

2009

**COASTLINE ROP
WASC SELF STUDY
BUILDING STUDENT SUCCESS**

Coastline Regional Occupational Program

Mission Statement

Coastline ROP provides students with a dynamic career technical education program that prepares them for academic and career success.

Expectations for Students (ESs)

Upon successful course completion, Coastline ROP students will:

TECHNICAL SKILLS

- Demonstrate industry-specific skills.
- Use academic skills in the workplace.
- Understand and use current and emerging technologies.
- Practice health and safety regulations.

PERSONAL AND PROFESSIONAL SKILLS

- Demonstrate effective communication skills.
- Practice teamwork and leadership skills.
- Apply creative problem solving and critical thinking skills.
- Demonstrate appropriate work ethics and responsibility.
- Exhibit responsible, flexible behavior.

CAREER PLANNING SKILLS

- Research career opportunities.
- Establish educational and career goals.
- Apply effective job search strategies.

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PREFACE

The Western Association of Schools and Colleges (WASC) of 2007-2009 self-study process at Coastline ROP was organized around the theme of *Building Student Success*. All employees were grouped under the job titles found in construction occupations: general contractors (leadership including self-study coordinators), subcontractors (focus groups) and trade groups (home groups).

General contractors (leadership) include the superintendent; directors of instruction and business; human resources administrator; project specialist; manager of purchasing and risk management; three career specialists; the administrative assistant to the superintendent; one teacher; and two self-study coordinators: the director of student services and a counselor.

General contractors took turns selecting subcontractors (focus groups) from lists of all staff, and assigned them to trade (home) groups for each criterion. Trade (home) groups were comprised of people with similar jobs.

The self-study coordinators attended an all-day WASC training at Los Angeles County Office of Education in November 2007; the entire general contractor leadership group attended subsequent trainings at that facility in March and September of 2008. The self-study coordinators also met with counterparts from North Orange County ROP and Capistrano-Laguna Beach ROP. Copies of self-study reports from several other ROPs, some participating high schools, and adult schools were also acquired and used for reference.

Multiple trainings for staff were provided by the self-study coordinators. A brief overview of what was to come was presented to staff in December 2006. An orientation to the purpose and process of accreditation was given at the opening staff meeting in September 2007 and general contractors began meeting frequently thereafter. Subcontractor (focus) groups and trade (home) groups were formed; timelines and tasks were identified. The Student/Community Profile committee commenced their research, and the related general contractor began working on a draft of that section of the report.

The general contractor (leadership) group began to revise and refresh the mission statement and the Expectations for Students (ESs). Those published by other ROPs and many high schools were reviewed and discussed. Three new versions of the mission statement and several new performance indicators related to each ES were developed for staff approval.

At a mandatory WASC training, entitled *Building Student Success*, held in February 2008, staff was organized according to their trade (home) groups. All members received personalized (WASC) *Building Student Success* binders in which to organize their self-study materials. They were presented with the new drafts of the mission statement and the ESs, asked to discuss and rank them or provide alternative suggestions. Results were tallied, new versions of the mission statement and ESs were chosen and new ESs were declared and approved by all. The new mission statement was offered to the Board of Trustees for their approval, which occurred after a suggested reordering of words.

The Student/Community Profile draft was shared at the WASC training for staff in February in a PowerPoint presentation, and all staff received a hard copy for review. It was received with enthusiasm and parts of it were put to immediate use in various marketing activities.

Surveys were developed by the general contractor (leadership) group for students, parents, administrators and the Board of Trustees, direct and contracted teachers, support and classified staff, and business partners. They were launched in May 2008, posted on an online service for those with computer access, and printed for those needing hard copies. Analyses of responses and lists of comments were generated by that service. Findings were then distributed to the general contractor (leadership) and subcontractor (focus) groups for use as evidentiary research by trade (home) groups. Also in May, all staff members were given assignments to observe students learning in classrooms and to conduct interviews with students regarding their ROP experiences. (See Appendix)

In keeping with the *Building Student Success* theme, Focus on Learning criteria was classified as Building Codes under each of the four categories. Meetings commenced among subcontractor (focus groups) in March 2008 and among the various trade (home) groups thereafter. Tasks were assigned to study the ESs and answer guide questions relating to their criteria. Meetings continued through summer and then through fall 2008. Members of various groups who could not attend meetings were contacted by email, in person, or by phone to ensure opportunity for full participation.

General contractors (leadership team) and subcontractors (focus groups) were responsible for analyzing and synthesizing all researched information, including surveys and classroom observations. Utilizing the aggregated perceptive and hard data, general contractors (leadership team) and subcontractors (focus groups) wrote drafts of their categories of the self-study report and submitted them to the self-study coordinators in December 2008. Those drafts were returned for review, additions, and corrections; and final drafts were subsequently accepted in early January 2009. Each category draft was accompanied by an introductory process describing how evidence was collected and applied to each Building Code (criterion).

Areas for Growth were identified by each subcontractor (focus) group. At the mid-year staff meeting, all staff participated in an activity that prioritized Areas of Growth into critical and non-critical categories for the development of *the Action Plan*, which was written by the general contractors (leadership team).

Four identified Areas of Growth are addressed in the Action Plan of this self-study, but all identified Areas of Growth are considered critical and will be addressed in the coming accreditation cycle.

The general contractors (leadership) extend their appreciation and gratitude to the Coastline ROP Board of Trustees, students, staff, and all stakeholders who participated in the *Building Student Success* Self-Study process. Additional appreciation and gratitude is offered to the WASC Visiting Committee Chair, Judy Gilleland, for her valuable time, guidance and assistance, and to the entire visiting committee for providing objective perspectives to the organization.

Coastline ROP expects to reap benefits exceptional to former WASC self-studies as this internal examination, in concert with the prioritized goals and leadership style of the new superintendent, continues to guide, support and validate its strength and purpose to deliver high quality career technical education to all eligible students within its region.

**Coastline Regional Occupational Program
Building Student Success
WASC 2009**

BOARD OF TRUSTEES

Martha Fluor Newport-Mesa USD, President
Michael Simons Huntington Beach Union HSD, Vice President
Sue Kuwabara Irvine USD, Clerk
Tammie Bullard Tustin USD, Member
Suzie Swartz Saddleback Valley USD, Member

LEADERSHIP TEAM

Darlene Le Fort Superintendent
Roni Behrends Administrator, Human Resources
Carol Hume Director of Instructional Services
Linda Kallow Director of Student Services
Lynn Simmons Director of Business Services

WASC Accrediting Commission for Schools

Visiting Committee Coastline ROP March 2009

CHAIR

Ms. Judy Gilleland
Director of Curriculum and Instruction
Tri-Cities ROP

MEMBERS

Ms. Jennie Aguirre
Instructor
Tri-Cities ROP

Ms. Ann Bach
Program Manager
Baldy View ROP

Mr. Donald Kihara
Assistant Principal
Los Angeles Unified School District

Miss Stephanie Lewis
Assistant Principal of Operations
Los Angeles Unified School District – Adult Division

Ms. Elizabeth A. McKinstry
Director of Career Technical Education
Antelope Valley High School District

WASC Group Assignments

SELF-STUDY COORDINATORS

Linda Kallow Director of Student Services

Margy Plum Counselor

GENERAL CONTRACTORS LEADERSHIP TEAM

Roni Behrends Human Resources Administrator

Jennifer Bollman Manager of Purchasing and Risk Management

Traci Eggert Career Specialist

Carol Hume Director of Instructional Services

Merry Kim Project Specialist

Darlene LeFort Superintendent

Kathleen Shannon Career Specialist

Lynn Simmons Director of Business Services

STUDENT COMMUNITY PROFILE COMMITTEE

Merry Kim Project Specialist

Nancy Nakakura Manager of Database Software Services

Alex Perez Media Resource Specialist

*PRESIDIO STAFF TRADE GROUP
CLASSIFIED HOME GROUP*

Foreman	Debbie Ludwig
Organization for Student Learning	Kate Dollbaum Karen Tracy
Curriculum and Instruction	Sue Gast Tammy Iversen Doug Sullivan
Support for Students	Stacie Beckelman Harriet Reviea Bridget Garrison
Resource Management and Development	Linda Doone Tuy Pham

*PRESIDIO STAFF TRADE GROUP
TECHNOLOGY HOME GROUP*

Foreman	Nancy Nakakura
Organization for Student Learning	Nancy Nakakura
Curriculum and Instruction	Lewis Zuluaga
Support for Students	Josh Coy
Resource Management and Development	Jeanne Bennett

***SUBCONTRACTOR - FOCUS GROUP A
ORGANIZATION FOR STUDENT LEARNING***

General Contractors	Darlene Le Fort Roni Behrends
Arts & Communication	Kathe Hayden
Business & Marketing	Regina Blankenhorn
Health Science	Marcia Culp Joe Noceti
Public Service	Amy Castro
Science & Technology	Tim Chambers
Career Specialists North	Debbie Cuzens
Career Specialists South	Ellen Phillips
Technology	Nancy Nakakura
Classified Support	Kate Dollbaum

***SUBCONTRACTOR - FOCUS GROUP B
CURRICULUM AND INSTRUCTION***

General Contractors	Carol Hume Merry Kim
Arts & Communication	Cheryl Dimson Traci Fanelli
Business & Marketing	Sharon Ota
Health Science	Susan Gavel
Public Service	Marcie Corona
Science & Technology	Mary Jett
Career Specialists North	Kathy Romant
Career Specialists South	Vicki Dimitruk
Technology	Lewis Zuluaga
Classified Support	Sue Gast Tammy Iversen

***SUBCONTRACTOR - FOCUS GROUP C
SUPPORT FOR STUDENTS***

General Contractors	Traci Eggert Kathleen Shannon
Arts & Communication	Amelia Perez Mike De Lao
Business & Marketing	Stacy Robison Corine Plunkett
Health Science	Judy Euge
Public Service	Chanel Osbourne
Science & Technology	Bob Meade
Career Specialists North	Mary Harrison
Career Specialists South	Kathi Smith
Technology	Josh Coy
Classified Support	Stacie Beckelman

***SUBCONTRACTOR - FOCUS GROUP D
RESOURCE MANAGEMENT AND DEVELOPMENT***

General Contractors	Lynn Simmons JJ Bollman
Arts & Communication	Lisa Knuppel Cathryn Sotier
Business & Marketing	Bridget Mondt
Health Science	Giovanna Charleston
Public Service	Heather Testerman
Science & Technology	Tom Williams
Career Specialists North	Marvene Sanders
Career Specialists South	Yi-Ching Fenton
Technology	Jeanne Bennett
Classified Support	Linda Doone

*TEACHERS TRADE GROUP
ARTS & COMMUNICATION HOME GROUP*

Foreman

Lisa Knuppel

Organization for
Student Learning

Curriculum and Instruction

Support for Students

Resource Management
and Development

1. Cheryl Dimson
2. Amelia Perez
3. Lisa Knuppel
4. Chris Weber
5. Seth Matson
6. Matt Harward
7. Jon Kubis
8. Chuck Schubert
9. Larry Quay
10. Joe Batte
11. Tina Murphy
12. Mike Eich
13. Jeff Napolitano
14. Lauren Henderson
15. Carol Cole
16. Ryan Hayes
17. Candace Gay
18. Jamie Knight
19. Matt Whitmore
20. Steve Eggert
21. Regina Broesamle
22. Carrie Peterson
23. Kevin Fairman
24. Marie Hoffman
25. Pauline Maranian
26. Teri Brudnak
27. Hali Kessler
28. Pat Bangs
29. Jackie Peters
30. Mark Scoggins

*TEACHERS TRADE GROUP
ARTS & COMMUNICATION HOME GROUP*

Foreman

Kathe Hayden

Organization for
Student Learning

1. Kathe Hayden

Curriculum and Instruction
Support for Students

2. Traci Fanelli

3. Mike DeLao

Resource Management
and Development

4. Cathryn Sotier

5. Cheryl Cramer

6. Matt Brown

7. John Hall

8. Erin McConnell

9. Chris Gonzales

10. Kirsten Harvey

11. Samy Abdou

12. John Elg

13. John Harnack

14. Chip Walsh

15. David Zogg

16. Mark Tsang

17. Kevin Macare

18. Ondine Bierbaum

19. Jackie Peters

20. Vicki Artiano

21. Bertha Cardoza

22. Robin Lux

23. Patrick Quigley

24. David Baker

25. Doug Ford

26. Sam Nordrum

27. Roland Jones

28. Ron Soderwald

29. Dale Beverly

30. Mandy Tucker

31. Katie Hackett

32. Gary Russell

33. Leah Jones

*TEACHERS TRADE GROUP
BUSINESS & MARKETING HOME GROUP*

Foreman

Regina Blankenhorn

Organization for
Student Learning

1. Regina Blankenhorn

Curriculum and Instruction
Support for Students

2. Sharon Ota

3. Stacy Robison
4. Corine Plunkett

Resource Management
and Development

5. Bridget Mondt

6. Rebecca Richter
7. Lisa Snowden
8. Suzie Speirs
9. Tom McCaffrey
10. Chris Stroh
11. Rick Curtis
12. Mike Willet
13. Chris Ansevin
14. Mary Jo Browning
15. Carlos Navarrete
16. Laszlo Berzsenyi
17. Erin McConnell
18. Sheridan Hirst
19. Craig Cooper
20. Kent Williams
21. Greg Berger
22. Mike Sciacca
23. Sarah McCance
24. Marilyn Cunneen
25. Brent Pillsbury
26. Todd Shafer
27. Linda Kaiden
28. Ryan Bertoni
29. Roger Keating
30. Chanel Osbourne
31. Teresa Laffen

