

SELF-STUDY VISITING COMMITTEE REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

**COASTLINE REGIONAL OCCUPATIONAL
PROGRAM**

**1001 Presidio Square
Costa Mesa, California 92626**

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Chapter I: Student/Community Profile

Coastline ROP is located in central Orange County; its service area covers approximately one fourth the total area of the county. It is one of 74 Regional Occupational Centers and Programs in California and one of four in Orange County. This ROP was established in 1971 as a Joint Powers Agency and supports the Huntington Beach Union, Irvine, Newport-Mesa, Saddleback Valley, and Tustin Unified School Districts. The Coastline ROP Board of Trustees is made up of one member from each of the five districts' school boards. The ROP serves 12 communities including: Costa Mesa, Fountain Valley, Huntington Beach, Irvine, Laguna Hills, Laguna Woods, Lake Forest, Mission Viejo, Newport Beach, Rancho Santa Margarita, Tustin, and Westminster.

Forty-four percent of Orange County's residents speak a language other than English at home, and the trend towards greater ethnic diversity is expected to continue. It is forecasted that the Hispanic population will increase noticeably, as the white and African-American populations continue to diminish. Within the next few decades, the composition of Orange County is also projected to change dramatically as the baby boomer generation enters retirement and becomes the largest population group.

Unfortunately, the current economic downturn is affecting all sectors of the economy. The layoffs that started in the mortgage and real estate industries have expanded across virtually all industries. From October to November 2008, California lost 41,700 jobs, the third-largest month-to-month loss nationwide (OC Register, December 19, 2008).

For the academic year 2007-08, Coastline ROP served 11,635 students, with high school students comprising 91% and adult students 9% of enrollment. There were 10,635 high school students enrolled: 28% Saddleback Valley USD, 27% Huntington Beach Union HSD, 17% Newport-Mesa USD, 11% Tustin USD, and 17% from Irvine USD. The ratio of male to female students was 51% to 49%, respectively. The following ethnic groups were represented: 44% white, 22% Hispanic, 12% Asian, 8% African-American, and 7% unknown. Coastline ROP's enrollment by ethnicity roughly parallels the breakdown of participating high school districts' general pattern of ethnic composition.

Coastline provides classroom instruction at the Paul E. Snyder Administrative main office in Costa Mesa, community businesses, and high schools within the five participating districts. Work-based learning opportunities are offered, including courses with internships and "cooperative" courses that combine employment with advanced instruction. High school students may earn credit towards graduation; both high school and adult students may earn certificates of recognition.

Coastline offers 294 class sections of more than 60 different courses organized into five career pathways: Arts and Communication, Business and Marketing, Health Science, Public Services, and Science and Technology. Eight courses, including 86 course

sections, are UC approved for the “a-g” requirement. Overall, enrollment trends signify that the ROP’s course offerings are in alignment with students’ interests.

The Academic Performance Index (API) shows the academic performance and progress of individual schools in California. It is one of the main components of California’s Public Schools Accountability Act of 1999. There has been an across-the-board improvement in API scores for all district partners.

Coastline ROP has established a network of more than 500 local business partners who serve on advisory committees and as internship supervisors. Industry-specific advisory committee meetings are held annually to review and validate curricula. This network of community partners helps Coastline ROP stay current with labor market, economic, and regional trends that are pertinent to the course offerings and curricula.

To further assist students in their pursuit of career technical education and academic goals, Coastline ROP has formed partnerships with community colleges and universities. The most visible process has been the articulation of courses. This process permits students to move from one educational level to the next without repeating the same course content. Articulation encourages students to achieve their career goals in a sequential manner and promotes further education.

The current, unfavorable economy that impacts job stability and opportunities for newly-trained workers is expected to impact the student and community profile of Coastline ROP for some time. The organization expects to keep all aspects of this self study in the forefront of plans to strengthen its ability to deliver high quality career technical education to all eligible students residing in the heart of Orange County.

Chapter II: Progress Report

Leadership/Staff

In January and June of 2005, the assistant superintendents of business and instructional services retired. The business department was restructured, replacing the position of assistant superintendent of business with two directors: a director of business services who came from a neighboring ROP and a director of technology and facilities promoted from coordinator of instructional programs. A coordinator of instructional programs with over 20 years of service in that managerial position was named the assistant superintendent of instruction.

Early in 2006, Paul Snyder, Superintendent of Coastline ROP for 34 years, suffered a debilitating accident which precipitated his early retirement. Darlene Le Fort, the aforementioned newly appointed assistant superintendent of instruction, was named interim superintendent while the Board of Trustees conducted a state-wide search for a new leader. A new superintendent joined the staff on July 1, 2006 and left the organization for personal reasons in spring 2007. Darlene Le Fort was called to serve once again, this time as acting superintendent until October 2007, when she was named superintendent of Coastline ROP.

Under Mrs. Le Fort's leadership, further reorganization took place in instruction, business, counseling and guidance, recruitment and marketing, and technology departments where key personnel with many years of experience and service with Coastline ROP were placed in new positions of responsibility.

During the last accreditation cycle and in anticipation of Assembly Bill 2448, the administration began to focus on increasing services to high school students while maintaining those specified for adults. There were significant opportunities for change as people and departments were effectively realigned with new leaders:

In addition to significant increases in the number of students served, 51 teachers were added to the staff during this period. Additional sections of existing courses were expanded in all districts, while new courses were introduced in each district that included high tech and high profile classes.

