

**Coastline ROP  
WASC Third-Year Progress Report  
(2009-2012)**

**1. Significant Developments**

*Describe any significant developments/changes since the last full visit that have had a major impact on the organization or on specific curricular programs:*

Like other public education institutions throughout the state of California, Coastline ROP has experienced profound change in the past three-year period due to changes in state funding models and unprecedented reductions to our operating budget. Since 2009, near the end of the last full self-study, annual budget cuts and resultant reductions in staffing, program offerings and student services have been the norm. Nonetheless, Coastline ROP has remained a strong and viable provider of high quality Career Technical Education to students in all of our five partner school districts.

**Budget:**

In February 2009, then-Governor Schwarzenegger signed a state budget which had potentially devastating effects for ROC/Ps and Coastline ROP specifically. First, ROC/Ps were identified as Tier 3 categorical school programs within the budget which, for the first time in the history of ROPs, allowed school districts the flexibility to redirect funds for Tier 3 programs to their general fund to offset overall funding reductions. In addition to the uncertainty of budget “flexibility,” Coastline ROP suffered a 15% funding reduction which was implemented as a mid-year cut, followed by an additional 5% reduction in the 2009-10 school year budget. Overall, this 20% cut amounted to approximately \$2 million in reductions.

While decisions for implementation of budget reduction measures were ultimately made by the Board of Trustees and the leadership team, a budget task force comprised of volunteer representatives from all levels and departments of the staff was formed to provide input and advice in the decision-making process.

The Budget Task Force was charged with reviewing our current budgeted expenditures and discussing possible areas to reduce spending in the amount of \$1.8 million. In addition, task force members served as communication liaisons between leadership and staff during the process. The task force ultimately devised a proposal that combined deficit spending and a \$1.6 million expenditure reduction plan. The task force recommendations were submitted to the Board of Trustees as a 2009-10 budget reduction proposal. The Board approved the reduction plan in May 2009. Those budget reduction measures distributed the negative impact of the cuts equally across all levels and departments of the organization to maintain the integrity of all our essential programs and services to students

The most substantial elements of the Board-approved plan included a 5% reduction in salary implemented as furlough days for both classified and non-teaching certificated staff and a reduction in teacher preparation time. Other substantial elements of the budget reduction plan included:

- Elimination of the summer school program.
- Reduction of course offerings and sections.
- Reduced budget allocations for instructional and non-instructional supplies, and textbooks.
- Reduced budget allocations for non-capitalized equipment.
- Elimination of capital outlays.
- Reduced expenditures for facility maintenance, upgrades and improvements.

In 2010-11, the Board of Trustees approved an amendment to the original salary reductions to represent a 3% cut rather than the original 5%. In 2011-12, the salary reduction was again amended and currently stands at 1.5%.

In addition to regular apportionment funding discussed above, Coastline ROP continues to receive other “pass through” funds including Lottery funds, Carl D. Perkins (132) funds, and Tech Prep and SB-70 funds.

We have continued to receive California lottery funds, which are considered one-time annual funds from three of our five partner school districts. The amount of these funds fluctuates annually, but has remained generally stable from 2009-12, ranging from \$148,000 to \$165,000 over the three-year period. Lottery funds are allocated to programs and services within the source districts, and decisions about lottery fund expenditures continue to be made collaboratively by the Assistant Superintendent and the respective Steering Committee member. The districts prescribe different processes for determining how and where their pass-through lottery funds are allocated.

Carl D. Perkins (132) funding has consistently decreased from \$21,166 in 2009-10, to \$14,806 in 2010-11, to \$5,922 in 2011-12. The process for allocation and expenditure of Perkins remains unchanged, with funding distributed to support eligible programs and classes according to needs assessed annually by the instructional services staff.

Coastline ROP also received federal Tech Prep and SB-70 “pass through” funds from our partner school districts. We received approximately \$5,000 in Tech Prep funds in both 2009-10, and 2010-11, but Tech Prep funding was eliminated from the federal budget in the 2011-12 school year. We continue to receive SB-70 funds, but the total amount passed through from all consortium members to Coastline ROP has decreased dramatically over the three year period, from \$37,458 in 2009-10, to \$14,100 in 2010-11, to \$3,825 in 2011-12. Both Tech Prep and SB-70 funds are allocated to professional development activities and curriculum development in accordance with funding requirements, according to needs identified by the assistant superintendent.

In 2009-10, three of Coastline ROP's five partner districts (HBUHSD, IUSD and TUSD) passed through federal State Fiscal Stabilization Funds (SFSF) received from the first allocation in 2008-09. One district (NMUSD) passed through the money on an "as spent" basis. The fifth district (SVUSD) did not pass through the SFSF money; however, SVUSD did pass through an equivalent amount of their general fund monies to the ROP.

SFSF funds totaling \$1,352,745 were allocated and spent on staffing, equipment, and instructional materials necessary to fund programs in the districts passing through or supplying the funding. District personnel provided input to direct and allocate the funds according to the unique needs of their students and the programs in their district.

