and on target to be completed by the end of fiscal year 2007-08. The ROP Governing Board and administration will continue to utilize such measures as a means to ensure the facilities offer the best environment for student learning.

In addition to modernizing the facilities and classroom environment, the ROP has many courses that rely on current technology and equipment. Equipment and technology are updated and/or replaced as funding becomes available. The administration and the Information Technology Coordinator strive to keep technology and equipment current and in good repair. Supported by the Governing Board, the 2006-07 Career and Technical Education Equipment and Supplies Grant reflects purchases and upgrades of equipment and technology for the direct support of student learning and achievement of the ESLRS.

In conclusion, the ROP Governing Board and Administration understand that the success of the ROP involves the participation of everyone who has a stake in the mission and goals of the Capistrano-Laguna Beach ROP. The intent of the ROP, to provide high quality learning opportunities now and in the future, centers around involvement and recommendations by instructors, students, support staff, Career

Guidance Specialists, district and high school personnel, advisory committee members and business partners. In order to plan and prepare for the future, the ROP conducts annual advisory committee meetings to advise instructors on possible curriculum updates, current technology trends and future employment prospects within a given field. In addition, planning preparations include surveying instructors and support staff as to the future equipment, supply and staffing needs of their program. Lastly, the Chief Executive Officer, Director of Instructional Services and Director of Business Services and Operations will continue to meet with district personnel to discuss and implement new and/or additional classes on high school campuses to meet the growing needs of students and AB 2448 requirements.

Evidence to Support the Findings

- ✓ Career Guidance Survey
- ✓ Instructor Survey
- ✓ Management Survey
- ✓ ROP Facilities Needs Improvement Plan
- ✓ Annual Meetings with District Administrators and High School Principals Agenda
- ✓ Summer Instructor Meeting Agenda
- ✓ Resource Management Focus Group Minutes
- ✓ Advisory Committee Minutes
- ✓ Operational Goals and Objectives
- ✓ Strategic Action Plan
- ✓ Business and Community Survey
- ✓ Image Audit Report
- ✓ Career and Technical Education Equipment and Supplies Grant
- ✓ Discretionary District and Site Block Grants

Areas for Growth

- The ROP needs higher visibility and enhanced image within the community

Areas of Strength

- CAROCP State and Regional participation
- Community support and involvement
- ROP utilizes a Facilities Improvement Plan

Strategic Action Plan

PROCESS USED TO DEVELOP THE STRATEGIC ACTION PLAN

After the 2002 Accreditation, the Leadership Team and Governing Board decided the action steps in the Strategic Action Plan would be included and addressed in the annual Operational Goals and performance measures. This ensured that the Strategic Action Plan priorities were consistently addressed through an ongoing systemic approach.

The WASC Leadership Council was given the responsibility of creating a comprehensive Strategic Action Plan. After reviewing the WASC Commission's guidelines, it was the goal of the WASC Leadership Council to create a Strategic Action Plan that would address major areas of improvement, be student focused and would drive the organization toward achieving the ESLRs.

At the December 2007 mid-year staff meeting, each Focus Group Chair presented their findings in the areas of strength and areas for growth. After this presentation, staff members participated in a "spend-the-dot" activity in order to assist the organization in arriving at consensus. Each staff member received six dots which they used to select the areas for growth they wanted to see included in the Strategic Action Plan. The "spend-the-dot" activity was only one tool to assist the WASC Leadership Council in the development of the Strategic Action Plan.

The WASC Leadership Council developed the format for the 2008-2014 Strategic Action Plan. The following major growth initiatives were selected: Curriculum and Instruction; Communication; and Organization for the Future. Additionally, major growth goals were developed and rationales were provided. After each major growth goal, action steps and activities to support the action steps were developed. The action steps and activities are directly connected to the areas for growth from the Focus Group reports.