Three major Action Plans were identified for the 2003 WASC Visiting Committee as School Wide Critical Areas for Follow-up. They became Board of Trustees approved Key Result Areas (KRAs) which, with implemented benchmarks, served as yearly goals for the ROP. An assessment of progress in meeting Action Plan goals was presented to the Board of Trustees each year.

Action Plan #1: Continue to integrate Expectations for Students (ESs) into the curriculum (A3)

- ESs simplified with shorter phrases, making them easier to understand and more

useful to students and teachers (Spring 2004).

- Process developed for creation of new lesson plans, instructional materials, strategies, and activities to support teaching ESs.
- Teachers provided revised lesson plan templates that included ESs.
- Numerous professional development activities provided.
- Training plans for courses that include internships and cooperative education were revised to include ESs and Career Technical Education Standards.
- Staff development activities were provided that assisted teachers in the use and implementation of new instructional materials and methods.
- Rubrics developed to measure student achievement of ESs
- The integration of Expectations for Students into the curriculum continues to enhance academic and career success through measurable performance.

Action Plan #2: Identify California Academic Content Standards taught in ROP courses. (B2).

- Numerous workshops and professional development opportunities provided to determine standards being taught and to implement standards-based education and performance-based assessment
- Began utilizing CAROCP-developed lesson plans
- Addendum (2005-06) that included action steps to implement newly developed CTE standards that include academic content standards for ROP courses: “Identify California Academic Content Standards supported in ROP courses. Integrate the academic foundations standards identified in the Career Technical Education (CTE) Standards. (B2)”
- Brain compatible learning strategies, formative and summative assessments, and project-based learning were emphasized in 2008 workshops/trainings
- The alignment of ROP courses with CTE and academic content standards have contributed to the recognition from institutions of higher education. Eight ROP courses are approved as meeting the UC a-g requirement for admission; and students are encouraged to ensure that ROP classes are included in their transcripts, making them even more attractive to students who want to make career technical education part of their preparation for university applications. Additionally, the use of standards-based career technical education raises the achievement levels of students, preparing them to be economically productive.

Action Plan #3: Coastline ROP will develop strategies which enable all departments to communicate to appropriate stakeholders

- Formed website committee to create website for Coastline ROP
- Developed system for notification of technology problems
- Created a position for a webmaster
- Staff bulletins and email distribution lists utilized effectively
- Blog created for career specialists
- Staff development emphasizing communication
- New registration attendance software system purchased (2007)

- Implemented annual ceremony to honor Coastline ROP students
- Continuous development of information technology improves interdepartmental communication and organizational knowledge among staff, therefore improving the probability of student success in achieving the ESs. Improved communication through technology also made more information about courses, policies, expectations and services available to students and parents, helping them to make more informed career and technical educational choices.

Additional Critical Areas addressed:

A1: Increase staff awareness of how the ROP is governed

- Staff were requested to attend one Board of Trustees meeting per year
- Teachers and students are regularly scheduled to present highlights of their course.
- Staff are provided an “Instant Replay” of every board meeting
- Board member(s) attend the yearly opening staff meeting and participate in yearly Distinguished Student Recognition event.

A3: Encourage participation of all staff in the student recognition activities

- Developed and implemented student recognition ceremony
- Staff invited to participate in all aspects of the event
- Students participate in numerous awards and scholarship opportunities

A4: Ensure all stakeholders are involved in the implementation of the school’s Action Plan.

- Staff attended Board of Trustees’ meetings
- Various school improvement committees were developed
- Classified staff developed new materials for instructional staff

A5: Establish periodic benchmarks as part of the completion timelines for each step of the Action Plan and specific strategies for monitoring the Action Plan

- Key Result Areas, including strategies, were approved and monitored by the Board of Trustees.
- Periodic benchmarks are inserted for each action step and were duly implemented

B1: Provide support in helping all teachers with instruction of higher levels of student learning.

- Staff Development activities provided strategies for teachers to provide higher levels of student learning
- Increased number of courses approved for a-g requirement for U.C. admission

B2: Increase the recognition of academic skills in ROP courses among students, parents, high school counselors and other high school staff.

- Revised course descriptions
- Meetings with school guidance and special education departments
- Meetings with high school administrators

C1: Increase the awareness of career center services provided by career specialists to high school students.

- Partnered with career center personnel
- Increased enrollments resulting from classroom presentations, informational events, parent outreach, advertisements and articles
- Student Services Department developed ROP branded marketing ideas, themes and activities

C2: Coastline ROP should enhance its initial effort to address the needs of limited English proficient students by expanding screening and referrals to outside agencies for ESL, VESL, and remedial academic services.

- Added additional instruction day in VESL for C.N.A. class
- Adults interviewed to assess abilities and referred to outside agencies as needed
Newport Mesa USD adult school offers ESL on ROP campus

D1: Work with district technology staff to resolve technology maintenance concerns.

- Coastline ROP hired a technology specialist
- Technology Plan developed

D2: Consider identifying additional resources that supplement state revenues.

- Project Specialist assigned primary responsibility for identifying grants, scholarships, and other funding resources
- Numerous funds were identified as supplemental to state revenues

D3: Identify resources within the ROP that assist students in meeting the needs of passing the CAHSEE.

- Numerous workshops in identifying academic and CTE standards in courses have resulted in teacher-identified applied academics being emphasized.