SFSF funds were intended to and did, in fact, provide a temporary relief from the effects of sudden drastic cuts to the general fund. However, the SFSF funding was "one time only" and will not continue.

At all stages of the budget reduction process and implementation of the resulting changes, staff literally applauded the collaborative efforts of the leadership team, task force and Board of Trustees in coping with the unexpected, unprecedented challenges. Coastline ROP staff has not allowed the burden of the budget disasters to negatively impact student learning, as evidenced by the continued, strong student learning outcomes.

#### Student/Community Profile and Programs:

The volatility of the state's budget reductions and changes in state laws governing ROPs resulted in changes in the number and demographic profile of students served by Coastline ROP from 2009-12, as follows:

- The total number of class sections offered decreased by 14%, from 294 course sections in 2008-09, to 256 course sections in 2010-11.
- The total number of students served decreased by approximately 10% overall, from 10,024 in 2008-09, to 9,070 in 2010-11.
- The percentage and number of adult students declined from 904 representing 10% of the total students served in 2008-09, to 559, representing approximately 6% in 2010-11.
- The number of economically disadvantaged students increased 33% from 356 in 2008-09, to 473 in 2010-11.

Despite reductions in programs and number of students enrolled, Coastline ROP continued to strengthen and enhance the effectiveness of remaining programs, courses and services by adding both rigor and relevance in response to the student needs and requests of our partner school districts, as represented by the following:

- UC/CSU “a-g” course offerings have increased by 10% from 2007, to 95 course sections in 2011.
- In 2011-12, 37% of all Coastline ROP course offerings are UC a-g approved, with approved courses represented primarily in the pathways of Arts and Communications, and secondarily in Business and Marketing.
- Articulation agreements with local community colleges have increased by 30%.
- Five new classes were developed and offered for the first time in 2009-10, including Film and Digital Media Studies, Environmental and Energy Technology, Advanced Construction Technology, Fire Science 101, and Fire Science 102. Film and Digital Media is UC/CSU approved for “f” (fine arts) credit.
- Two additional courses are planned for submission to the UC for approval by June 30, 2012.
- All Coastline ROP classes are now aligned with the 15 state-adopted industry sectors. Coastline ROP offers classes in all industry sectors except manufacturing and product development. Beginning in the summer of 2012, course listings in the class schedule and on our website will be organized by the industry sectors.

#### Leadership and Organization:

Changes in fiscal and human resources beginning in 2009 led to the development and implementation of a plan for organizational restructuring in the 2010-11 school year.

Retirements of key leaders and administrators including Roni Behrends, Human Resources Manager (2010), and Linda Kallow, Director of Student Services (2011), significantly impacted the composition and function of the leadership team and prompted an initiative to reconfigure the organizational structure.

To determine the new structure, the leadership team first reviewed the existing structures and job functions in relationship to the evolving needs of the organization. The Superintendent met individually with staff to discuss perceived needs and goals. Using information gathered through that process, the leadership team developed a plan to redefine existing job titles and tasks, and reorganize the administrative staff to better reflect and serve the needs of the organization, improve efficiency and enhance service to students, staff and school communities.

The following changes were made and approved at the August 2011 Board meeting:

- The position of director, instructional services was eliminated, and Carol Hume was promoted to the position of assistant superintendent.
- The position of director, student services was eliminated, and the new position of manager, student services was added.
- Traci Eggert was promoted from the position of program assistant, student services to manager, student services.

- The title of purchasing/risk manager was changed to risk management/purchasing agent.
- The managerial structure was reorganized to provide that:
  - the assistant superintendent supervises both instructional services and student services;
  - the manager of technology services supervises the facility maintenance technician;
  - the director of business services supervises the media specialist and the printing services technician.

These changes resulted in lower personnel costs, improved organizational efficiency, better matching of job titles and responsibilities, enhanced communication between instructional services and student services, and improved preparation of staff for future promotions.

The leadership team structure was also reconfigured and is now constituted of three instead of five members, including:

- Darlene Le Fort, Superintendent
- Carol Hume, Assistant Superintendent
- Lynn Simmons, Director of Business Services

In addition, a Cabinet consisting of the leadership team, management staff and instructional program coordinators was formed. The purpose the Cabinet is threefold: to guide organizational decision-making, improve administrative efficacy through enhanced inter-organizational communication, and expand leadership capacity among the staff. The inaugural Cabinet meeting was held on September 20, 2011.

Current members of the Cabinet include the following:

- Superintendent
- Assistant Superintendent
- Director, Business Services
- Manager, Technology Services
- Manager, Student Services
- Coordinators, Instructional Programs
- Human Resources Administrator

In addition to structural and functional changes, Coastline ROP has initiated a process for review and updating of our Board Policies. Approximately one-third of the policies have been revised and approved by the Board of Trustees as of May 2012.

#### General Staffing:

In addition to changes in leadership and organizational structure, Coastline ROP has experienced other changes in administrative personnel since 2009:

- Human resources administrator Roni Behrends retired in 2010.
- Instructional program coordinator Mary Jett retired in January 2012.