In January 2008, all staff members were given the opportunity to provide additional input to the draft Strategic Action Plan (see Appendix F). Business and community representatives from Focus Groups were also included in the development of the Strategic Action Plan. A final draft of the Strategic Action Plan was given to district leadership, principals and the ROP Governing Board for review.

The WASC Leadership Council reviewed the current oversight and monitoring process for accomplishing the Strategic Action Plan and agreed that the current process of integrating the action steps from the Strategic Action Plan in the annual Operational Goals should continue.

CAPISTRANO-LAGUNA BEACH REGIONAL OCCUPATIONAL PROGRAM

Strategic Action Plan

2008-2014

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.

Rationale: Student achievement is directly influenced by the instructors' knowledge and understanding of the current state CTE standards.

Expected Schoolwide Learning Results Addressed: All are addressed and/or supported

Action Steps	Completion Timeline	Persons Responsible	Resources	Ways to Assess Progress	How Progress is Reported
Identify and incorporate state CTE and academic standards into all curricular areas	June 2010 & ongoing	<ul style="list-style-type: none"> ▪ Director, Inst'l. Services ▪ Instructional Support Specialists ▪ Selected lead instructors ▪ Home Group chairs 	<ul style="list-style-type: none"> ▪ CTE and academic state standards & framework ▪ Professional development activities ▪ Instructor stipends ▪ Time ▪ "Making Standards Work" book 	<ul style="list-style-type: none"> ▪ Completed course outlines ▪ End of semester course evaluations ▪ Lesson plans 	<ul style="list-style-type: none"> ▪ Advisory meetings ▪ Distribution of completed course outlines ▪ Website ▪ Operational Goals ▪ Governing Board meetings
Develop a standards-based lesson plan template (to include state CTE and academic standards and ESLRs)	June 2010	<ul style="list-style-type: none"> ▪ Director, Inst'l. Services ▪ Instructional Support Specialists ▪ Selected lead instructors ▪ Home Group chairs 	<ul style="list-style-type: none"> ▪ CTE Online website ▪ Professional development activities ▪ Instructor stipends ▪ Time 	<ul style="list-style-type: none"> ▪ Completed standards-based lesson plan template ▪ Lesson plans 	<ul style="list-style-type: none"> ▪ Distribution of completed lesson plan template ▪ Website ▪ Instructor Handbook ▪ Operational Goals ▪ Governing Board meetings
Align Individualized Training Plans (ITPs) with revised course outlines	June 2010	<ul style="list-style-type: none"> ▪ Director, Inst'l. Services ▪ Instructional Support Specialists ▪ CC/CCTE instructors 	<ul style="list-style-type: none"> ▪ Course outlines ▪ ITP template ▪ Instructor stipends ▪ Time 	<ul style="list-style-type: none"> ▪ Completed ITPs ▪ Course outlines ▪ Internship site survey ▪ CC/CCTE instructor survey 	<ul style="list-style-type: none"> ▪ Distribution of completed ITPs ▪ CC/CCTE meetings ▪ Advisory meetings ▪ CC/CCTE Instructor survey results ▪ Internship Survey results ▪ Operational Goals ▪ Governing Board meetings

CAPISTRANO-LAGUNA BEACH REGIONAL OCCUPATIONAL PROGRAM

Strategic Action Plan

2008-2014

Major Growth Initiative: Curriculum and Instruction

Major Growth Goal: Expand assessment and feedback strategies.

Rationale: Strengthening the continuous teaching and learning process can be accomplished by expanding assessment and feedback strategies.