Chapter III: Self-Study Process

A. Did the program accomplish the five parameters of the study?

Coastline ROP successfully accomplished the five parameters of the self-study process. Evidence is listed below:

1. Involvement and collaboration of stakeholders in the self-study.
 - All staff were members of home groups and/or focus groups
 - The Leadership Team includes administration/management, instructors, and classified staff
 - The student community profile included information about partner districts, APIs, demographics, labor market, and student outcomes
 - All staff and the Board received the student community profile.
 - The progress report addressed each section of the Action Plan and all critical areas from the last self-study.
 - The impact on student learning was documented.
2. The clarification of the school's purpose and the school-wide learning expectations.
 - The ESs were developed, reviewed, and revised by all staff.
 - Achievement of the ESs are measured through a variety of methods to include rubrics and observations.
3. The assessment of the actual student program and its impact on student learning with respect to the criteria and the expected school-wide learning results.
 - Teaching staff were assigned to both home and/or focus groups.
 - Assessment is achieved through: classroom observations, student interviews, reviews of student performance data, stakeholder surveys, and program review reports.
4. The development of a school-wide action plan that integrates subject area/program and support plans to address identified growth needs.
 - The Action Plan from the previous self-study addressed all major growth areas and all critical areas for follow-up.
 - The new Action Plans address growth areas identified through the self-study process.
 - All stakeholders had the opportunity to give input to the Action Plans.
5. The development and implementation of an accountability system for monitoring the accomplishment of the school-wide action plan.
 - Accountability is evident in the school-wide action plan.
 - Administration insures the implementation of the new action plan and an ongoing commitment to develop new action items as they are identified and retire action plan items as they are completed.

- B. Does the self-study accurately reflect the schools' program for students?
- The self-study, when combined with the evidence, classroom observations, and interviews reflects the schools program for students.
 - The Action Plan clearly supports the identified growth areas.
- C. Does the observable evidence reflect a sampling of what ALL students are doing and producing with respect to the WASC criteria and the school's expected school-wide learning results?
- Yes, evidence included teacher portfolios and notebooks, student work samples (various levels), classroom observations, individualized training plans and course outlines, stakeholder surveys.
 - Student portfolios demonstrate student achievement of core competencies.
- D. Does the observable evidence support the ROP's identified areas for growth?
- Examination of evidence and interviews with staff support the schools identified areas for growth.

A. Organization for Student Learning

Criterion A.1: School Purpose

Coastline ROP has a clear mission statement that reflects the beliefs and philosophy of the institution and guides the work of the ROP. The mission statement was revised and formally adopted by the Board of Trustees in 2008: ***The mission of Coastline ROP is to provide students with a dynamic career technical education program that prepares them for academic and career success.***

Based on feedback from stakeholders, the ROP community agrees that the mission statement reflects a clear statement of purpose and that the ROP accomplishes that purpose.

Further definition of the instructional program is reflected in Coastline ROP Expectations for Students (ESs). The ESs were developed during the last self-study process and further revised in 2004. These revisions simplified the ESs making them easier to understand and more useful to students and teachers.

During this self study process the ESs were compared to the Career Technical Education (CTE) Foundation Standards developed by the California Department of Education. The ESs were revised slightly to ensure that the foundation standards were reflected in the technical skills, personal and professional skills and career planning skills that make up the Coastline ROP ESs. They were then revised again by focus groups and adopted.

The ESs reflect the rigor, relevance and relationship building that form the basis of the educational program for every student. They are built into every course curriculum and training plan. Student surveys support that students are acquiring these skills.

Coastline ROP uses several publications to inform the community of the mission statement and the ESs. Efforts to relay this information to all stakeholders is ongoing through increased marketing.

Criterion A.2: Governance

Coastline ROP operates under a Joint Powers Agreement (JPA) with five high school districts: Huntington Beach Union High School District and Irvine, Newport Mesa, Saddleback Valley, and Tustin Unified School Districts. The governing board consists of one publicly elected board member from each participating district.

The board adopts policies consistent with the mission statement and support of the achievement of the Expectations for Students (ESs). The superintendent manages and conducts the business of the ROP on the board's behalf and reports directly to the Board of Trustees. The board delegates implementation of policies and procedures to the appropriate professional staff which then provides oversight of services that support

student achievement of the ESs. The board supports the mission of the ROP by appropriating the necessary resources for students to be successful. These include areas of finance, personnel, curriculum, professional development, and instructional supplies.

The superintendent holds leadership team meetings weekly and staff meetings at a minimum of three times a year. Recently, the superintendent has instituted monthly C3PO, (communication, connection and conversation) meetings to increase communication. Departments also conduct meetings on current issues and policy. Technology is used to communicate updates through weekly blogs for the career specialists.

Board meetings are open to the public. Agendas and summaries are posted for the public in a display case in the main office. The superintendent communicates happenings and actions taken at the board meeting by emailing a brief report after the meeting.

The Employee Information booklet contains all pertinent information regarding Coastline ROP. It is updated annually and distributed at the beginning of the year. Information in the booklet includes policies, procedures, mission statement, student expectations, organizational chart, board and staff member information and priorities established for the year.

These priorities support the mission statement and the ESs and were approved in August 2008 after input from board members and staff. The review and monitoring of the priorities are done throughout the year with formal review done twice a year.

Evaluation of the superintendent is done annually. Other evaluations are done by the appropriate supervisor. Staff survey responses confirm that the organizational roles are clear.