- Instructional program coordinator Amy Castro resigned in February 2012.
- Lisa Snowden and Stacy Robison were promoted to fill the vacated instructional program coordinator positions.
- Siteria Edwards was hired in the position of human resources administrator.

Coastline ROP currently employs 60 teachers as direct employees, and 65 teachers on a contract basis. In keeping with the reductions in budget and program offerings, the overall number of direct certificated staff members decreased by 17%, from 91 in 2009, to 76 in 2012. The reduction of certificated staff was due primarily to attrition, as no direct layoffs were made as part of the budget reduction plan.

The number of classified staff members grew from 45 in 2009, to 46 in 2012.

Coastline ROP continually strives to provide an environment in which employees are valued and encouraged to pursue excellence as we endeavor to achieve our mission and serve the needs of students in our partner school districts. Coastline ROP has continued in its tradition of recognizing outstanding employees through classified and certificated “Employee of the Year” awards. Employees having received this recognition since 2009 are as follows:

- Classified
  - 2008-09: Yi-Ching Fenton, Career Specialist, Laguna Hills High School
  - 2009-10: Sue Gast, Instructional Program Assistant
  - 2010-11: Tammy Iversen, Administrative Assistant
- Certificated:
  - 2008-09: Tom Williams, Construction Technology, Laguna Hills High School
  - 2009-10: John Hall, Film and Digital Media Studies, Laguna Hills High School
  - 2010-11: Cheryl Dimson, Computer Graphics, Tustin High School

Following his selection as Coastline ROP’s “Teacher of the Year,” John Hall was named a semi-finalist in the Orange County Teacher of the Year program in 2010.

In spite of budget constraints and cutbacks that have negatively impacted salaries, Coastline ROP employees have continued to respond favorably to the annual “Top Workplace” program survey sponsored by the Orange County Register. Coastline ROP has been designated one of Orange County’s “Top Workplaces” for three years in a row, including 2009, 2010, and 2011.

Facilities:

Coastline ROP completed renovations and improvements using regular apportionment funding in 2009. Since that time, space and equipment upgrades were completed as follows:

- The board room was enlarged to better accommodate Board meetings and staff development activities;
- The office of the human resource administrator was relocated to the administration office in Building A;
- A public reception area was created in the student services area in building F to better accommodate the needs of visitors;
- The employee break room in building A was updated and remodeled.

The current property lease for our administrative offices and school campus from NMUSD was signed on October 13, 2011, to remain in effect through June 30, 2014.

### Technology

In an effort to establish a robust and secure Wi Fi system to support the growing use of devices with wireless connectivity, Coastline installed wireless routers to provide secure online access throughout the Snyder site in July 2011. To further improve and enhance our internet access and better meet our on-site instructional and administrative technology needs, a broadband connection has been purchased, with installation and implementation to be completed in July 2012. As of February 2012, all district staff computers have been upgraded to Windows 7 and MS Office 2010. Student computer labs and video/film production facilities have been upgraded significantly to give students greater access to training and use of cutting edge technology and software in a variety of career pathways as follows:

<u>Number</u>	<u>Type</u>	<u>High School</u>	<u>Course/s Supported</u>	<u>Purchase Date</u>
31	iMac	Beckman	Visual Imagery	4/3/2012
30	Dell	Hillview	MS Tools	1/18/2012
			Entrepreneurship	
			Marketing Principles	
6	iMac	Costa Mesa	Video & Film	12/2/2011
			Multimedia	
			Broadcast News	
			Film & Digital Media	
8	iMac	Laguna Hills	Visual Imagery	10/31/2011
5	iMac	Corona del Mar	Computer Graphics	9/1/2011
			Film & Digital Media	
			Visual Imagery	
			Art of Animation	
8	iMac	Northwood	Video & Film	8/26/2011
			Broadcast News	
3	Dell	Foothill	Visual Imagery	8/15/2011
34	HP	Estancia	Computer Graphics	7/7/2011
			Web Site Development	
			Multimedia	

35	Dell	Trabuco	Computerized Accounting	4/11/2011
3	iMac	Tustin	Visual Imagery	9/24/2010
8	iMac	Costa Mesa	Music Technology	7/29/2010
33	Dell	Mission Viejo	Computer Graphics	7/1/2010
			Art of Animation	
33	iMac	Trabuco	Computer Graphics	6/30/2010
			Art of Animation	
			Web Site Development	
8	iMac	Laguna Hills	Video & Film	3/24/2010
			Film & Digital Media	
			Art of Animation	
36	iMac	Newport Harbor	Visual Imagery	3/24/2010
			Computer Graphics	
			Art of Animation	
36	iMac	Fountain Valley	Multimedia	8/25/2009
			Visual Imagery	
8	iMac	Costa Mesa	Video & Film	7/8/2009
			Multimedia	
			Broadcast News	
			Film & Digital Media	

Outstanding Program Developments:

Since 2010, Coastline ROP students and programs have garnered three national competitions in our Virtual Enterprise and Culinary Arts programs in the Newport-Mesa district. We received the coveted Golden Bell Award for the Music Technology program at Huntington Beach High School.