*TEACHERS TRADE GROUP
HEALTH SCIENCE HOME GROUP*

Foreman

Organization for
Student Learning
Curriculum and Instruction
Support for Students
Resource Management
and Development

Sue Gast

1. Joe Noceti
2. Marcia Culp
3. Susan Gavel
4. Judy Euge
5. Giovanna Charleston

6. Connie Hoffman
7. Dave Eusantos
8. Vicky Popovici
9. Phyllis Daniloff
10. Cecilia Murillo
11. Barbara Hoffman
12. Terry Foster
13. Janice Reibson
14. Jason Kols
15. Melissa Rogers
16. Dianna Gritters
17. Kimberly O'Hara
18. Steve Osborne
19. David Foster
20. Patrick Ochoa
21. Alan Wilkes
22. James McDuffie
23. Jennifer Broderick
24. Yuuki Hayato
25. Corey Gremel
26. Joe Noceti
27. Jake Anderson

*TEACHERS TRADE GROUP
PUBLIC SERVICE HOME GROUP*

Foreman

Amy Castro

Organization for
Student Learning

1. Amy Castro

Curriculum and Instruction

2. Marcie Corona

Support for Students

3. Chanel Osbourne

Resource Management
and Development

4. Heather Testerman

5. Julie Ray

6. Debbie Osborne

7. John Carpenter

8. Katie Fleigler

9. Jay Camiling

10. Kristy Van Egmond

11. Tom Schatti

12. Cori Brooks

13. Janet Dukes

14. Dan Shell

15. Wendy Washburn

16. Joe Pirooz

17. Nasario Solis

18. Bob Ciszek

19. Jack Davidson

20. Graceann Johnson

21. Gina Bowen-Gilbert

22. Andy Killian

23. David Kearley

24. Cinnamon Basco

*TEACHERS TRADE GROUP
SCIENCE & TECHNOLOGY HOME GROUP*

Foreman

Mary Jett

Organization for
Student Learning

1. Tim Chambers

Curriculum and Instruction

2. Mary Jett

Support for Students

3. Bob Meade

Resource Management
and Development

4. Tom Williams

5. Kevin Crossett

6. Tom Arrington

7. Roger Musgrove

8. Ed Hernandez

9. Jim Morris

10. Ralph Caldin

11. Bob Pestolesi

12. Ed Ollila

13. Dave Sprang

14. Ken Welch

15. Kevin Rans

16. Jesse Nauta

17. Doug Ford

*CS NORTH TRADE GROUP
CAREERS SPECIALIST HOME GROUP*

Foreman

Mary Harrison

Organization for
Student Learning

1. Debbie Cuzens

Curriculum and Instruction

2. Kathy Romant

Support for Students

3. Mary Harrison

Resource Management
and Development

4. Marvene Sanders

5. Kathi Haskell

6. Nancy Duremdes

7. Sherry Friend

8. Tera Ochoa

9. Ann Perry

10. Stacy Robison

*CS SOUTH TRADE GROUP
CAREERS SPECIALISTS HOME GROUP*

Foreman

Patty Voisinet

Organization for
Student Learning

1. Ellen Phillips

Curriculum and Instruction

2. Vicki Dimitruk

Support for Students

3. Kathi Smith

Resource Management
and Development

4. Yi-Ching Fenton

5. Rose Donohue

6. Sandy Davis

7. Lisa Cookston

8. Corine Plunkett

9. Bridget Mondt

Work Group Layout

General Contractors

(Steering Committee)






Margy Plum,	Darlene LeFort,	Traci Eggert,	Lynn Simmons,
Linda Kannow	Carol Hume,	Kathleen Shannon	J.J. Bollman
Sandie DeLeon	Merry Kim		
	Kate Dollbaun		

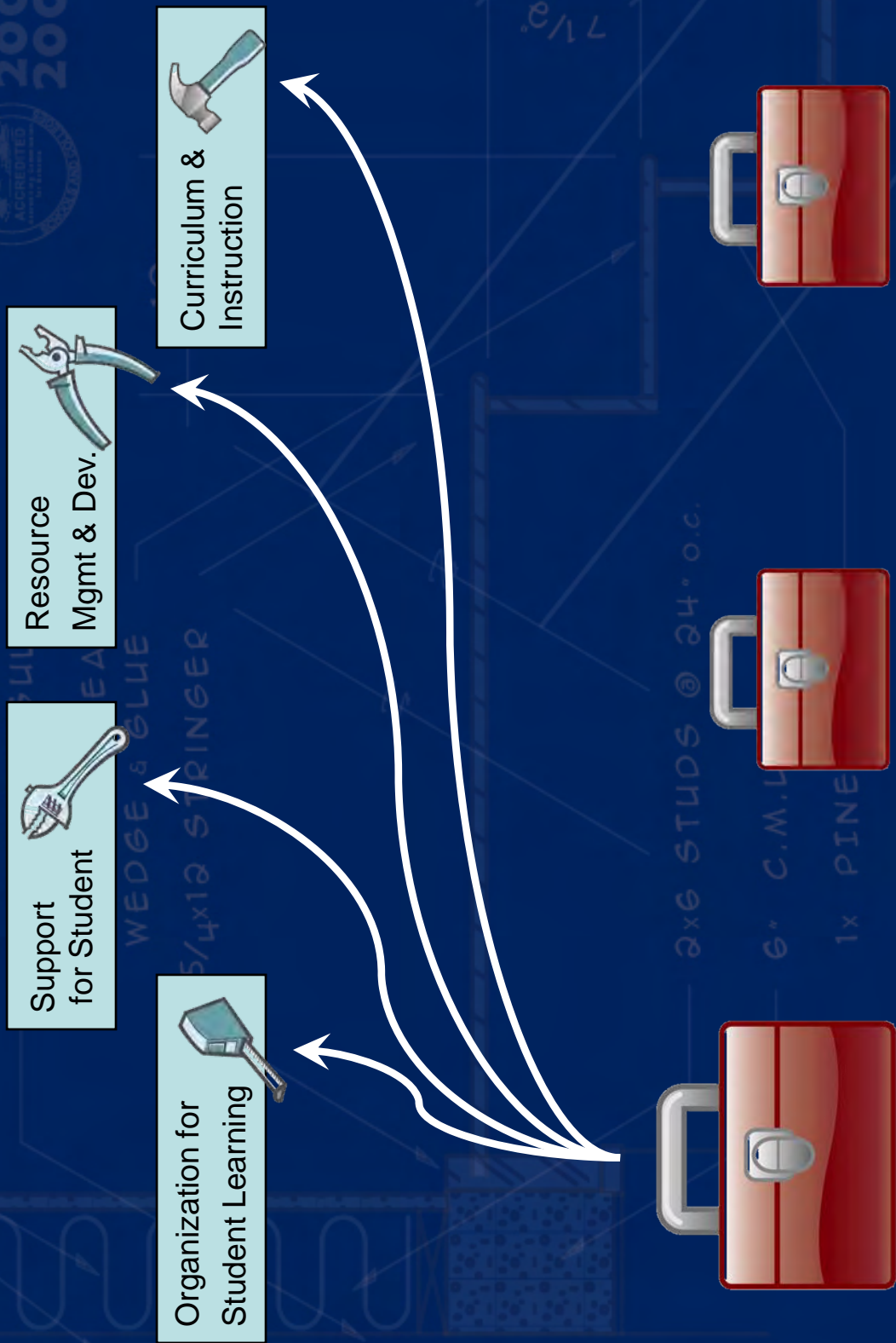
Sub-Contractors (Focus Groups)

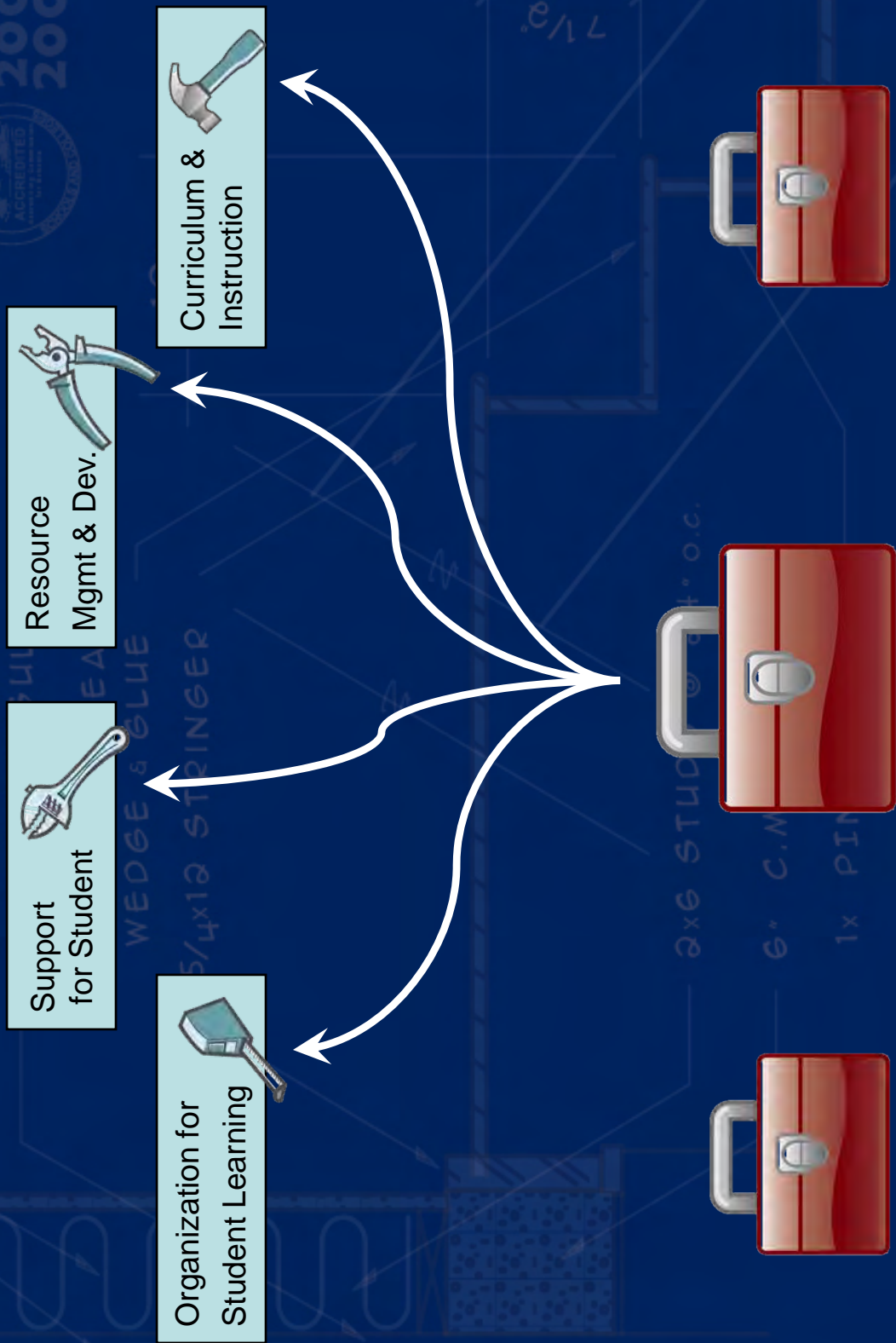
- Organization for Student Learning 
- Curriculum and Instruction 
- Support for Students 
- Resource Management and Development 