Expected Schoolwide Learning Results Addressed: All are addressed or supported

Action Steps	Completion Timeline	Persons Responsible	Resources	Ways to Assess Progress	How Progress is Reported
Determine the current assessment practices	Fall 2009 & ongoing	<ul style="list-style-type: none"> ▪ Director, Inst'l. Services ▪ Instructional Support Specialists ▪ Home Group chairs 	<ul style="list-style-type: none"> ▪ Time ▪ Instructor stipends 	<ul style="list-style-type: none"> ▪ Completed instructor observations ▪ Lesson Plans ▪ Syllabi ▪ Course evaluations 	<ul style="list-style-type: none"> ▪ Instructor observation results ▪ Instructor Performance Evaluation Results ▪ Operational Goals ▪ Governing Board meetings
Develop and implement additional performance-based assessments	Fall 2010 & ongoing	<ul style="list-style-type: none"> ▪ Director, Inst'l. Services ▪ Instructional Support Specialists ▪ Home Group chairs 	<ul style="list-style-type: none"> ▪ Time ▪ Instructor stipends ▪ Instructional websites ▪ Reference materials 	<ul style="list-style-type: none"> ▪ New performance-based assessments ▪ Instructor observations ▪ Lesson Plans ▪ Syllabi ▪ Home Group feedback ▪ Instructor survey 	<ul style="list-style-type: none"> ▪ Instructor Performance Evaluation ▪ Instructor survey results ▪ Operational Goals ▪ Governing Board meetings
Provide instructional staff development regarding performance-based assessment	Fall 2010 & ongoing	<ul style="list-style-type: none"> ▪ Director, Inst'l. Services ▪ Instructional Support Specialists ▪ Selected lead instructors 	<ul style="list-style-type: none"> ▪ Time ▪ Instructor stipends 	<ul style="list-style-type: none"> ▪ Workshop agenda ▪ Workshop evaluations 	<ul style="list-style-type: none"> ▪ Instructor Performance Evaluation ▪ Workshop evaluation results ▪ Operational Goals ▪ Governing Board meetings

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2008-2014

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.

Rationale: The task of understanding the ROP's purpose and structure can be facilitated by improving the overall lines of communication.

Expected Schoolwide Learning Results Addressed: All are addressed or supported

Action Steps	Completion Timeline	Persons Responsible	Resources	Ways to Assess Progress	How Progress is Reported
Improve communication regarding professional development opportunities	Fall 2008 & ongoing	<ul style="list-style-type: none"> ▪ Leadership Team ▪ Certificated/ Classified Leads ▪ Instructional Support Specialists ▪ HR Specialist ▪ Home Group Chairs 	<ul style="list-style-type: none"> ▪ Time ▪ General Fund 	<ul style="list-style-type: none"> ▪ Staff Performance Reviews ▪ Website postings ▪ Staff Surveys ▪ Professional Growth Follow-up Form 	<ul style="list-style-type: none"> ▪ Staff meetings ▪ HR Records ▪ Operational Goals ▪ Governing Board meetings
Expand staff orientation strategies: Instructor Handbook	Fall 2008	<ul style="list-style-type: none"> ▪ Instructional Support Specialists ▪ Director, Inst'l. Services 	<ul style="list-style-type: none"> ▪ Time ▪ General Fund ▪ Personnel (instructors) 	<ul style="list-style-type: none"> ▪ Provide an Instructor Handbook for all instructors ▪ Instructor feedback 	<ul style="list-style-type: none"> ▪ Instructor Handbook distribution ▪ Staff training/orientation ▪ Operational Goals ▪ Governing Board meetings
Employee Handbook	August 2009	<ul style="list-style-type: none"> ▪ HR Specialist ▪ Chief Executive Officer ▪ Director, Business Services & Operations ▪ Director, Inst'l. Services ▪ All Supervisors 	<ul style="list-style-type: none"> ▪ Time ▪ General Fund ▪ Personnel ▪ Board Policies 	<ul style="list-style-type: none"> ▪ Completed Employee Handbook for all staff ▪ Staff feedback 	<ul style="list-style-type: none"> ▪ Employee Handbook distribution ▪ Staff training/orientation ▪ Operational Goals ▪ Governing Board meetings
Career Guidance Specialist Handbook	August 2009	<ul style="list-style-type: none"> ▪ HS Career Guid. Mgr. ▪ Selected Career Guidance Specialists ▪ Director, Inst'l. Services 	<ul style="list-style-type: none"> ▪ Time ▪ General Fund ▪ Personnel 	<ul style="list-style-type: none"> ▪ Completed CGS Handbook ▪ CGS feedback 	<ul style="list-style-type: none"> ▪ CGS Handbook distribution ▪ CGS meetings ▪ Operational Goals ▪ Governing Board meetings