Safety Preparedness:

In November 2009, the ROP director of business services assumed the role of Coastline's emergency preparedness coordinator. Her objective in that role is to review and revise the current school safety plan and ensure the safety of all students. Several staff members have attended workshops associated with the Safe School Series sponsored by the Orange County Department of Education. The workshops include: Hazard Analysis/Multi-Hazard Planning for Schools, Table-Top Evolution, Trouble in the Hood, Addressing Bullying and Cyber-Bullying, When Death Comes to School, and School Crisis Response Training.

To more effectively communicate with parents, students, and staff about student safety in high-risk classes, the instructional services department reviewed and revised all informational documents for those classes. All direct teachers signed a letter acknowledging 11 expectations and responsibilities that include providing a safe learning environment and maintaining a professional demeanor in the classroom.

In addition, the instructional services department hosted a workshop for direct teachers entitled *Creating a Safe Learning Environment*, in June 2009. This workshop was designed to provide teachers with information on how to prevent, plan for, and respond to unique classroom situations that may pose or result from a safety or security threat. Teachers also received a safety kit which included site specific emergency contact information and emergency procedures.

**2. Describe your procedure for the implementation and yearly monitoring of schoolwide action plan:**

During the last full self-study process in 2009, Coastline identified four major Action Plan items derived from the school-wide growth areas. These Action Plans have informed the annual Coastline ROP Priorities on an annual basis since 2009.

In 2009, immediately following the self-study process and visit by the accreditation team, a WASC action team was convened. The team included representatives from each department, and bi-monthly meetings were facilitated by the director of student services. The purpose of this team was to monitor activities and progress in their respective departments on the critical areas for follow-up identified in the 2008-09 WASC accreditation findings. They were also charged with gathering evidence and monitoring the accomplishment of the WASC action plan. The WASC action team was disbanded in 2011 following the retirement of the director of student services. However, the action plan and critical areas of follow-up have continued to be the focus of the strategic planning and goal-setting across the organization since that time.

Monitoring of progress on Action Plan goals and tasks is embedded in the annual Priority review and strategic planning procedures. The Coastline ROP Priorities are identified annually by the Coastline ROP Leadership Team in July. The Priorities state the organization's yearly goals, and identify benchmarks for implementation of action items. The Board of Trustees reviews and approves the Priorities on an annual basis during a study session at its August meeting. Progress on the priorities is reported to the Board in March and June of each year.

**3a. Progress on Critical Areas:** *Describe specific steps of progress made in addressing school-wide critical areas for follow-up. (If any school-wide critical areas or major recommendations have not been addressed, or are slow to progress, please indicate why and explain the school's plan for achieving progress in that area during the next three years of accreditation.)*

The annual Coastline ROP Priorities and Action Plans arising from our 2009 WASC self-study process have continued to serve as the foundation for decision-making and activities at all levels of the organization over the past three-year period. The Critical Areas for Growth identified in the self-study formed the major goals and tasks set forth on the action plan document.

## **Critical Growth Area 1: Increase publication and communication of the Coastline ROP Expectations for Students (ESs).**

The ESs continue to be published in various forms and media used throughout the organization, including posters, newsletters, marketing materials and course syllabi.

The ESs in Action initiative commenced in 2008 was completed in 2009. The goal of the initiative was to increase staff and students' awareness and implementation of the Coastline ROP Expectations for Students. Photos of students demonstrating career-pathway technical skills are used on printed marketing materials such as posters and flyers designed to attract the attention of students, parents, district teachers, and business partners. The ESs in Action video is used in career centers, classrooms, PTA and counseling presentations. This video is also part of the counselor's guide and is available to view on our website.

As an instructional tool, an "ESs in Action" lesson was developed for teachers to use to introduce the students to the ESs and to assess their acquisition of the skills and competencies. It sets the stage for teachers to incorporate the ESs throughout the course and to reference them during each lesson.

In 2009, the instructional division created and commenced publication of a bi-annual newsletter, *Tech Teacher Times*. Each edition of the newsletter focuses on the ESs to increase and reinforce awareness and implementation of the ESs by all instructors. *Tech Teacher Times* is distributed directly to all Coastline ROP instructors and to school site administrators, school district personnel including Coastline ROP Board members and steering committee members.

In 2011, the instructional division developed and began implementing a curriculum and protocol entitled *The Internship Experience* for use in all internship courses. The student activities, outcomes and assessments comprising *The Internship Experience* are based on the ESs and are designed to enhance students' awareness of and mastery of the ESs. Internship instructors attended a mandatory inservice training on the elements and use of this curriculum and are required to incorporate it into their instruction and assessment.