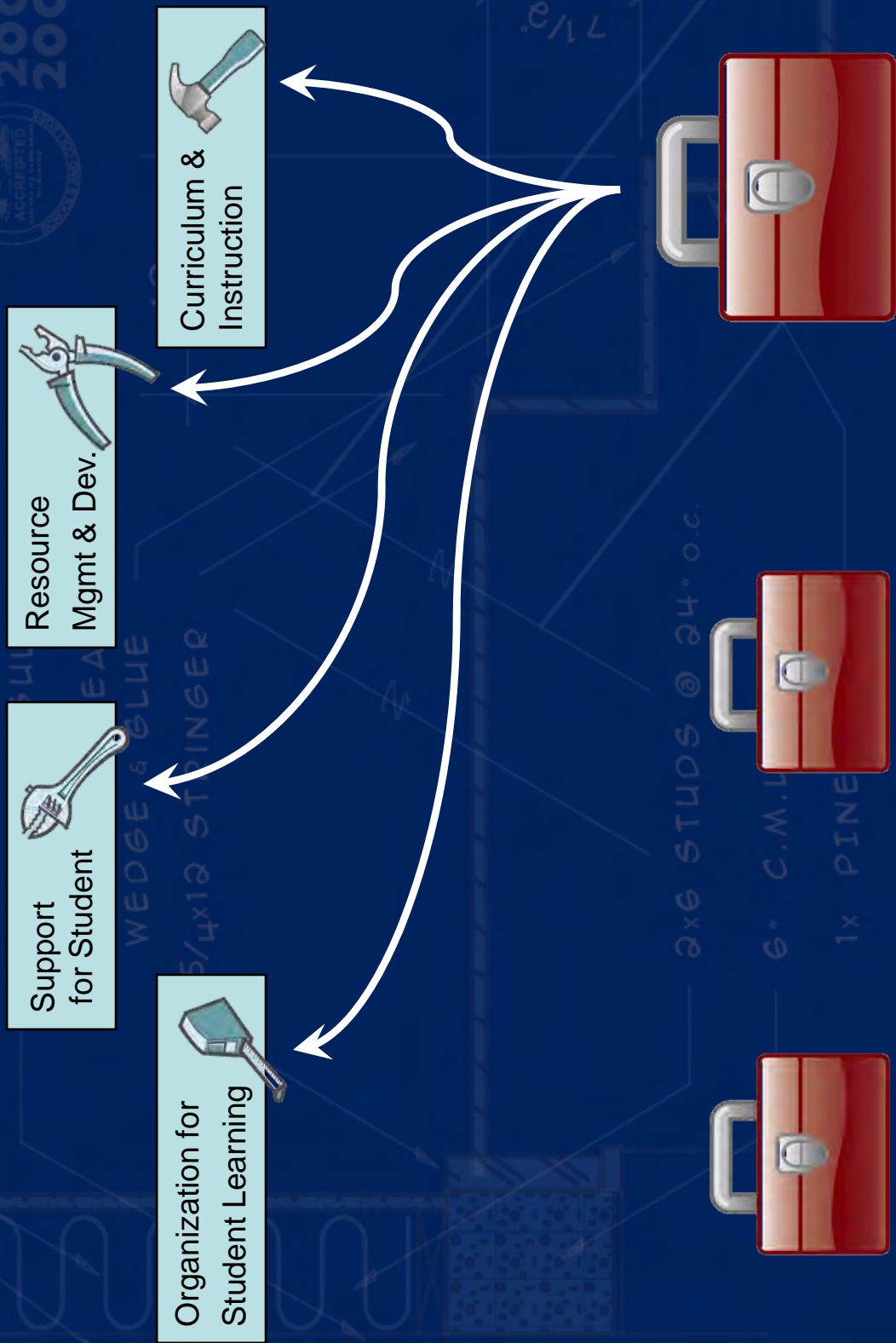
Trade Groups

(Research / Home Groups)

- Teachers 
 - Arts & Communication
 - Business & Marketing
 - Health Science
 - Public Service
 - Science & Technology
- Careers Specialists 
 - CS North
 - CS South
- Presidio Staff 
 - Classified Technology







Teachers

Career Specialists

Support Staff

Work Orders		Responsible teams
1	Develop a student community profile.	Student/Community Profile Committee
2	Review our purpose and clarify our ESSs.	Stakeholders
3	Summarize progress since previous full study.	General Contractors
4	Review the building codes and identify what information is needed to evaluate the school's program against the building codes as well as to assess student achievement of the ESSs.	Subcontractors
5 & 6	Gather, analyze and synthesize the information to validate the quality of the instructional program with respect to the building codes; document achievement the achievement of the ESSs; summarize findings; and determine strengths and growth needs with building codes area.	Subcontractors and Trade Groups
7, 8, & 9	Create a comprehensive action plan that will drive achievement of the ESSs results; ensure consensus on the action plan and the specific steps to support the plan; establish an ongoing follow-up process to monitor implementation and accomplishment of the action plan.	General Contractors and Subcontractors

GENERAL TIMELINE AND CALENDAR OF ACTIVITIES

MONTH	WHAT	WHO	
December 2007	Initial meeting	Self-study coordinators	<p>Develop a timeline</p> <p>Identify key players</p> <p>Identify how trade groups will be comprised</p> <p>Prepare orientation for General Contractors</p> <p>Prepare orientation for staff</p>
	General Contractor orientation	Self-study coordinators General Contractors	<p>Present timeline and calendar of activities</p> <p>Discuss how many trade groups we need</p> <p>Determine how to assign stakeholders to subcontractor or trade groups</p> <p>Discuss Coastline's mission statement and ESs and how to get stakeholder feedback</p> <p>Discuss ESs assessment</p> <p>Organize classroom visits</p> <p>sign ups based on teacher availability</p> <p>Determine WASC training session for all staff</p> <p>Decide on contents department binders</p> <p>Discuss creation of master calendars by department</p>
	Staff orientation at Holiday Luncheon	Self Study coordinators	<p>Create a PowerPoint that contains</p> <ul style="list-style-type: none"> • Purpose of WASC accreditation • Key Terms • WASC organizational chart • Overview of activities and assignments <p>Announce training session dates</p>

GENERAL TIMELINE AND CALENDAR OF ACTIVITIES



MONTH	WHAT	WHO
December 07 ongoing	Create online data files accessible to all stakeholders Develop an area to post blogs, conduct e-meetings, store meeting summaries, etc. (Wikispaces)	Web master
January 2008 through April 2008	Training and orientation to all stakeholders at a staff meeting	Self Study coordinators
January 2008 through September 2008 May 2008	Conduct surveys of stakeholders <ul style="list-style-type: none"> • Students • Career specialists • Board members • District administrators • Staff • Direct Teachers 	Subcontractors
February 2008	Develop student/community profile draft	Student/Community Profile Committee
March 11 March 20 March 31 April 3, 2008	Clarification of ESs and Mission Statement	All stakeholders
March 20, 2008	Review of progress from last self study	General Contractors

GENERAL TIMELINE AND CALENDAR OF ACTIVITIES



MONTH	WHAT	WHO	
March 17 March 28, 2008	Subcontractor Training <ul style="list-style-type: none"> • Understand the use of Building Codes • Identify trade groups and jobs 	Self Study Coordinators General Contractors	Explain their roles and tasks Review the Building Codes and identify what evidence is needed to evaluate the instructional program against the Building Codes and to evaluate student achievement
April 3, 2008	Trade Group Training <ul style="list-style-type: none"> • Understand the use of Building Codes • Identify tasks 	General Contractors	
	WASC rally at opening staff meeting	Self study coordinators	
May 2008 to present	Conduct classroom observations	All stakeholders	Complete Classroom Observation Form
	Aggregate data of classroom observations	Self study coordinators	Use results to write draft of self study
August 2008	Analyze and synthesize survey results	Subcontractors	
January 2008 through present	Collect evidence from all groups	Subcontractors	
June 2008 through December 2008		General Contractors	Write a draft of findings of their assigned areas.

GENERAL TIMELINE AND CALENDAR OF ACTIVITIES



MONTH	WHAT	WHO	WHAT
December 2008 through January 2009	Based on gathering, analyzing and synthesizing the information, develop and ensure consensus on a comprehensive action plan with specific tasks that will drive program improvement and support the ESS. Identify points of pride.	General Contractors, Subcontractors, Trade groups	Write Action Plan based on identified growth areas. Identify areas of strength.
	Incorporate all findings from subcontractors	Self study coordinator	Gather drafts of self study from all General Contractors and begin to edit chapters
	Update findings and data for student profile report	Student/community profile chair	Write final version of Student/Community Profile
December 2008	First draft of self-study report due from all general contractors	General Contractors	
In progress	Create Evidence Room	Self study coordinators	
January 2009	Prepare copies for distribution to General Contractors, Board Members	Self study coordinators	Make copies available for all stakeholders to review.
February 2009	Mail self-study report to WASC Visiting Team	Self study coordinators	
March 22, 23, 24, 25, 2009	Host WASC Visiting Team	All stakeholders	

Note: General Contractors attended a series of three WASC training sessions at Los Angeles Department of Education facilitated by Karen Nelson. (November 2007, March and September 2008)

Coastline Regional Occupational Program Student/Community Profile

I. Introduction

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.

Coastline ROP's mission statement:

Coastline ROP provides students with a dynamic career technical education program that prepares them for academic and career success.

For the academic year 2007-08, Coastline ROP has served 11,635 students, with high school students comprising 91 percent and adult students 9 percent of enrollment. Coastline offers 294 class sections of more than 60 different career preparation courses, ranging from cutting-edge courses such as Rapid Prototyping (Computer Aided Design), Home Technology Integration, Environmental Green Design, and Music Technology to more traditional Culinary Arts and Construction Technology courses. All courses are organized into five career pathways: Arts and Communication, Business and Marketing, Health Science, Public Services, and Science and Technology.

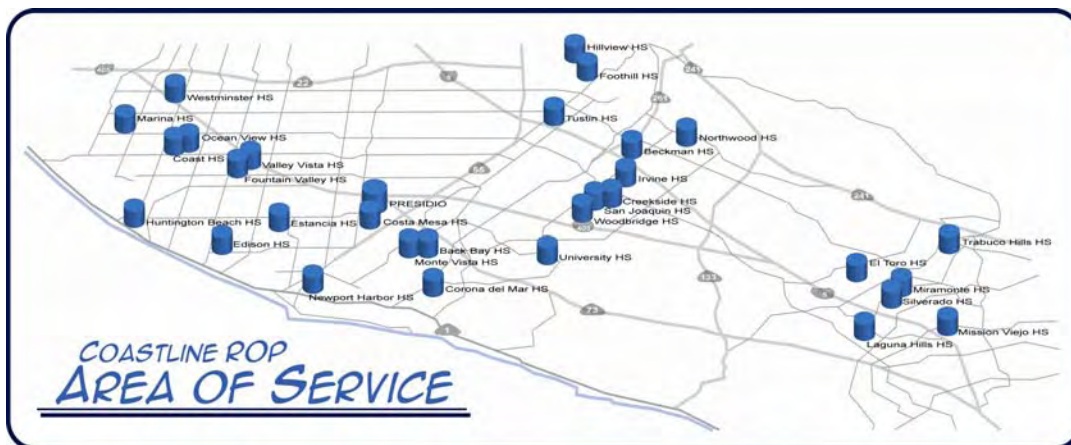
The ROP takes pride in its well-qualified staff dedicated to serving students preparing for:

- Higher education
- Immediate employment
- Career success

Coastline provides classroom instruction at the Paul E. Snyder Administrative main office in Costa Mesa, 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. Additionally, a select number of Coastline ROPs courses meet the University of California's Visual and Performing Arts (f) or Elective (g) requirements for admission. Advanced placement and credit are also available at local community colleges for several ROP classes.

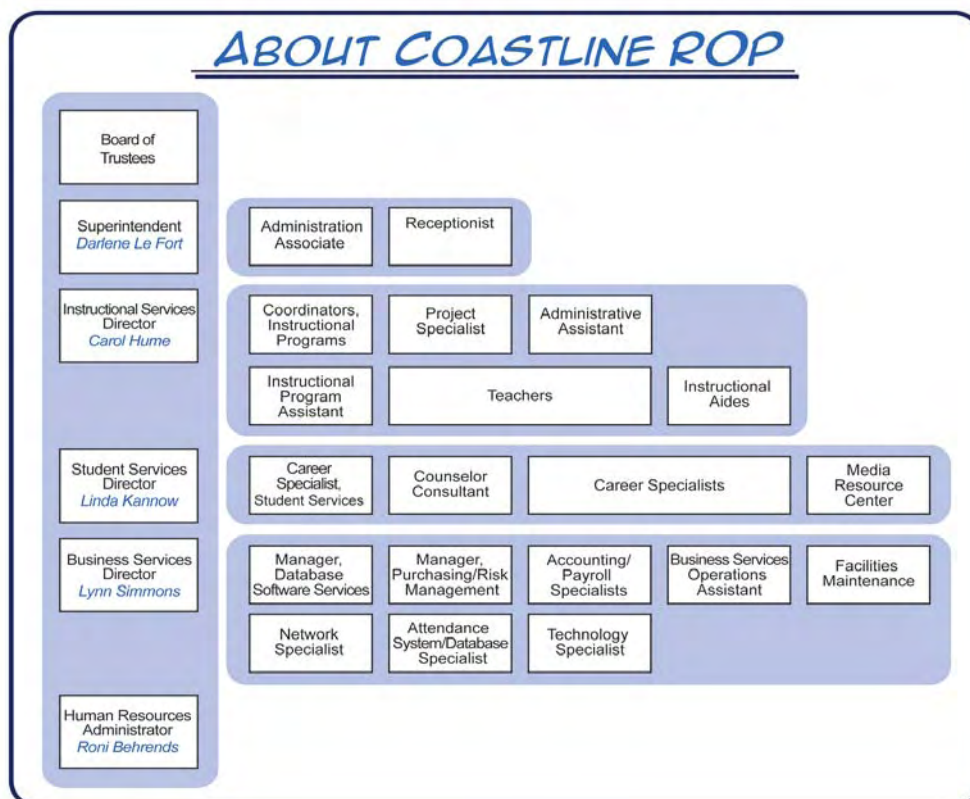
Coastline ROP provides student support services at each of its comprehensive and alternative high school sites and at the main office in Costa Mesa. ROP Career Specialists serve as liaisons between individual schools and the ROP. They conduct a variety of marketing, recruiting, and registration activities that result in students successfully completing appropriate classes. They also inform parents and school personnel of the programs and its purpose.

Students are assisted with appropriate ROP course placement and with supportive services that promote learning and full participation. Adults receive career guidance, referral services, and supportive assistance. The instructional services department supports students by working with teachers in implementing the Coastline ROP classroom management guidelines; maintaining communication with participating high schools and school districts, campus-based guidance and special education departments. Teachers are provided information about students with special needs, related disabilities and reasonable accommodations.