Criterion A.3: School Leadership

The role of Coastline ROP leadership is to facilitate student achievement of the ESs. All staff is held accountable for student learning. The leadership team decisions and actions are focused on helping students develop and improve their technical, personal and professional skills, and career planning skills.

Leadership encourages commitment, participation and shared accountability through review of priorities and mission statements, ESs, meetings with staff, advisory meetings, classroom visits, evaluations, goal setting, professional development and student and staff awards. The ROP staff is comprised of: leadership team, support staff, business and technology, instruction and student services, career specialists, teachers and instructional assistants. Staff has opportunities to participate in decision making and get involved in areas that promote open communication.

Teachers are evaluated on an annual basis using the California Standards for the Teaching Profession and focused on student achievement. Evaluations are done at the end of the year. Coastline ROP encourages excellence and commitment by acknowledgement of staff length of service, and students for achievement. Student Services has been recognized as a Model Practice from 2004-2010. Surveys indicate that staff agrees that leadership empowers them to do their job and that the ROP leadership and staff are committed to Coastline ROP's purpose.

Criterion A.4: Staff

The Coastline ROP staff is qualified for their assigned responsibilities. Each member of the leadership and instructional staff holds the appropriate credentials for their position. Credential status is regularly reviewed by the human resource administrator. Eighty-two percent of certificated staff hold four year degree or higher and 73% of all staff hold four year degree or higher. Commitment to the organization is validated by the fact that 28% of employees have been employed with the ROP for 10 years or more.

Leadership and instructional staff regularly meet with business advisors and employers to review curriculum. The ESs are communicated to local employers as well.

The Distinguished Student Recognition (DSR) event was identified as an area of growth from the last self-study and is still an area of concern as only 40% of the teachers surveyed were involved in the process. Teacher of the Year and Classified Employee of the Year are honored annually at a staff meeting.

Professional growth is supported and teachers are encouraged to participate in organizations and activities that promote student learning, maintain industry standards, and address emerging technology. Workshops have been offered and conducted and roundtable discussions have been held for career specialists and teachers on various topics.

Compensation for teachers is based on a merit program instead of the traditional step and column. Salary increases are based on the total performance evaluation which includes professional growth. Teachers and career specialists agree that they are provided with staff development opportunities to support professional growth.

Criterion A.5: School Environment

Coastline ROP provides a safe, healthy, nurturing environment that is defined by concern for and high expectations for all students. The environment honors individual differences and is conducive to student learning. This is validated by student and staff survey responses. Student self-esteem is fostered through high expectations for students and recognition of student achievement and attendance. The changing

demographic of Orange County and the student population of Coastline ROP supports the need for increased awareness of staff diversity.

The Classroom Management Guidelines include student expectations and they are reviewed and distributed the first day of class. In order to meet the needs of all students, teachers are supported and encouraged to use innovative approaches to enhance student learning. Surveys and sample classroom observations support that this is being done in the classroom.

Safety inspections, emergency procedure drills, safety walk-throughs and safety surveys are done to ensure that this is a priority. Required sexual harassment training is done through the Orange County Department of Education. Discrimination and harassment policy is distributed throughout. Every ROP course has a comprehensive unit on safety in the workplace. Instructional services have requested copies of safety lessons for high risk courses.

Survey results indicated teachers and staff feel facility is safe but there needs to be an increased awareness at high schools when ROP courses take place after regular school hours. Recently the Superintendent has worked with school site personnel to address and resolve the issue of after-bell schedule safety.

Criterion A.6: Reporting Student Progress

ROP teachers use a variety of methods to assess, record, and report student progress toward the ESs, including teacher observation, written assignments, tests and quizzes, and oral presentations. This aligns with the students surveyed who said they learn in a variety of ways.

Student enrollment is monitored the first two weeks of the semester and leadership reviews ADA regularly. Coastline ROP uses eClassManager which reports instantly. Teachers manage and record student grades and give regular feedback to students on their progress. There is a high pass rate of students on certification exams which supports that students are accomplishing the ESs.

Coastline ROP is moving forward with the use of Cal-Pass and has submitted all of the required documents to use this data system. This will allow more data to be collected.

Student progress is exhibited through a variety of means, including presentations at board meetings, and through print and electronic media. Certificates of recognition are issued to students attaining a C or better in their ROP class. The DSR (Distinguished Student Recognition) event also showcases student success and achievement. Competency certificates are given to students who master the course.

Coastline ROP will reinstate the annual report which was discontinued several years ago. The annual report is distributed to the community and gives valuable information on the progress of Coastline ROP.

Criterion A.7 School Improvement Process

The school improvement process has been driven by the Action Plan developed during the last WASC. The Key Result Areas (KRA) were developed by the Board of Trustees, superintendent and staff. These KRAs are reviewed with staff at the beginning of each school year. As a result of this process, new courses have been designed, the number of ROP courses earning a-g credit has increased, new professional activities have been created, curriculum has been revised to include standards, and related classroom instruction materials and strategies have been developed. All of this has been done to support the ESSs.

The leadership staff meets with the comprehensive high schools they serve to ensure that CTE needs of students are being met. Staff also collaborates with the community colleges, businesses and is involved in local professional and community organizations.

Fiscal and personnel resources have been allocated to support the school improvement process. Coastline ROP provides an assessment of their progress toward their priorities to the Board of Trustees each year.

Student follow-up surveys are done to monitor improvement in two critical areas: continued postsecondary education and employment. Student exit surveys will be reinstated to provide increased accountability and assist in the assessment of the program.