## **Critical Growth Area 2: Use student data to improve curriculum, instruction and assessment practices.**

A data committee made up of representatives from each administrative department was formed in April of 2010. The task of the data committee was to develop a list of data needs for each department. Currently, the identified data is being gathered and placed in the newly implemented Data Repository.

Responsibility for maintaining and updating files in the Data Repository has been assigned to those in positions to most easily gather and disseminate accurate information.

In 2009-10, two reports were developed to help us to identify and analyze district data to determine ROP student enrollment patterns and the effect of our regional structure on student access to our programs. The first is entitled *High School Partner Perspective*. This report shows district-level data including:

- The total number of high school students being served in ROP classes in each district.
- The total number of students at each grade level (9-12) who are enrolled in ROP classes.
- The number and percentage of junior and senior students enrolled in ROP classes in each district.

The second report is entitled *Enrollment by High School*. This report is produced for each district and it outlines data by individual high school sites including:

- The number of each school's students who took ROP courses within their home high school district.
- How many of each school's students took ROP courses outside of their home district, and where those out-of-district classes were located.
- The number of each school's students enrolled in ROP classes within the schools' bell schedule.
- The number of each school's students enrolled in ROP classes outside of their school's bell schedule.
- The number of students from other districts enrolled in ROP classes located on each school site.

In 2010, our student data program was expanded to allow teachers to electronically identify competencies for each student in every course. Teachers now produce and award students with individual Certificates of Recognition which indicate students' achievement of specific course competencies.

A new program element entitled *The Internship Experience* was developed and implemented in 2011. This set of curriculum materials and assessment tools provides feedback and information from students and internship sites that are used to assess student outcomes and internship program effectiveness.

**Train instructional services staff in the collection, analysis and application of student data. Refine and improve curriculum, instruction and assessment practices.**

Due to budget reductions, the leadership team made the decision not to hire a data consultant to assist in the effort to improve our collection and application of student data. Instead, members of the instructional staff, led by the assistant superintendent, have engaged in ongoing efforts to improve our methods and tools for gathering, analyzing and applying student data to improve program outcomes.

In June 2011, an instructional program coordinator attended a three-day intensive course at UC Riverside Extension entitled Analyzing Student Data for Program Improvement taught by Marilyn George, Associate Executive director of the Western Association of Schools and Colleges. Information and processes gathered from that program are being used to develop tools and methods of gathering and analyzing student data by instructors.

On May 31, 2012, the instructional services staff conducted a workshop for teachers entitled "Get Smart," the purpose of which was to familiarize teachers with the concepts and practice of "data-driven decision-making," and how to identify and apply data about students and student learning outcomes to improve instructional practices. Follow-up activities and workshops as well as individual monitoring and professional development support for teachers by instructional program coordinators is planned for the future.

**Critical Growth Area 3: Incorporate competency statements into the AIM data system and add competencies to Certificates of Recognition.**

New certificates of recognition, which now include course-specific competencies, were developed in the spring, 2010. Course competencies were derived from course outlines and CTE standards. Our data system was retooled to enable teachers to electronically identify appropriate course-specific competencies for each student based on student learning outcomes and assessment data. Teachers create the certificates and deliver them to students upon successful completion of each course.

**Critical Growth Area 4: Revise and reinstate the use of the Student Exit Survey.**

The Student Exit Survey currently in use was created and implemented first in May 2011. Students could access the survey online or in a printed version. Teachers administer the survey at the end of each course.

In spring, 2011, the first semester of implementation, 3,049 students, representing a 50% response rate, completed the Student Exit Survey. The results have been published. Notable among the results are student responses indicating that their ROP courses were important stepping stones to higher education, fulfilling a-g requirements for acceptance into colleges and universities. Results also confirmed that ROP courses encourage student to stay in school and motivate them to do better in school and work. The Student Exit Survey will continue to be refined and administered annually.

**Critical Growth Area 5: Continue to incorporate CTE Standards and Coastline ROP ESs in all curricular areas:**

Like Critical Growth Area 1, Critical Growth Area 5 was addressed through continued implementation of activities initiated during the last self-study process, as follows:

In December 2009, instructional services held a course outline review session for teachers. Attendees reviewed course outlines which had been recently revised to align with the new CTE standards. Course outlines were further refined and aligned as a result.

In November 2011, an instructional program coordinator and a video/film production instructor, and the instructional project specialist all attended the University of California Curriculum Institute to work with other teachers and program administrators from around the state to develop innovative new UC-approved courses that integrate CTE and academic standards.

As of May 2012, the instructional program assistant continues to work with individual teachers to finalize the standards-aligned outlines to fully incorporate CTE pathway standards.

In May 2011, one of the program coordinators attended a two-day interactive seminar entitled, *Engaging Classroom Assessments: The Making Standards Work Training*. Information from this seminar will be utilized to create additional standards-based performance assessments for use in the classroom.

Instructional staff members have received additional training on standards implementation including a presentation by Dr. Willard Daggett on Integrating Academics with CTE and the New Common Core. We are continuing to communicate with our partner districts to monitor their adoption and implementation of the Common Core Standards, and will adjust our curricula instructional practices accordingly as those develop.