II. Staff

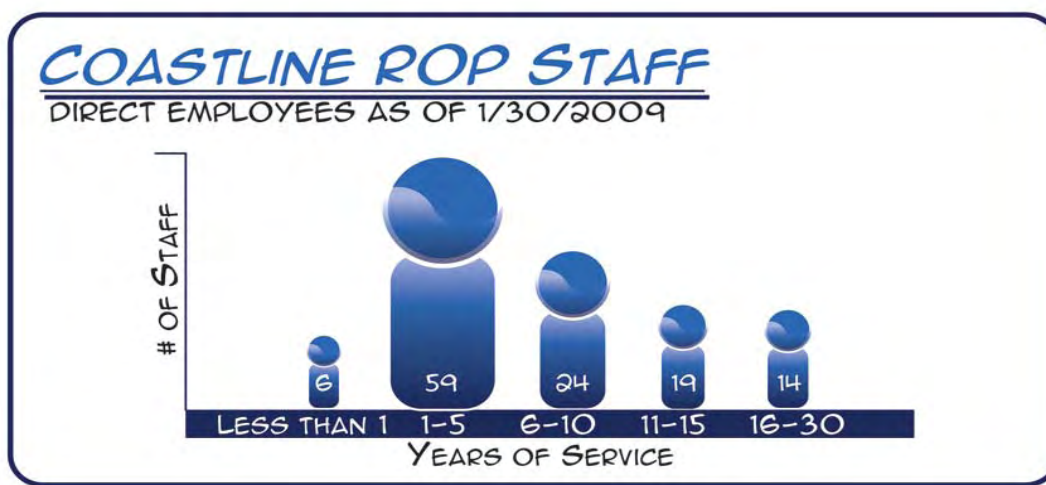
As of spring semester 2009, Coastline ROP has 206 direct and contracted employees: 154 teachers and 52 classified office and support staff.



Coastline ROP's instructional services department is composed of a director, three coordinators of instructional programs, a program assistant, project specialist, and an administrative assistant. The coordinators supervise teachers assigned primarily by subject area. This specialization enables the coordinators to develop professional relationships with their teachers and to maintain consistency within the same courses. The program assistant assists with new teacher orientation, instructional coaching, curriculum development, classroom/internship visitations, and instructional workshops and activities.

All teachers are appropriately credentialed and have had related industry experience. They are hired either directly or indirectly through contracted agreements with the participating districts. As of spring semester 2009, there are 75 direct and 76 contracted teachers. Eighty-two percent of the direct certificated staff teach part time, and many continue to work in areas of their expertise. Direct teachers are required to complete at least two professional development activities each year.

Forty-seven percent of Coastline ROP's direct employees have been with the organization for more than five years, attesting to the high degree of job satisfaction. Following is a summary using data from spring semester, 2009:

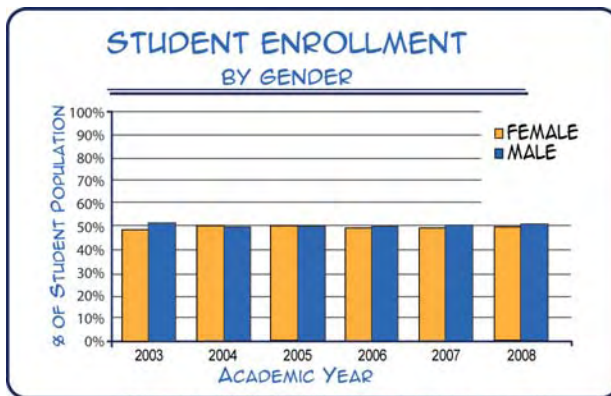


III. Student Population

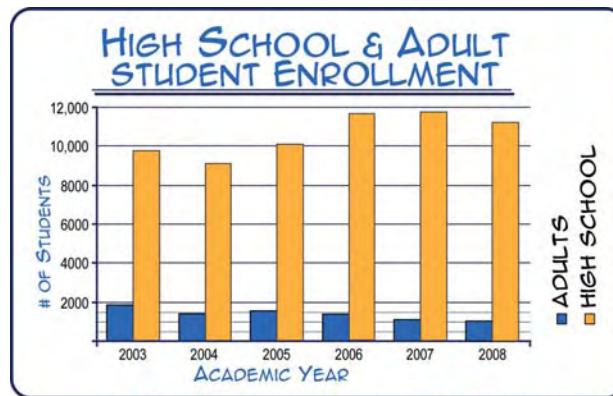
A. Enrollment Trends

For the school years 2002-2007, Coastline ROP utilized the YSS Student Attendance System to manage its student enrollment data. For the school year 2007-08, a new student attendance system, AIM 2000, was used to record the data. Average daily attendance (ADA) is the primary funding source for the ROP.

In 2007-08, Coastline served 11,635 students: 91 percent high school students and 9 percent adult students. The ratio of male to female students was 51 percent to 49 percent, respectively.



SOURCE: YSS STUDENT ATTENDANCE SYSTEM & AIM 2000 (2007-08)



SOURCE: YSS STUDENT ATTENDANCE SYSTEM & AIM 2000 (2007-08)

For the past six academic years, from 2002-2003 to 2007-2008, student enrollment increased fairly steadily. Only two academic years, 2003-2004 and 2007-2008, saw declining enrollment from respective preceding years. Comparison of the two academic years 2002/03 and 2007/08 show that the number of adult students has been decreasing to meet the mandate of the California State Assembly Bill 2448 to generate 90 percent of ADA from high school enrollment. Throughout the six-year period, the ratio of male to female students served has been fairly constant, fluctuating within 0-4% difference.

B. Career Pathways and ROP Course Offerings

From the academic year 2003/04 to 2007/08, enrollment in the Arts & Communication pathway has been increasing steadily. The Public Services pathway enrollment level stayed relatively constant. Enrollment for Health Science, Business and Marketing, and Science and Technology pathways declined.

COASTLINE ROP STUDENT ENROLLMENT TREND & CAREER PATHWAYS

COASTLINE ROP PATHWAY	2003-04	2004-05	2005-06	2006-07	2007-08
ARTS & COMMUNICATION	32%	33%	37%	37%	39%
BUSINESS & MARKETING	24%	21%	21%	21%	20%
SCIENCE & TECHNOLOGY	13%	12%	10%	10%	11%
PUBLIC SERVICES	15%	17%	17%	16%	15%
HEALTH SCIENCE	16%	16%	16%	16%	14%
TOTAL STUDENT ENROLLMENT	10,585	11,657	13,059	12,808	11,635

SOURCE: YSS STUDENT ATTENDANCE SYSTEM & AIM 2000

The ROP's Arts and Communication pathway includes innovative technology-related courses such as Art of Animation, Multimedia Communications Design, Video Game Design, Environmental/Green Design, and Visual Imagery classes. Eight courses, including 86 class sections, are UC approved for the "a-g" requirement. Film & Digital Media Studies course was approved after the Coastline ROP Class Schedule for spring 2009 was published. The popularity of this pathway signifies that students are interested in cutting edge and UC approved a-g courses and courses that prepare them for post-secondary education and careers. Overall, the enrollment trend signifies that the ROP's course offerings are in alignment with students' interests.

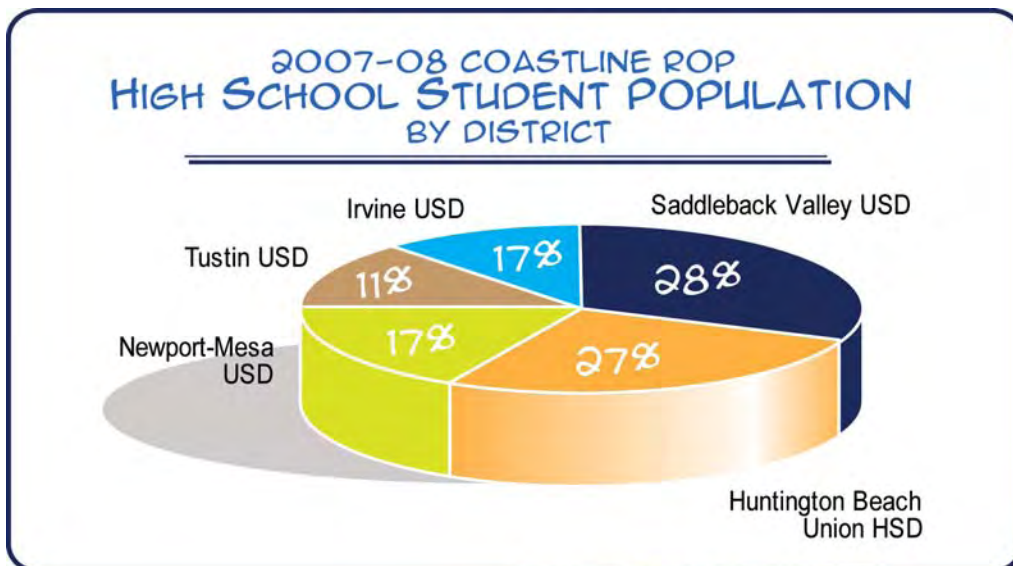
COASTLINE ROP
COURSE OFFERINGS BY PATHWAY (2008-2009)

COASTLINE ROP PATHWAY	# OF COURSES OFFERED	# OF COURSE SECTIONS OFFERED	# OF COURSE SECTIONS OFFERED & UC/CSU APPROVED
ARTS & COMMUNICATION	18	130	79
BUSINESS & MARKETING	13	53	7
SCIENCE & TECHNOLOGY	7	39	
PUBLIC SERVICES	17	38	
HEALTH SCIENCE	14	34	
TOTAL	69	294 (100%)	86 (29%)

SOURCE: COASTLINE ROP SPRING 2009 CLASS SCHEDULE

C. Participating High School Unified School Districts

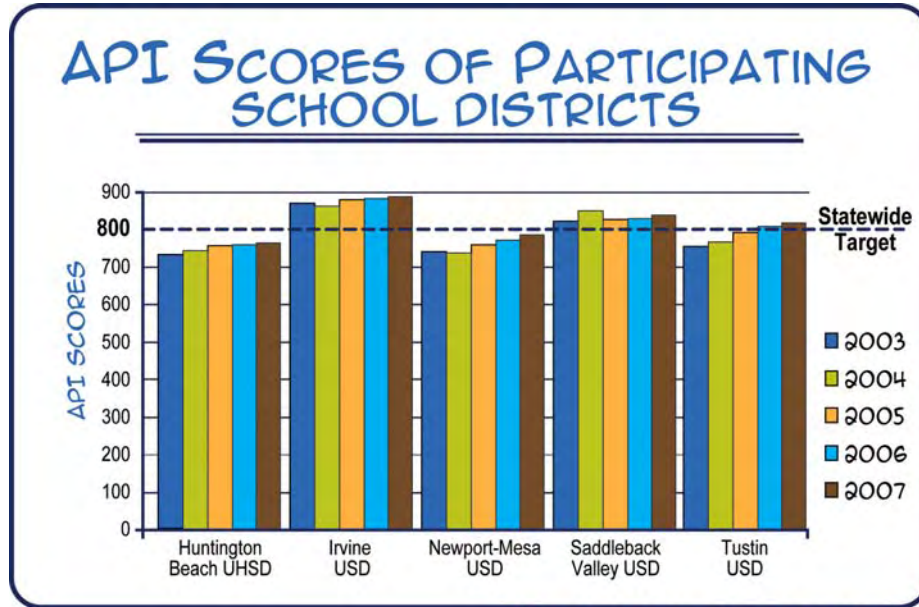
There were 10,635 high school students enrolled in Coastline ROP courses in 2007-2008. As the chart below indicates, 28 percent of the students were from Saddleback Valley USD, 27 percent from Huntington Beach Union HSD, 17 percent from Newport-Mesa USD, 11 percent from Tustin USD and 17 percent from Irvine USD.



SOURCE: AIM 2000 FOR 2007-2008

D. Academic Performance Index

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 our district partners.

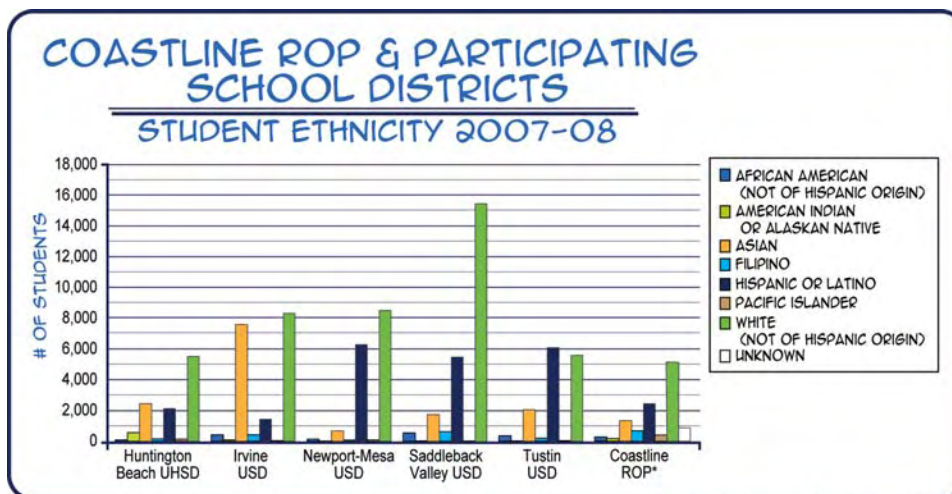


SOURCE: CA DEPARTMENT OF EDUCATION

E. Ethnicity

Of the 2007-2008 enrollment, Coastline ROP students represented the following ethnic groups: 44 percent White, 22 percent Hispanic, 12 percent Asian, 8 percent unknown, 7 percent Filipino, 4 percent Pacific Islander, 2 percent African American and 2 percent American Indian.