An Action Team will be assuming the ongoing task of following and accomplishing the items in the Action Plan. The items in the action plan will become priorities for Coastline ROP.

Areas of Strength

- The mission statement reflects the beliefs and philosophies of Coastline ROP.
- The Expectations for Students are aligned to the CTE foundation standards.
- The Board of Trustees is dedicated, supportive, and involved in the school.
- The school's environment fosters respect, empowers staff, and encourages commitment.
- The staff is well-qualified and dedicated.
- The curricular program is continuously updated and aligned with the needs of business through advisory meetings and internships.
- The longevity of staff reflects high job satisfaction and dedication to the school's purpose.
- Mutual respect and effective communication among staff, students, and the school community is strong.
- Students are recognized for their success.

- Students feel the supportive assistance they are receiving is helping them to succeed in their ROP classes.
- Students gain technical skills as a result of their ROP experience.
- Teachers use a variety of methods to organize, analyze, and assess student progress.
- Student successes are reported to the ROP community frequently and in a variety of ways.

Areas of Growth

- Increase publication and communication of the Coastline ROP Expectations for Students.
- Update the Board Policy Manual.
- Increase professional growth offerings to the classified staff.
- Increase awareness at school sites of ROP teachers who are on the campus after regular school hours.
- Provide safety awareness training, including emergency drills, for teachers of classes that meet after school.
- Incorporate competency statements into the AIM data system which will be printed on the certificates of recognition and given to students who complete courses.
- Increase stakeholder involvement in student recognition activities.
- Reinstate publication of the Coastline ROP Annual Report.
- Revise and reinstate the use of the Student Exit Survey.

B. Curriculum and Instruction

Criterion B.1: What Students Learn

The Coastline ROP provides a challenging, coherent relevant curriculum for each student that fulfills the ROP's purpose and results in student achievement of the Expectations for Students (ESs) through successful completion of any course of study. Industry advisory committees meet annually to ensure that the instructional programs reflect the changing labor market requirements and new industry regulations. Outlines developed for new courses must be approved by an advisory committee, Coastline ROP's Board of Trustees and certified by the California Department of Education. During 2007-2008, course outlines were revised to incorporate CTE Standards. During four workshops in which foundation and pathway standards were presented, teachers collaborated with pathway colleagues and learned how to incorporate English language arts, math and science standards into curriculum. In fall 2008, 89 sections of UC approved courses were offered throughout participating high schools.

In addition to the above, student, parent and community demands play a part in deciding what Coastline ROP will offer. Career Specialists routinely survey the students and high schools and community colleges to make decision about classes that are of high interest.

Coastline ROP offers courses that prepare students for industry certification. Innovative courses are offered to students in response to labor market demands and technology trends. The ROP has been actively pursuing and forming partnerships with community college consortia. These efforts have led to the formation of a state-of-the-art 3-D Modeling course (CAD) offered at Tustin and Trabuco Hills High Schools, under the auspices of a two-year grant received by Saddleback College.

Although currently faced with budgetary issues that are having a major impact on class offerings, Coastline ROP would like to offer classes in Green/Solar Technology, Bio-Technology, Construction Technologies and increasing the Pre-Engineering courses. An additional way in which Coastline deals with the subject of new classes is to give the high schools the opportunity to reduce or eliminate sections where there is low interest and attendance. These sections could then be replaced with new class offerings.

As part of the self-study process, students were observed while learning. It was estimated that 85%-95% of the staff both direct and contracted participated in the observations. Instructors who participated in the process were able to observe a variety of classes which may or may not have been in their immediate subject area. Staff members visited a classroom or internship site and observed a minimum of 30 minutes. The results of those observations indicate that teachers provide a challenging, coherent, relevant course of study and that the ROP is integrating the ESs into the curriculum. Additional evidence that demonstrates student mastery of the ESs is offered through the student and teacher survey results. In the student survey, 94% agreed that ROP courses helped in fulfilling their purpose for taking the class and 82% reported that they

are able to apply what they learned in to class to the workplace. Surveys indicated that 99% of all teachers integrate academics into curricula while only 47% of students indicate that they apply math, 62% use writing, and 63% develop leadership skills. This indicates there is a need for teachers to identify the academic skills incorporated into instruction and to emphasize the importance of academic skills in the world of work.

Criterion B.2: How Students Learn

The Coastline ROP professional staff uses research-based knowledge about teaching and learning. The professional staff designs and implements a variety of learning experiences that actively engage students at a high level of learning that is consistent with the school's purpose and ESs. ROP teachers use a variety of methods in the learning process, including: hands-on demonstrations, projects, oral presentations, writing assignments, teamwork, and cooperative learning.

In those instances where there are students who are considered "low-achieving" options were offered to the students to meet with the instructor either before school or after to obtain additional help and support. Students were also encouraged to team with other students in class to gain additional help in subjects they may not be mastering. Staff indicated that their philosophy for these students came down to "teach and re-teach" until the student could demonstrate understanding or mastery of the subject.

Many teachers participate in industry sponsored activities, industry certification classes, California Association of Regional Occupational Centers and Programs (CAROCP) Chapter workshops, district conferences, and ROP sponsored workshops. These activities help ROP teachers to provide a clear, logical and articulated sequence of learning experiences using a variety of activities and resources and make appropriate pacing adjustments for their students. Members of the instructional services department, specifically coordinators of instructional programs, assist teachers in curriculum development. Currently, eight Coastline ROP courses receive UC a-g approval. Twenty-six articulation agreements are in place between Coastline ROP and four local community colleges. These agreements allow students who successfully complete the articulated ROP courses to receive college credit and/or advanced placement.