Teachers are working with instructional services staff in a continuing effort to integrate CTE standards into the curriculum. All course outlines are scheduled to be revised to include CTE standards by June 30, 2012. Revision of training plans will begin following the completion of the revised course outlines.

In addition to the revision of course outline and training plan documents, Coastline ROP has provided ongoing opportunities for teachers and administrative staff to pursue professional growth in understanding and incorporating CTE standards in their course content and instruction. Emphasis has also been placed on strengthening CTE teachers' collaboration with teachers of core academic classes, and incorporating academic standards in their curricula. A concerted effort has been and will continue to be made to identify and utilize every available source, including grant funding, business partner resources and externships, and school district professional growth activities to fund and support ongoing training and professional development by all teachers.

The project specialist actively seeks and identifies grant funding, and collaborates with community college partners to provide a broad and diverse range of professional development offerings for teachers, including Advisory meetings that are held annually in every industry sector/career pathway. Advisory meetings include review of course

outlines and CTE standards implementation, and general course curricula by industry experts.

**Critical Growth Area 6: Develop course sequences to meet the AB 2448 requirements.**

Discussions and planning for course sequencing began with high school principals during the interagency meetings held in the spring of 2008. Sequencing discussions were also held at that time with Saddleback College and Coast Community College District. The director of instructional services also obtained information from feeder middle schools to determine which middle schools offer courses that feed into the high school sequences.

Coastline ROP courses were examined in relation to courses offered at high schools and community colleges in our geographic area. A course sequence matrix for each high school was developed showing how ROP courses are aligned within a pathway and connected to community college certificate programs. The course sequence matrix was approved by the Coastline ROP Board of Trustees in June 2009. It is used at interagency meetings by steering committee members, principals, and ROP staff as a planning guide, to help strengthen the high school's course sequences and pathway programs.

**Critical Growth Area 7: Develop strategies to improve communication among all stakeholders.**

Based on input from staff and stakeholders, improving communication throughout the organization has been a major action focus over the past three years. Each department has undertaken initiatives specific to its function to boost the level and effectiveness of its communications, both within the organization and with the community at large.

**Business Community Outreach:**

In 2008-10, the superintendent, then-directors and other various members of the staff joined and participated in activities with local chambers of commerce, including the South Orange County Regional Chambers of Commerce, Huntington Beach Chamber of Commerce, Irvine Chamber of Commerce, Costa Mesa Chamber of Commerce, Newport Beach Chamber of Commerce, and the Tustin Chamber of Commerce. Due to budget restrictions, chamber memberships were discontinued in the 2011-12 school year.

Both the superintendent and the project specialist continue to attend the monthly Chancellor's Coordinating Council (CCC) meetings. The project specialist represents Coastline ROP at the community colleges' Tech Prep meetings. Serving as members of both the CCC and Tech Prep Committees facilitates information sharing and identification of collaborative opportunities. Coastline ROP continues to work closely

with community colleges to pursue articulation of courses and to collaborate on projects.

The project specialist continues to attend Orange County Business Council meetings monthly to gather valuable information on the local economy and workforce development, opportunities to connect with business leaders and grant officers, and information on regional trends.

Instructional coordinators participate in monthly CTE meetings with NMUSD. Lisa Knuppel and Carol Hume are on the Career Technical Education Community Advisory Committee. Lisa Knuppel serves as a member of the Community Advisory Committee for the Carl D. Perkins grant in the Tustin district.

Instructional services staff, administrators and student services staff members continue to attend school events such as PTA meetings, Back-to School nights and Open House events.

The superintendent participates in meetings for the Orange County Education Partnership, the Orange County School Boards Association, Saddleback Arts Alliance, and the Orange County Workforce Investment Board.

Increased communication with federal and state legislators has also been a focus of recent organizational activities and initiatives. Former directors of instruction and student services have attended functions and meetings through their respective chambers of commerce, where they had the opportunity to interact with United States Congressman Dana Rohrabacher, State Senators Jim Silva, Mimi Walters and Tom Harman, Assembly Members Jeff Miller and Diane Harkey.

Continuing an important embedded practice from years past, each year in March the superintendent attends the CAROCP Legislative Forum in Sacramento. She meets with our Senators and Assembly members representing Coastline ROP's geographic area to discuss the CAROCP legislative priorities.

Assemblyman Jim Silva and his aide Eric Weigard toured ROP classes on November 6, 2010. The assembly member visited the Medical Assistant Back Office Internship class at the ROP site, the Business Academy ROP classes at Ocean View High School, and our Music Technology and Theater Technology classes at Huntington Beach High School.

Martin Paine, a representative from Senator Mimi Walters' office toured ROP classes in the Tustin and Saddleback districts on July 7, 2010.