While the ethnic composition of each school district differs, Coastline ROP's enrollment by ethnicity roughly parallels the breakdown of participating high school districts' general pattern of ethnic composition. The exceptions to this pattern are Irvine USD and Tustin USD which have higher numbers of Asians and Hispanics, respectively.



SOURCE: CA DEPARTMENT OF EDUCATION

F. Special Populations

The ROP cooperates with special education departments at participating high schools in supporting students with special needs. Carl D. Perkins Title 11C 132 funds serve adults who represent the special populations identified below.

SPECIAL POPULATIONS (2007-2008)	
ECONOMICALLY DISADVANTAGED	396
INDIVIDUALS WITH DISABILITIES	121
SINGLE PARENTS	68
DISPLACED HOMEMAKERS	15
LIMITED ENGLISH PROFICIENT	56
TOTAL	656

SOURCE: 2007-08 COASTLINE ROP 101 E 1

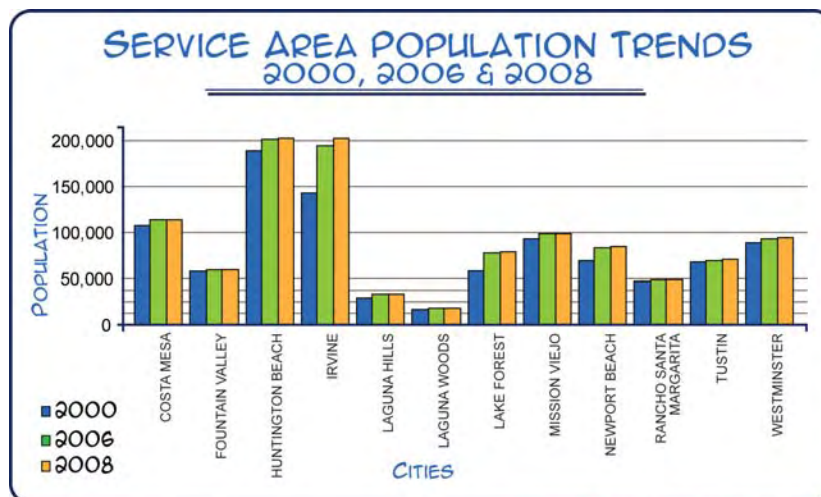
Community-based services organizations and Orange County Social Services Agency refer adults, including those participating in the California Work Opportunity and Responsibility to Kids (CalWORKS) program, to the ROP for career technical education and supportive services.

IV. Service Area

A. Area Population Trends

In 2008, Orange County's population was 3,121,251, securing its rank as the fifth largest county in the nation with more residents than 22 of the states, including Iowa and Nevada. Statewide, it ranks second only to Los Angeles County, encompassing 34 cities and several unincorporated areas.

In 2008, the population of the twelve cities served by Coastline ROP was 1,113,994 or 36 percent of Orange County's population. Within the ROP's service area, Irvine accounted for the biggest numeric and percentage of population growth by adding 16,387 residents and a growth pace of 8.5 percent between 2006 and 2008. Huntington Beach experienced the slowest growth rate of .7 percent.



SOURCE: CA DEPT OF FINANCE

B. Ethnicity and Age

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, and the White and African-American populations will continue to diminish due to emigration from the area. According to Orange County Work Force 2007, other ethnicities are expected to show moderate growth. Within the next few decades, the age composition of Orange County is also projected to change dramatically as the baby boomer generation enters retirement and becomes the largest population group. In contrast, the county's population of 25-54 year-olds will decrease from 45.8 percent to 34.7 percent, resulting in higher median age.

C. Housing Prices & Emigration of Young Adults

From 2000-2006, median home sales prices have more than doubled within the ROP service area. Laguna Woods, a recognized retirement community, has been excluded in the calculation. However, the current housing market downturn continues to affect home sale prices. Between 2008 and 2009, the median home prices dropped from .38 percent in Lake Forest to 51 percent in Tustin. Despite the decrease in home values and because of the continuing economic uncertainty, many people still cannot afford to purchase houses.

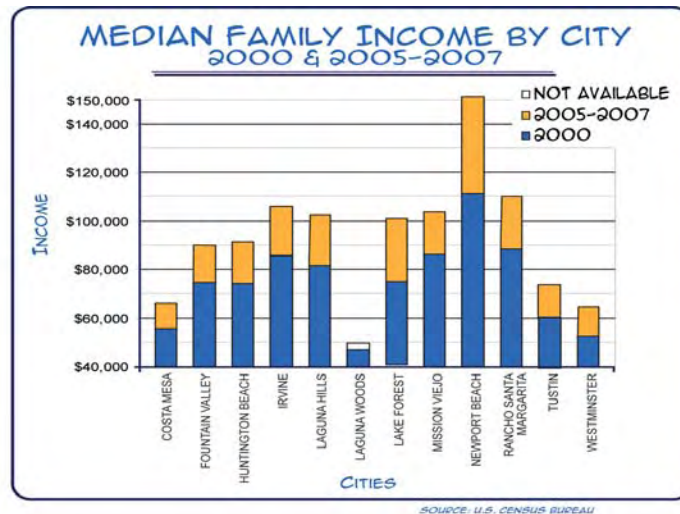
MEDIAN HOME PRICES							
CITY	2000	%	2006	%	2008	%	2009
COSTA MESA *	\$273,100	▲164%	\$720,000	▼-19%	\$582,500	▼-21%	\$457,750
FOUNTAIN VALLEY	\$289,500	▲142%	\$700,000	▼-14%	\$600,000	▼-12%	\$528,000
HUNTINGTON BEACH *	\$311,800	▲118%	\$680,000	▼-6%	\$640,000	▼-12%	\$562,500
IRVINE *	\$316,800	▲136%	\$747,500	▼-12%	\$660,000	▼-20%	\$531,000
LAGUNA HILLS	\$124,300	▲399%	\$620,000	▼-29%	\$437,500	▼-37%	\$275,500
LAGUNA WOODS	\$278,000	▲15%	\$320,000	▼-28%	\$232,000	▼-13%	\$202,000
LAKE FOREST	\$286,900	▲109%	\$600,000	▼-34%	\$397,500	▼-38%	\$396,000
MISSION VIEJO *	\$293,300	▲135%	\$689,000	▼-24%	\$527,000	▼-22%	\$410,000
NEWPORT BEACH *	\$987,000	▲121%	\$2,181,500	▲7%	\$2,340,000	▼-21%	\$1,851,250
RANCHO SANTA MARGARITA	\$280,700	▲92%	\$540,000	▼-19%	\$435,000	▼-2%	\$426,000
TUSTIN *	\$273,300	▲106%	\$562,500	▼-10%	\$507,000	▼-51%	\$247,500
WESTMINSTER	\$227,300	▲166%	\$605,000	▼-13%	\$526,000	▼-25%	\$397,000

*MULTIPLE ZIP-CODE CITIES

SOURCE: ORANGE COUNTY REGISTER

The overall high cost of living in Orange County is causing 25-35 year-olds to leave the county and the state. From 2000-2005, Orange County witnessed 23.9 percent of its population within that age group decrease. According to the South Orange County Community College District's Occupation Report 2007, as the exodus of its young workforce continues, Orange County will experience "a huge gap of workers in the workforce." The high housing prices is also widening the gap between the high and low income families. These two factors will negatively impact the economy and the community.

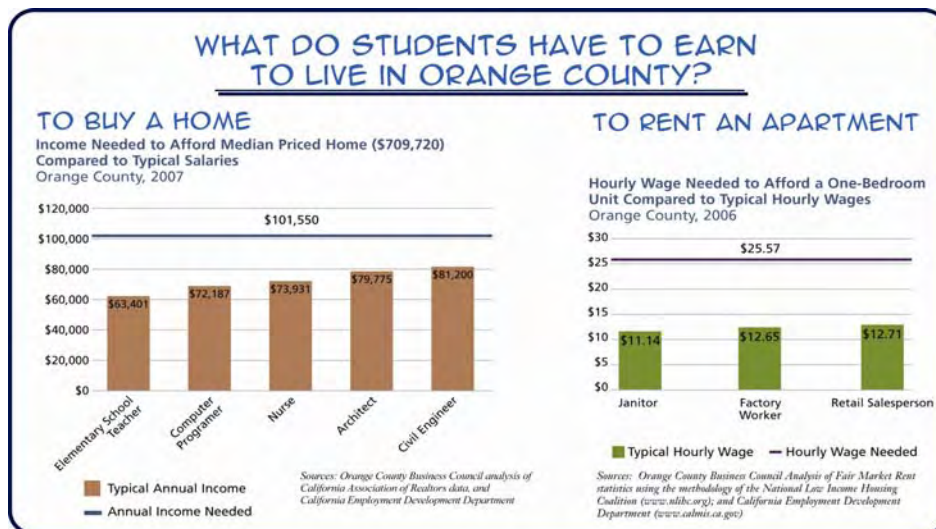
Median Family Income by City



From 2000-2007, the median family income increased an average 26 percent in Coastline ROP's service area, lagging well behind the increase in housing prices. In 2006, to afford a one bedroom apartment in Orange County, the hourly wage needed was \$25.57 (\$53,186 per year). Yet, the county's core growth industries have annual salaries that are often far below the hourly wage needed to afford fair market rent. (OC Business Council 2007 Workforce Housing Scorecard)

E. Orange County's Economy - Overview

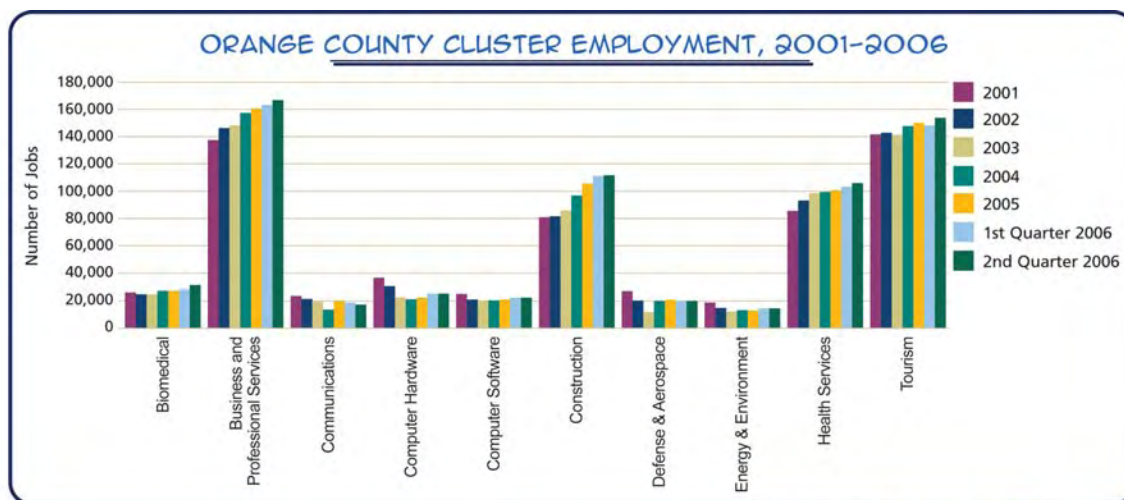
In the past fifteen years, Orange County created nearly 10 times more new jobs than Los Angeles County. This job creation totaled more than 15 percent of California's jobs from an area comprising less than 9 percent of its population. If Orange County were a country, its economy would rank 37th in the world. Historically, the county enjoyed a higher growth rate than the overall national economy and a lower unemployment rate. As of December 2008, the unemployment rate in Orange County was 6.5 percent. According to *Orange County Register* (December 19, 2008), "Local unemployment hasn't been that high since March 1994 during the aerospace and real estate recession of the early 1990s." However, Orange County's unemployment is lower than those of California (9.1 percent) and for the nation (7.1 percent).



Orange County, a part of the “Tech Coast” spanning Santa Barbara to San Diego, is part of the world’s largest concentration of high technology including computer technology, biotechnology, medical device manufacturing, and research and development (OC Business Council). The high-wage computer and biotechnology clusters have contributed greatly to Orange County’s economic growth. Further, small businesses thrive in Orange County. Since 2001, small businesses (less than 50 employees) grew the most. Large firms (500+ employees) grew by ten percent and midsize firms (5-499 employees) by four percent. Like the rest of the nation, Orange County’s economy is affected by rapid changes, global markets, continual need for innovation, and rapid growth of new technologies.

F. Industries & Labor Market

About 40 percent of all Orange County jobs are concentrated in ten industry clusters. Of the ten, three clusters, Business & Professional Services, Health Services and Tourism, have been the steady pillars of Orange County employment and growth since the 1990s. From 2001, construction has joined the top ranks. These clusters are among the largest, and their growth is stable during periods of statewide expansion or contraction. They pay lower wages than the volatile but higher paying technology cluster which is comprised of computer hardware/software, defense/aerospace, and energy/environment (OC Workforce 2007). Unfortunately, the current downturn in the economy is affecting all sectors of the economy. The layoffs that started in the mortgage and real estate industries have expanded across virtually all areas. From October to November 2008, California lost 41,700 jobs, the third-largest month-to-month loss nationwide (OC Register, December 19, 2008).



SOURCE: 2007 OC WORKFORCE REPORT

The technology sector, an important growth engine, is highly reactive to changes in economic conditions. For example, when California’s economy shrinks by .86 percent in a year, Orange County’s computer software cluster loses 18.49 percent of its jobs. If California’s economy expands by 3.55 percent, the computer software cluster expands by 17.23 percent. This implies that training focused on technology-related clusters should exist during economic recoveries.