Action Steps	Completion Timeline	Persons Responsible	Resources	Ways to Assess Progress	How Progress is Reported
Improve electronic communication for de-centralized staff members	Ongoing	<ul style="list-style-type: none"> ▪ Leadership Team ▪ Instructional Support Specialists ▪ Career Guid. Specialists ▪ Executive Assistant ▪ IT Coordinator 	<ul style="list-style-type: none"> ▪ Time ▪ General Fund ▪ Webmaster 	<ul style="list-style-type: none"> ▪ CGS & offsite instructor feedback 	<ul style="list-style-type: none"> ▪ Staff communications ▪ Staff meetings ▪ Operational Goals ▪ Governing Board meetings
Develop a formal plan for determining resource needs for classified staff	Spring 2009	<ul style="list-style-type: none"> ▪ Director, Business Services & Operations ▪ Chief Executive Officer ▪ Classified Staff ▪ HS Career Guid. Mgr. 	<ul style="list-style-type: none"> ▪ Time 	<ul style="list-style-type: none"> ▪ Completed resource needs document 	<ul style="list-style-type: none"> ▪ Staff communication ▪ Operational Goals ▪ Governing Board meetings
Improve communication to students regarding the articulation process	Dec. 2008 & ongoing	<ul style="list-style-type: none"> ▪ HS Career Guid. Mgr. ▪ Director, Inst'l. Services ▪ Career Guid Specialists ▪ Instructional Support Specialists ▪ Adult Services Coord. ▪ Instructors 	<ul style="list-style-type: none"> ▪ Time ▪ General Fund ▪ Articulation agreements ▪ Course schedule ▪ Community College materials 	<ul style="list-style-type: none"> ▪ Course syllabi ▪ Promotional materials ▪ Student survey 	<ul style="list-style-type: none"> ▪ CGS meeting minutes ▪ District and high school campus Guidance meeting agendas/minutes ▪ Student survey results ▪ Staff meetings ▪ Operational Goals ▪ Governing Board meetings
Review and refine current mission and vision statements	2008 and biennially	<ul style="list-style-type: none"> ▪ Leadership Team ▪ Governing Board ▪ Staff 	<ul style="list-style-type: none"> ▪ Time ▪ General Fund 	<ul style="list-style-type: none"> ▪ Governing Board feedback ▪ Staff feedback ▪ Feedback from various constituencies 	<ul style="list-style-type: none"> ▪ Staff meeting agendas & minutes ▪ Website ▪ Employee Handbooks ▪ Operational Goals ▪ Governing Board meetings
Improve timely notification of student performance	December 2008 & ongoing	<ul style="list-style-type: none"> ▪ Director, Inst'l. Services ▪ HS Career Guid. Mgr. ▪ Career Guid. Specialists ▪ Instructional Support Specialists ▪ Adult Services Coord. ▪ Instructors 	<ul style="list-style-type: none"> ▪ Time ▪ General fund ▪ Aeries computer system ▪ Socrates program ▪ Class Action Gradebook 	<ul style="list-style-type: none"> ▪ Parent survey ▪ Student survey ▪ CGS meetings ▪ Feedback from high school guidance personnel 	<ul style="list-style-type: none"> ▪ Parent nights ▪ Staff meetings ▪ CGS meeting minutes ▪ Operational Goals ▪ Governing Board meetings
Communicate student progress and success through new/diverse strategies	June 2009 & ongoing	<ul style="list-style-type: none"> ▪ Leadership Team ▪ Instructors ▪ Support staff ▪ HS Career Guid. Mgr. ▪ Career Guid. Specialists ▪ Instructional Support Specialists ▪ Adult Services Coord. 	<ul style="list-style-type: none"> ▪ Time ▪ General funds ▪ Local service organizations' contributions 	<ul style="list-style-type: none"> ▪ Increased nominations for Distinguished Student Awards ▪ Survey constituents 	<ul style="list-style-type: none"> ▪ PTSA newsletters ▪ High School "E" News ▪ Newspaper articles ▪ Community links and newsletters ▪ "School News" ▪ Distinguished Student Awards Ceremony ▪ ROP website ▪ HS Career Center web links and publications ▪ Operational Goals ▪ Governing Board meetings