The superintendent continues to attend the Orange County Workforce Investment Board (OCWIB) meetings on a quarterly basis. The OCWIB oversees workforce development activities and establishes programs in response to the needs of the County. The board designs and implements programs and services for business,

adults, youth and dislocated workers. In April 2010, the superintendent became an official board member of the WIB representing the Orange County ROPs. The superintendent also attends the Youth Council Committee meetings—a subcommittee designed to help youth ages 16-21 with long-term educational goals and career development.

#### Media and School Community Outreach:

In 2009-10, a press kit was developed and distributed to reporters responsible for the educational articles in local newspapers. Since 2009, a variety of other marketing materials have been created and updated each year. These materials are distributed to chamber of commerce members, internship site supervisors, advisory committee members, legislators, and other stakeholders.

Coastline ROP's *ACHIEVE!* Magazine was created and first published in 2011. The magazine highlights outstanding programs and student achievements in each of our partner school districts. It was mailed to all principals and counselors in partnering high schools, distributed to members of chambers of commerce, and at advisory meetings and included in the materials distributed to potential internship sites. Access to the magazine is also available on our website.

On April 7, 2011, Coastline ROP hosted its first community forum event, *A Class Act*. The event was well attended and showcased students in action demonstrating a variety of skills from all career pathways.

Coastline ROP staff manned a booth at the Families Forward Community Resource Fair in May of 2011. Over 600 community members were in attendance.

The Coastline ROP *Annual Report* was revised and published in April 2011. The newly revised *Annual Report* format provides an easily accessible, colorful, informative, four-page brochure that summarizes important news, information, data and updates of Coastline ROP activities from the previous school year. The *Annual Report* is available on the Coastline ROP website, and is distributed in print form to the Coastline ROP Board of Trustees, the steering committee members, and the principals of all partnering high schools.

#### Technology and Social Media:

In response to an employee survey in 2010, the Coastline ROP website was redesigned to improve user access and functionality. Notable examples of improvements or enhancements include:

- The addition of student success stories as a regular feature on the home page.
- Expanded, flip book versions of the schedule of classes and *ACHIEVE!* Magazine.

- The locker feature containing additional forms, monthly bulletins, instructional and student services materials.

Additionally, in 2010, all Coastline ROP direct teachers developed and now maintain active web pages where students and parents can access pertinent class information.

In 2011, Coastline ROP also created and went live with a Facebook page to give ROP a presence in the social networking arena, validate our programs, and spread the word that ROP is essential, necessary, and effective. The Coastline ROP Facebook page features pictures, student work, ROP events, and frequent status updates. YouTube videos of students in action and a broader portfolio of student work are in the process of being developed.

#### High school administrators and counselor outreach:

During the 2009-10 school year, the director of student services and student services program assistant met with school counselors from each of the Coastline ROP's participating school districts and presented information to educate counselors regarding the value of career technical education and ROP classes. They distributed a *Counselor's Toolkit* that included information about various ROP classes and programs such as course credits, course sequences, course articulations, course outlines, articles about ROP, classroom management guidelines, and Coastline ROP staff contact information.

The superintendent and assistant superintendent continue to meet annually with high school principals at interagency meetings to exchange relevant student and program information and plan course offerings at each site for the coming school year.

#### Student Services and Instructional Staff:

The goals of the organizational restructuring that took place in 2011 were to unify the instructional services and student services staff, and improve communication and functional efficacy of both departments. The assistant superintendent now supervises the staff of both departments. The student services manager and instructional program coordinators work more closely together and meet regularly.

#### Instruction:

In 2010, Coastline ROP also began participating in CTEoc, a regional collaborative of career technical education administrators and teachers from k-12 school districts, ROPs and community colleges. CTEoc organizes and provides regional advisory board meetings, career exploration opportunities for students, and professional learning communities and professional development activities for teachers. CTEoc activities provide our teachers with opportunities to communicate and collaborate with colleagues from across the region, as well as high-caliber business community advisors. CTEoc is also exploring the possibility of volume purchasing and

collaboration on grants in an effort to minimize expenses and increase alternative sources of funding.

The instructional services department also created and began publishing a newsletter entitled *Tech Teacher Times* in October of 2010. The purpose of the newsletter, which is published twice annually in fall and spring respectively, is to inform ROP teachers and district personnel of ROP instructional initiatives and focus areas for the current school year, and to highlight new and/or exemplary teachers.

#### Business Services:

The business services director has commenced publishing a monthly email update to the business office staff that includes relevant, non-confidential information arising out of leadership team meetings. The purpose of this is to keep business services staff members informed about general organizational activities and assignments that may affect them and their work.

#### Interoffice Communications:

Monthly “C3PO” (communication, connection, and conversation) meetings were commenced in 2008. All Snyder Site staff members attend these meetings, the purpose of which is to heighten communication, and to unify and connect the staff. The meeting agendas include managers’ reports and updates from the superintendent. Various critical developments and plans including budget updates, reorganization plans and activities, and site and technology updates have been shared with staff during “C3PO” gatherings.