Simultaneously, the majority of Orange County’s job growth (in number of positions available) is expected in the low paying service sector where the potential for salary growth is weak. This implies that students need training that will prepare them with skills that are transferable to higher paying jobs in other sectors. (OC Workforce 2007).

G. Economic Outlook: Projected Growth Occupations 2004-2014

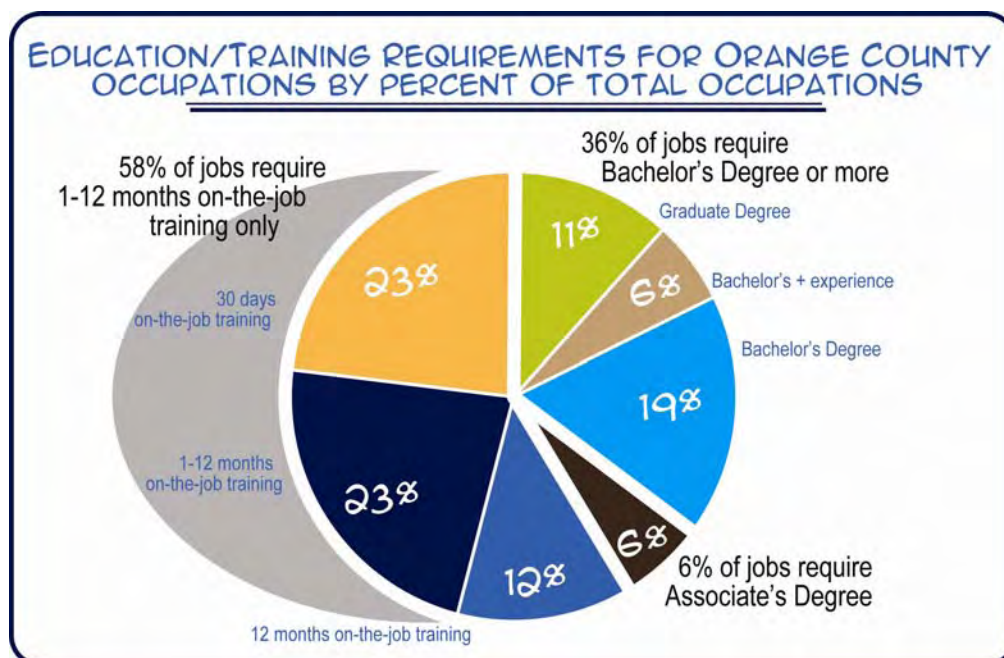
From 2004-2014, Orange County employment is expected to increase 18 percent and 287,400 new jobs are projected. The professional and business services sector (15,000 new jobs created) will lead in the projected number of jobs with the administrative and support, food services and local government-education being the largest growth industries. In contrast, the biomedical/ biotechnology sector is relatively small but emerging and is among the fastest growing sectors. The biomedical professions, specifically, are projected to grow steadily as the demand for this field parallels those with the healthcare industry.

With technological change outpacing the current ability to train a qualified workforce, employers are increasingly challenged by the need for qualified, skilled employees in high-wage jobs, especially in the engineering and science fields. To fill positions, some American companies are looking outside the U.S. to recruit talent for computer, engineering and other science-related jobs (OC Educational Summit, February, 2008). Also, as significant numbers of baby boomers retire in the next several years, employment needs in industries across the board will increase.

Economic uncertainty exists due to current post-subprime mortgage implosion, housing downturn and credit tightening. However, the county's broad and well-diversified economy is expected to survive the economic downturn better than other areas of the country. (Economic Forecast 2008, California State University, Fullerton)

H. Education/Training Requirements for Occupations

Occupations with higher education requirements offer high pay but constitute less than 36 percent of projected job openings from 2004-2014. Conversely, occupations with lower education requirements represent the largest portion of occupations, but offer low wages. Fifty-eight percent of Orange County jobs require only 1-12 months on-the-job training. For workers in those jobs, basic reading, communication, and mathematical skills play an important role in getting a job and developing a career. All employment categories are being influenced by the need for computer and technology-based skills. (U.S. Bureau of Labor Statistics)



SOURCE: CALIFORNIA EMPLOYMENT DEVELOPMENT DEPARTMENT

V. Partnerships

A. Partnering with Local Businesses

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. Advisors also share the status of current and future employment opportunities as well as industry trends and changes in requirements. Internships assist students in acquiring skills and competencies in real-world settings. Other business representatives serve as guest speakers, host field trips, participate in career fairs, and act as judges for various student competition and recognition events. 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.

**COASTLINE ROP
PARTNERING WITH LOCAL BUSINESSES**

<p>ANIMAL HEALTH</p> <ul style="list-style-type: none">AAA Animal ClinicAll Creatures Cottage Animal HospitalAlisos Animal HospitalAlicia Pet ClinicBanfield the Pet HospitalBark WorksBeach Blvd Pet HospitalBeach City Animal HospitalBrooks-Ellis Pet HospitalClaws N Paws Day SpaCosta Mesa Animal HospitalDog Gone PrettyGood DogmaHuntington Pet VetIrvine Animal HospitalLaguna Hills Animal HospitalLake Forest Animal ClinicPetco StorePrehistoric PetsSea Gate Vet Hospital	<p>CORPORATE</p> <ul style="list-style-type: none">Alacer CorporationAllerganAllstate InsuranceAmerichekAuto Club of Southern CABank of AmericaBlack & DeckerBoy & Girls Club, Clubhouse AcademyCalifornia Bank & TrustCalifornia Sound StudiosCox CommunicationsEntertainment PublishingFarmers InsuranceFirst BankFirst Bank and TrustReeves InsuranceSchools First Federal CUState Farm InsuranceUnion BankWashington MutualWells Fargo	<p>DIVERSIFIED SERVICES</p> <ul style="list-style-type: none">Amazing Cakes...and moreCJ MoraDel TacoFinish LineFlowers, etc.French BakeryHarry & Grace Children's CenterIdentity BoardshopSea Cliff Assisted Living CenterSports AuthorityToys R UsTwo Wheels One PlanetWal-Mart	<p>MEDICAL</p> <ul style="list-style-type: none">Griffin Medical GroupHoag HospitalHuntington Beach HospitalHuntington Valley Health Care CenterIrvine Children CenterManor CareMedix AmbulanceNewport Huntington Medical GroupNewport Urgent CarePacific Coast CardiologySano Medical CenterSea Cliff Assisted LivingSuperior Family Med. GroupSunbridge TustinU.S. Healthworks
<p>CHILDCARE</p> <ul style="list-style-type: none">AldergateGood ShepardIrvine Valley College Child Development CenterTutor TimeWoodcrest Preschool	<p>DENTAL</p> <ul style="list-style-type: none">A Kids DentistCalifornia Dentistry & BracesCommunity Care Dental ClinicCosta Mesa Dental ClinicGentle DentalHuntington Beach DentistSmile CareWestern Dental	<p>HOTEL & TOURISM</p> <ul style="list-style-type: none">Ayres HotelBrighton GardensCountry Inn & SuitesCrown Plaza HotelDoubletree Doheny BeachEmbassy SuitesHilton Costa MesaHoliday Inn LHLa Quinta Costa Mesa & IrvineMarriottMarriott NP Coast Vacation ClubMarriott NPB SuitesSt. Regis Monarch BeachThe MontageThe Ritz CarltonWestin	<p>RETAIL</p> <ul style="list-style-type: none">American EagleAnchor BlueBarnes & NobleBest BuyDisney StoreFinish LineGAPNordstromOC Museum of ArtPacific SunRip CurlSalvatore FerragamoSuncoast Video

PARTIAL LIST OF INTERNSHIP SITES

B. Partnering with School Districts

Coastline ROP maintains a close relationship with its participating school districts. Its Board of Trustees meets ten times per year to review instructional programs and take action on policies and budget. The ROP steering committee, comprised of one representative appointed from each district, meets with ROP administrators on an as-needed basis and attends the Board of Trustees' meetings. The members of the committee act as liaisons between their district administration and school boards and Coastline ROP.

Districts support the ROP financially through the provision of classrooms on high school campuses. They also cooperate on various capital outlay projects, especially in the area of high-tech equipment. Three of the five districts pass through ROP lottery funds for ROP program enhancement in those districts. Coastline ROP teachers and career specialists, who serve on the high school campuses, are involved in campus activities as much as possible.

C. Partnering with Colleges and Universities

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. Students who have successfully completed the ROP courses listed below may receive college credit and/or advanced placement:

UNIVERSITY OF CALIFORNIA APPROVED COURSES

UNIVERSITY OF CALIFORNIA AND CALIFORNIA STATE UNIVERSITY

The following 1-year ROP courses meet the UC and CSU Visual and Performing Arts "f" requirement:

- Art of Animation
- Computer Graphics
- Film & Digital Media Studies
- Multimedia Communications Design
- Music Technology
- Theater Technology
- Visual Imagery

The following 1-year ROP course meets the UC and CSU Preparatory Elective "g" requirement.

- Virtual Enterprise

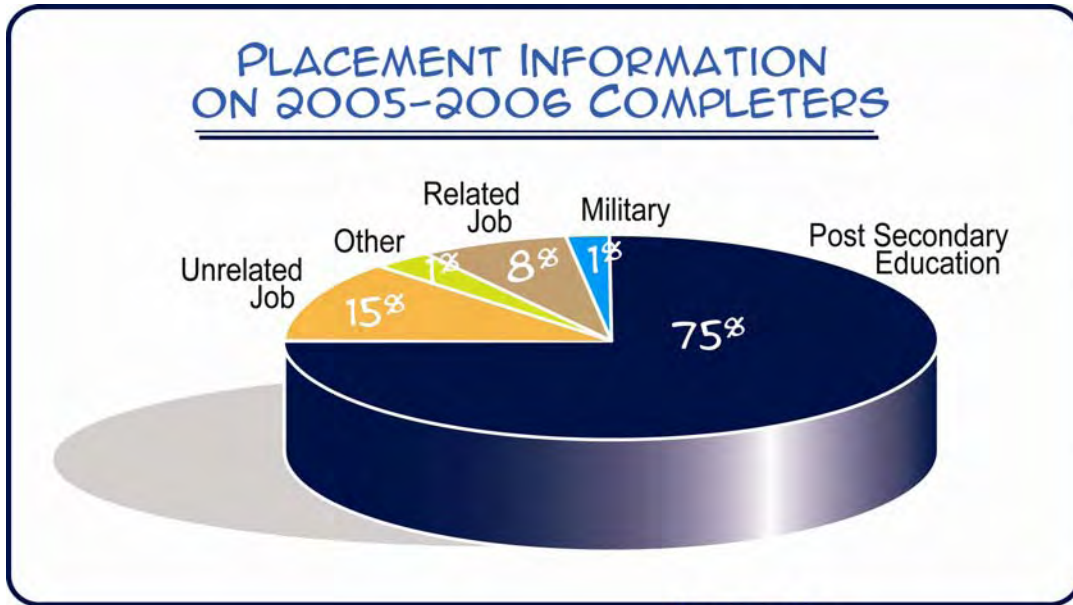
ARTICULATION AGREEMENTS WITH LOCAL COLLEGES

<p style="text-align: center;">SADDLEBACK COLLEGE</p> <ul style="list-style-type: none"> A+ Certification Prep/IT Essentials 1 Automotive Technology Careers in Fashion Computer Graphics Computerized Accounting Culinary Arts Entrepreneurship Floral Design Interior Design Microsoft Tools Video TV/Production Virtual Enterprise Web Site Development 	<p style="text-align: center;">IRVINE VALLEY COLLEGE</p> <ul style="list-style-type: none"> Art of Animation Careers with Children Computer Aided Drafting (3-D Modeling) Computer Graphics Music Technology Theater Technology Video/TV Production Visual Imagery Web Site Development 	<p style="text-align: center;">SANTA ANA COLLEGE</p> <ul style="list-style-type: none"> Fire Technology <p style="text-align: center;">COASTLINE COMMUNITY COLLEGE</p> <ul style="list-style-type: none"> Computerized Accounting Medical Assistant/Front Office Microsoft Tools Web Site Development
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In addition, Coastline ROP is an active participant in the Tech Prep Regional Coordination Consortia, led by the South Orange Community College District and Orange Coast Community College District. Collaborative efforts have led to the highly successful grant-funded Rapid Prototyping (Computer Aided Design) course offered in two high schools. Teacher Preparation Pipeline mentorship and professional development opportunities have also been provided by the consortia. In particular, a workshop series aligning ROP curricula to the new Career and Technical Education standards has been designed and delivered.

D. Student Performance

Student performance is measured by successful completion of a course, placement in a job, or enrollment in post-secondary education. The ROP is responsible for reporting completer and placement data to the CDE. The ROP collects data from high school senior and adult completers through a telephone survey. The data are compiled not only for state reporting requirements but are also used for course evaluation and planning. In the most recent survey of 5,267 students from 2005-2006, the ROP received information from 1,263 completers, a 24 percent response. The chart below is based on information from these students. The telephone survey was done in April 2007 and reflects the respondents' status as of December 2006. Each student is counted only once.