To encourage higher levels of learning, ROP teachers support student involvement and participation in competitive events, collaborative learning experiences, and leadership opportunities. In today's world of rapidly changing technologies and labor market needs, it is critical that teachers remain abreast of industry changes, emerging trends and research-based strategies about teaching and learning. Findings reveal teachers use research based knowledge to design and implement a variety of learning experiences that actively engage students at a high level of learning that is consistent with the school's purpose and ESs, providing high quality learning experiences for all students.

Criterion B.3: How Assessment is Used

Teacher and student use of assessment is frequently integrated into the teaching and learning process. The assessment results are the basis for measurement of each student's progress toward achievement of the ESs. The assessment results are the basis for regular evaluation and improvement of curriculum and instruction. Teachers frequently used a wide variety of relevant assessments to monitor students' progress and learning. Assessment is continual and integrated into instructional lessons. In lieu of more traditional mid-term and final exams, some teachers require portfolios or completion of a comprehensive project. Performance based assessments are used to measure the ability of students to analyze, organize, explain and communicate that they are learning.

According to the student survey, teachers use the following evaluation methods often or frequently: skills assessments, written assessments, hands-on demonstrations and skills check, project-based assessments, and oral presentations. Ninety percent of students agree that teachers provide opportunities to ask questions, clarify directions, and offer feedback often or frequently. Students who participate in internships are evaluated by teachers and by training site supervisors. Coastline ROP teachers visit and observe students every ten hours at internship sites and obtain feedback from site supervisors.

For courses that prepare students for industry and state certification exams, teachers provide students with a comprehensive set of study guides and assessments. The assessments help students to acquire the skills necessary to pass the exams. The pass rates for the exams provide evidence that the students are learning.

Teachers use assessment results to review the effectiveness of teaching strategies and student learning to determine if remediation or revision of curriculum is needed. Adjustments in assignments, projects, and written tests occur as a result of the assessments. Teachers use assessment results to measure a student's progress, to provide feedback, and to re-teach the material or determine a grade.

Areas of Strength

- Curriculum is current, relevant and industry-driven.
- State-of-the-art technology and industry grade software are used in classrooms.
- Students participate at high-profile internship sites.
- Eight UC a-g approved courses are currently offered.
- Twenty-six courses are articulated with local community colleges.
- Collaborative projects with community colleges are in place.
- Courses prepare students for industry certifications.
- Varied and innovative teaching strategies are utilized.
- Professional development opportunities are provided.
- Contextualized, project-based, hands-on methodologies prevail.
- A variety of assessments measure student achievement.

Areas of Growth

- Continue to incorporate CTE Standards and ESs in all curricular areas
- Reinforce the integration and the identification of academic skills
- Develop course sequences to meet the AB 2448 requirements
- Add competencies to Certificates of Recognition
- Utilize student data to improve student outcomes
- Demonstration of skill in all curricular areas.

SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Criterion C.1: Student Connectedness

Coastline ROP students are connected to a system of support services, activities and opportunities that meet the challenges of the curricular and co-curricular program and support achievement of the Expectations for Students (ESs). Those services are provided through a collaborative network of teachers, career specialists, student services staff, coordinators of instructional programs, and high school personnel. High school students have access to all services; adults have access to appropriate registration and enrollment services, plus services of a part-time counselor. Adults also may be referred to or from the ROP to community-based agencies and services. ROP teachers ensure student achievement of the ESs by delivering high quality instruction and critical support services. Eighty-eight percent of parents surveyed recognize that ROP teachers are qualified to teach industry specific curricula and 71% are aware that ROP courses reinforce basic reading, writing and speaking skills. ROP students' skills were improved by the use of technology in the classroom.

Many career specialists, some ROP teachers (particularly of Diversified Service Careers), and the ROP counselor are available to attend IEP (Individualized Education Plan) meetings to describe classes, provide course descriptions, discuss expectations for students, and offer information regarding the ROP's ability to provide reasonable accommodation.

A variety of critical support services provided by ROP teachers include:

- Attending Individual Education Plan (IEP) meetings
- Developing internships; visiting and supervising students
- Planning field trips
- Communicating with parents, career specialists and school site personnel regarding student performance
- Developing class projects that connect with community endeavors
- Participating at career fairs
- Serving as guest speakers
- Assisting with job placement
- Participating in career-related extracurricular activities.
- Nominating distinguished students and participating in the Distinguished Student Recognition (DSR) event
- Services to students at alternative and private high schools within the service area.

To continue to build the connectivity between stakeholders, Coastline ROP has implemented methods that would insure that career specialist are communicating and assisting students, they include:

- Career specialists, located on high school college and career centers or counseling offices, serve as liaisons between the ROP, high school sites and parents.

- The administrative assistant in the student services department started a highly successful electronic blog for career specialists to improve communication.
- The “Building Best Practices” binder developed in 2007-08 is being used by all career specialists.
- To assist and support students in meeting their individual career planning goals, career specialists provide a variety of support services, activities and opportunities.
- Coastline’s instructional coordinators work closely with teachers to offer students the opportunity to stay on track towards successful achievement of the ESSs.
- The ROP’s Classroom Management Guidelines offer teachers a plan for enforcing classroom rules and regulations.