#### **Critical Growth Area 8: Provide ROP direct teachers with necessary information for students with special needs.**

During the 2010-11 school year, student service staff members researched ways to assist teachers by providing basic information about students with special needs. Reference tools and resource materials are being developed and revised for use by teachers.

Teachers continue to be provided with information regarding the special needs of their students through the use of the special needs referral protocol. We are currently exploring new and alternative means for gathering relevant information on specific students’ needs from their home school case carriers, in order to improve our teachers’ awareness and effectiveness, so they might better meet the needs of all students.

#### **Critical Growth Area 9: Involve all staff in the budgeting process.**

Coastline ROP’s normal budgeting process has not changed significantly since the last WASC visit. However, when the fiscal crisis first hit during the 2008-09 fiscal year, a Budget Task Force was convened. The Budget Task Force was given the task of

reviewing our current budgeted expenditures and discussing possible areas to reduce spending in the amount of \$1.8 million. In addition, task force members served as liaisons between the task force and other staff within their departments to facilitate the exchange of information. The task force ultimately devised a \$1.6 million reduction plan and proposed deficit spending that was submitted to the Board of Trustees as a 2009-10 budget reduction proposal. The Board approved the reduction plan in May 2009. The Budget Task Force was reconvened in March 2012, to review the budget and again provide advisement to the leadership team in the formulation of a contingency budget providing for a 5% cut in revenue.

### **Critical Growth Area 10: Improve response time for equipment repair and/or replacement.**

In an effort to improve response time for equipment repair and/or replacement, we have created a technology plan that includes a procedure for identifying and replacing equipment before it fails based on life expectancy. The Technology Plan also helps budget for changes and upgrades so that Coastline ROP will maintain up-to-date technology. The technology plan is currently in place, but has not yet been used in the budgeting process.

Additionally, our information and technology department was restructured in 2010 to redistribute the workload of our IT specialists to enhance their efficiency and effectiveness in addressing technology issues.

### **3b. Comment on any additional areas that were addressed in the Action Plan:**

#### **Implementation of the requirements of AB2448**

To meet the legislative mandates provided in AB 2448, Coastline ROP took action to reduce the number of adults served in our classes to a maximum of 10% total student enrollment.

Career specialists, student services office staff and instructional program coordinators work together with school site counselors to ensure that any student under the age of 16 who requests placement in a Coastline ROP class is provided with a comprehensive high school plan that is approved by a school district counselor or administrator.

All direct instructors whose classes meet within the regular bell schedule of their school sites have received state-approved training and are certified in SDAIE strategies.

### **4. Description of the impact the Action Plan has had on the quality and level of student learning.**

The years following the 2009 self-study presented Coastline ROPs leadership, staff and students and community stakeholders with unprecedented challenges resulting from the national and state economic crises. Despite severe budget cutbacks, an

uncertain economic forecast and increasing pressures on the public education system as a whole, Coastline ROP leadership and staff have continued working together, focusing positively on our mission to provide students with a high quality, dynamic career technical education program that prepares them for academic and career success.

Coastline ROP continues to enjoy positive relationships with our partner districts, providing a vital part of the overall CTE programs throughout the large geographic region we serve. Students benefit from our regional structure, accessing a wide variety of career preparation programs across district lines.

Rigor and relevance remain at the center of Coastline ROPs instructional programs and practices, as evidenced by the increasing numbers of courses meeting UC/CSU admissions requirements, a vastly greater number of articulation agreements with local community colleges, and the addition of innovative new courses that were developed to help students meet the increasingly high demands of post-secondary educational institutions and the local workforce.

Coastline ROP's instructors remain strong and committed to bringing relevant, impactful learning experiences into the classroom to prepare students for their future. All instructors whose classes meet within the bell schedule of their school site are trained in SDAIE strategies, increasing their effectiveness in teaching students with second language learning needs.

Technology resources have been upgraded and retooled to give students access and training on current industry-standard technology and equipment, to better prepare them for advanced education and/or entry-level jobs.

Increased and enhanced communication tools, procedures and activities throughout the organization have resulted in greater awareness of and focus on the Coastline ROP Expectations for Students (ESs), by teachers, students and community stakeholders, and enhanced efficiency and efficacy in delivering services to students.

Teachers' increased awareness of and incorporation of CTE standards in course curricula have resulted in greater rigor and relevance in ROP courses. Students who complete ROP courses receive Certificates of Recognition which indicate their accomplishment of the ESs and achievement of specific course competencies. Likewise, the development of course sequences has resulted in stronger, more accessible CTE pathway programs at the high school sites.

All staff and stakeholders' increasing awareness of, access to and application of relevant student data, including student survey results and special needs information, is providing greater opportunities and means to adjust programs and instructional practices to improve learning outcomes for all students.

Outcomes from the action plan developed through the 2009-10 WASC self-study show that Coastline ROP has remained a stable and viable provider of career technical education to a diverse student and school community, while successfully weathering a period of unprecedented fiscal uncertainty and political debate. Positive student learning outcomes demonstrate that Coastline ROP is equipped to achieve our mission, now and in the future.