SOURCE: 101 E 1

Of the students reached, 99 percent are considered placed if they were either in the military, enrolled in postsecondary education, or employed by December 2006. These are the unduplicated numbers reported as required by the state. Many of these former ROP students are both working and going to college. If the surveyors spoke directly to the student, they also asked opinions regarding the quality of the ROP training. There were 827 responses with the following results:



SOURCE: 101 E 1 2005-06

VI. Implications for Students

- Coastline ROP promotes high student performance and achievement.
- Cooperative relationships with partnering high schools increase career technical education opportunities for students.
- Eligible students represent a diverse population and have equal access to the program.
- Students are appropriately placed in courses according to their interests and abilities.
- Educational stakeholders support students in achieving success.
- The program includes innovative and cutting-edge courses.
- Courses are aligned with student interests and meet their needs to prepare for careers in high-wage industry sectors.
- Partnerships with business owners, supervisors and advisors are strong.
- Increasing numbers of ROP courses are being approved for the University of California a-g admission requirement.
- Strengthening relationships with local community colleges result in a greater number of articulation agreements and grant-funded projects for students.

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. The information in this profile, along with the Action Plan, organizational priorities, and the leadership will guide, support and validate Coastline ROP's strength and accomplishment of purpose.

EXPECTATIONS FOR STUDENTS (ESs)

Process for Revision

The expected learning results for students at Coastline ROP are known as the Expectations for Students, or the ESs, which distinguishes them from the ESLRS that are in place in participating high schools.

In fall 2008, the ESs were reviewed by the general contractors (WASC leadership team). ESLRS published by other ROPs and many high schools were also reviewed, compared and considered. Since the ESs were successfully created directly from the CTE Foundation Standards, it was decided to concentrate on revising the competency statements using shorter, concise phrases. Subcontractors (focus groups) were asked to analyze subsequent statements and to make suggestions for further revisions produced at their meetings. All suggestions returned to the general contractors (leadership team) were carefully considered, word for word, and a draft of new statements was created for scrutiny by the staff.

At the WASC training, entitled *Building Student Success*, held In April 2008, staff was organized according to their trade (research) groups. They were presented with the newly drafted ESs, asked to discuss and rank them or provide alternative suggestions. Results were tallied; a new title, Personal and Professional Skills, was chosen in place of Soft Skills or Workplace Skills; new versions of competency statements were chosen; and the new ESs were declared and approved by all. Staff members unable to attend the April meeting were emailed the drafts for review, suggest changes, and to choose competency statements. New ESs were then emailed to all staff and offered to the Board of Trustees.

With that effort and the participation of staff to choose final competency statements for each expectation, use of the ESs began to gain impetus. Course outlines had already been revised to incorporate CTE standards and teachers collaborated in their trade (home) groups to identify strategies and methods they use to teach the ESs.

In addition to the staff becoming clearly aware of the relationship of the ESs to accomplishing Coastline ROP's purpose, expanding efforts are raising awareness of the ESs to the entire school community. An ESs in Action campaign was initiated to accomplish that purpose:

- The ESs are published in Coastline ROP's Schedule of Classes.
- A lesson plan on teaching the ESs was developed.
- Student achievement of the ESs will be assessed throughout each semester.
- Achieved competencies, related to the ESs, will be printed on certificates of recognition.
- Exit surveys will reflect student satisfaction in achieving the ESs in ROP courses.
- A video of students achieving the ESs was created and is used in the classroom and in marketing activities.
- ESs posters are evident in classrooms, high school career centers, and in departments at the main office.
- ESs are included in teachers' syllabi and posted on the website.
- Course descriptions were revised and approved by teachers to reflect ESs related to individual courses; they are distributed to students and parents and posted on the website.

Evidence:

General Contractor (WASC leadership)
Agendas and Summaries
Trade (home) Group Meeting
Agendas and Summaries
ESs in Action Video

Coastline ROP Schedule of Classes
ESs Lesson Plan
ESs in Action Marketing Materials
Course Descriptions
ESs Assessment Survey



Coastline Regional Occupational Program EXPECTATIONS FOR STUDENTS (ESs)

Upon successful course completion, Coastline ROP students will:

TECHNICAL SKILLS Rigor

Demonstrate industry-specific skills.
Use academic skills in the workplace.
Understand and use current and emerging technologies.
Practice health and safety regulations.

PERSONAL AND PROFESSIONAL SKILLS Relationships

Demonstrate effective communication skills.
Practice teamwork and leadership skills.
Apply creative problem solving and critical thinking skills.
Demonstrate appropriate work ethics and responsibility.
Exhibit responsible, flexible behavior.

CAREER PLANNING SKILLS Relevance

Research career opportunities.
Establish educational and career goals.
Apply effective job search strategies.

PROGRESS REPORT

WASC Self-Study and Accreditation Report 2003 - 2008

Significant Developments Since 2003

Organizational Structure and Staffing

The new definition of Career Technical Education (CTE) and the restructuring of Coastline ROP during the last accreditation cycle have given segue to organizational changes and program alignment that continue to have a positive, upbeat effect on students and staff. Under new ROP leadership, more career technical education courses have been added to participating schools, therefore meeting the growing needs of students.

Shortly after the WASC visiting committee delivered their report to the staff in spring 2003, the face of Coastline ROP began to change. Members of the leadership team with many years of dedicated service left for a variety of reasons, including the sad passing of two. In anticipation of the retirement of the key leaders in the organization, the superintendent, in conjunction with the board, developed a "succession plan" that provided for smooth, gradual transition to new leadership. Parts of that plan were implemented earlier than expected.

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. Both of these new directors had considerable ROP organizational experience. 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 newly hired 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:

- The position of assistant superintendent of instruction was replaced with that of director, promoted from a position of coordinator of instruction;
- Another coordinator of instruction was promoted to director of student services, a department created to oversee high school recruitment, marketing, adult services, counseling, and media services.
- Technology and facilities, formerly led by a separate director, were absorbed by the business department under that existing director.

During the last accreditation cycle and in anticipation of Assembly Bill 2448, the seated administration began to focus on increasing services to high school students while maintaining those specified for adults. That factor, plus the addition of more counselors on high school campuses, combined with the retirement of two ROP counselors, contributed to the formation of the student services department. Counseling-based services have been absorbed by that department, and a credentialed counselor is on staff, part-time, as needed.

These were significant opportunities for change as people and departments were effectively re-aligned with new leaders:

- A project specialist (who came to Coastline from a neighboring ROP) was added to the staff primarily to research additional revenue sources, write for and manage Perkins funding for adult students, and to collaborate with community colleges to achieve articulation for ROP courses.
- Two new coordinators were hired to fill vacancies in the instructional services department.
- A career specialist and an administrative assistant were reassigned to support the student services department.
- A computer teacher was promoted to media specialist and manages the media resource center.
- An accounting/payroll specialist was added to fill a vacancy in the business department.
- An additional technology specialist was added to the business department.

It is important to note that the newly assigned members of the leadership team held previous positions within the organization and represent many years of service with the ROP.

The cycle of state funding between 2003 and 2007 that allowed growth for the ROP, particularly in the number of classes offered to high school students, is described in the School/Community Profile of this report. 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:

- Environmental Horticulture
- Environmental Green Design
- Home Technology Integration
- Principles of Engineering
- Rapid Prototyping (CAD)
- Costume Design
- Entertainment Art

Progress also continues to be measurable in classrooms as Coastline ROP teachers are recognized annually for demonstrating professional excellence. Teachers of the Year, chosen by their peers and coordinators of instruction, were:

2003-2004	Phyllis Daniloff	Medical Nursing Careers
2004-2005	Tom Schatti	Culinary Arts
2005-2006	Marcia Culp	Medical Assisting Back Office
2006-2007	Tracy Fanelli	Computer Graphics
2007-2008	Tina Murphy	Video & Film Production

The Teacher of the Year is also invited to compete, with designees from other school districts and ROPs, for one of five top prestigious awards given by the Orange County Department of Education at an annual gala event. In 2004, the ROP Teacher of the Year for 2002-2003, Denise Gregor, was chosen as one of those five top teachers then proceeded to be recognized as one of the top 13 in the state. She taught business and marketing courses.

Classified staff is also recognized for delivering excellent service to the organization. Nominated by their peers and supervisors, honorees are selected by a committee of their peers. For two consecutive years, two awards were given to classified employees, one to a career specialist and one selected from the remaining eligible slate. Beginning January 2009, the Orange County Department of Education plans to bestow an annual recognition award for classified employees; the ROP will have the opportunity to send one candidate to the competition, so the original plan to give a single award has been reinstated. Classified Staff of the Year recipients since 2003 are:

2003-2004	Jeanne Bennett	Attendance System Database Specialist
2004-2005	Mickey Newhard	Administrative Assistant
2005-2006	Sandie De Leon	Career Specialist, Huntington Beach High School
	Lewis Zuluaga	Network Specialist
2006-2007	Kathy Romant	Career Specialist, Ocean View High School
	Kate Dollbaum	Administrative Associate to Superintendent & Board of Trustees
2007-2008	Traci Eggert	Career Specialist, Student Services

Facilities

In 2006, the ROP received a two-year School Site Block grant of \$136,310 to modernize the work environment, technology and facilities at the Paul E. Snyder Administrative Offices of the ROP. In 2007-2008, in addition to the aforementioned realignment of staff, physical moves of departments were planned and accomplished. Work spaces were remodeled and 75 percent of funds also provided replacement of computers and furniture, and the conversion of the print shop to a media center. Other improvements to follow will include a remodeled board room and a new telephone system. The overall result is one of attractive, professional continuity, and increased efficiency.

Instruction and Student Support

- Teachers attended a series of four workshops on the CTE Standards in 2007-2008. They learned to identify and assess the standards they teach; revised their course outlines to include those standards; and learned how to incorporate more English language arts, math and science standards into their curriculum.
- The teacher performance evaluation document was revised to reflect the California Standards for the Teaching Profession.
- Teachers are currently in the process of completing their SDAIE training.
- Instructional Services staff is in the process of sequencing courses with local community colleges and high schools.
- ESs in Action, a campaign designed to heighten the awareness of the ROP's Expectations for Students among stakeholders, was launched in fall 2008.

- With the adoption of CTE standards by the California Department of Education, ROP teachers developed lesson plans, using guided templates.
- The University of California and the California State Universities are recognizing ROP courses as integral to preparing students for secondary education. As of fall 2008, eight Coastline ROP courses are approved as meeting the a-g requirement for admission.
 - Art of Animation
 - Computer Graphics
 - Multimedia Communications Design
 - Music Technology
 - Theater Technology
 - Virtual Enterprise
 - Visual Imagery
 - Film and Digital Media Production
- The new project specialist provided impetus to advance articulation efforts with local community colleges, renewing 15 articulated courses and submitting 14 new ones for community college approval.
- The new student services department quickly focused on “branding” the ROP image, giving a new look to the web site, and to marketing materials used by career specialists to recruit and recognize students, making the ROP easily recognizable by its online and print media.
- The director of student services restructured career specialists meetings into groups comprised of members from each district to research and present “best practices” in the following critical areas of support for students:
 - Presentations
 - Marketing Practices and Public Relations
 - Marketing Practices and Marketing Materials
 - Student Recognition
 - Customer Service

ACTION PLAN IMPLEMENTATION AND MONITORING

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)

All ESs were addressed

Action Step

Develop instructional materials, strategies, and activities that support teaching the ESs.

Response

In spring 2004, Expectations for Students were simplified with shorter phrases, making them easier to understand and more useful to students and teachers.

Within the benchmarks targeted for 2003–2004, a process involving the assistant superintendent and coordinators of instructional services, an instructional program assistant and mentor teachers, in concert with teachers, created new lesson plans and developed instructional materials, strategies and activities that support teaching the ESs.

Beginning in 2004, the lessons that were developed that support teaching the ESs included:

- Informational Interviews
- Resume and Electronic Resume Writing
- Job Search Techniques
- Ethics
- Safety
- Ergonomics
- Writing a Business Letter
- Current Event Lesson

Teachers were provided with revised lesson plan templates that Include ESs.

Evidence

- Revised ESs of 2004
- Employee Information Booklet
- Teacher Handbook

- Employee Handbook
- Instructional Materials
- Teacher Handbook
- Lesson Plans

- Lesson Plans

- Revised Lesson Plans

Action Step

Provide staff development to assist teachers in the use of the instructional materials, strategies, and activities that support teaching the ESs.

Response

A G.I.F.T.S (Great Ideas for Teaching Students) Workshop was presented to teachers in fall 2004. It included an inservice on Easy Grade Pro (a new process for teachers to record grades and keep student records), and valuable resources that support teaching the ESs:

- Lessons
- Games
- CDs and videos
- Digital cameras
- Props and posters

Teachers were provided with new materials that also support teaching the ESs.

Additional professional development activities were provided to assist teachers in incorporating the ESs into lessons:

- OCDE Promising Practices Workshops (ongoing)
- Cluster Meetings by pathway (ongoing)
- New Teacher Orientation and follow-up trainings (Ongoing)
- Ethics Workshop

Evidence

- Workshop Materials

- Language Arts Tool Kit
- Punctuation Pockets

- OCDE Web Site
- Workshop Materials

Action Step

Revise individualized training plans to include Expectations for Students and Career Preparation Standards.

Response

Training plans for courses that include internships and cooperative education were revised to include ESs and Career Technical Education Standards.

Evidence

- Training Plans

Action Step

Provide staff development in implementation of new training plans.

Response

Staff development activities were provided that assisted teachers in the use and implementation of new instructional materials and methods.

Evidence

- New Teacher Co-op and Internship Training
- Teacher Handbook

Action Step

Develop and implement rubric instruments designed to measure student achievement of ESs.