Criterion C.2: Community/Business Involvement

The student services department received recognition by the California Department of Education as a “Model Practice for Student Support Services” for 2004-2007 and a renewal for 2007-2010. Business partners are actively involved with the ROP and provide essential support for students. More than 500 business and community partners contribute significant information and resources by providing internship opportunities for students, serving as industry advisors, acting as guest speakers and by hosting field trips.

Businesses local to the ROP service area currently provide internship experiences for high school and adult students enrolled in 31 sections of 17 courses. Internship sites are developed by teachers who build relationships with business owners and supervisors who agree to mentor, supervise, and train students to master competencies. Internship site supervisors also provide critical evaluation feedback on student performance to the instructor, who makes regular site visits.

Over 100 representatives from local businesses participate in annual advisory meetings to validate that curricula meets the current needs of the workplace. Advisors also provide valuable information regarding employment projections, current and emerging technology, wages, required skill sets, equipment and supplies.

Coastline ROP, along with the other three ROPs in Orange County, contracts with Vital Link – Orange County, an organization that provides the opportunity for staff to receive information on labor market requirements and emerging trends from business owners and industry representatives through several panel discussions each year.

ROP teachers have access to a wide variety of business resources to complement classroom instruction. Teachers invite business partners to:

- Speak to classes about their careers and occupations.
- Plan and host class field trips.
- Participate in career fairs and trade events.
- Serve on mock interview panels.

An annual Distinguished Student Recognition (DSR) event is the premier showcase for families and the community to learn more about the ROP. There are also other recognition opportunities.

Areas of Strength

- A variety of supportive services are provided by teachers to promote achievement of the ESs.
- Best Practices are being developed and delivered by career specialists.
- Liaison services are delivered by career specialists to participating high schools.
- Career specialists collaborate and share marketing and recruitment strategies.
- Student Support Services are recognized by the California Department of Education as a model program and practice.
- Students are honored at Distinguished Student Recognition Events.

Areas of Growth

- Continue to provide in-service training to district counselors about ROP programs and services.
- Provide all teachers with strategies to provide reasonable accommodations for students with special needs.
- Expand opportunities for business and community members to interact with ROP students.
- Improve marketing and visibility strategies.

D. Resource Management and Development

Criterion D.1: Resources

Coastline ROP has indicated that the resources they have available are more than adequate to sustain the instructional programs which allow them to effectively carry out the ROP's purpose and achievement of the Expectations for Students (ESs).

Coastline follows a dual adoption for their budget. Once the detailed budget is completed, it is presented to the board prior to the start of the school year and then a revised budget is presented in August of each year. The budget presented details expenditures by object codes based on accounting principles that have been established by the California Department of Education.

When questioned as to the effectiveness of the resources of the ROP, the Board of Trustees, district administrators, direct teachers, career specialists and the support staff all indicated in the questionnaires given to them that they felt resources were sufficient to maintain the programs used to serve ROP students. There was a unanimous feeling among staff that the ROP works with the district and school sites providing financial resources that are consistent in enhancing student learning at the ROP's various sites.

The major expenditures at Coastline ROP are those which include the purchases and maintenance of current technology which allows students to receive instruction that is relevant to today's job market standards. This allows Coastline ROP to be able to ensure that students are learning and incorporating the ES's into their daily learning

The budget is normally prepared on a preliminary funding level and then adjusted at legal regular intervals as expenditure and revenue changes warrant. During the 2008-2009 school year alone, Coastline ROP had an operating budget of \$10,323,853 dollars which was based on projected ADA, COLA and growth if available. Working together the superintendent and directors meet with the high school principals and the steering committee annually in each participating district to determine the program needs for the year.

Other than apportionment money, Coastline ROP also receives resources from the following entities:

- Lottery dollars (three of five participating districts)
- Grant dollars
- Carl D. Perkins 132 funds
- Adult registration fees
- Lab and material fees
- Interest on ROP funds in the Orange County Treasurer's Educational Pool
- Reverse Interagency Agreements with Districts
- Community and business partners

Funds received from the entities above are allocated after meetings and conversations between a group of personnel from the ROP that consists of directors, instructors, committee members, coordinators and specialists. Perkins money is received as a result of a consortium that was formed from Capistrano-Laguna Beach ROP and Saddleback Valley Adult School primarily to provide classes to adults. It is important to note that staff salaries and benefits are determined first before the other items are budgeted and comprise 89% of the total budget. To ensure that all staff has an active part in the budgetary process, all instructors are encouraged to provide input on their individual program needs during regular classroom visits.

Coastline ROP has also established a Distinguished Student Recognition account that is funded by donations from staff, board members, business partners and fund raisers and is used to assist students as needed. In addition to the monies that are received on a yearly basis, Coastline ROP also receives monies from one-time accounts. These accounts are as follows:

- CTE Equipment Grant\Discretionary Block Grant
- Pass-through dollars associated with SB70
- 3-D modeling grant
- Teacher Preparation Pipeline Grant
- Collaborative Grant

Monies received and used for budgetary issues at Coastline ROP are approved by the Board of Trustees. To ensure that the Board is following required accounting guidelines, annual audits are done which go far to protect against the misuse of funds. As a result, Coastline ROP has an excellent history of audit reports with no major findings.

In addition to their allotted resources, Coastline also receives donations from the community and business partners that are used to purchase classroom supplies and equipment. Resources are also allocated to teachers for mentoring and professional development, which include some support from Card D. Perkins 132 and Tech Prep funds. Instructors as well as students also receive resources from instructional services, student services, and technology.