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2008-2014

Major Growth Initiative: Organization for the Future

Major Growth Goal: Facilitate the implementation of legislative mandates.

Rationale: In order to comply with legislative mandates, the ROP must implement strategies to fulfill these requirements.

Expected Schoolwide Learning Results Addressed: Career Planning and Management Skills

Action Steps	Completion Timeline	Persons Responsible	Resources	Ways to Assess Progress	How Progress is Reported
Continue to implement AB 2448 requirements <ul style="list-style-type: none"> • HS/Adult Ratio (90/10) • Course sequencing plan • Comprehensive HS Plan • Advisory committees 	Annually through 2010-11	<ul style="list-style-type: none"> ▪ Leadership Team ▪ Instructional Support Specialists ▪ Adult Services Coord. ▪ Career Guid. Specialists 	<ul style="list-style-type: none"> ▪ Time ▪ General Fund ▪ Space reallocation 	<ul style="list-style-type: none"> ▪ Enrollment/ADA reports ▪ Governing Board meetings ▪ Articulation reports ▪ Completed comprehensive education plans 	<ul style="list-style-type: none"> ▪ CDE reports ▪ Staff meetings ▪ Chancellor's Coord. Council ▪ CUSD/LBUSD/Saddleback College Board meetings ▪ Biennial Review Reports ▪ Operational Goals ▪ Governing Board meetings
Define and clarify the Career Guidance Specialists' role in the implementation of each District's comprehensive guidance plan	2008-09 & ongoing	<ul style="list-style-type: none"> ▪ HS Career Guid. Mgr. ▪ Career Guid. Specialists ▪ Director, Inst'l. Services 	<ul style="list-style-type: none"> ▪ Time ▪ General Fund ▪ District Guidance Personnel 	<ul style="list-style-type: none"> ▪ Districts' Guidance Plans/Practices/Reports ▪ Performance Evaluation feedback (CGSs) ▪ Student survey ▪ Parent survey 	<ul style="list-style-type: none"> ▪ District Guidance meetings ▪ District Guidance reports ▪ Website ▪ Operational Goals ▪ Governing Board meetings

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Major Growth Initiative: Organization for the Future

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

Rationale: In order to position the organization as a premier provider of CTE, enhancing the image and visibility of the ROP is essential.

Expected Schoolwide Learning Results Addressed: This major growth goal has an indirect impact on student learning and achievement.

Action Steps	Completion Timeline	Persons Responsible	Resources	Ways to Assess Progress	How Progress Is Reported
Develop additional marketing and visibility strategies	Spring 2009 & ongoing	<ul style="list-style-type: none"> ▪ Chief Executive Officer ▪ Leadership Team ▪ Career Guid. Specialists ▪ Marketing Committee 	<ul style="list-style-type: none"> ▪ Time ▪ General Fund ▪ Consultants ▪ Image Audit Report 	<ul style="list-style-type: none"> ▪ Marketing and promotional materials ▪ Online visibility and accessibility ▪ Constituency surveys 	<ul style="list-style-type: none"> ▪ Staff Communication ▪ Staff meetings ▪ ROP website ▪ Distribution of marketing and promotional materials ▪ Survey results ▪ Operational Goals ▪ Governing Board meetings