Of those surveyed, 100% strongly agree that Coastline works positively with districts and school sites to provide financial resources to enhance student learning.

Criterion D.2: Resource Planning

Coastline ROP also takes the necessary steps to ensure that classrooms are safe and secure. As a result, the ROP makes sure that enough monies are allocated to all school sites. Coastline ROP does not own the property in which the main campus is located; instead they have leased the property for the last twenty five years. As a result, some of the monies allocated to the budget are to make improvements as are needed. Three major improvements were completed during the school year 2007-2008 with plans for renovations in the future.

At Coastline ROP, when decisions need to be made regarding the budgeting process, stakeholders begin to make decisions as a collaborative team. The team is instrumental in helping to determine the budgetary funds that will be allocated when determining course offerings, textbooks, supplies, equipment as well as instructional staff salaries and benefits, staff development and conferences.

To support the achievement and purpose of the ES's, the Board of Trustees along with the leadership team conduct resource planning by preparing the revenue and expense projections for two years into the future which are reviewed and revised each year. They also identify additional needs that can be met with passed through lottery funds and ensure that a reserve capital outlay with annual contributions is maintained. Coastline maintains a reserve for economic uncertainty above the 3% required of ROP's.

Coastline ROP employs a project specialist whose primary responsibilities are to seek and apply for alternative sources of funding. Before classes are eliminated from participating high schools and new classes added, Coastline makes decisions based upon

- impact of state budget for ROP funding
- district request for classes and facility needs
- infrastructure, technology, equipment and supply needs
- staffing needs

There are major requirements for the starting of new classes, but the most important are budget impact or start-up costs for programs. Coastline ROP makes sure that all parties are an integral part of resource planning. They accomplish this by keeping legislative representatives and the public informed of the financial needs of the organization. The superintendent of Coastline ROP in addition to one or more members of the leadership team and the board of representatives meet annually with legislators at the Legislative Forum in Sacramento.

Coastline ROP regularly practices responsible resource management, planning and development so that all decisions are conducive to the mission of providing students with a dynamic career technical education program that adequately prepares them for academic and career success.

Areas of Strength

- Audit reports are consistently positive.
- Lottery funds are passed through from three districts.
- Supplies and equipment are adequate for all staff.
- In addition to allotment, various resources are used to support instructional programs.
- A technology plan ensures that the provision of technology to students and staff is appropriate and timely.
- Adequate resources support effective marketing activities.

- Leadership is actively involved in education of legislators and in CAROCP.
- Appropriate planning and management provides resources for a strong instructional program.
- Appropriate use of resources provides safe and nurturing work environments.

Areas of Growth

- Involve all staff in the budgeting process.
- Improve response time for equipment repair and/or replacement.

Part B. School-wide Strengths & Critical Areas for Follow-up

General Comments: The Coastline ROP administrative team has experienced some turnover since the last WASC accreditation five years ago. It is evident that administration supports teachers and student learning. Turnover was not due to one specific reason but was a combination of reasons that school districts experience. The staff reports that student learning and engagement has not been disrupted. The staff is supportive of their administrative team and proud of the accomplishments of students and staff.

School-wide Areas of Strength

- The mission statement reflects the beliefs and philosophies of Coastline ROP.
- The Expectations for Students are aligned to the CTE foundation standards.
- Students participate at high-profile internship sites.
- Eight UC a-g approved courses are currently offered.
- Twenty-six courses are articulated with local community colleges.
- Collaborative projects with community colleges are in place.
- Student Support Services are recognized by the California Department of Education as a model program and practice
- Audit reports are consistently positive.
- A technology plan ensures that the provision of technology to students and staff is appropriate and timely.

School-wide Growth Areas

- Increase publication and communication of the Coastline ROP Expectations for Students.
- Use student data to improve curriculum, instruction and assessment practices.
- Incorporate competency statements into the AIM data system and add competencies to Certificates of Recognition
- Revise and reinstate the use of the Student Exit Survey.
- Continue to incorporate CTE Standards and ESs in all curricular areas
- Develop course sequences to meet the AB 2448 requirements
- Develop strategies to improve communication among all stakeholders
- Provide teachers with strategies to provide reasonable accommodations for students with special needs
- Involve all staff in the budgeting process.
- Improve response time for equipment repair and/or replacement.

Chapter V: Ongoing School Improvement

1. Do the action plan sections address the critical areas for follow-up?

The action plan sections address the critical areas for follow-up.

2. Will the action plan steps enhance student learning?

The action plan steps will enhance student learning.

3. Is the action plan a “user friendly” school-wide action plan that has integrated all major school initiatives?

The Action Plan is user-friendly, integrating all major school initiatives.

4. Is the action plan feasible within existing resources?

With the state budget crisis, new funding sources will need to be explored; it may be challenging to work with the budget in order to complete action plan items.

5. Is there sufficient commitment to the action plan, school-wide and system-wide?

Meetings with the Administrative Team, Leadership Team, and Focus Groups clearly demonstrated a commitment to the implementation of the Action Plan.

Existing factors that support school improvement

- a. Involved and supportive administrative team
- b. Commitment by an enthusiastic staff
- c. Clearly defined action steps, timelines, and accountability

Impediments to school improvement that the school will need to overcome in order to accomplish any of the action plan sections:

The projected budgetary constraints may affect the progress on the action plans. New funding sources may need to be explored.