Response

Coastline ROP's Expectations for Students encompass technical, academic, personal and professional, and employability skills that are incorporated and reinforced in all classes. The development of rubrics to measure student achievement of ESs was addressed in 2005-2006. Other ROPs found within the region were queried for examples already in use by their teachers. Coastline ROP teachers were then asked to develop rubrics to assess the ESs.

The ESs were revised and updated as part of the 2008-2009 WASC self study. Teachers were surveyed to determine how they teach and assess each ES in their particular course. The results revealed a variety of assessments are being used to assess mastery of the ESs.

Evidence

- Teacher Handbook
- Employee Handbook
- Riverside ROP Notebook

- Revised ESs
- Assessment Survey

Implications for Students

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)

All ESs were addressed

Action Step

Determine whether ROP courses support California Academic Standards found in Language Arts, Math, Science, Social Science and/or Visual/Performing Arts.

Response

In the process of determining whether ROP courses support California Academic Standards found in Language Arts, Math, Science, Social Science and/or Visual/Performing Arts, the assistant superintendent and coordinators of instructional services, and mentor teachers attended numerous workshops on academic content standards. Staff also attended workshops that addressed CTE standards during the same period of time.

A consultant hired early in 2004 worked with teachers to identify California Academic Standards supported in their subject areas. Over a period of several months, she identified standards in 22 Coastline ROP courses.

Evidence

- Standards Materials

- Standards Matrix

The current superintendent served on the CAROCP Curriculum and Instruction Committee that was involved in developing a standards-based lesson plan; she created a comprehensive, standards-based lesson for writing a business letter.

- Business Letter Lesson

Other standards-based lessons developed by the CAROCP Curriculum and Instruction Committee are posted on the CAROCP web site for easy access:

- Reading Graphs
- Comparison Contrast Paper
- Automotive Lesson
- Technical Reading Lesson

- CAROCP Web Site

Action Step

Include in course outlines the subject area standards that are supported.

Response

In the first four months of 2008, the director and coordinators of instructional services presented to teachers a series of workshops clustered under the title of, "Moving Forward Together" that addressed CTE Standards, course sequencing, curriculum planning, and integration of math, science and language arts. As a result, identified standards were imbedded into revised individual course outlines.

In addition, students in Careers in Education (Docent Program) work in teams to create lesson plans that support science standards for elementary school students. Students (docents) travel to elementary schools to teach the lessons in first through sixth grades.

Evidence

- Workshop Materials
- Revised Course Outlines

- Coastline ROP Spring 2005 Schedule of Classes
- Course Outline and Description

Action Step

Provide professional development in implementing standards-based education and performance-based assessment.

Response

Professional development workshops were presented to teachers on implementing standards-based education and performance-based assessment, including:

- Fall Training Camp – Introduction to standards-based instruction (2003)
- "On the Road Again" – Writing Activities and Rubrics (01/04)
- "Moving Forward Together" – CTE Standards (series of four workshops offered in spring 2008)
- "The Brain Game" – Brain-based instruction (08/08)
- Tools for Building Student Success – Brain-compatible Strategies, assessment and project-based learning (11/08)

Evidence

- Workshop Materials
- Current Event Lesson Plan
- Teacher-created Standards-Based Lessons

Action Step

Design and select assessments by which students can demonstrate mastery of skills.

Response

In 2005-2006, an addendum to Action Plan #2 was written that included action steps to implement newly developed CTE standards that include academic content standards appropriate 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)”

In 2003-2004, teachers and mentor teachers designed and selected lessons that address language arts standards; including a Current Event lesson.

In 2008, teachers learned about brain-compatible learning strategies, formative and summative assessments and project based learning. They collaborated with pathway partners to develop a culminating project that would assess student mastery.

Evidence

- Revised Action Plan
- Student Work
- Assessment Rubrics
- Project Outlines

Implications for students:

The alignment of ROP courses with CTE and academic content standards have contributed to the apparent and welcome 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 will enable all departments to communicate to appropriate stakeholders.

Action Step

Develop strategies for communication of information specific to individual departments within Coastline ROP and determine the following:

- Purpose and outcome of the information
- Storage location
- Person(s) responsible for the information
- Security Parameters
- Stakeholders involved
- Timelines for communication of the information/data

Response

Early in 2003, leaders of instruction, counseling, business and recruitment and marketing formed a team with the coordinator of technology and the manager of information systems and training. They developed strategies to improve communication specific to departments, including surveys of stakeholders; storage of data, staff responsibilities, security parameters, and timelines.

As a result, in 2004:

- Access to student data in the attendance system was provided to the instructional services staff and career specialists.
- Online calendar templates were made available to track important dates.
- Other calendars were developed to meet the needs of individual departments.
- Easily accessible email distribution lists were created and are continuously updated.

Action Step

Clarify the functions and responsibilities of the Website Committee.

- Survey all departments for communications related to issues.
- Develop department links for department specific information and communications.
- Determine individuals for the department link content.

Response

A “climate survey” identified specific communication processes that merited evaluation and improvement at the ROP administrative offices in fall 2004. Resultant of that survey, the superintendent established bi-monthly “brown bag” lunch meetings that provided a venue for staff to informally discuss with him suggestions for improving communication. Department leaders organized frequent meetings with related staff to share information from other departments and from leadership meetings.

A follow-up questionnaire to the Climate Survey was conducted in spring 2005. Outcomes indicated that staff appreciated improved shared communication regarding on-site changes and activities.

The current superintendent has established a monthly gathering of administrative office staff, a two-part design that calls for brief individual or departmental activity updates followed by voluntary sharing of department news or other topics of interest. Abbreviated from Communication, Connection and Conversation for Presidio [staff] Only, they are more familiarly referred to as C3PO meetings.

Evidence

- YSS Data System Remote Access to Server
- Microsoft Outlook
- Printed, Posted Calendars
- All Staff Access Lists

Evidence

- Climate Survey
- Leadership Team Summaries

- Climate Survey
- Outcomes

- C3PO Meeting Agendas

A website committee was formed to research and develop a website for the organization.

Communication issues related to technology were resolved with the creation and use of Tech Tickets which notify technology staff of on-site problems.

In 2004-2005, a computer teacher was chosen to be web master. The website was updated to give staff access to necessary information. The fall, spring and summer schedules of classes were posted online; adult students were able to print registration forms, fill them out and mail them to the office for processing. Teachers were encouraged to access classroom management forms online; course descriptions became available to the public; student recognition stories and events with accompanying photos were published online as well.

Action Step

Continue to pursue the most effective and efficient methods of electronic communications for all ROP staff within budget and geographic constraints.

Response

The ROP staff bulletin continues to be an important communication tool. Initiated by the superintendent, with input from all departments, the bulletin delivers important and time-sensitive information to all staff.

Email distribution lists are kept current.

A new telephone system is being researched that is expected to improve communication at the ROP administrative offices.

A blog was created to improve communication opportunities for career specialists. It is published every Monday and contains calendars of events, best practices for supporting students, and opportunities for career specialists to share items of interest.

Action Step

Provide staff development/training opportunities to utilize communication strategies.

Response

At the opening staff meeting in 2006 a workshop, "Let's Be Frank About Culture, Change and Ethics" was presented and addressed the affects of those issues in the workplace, particularly in the areas of organizational culture, staff performance and ethical behavior. It was designed to improve communication among staff and to provide teachers with strategies to use in preparing students for the workforce.

- Agendas
- Meeting Highlights

- Tech Tickets

- Web site

Evidence

- Staff Bulletins

- Email lists

- Research Results

- Blogs

Evidence

- Workshop Materials

In fall 2007 a new registration and attendance software system was purchased that streamlined those processes among the 22 career specialists, more than 150 teachers, and members of technology, instruction and student services departments. The leadership team, support staff, and career specialists attended the Adult Information Management (AIM) training workshop in August 2007. Teachers attended one of six eClass Manager training sessions, also held in August; or received small group or individual trainings, shortly thereafter. Teachers have more control over the accuracy of their rosters. Using an online attendance system improved accuracy and provided immediate access to important student information.

- AIM System
- AIM eAttendance Manual (Print and Online Access)

In 2004, the first annual ceremony to honor Coastline ROP students was held at the administrative offices site. It was planned and facilitated by the coordinator of recruitment and marketing and the career specialists. It was well received by all in attendance, including the Board of Trustees and local elected officials. In 2008, the fifth annual Distinguished Student Recognition (DSR) event, under the leadership of the new director of student services, provided opportunity for all staff to participate in the event. Unsolicited evaluative comments were overwhelmingly positive regarding that simple change.

- DSR Materials

Overall, as a result of this Action Plan, efforts to improve Communication at the ROP have served to build a cohesive and collaborative workplace. Shared information about goals and activities raised levels of job satisfaction. One of the small, but significant changes for the better of the organization was the elimination of the word division or divisions when referring to the various departments.

- Staff Survey Results
- Climate Survey Outcomes

Implications for 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 to ensure quality education for all students.

A1: Increase staff awareness of how the ROP is governed.

- In 2003, direct staff was requested to attend one Board of Trustees meeting per year; currently, the superintendent, directors of instruction, student services, and business, instructional staff, attendance system/data base specialist, and the human resources administrator are required to attend each meeting.
- A teacher presents highlights of his or her course at each board meeting, often accompanied by students.
- Staff is provided all dates and any changes of board meetings ahead of time and is invited to attend at will.
- Staff is provided an “Instant Replay” of every board meeting for review; any and all questions regarding board meetings are welcome and answered by the superintendent.
- At least one board member attends the yearly opening staff meeting and addresses attendees.
- In 2006 and 2007, a board member served on the interview committee to select distinguished students.
- Board members participate in yearly Distinguished Student Recognition events at the ROP; many steering committee members from each district attend, as well.
- In 2006, in cluster meetings by district, career specialists were provided information on school governance, including that of the ROP; thereafter that information is provided to new career specialists.

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

In 2004 the Orange County Chapter of CAROCP divided funds formerly used to recognize outstanding ROP students from all four ROPs in a single ceremony. 2004 was the first year Coastline ROP held a home-based ceremony, named the Distinguished Student Recognition (DSR) event. Staff participation evolved thusly:

- In 2004, 2005 and 2006, event planning and facilitation was the responsibility of the coordinator of recruitment and marketing and a committee of career specialists from that department, with the assistance of the technology department staff; the teacher and students of Floral Design provided arrangements. A photo gallery of student recipients was organized by a coordinator of instruction.
- In 2007, career specialists, the existing counselor, personnel from the instructional department, and staff from the technology department took part in planning the event; one Baking and Pastry teacher and her students provided refreshments, flowers were provided by the Floral Design teacher and class. The event was attended by many more teachers and staff than in prior years.
- In 2008, many more staff members from all departments were invited to participate in all aspects of the facilitation of the event. The ceremony itself was more student and teacher focused: students from Music Technology entertained; both Baking and Pastry classes provided refreshments; a teacher of Computer Graphics served as Mistress of Ceremonies; and most all office staff took part in setting-up before and cleaning up afterwards.

Additionally, since 2004, various staff members have been directly involved in planning, organizing and delivering fundraising activities that support distinguished student monetary

awards, making it possible to recognize increased numbers of students each year and also making the event self-sufficient:

- Ice Cream Sales (Orange County Market Place; staffed by employees)
- Online Auctions (County-Wide)
- Jeans Wholesale Event (Onsite, after hours)
- Cookie Dough Sales (Baking and Pastry Class prepared)
- Christmas Wreaths (Floral Design Class prepared)
- Opportunity Drawing (Opening Staff Meeting)
- Payroll Deductions and Single Donations

It is anticipated that the annual Distinguished Student Recognition event will continue to grow because of increased staff interest and participation.

Under the leadership of the current superintendent, news of student success is continuously being sought from teachers and shared among the Board of Trustees and the staff.

- In August 2008, students won awards at the Orange County Fair for animation programs submitted in concert with middle schools and high schools in the region.
- Twelve adult students were invited to design floral “rooms” or flower beds at the Bixby Knolls Historical Mansion as part of a fundraiser for the California State Floral Association to benefit the mansion. They got to meet some of the best designers in the industry.
- Nine of the twelve Orange County high school seniors receiving Project Tomorrow scholarships are from Coastline ROP’s Careers in Education, Docent Program at Estancia and Trabuco Hills High Schools. They will pursue education or related majors to become teachers or administrators. Recipients agreed to mentor students from their high schools who are also interested in developing teaching careers.

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

- Two Key Result Areas identified for 2003-2004 addressed the issue of involving more staff in the ROP’s action plan. One was to explore the ROP’s current distinguished student recognition program by hosting an event exclusively for Coastline ROP students; and the second one was to include staff beyond the instructional division. Both activities are described in the preceding A3 item.
- Staff was encouraged to attend Board of Trustees’ meetings.
- Committees, such as the website committee and various school improvement committees, were comprised of certificated and classified staff.
- Classified staff is involved in producing new materials for teachers as they are developed and provide supportive services as needed. For example:
 - The newly-named Media Resource Center makes copies of curricular materials, forms, flyers and posters.
 - Support staff researches current technology and teaching strategies; assist in attendance and grades collection; provide substitute teachers; maintain course outlines; and take care of compliance issues related to teaching health science courses.
 - Technology support staff assists teachers with attendance reporting, maintain computer labs and install current software; and provide staff development in technology.
 - Classified staff assists teachers in nominating and recognizing distinguished students.

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.

Action Plans #1, #2, and #3 described in Employee Information booklets of 2003-2006 as Key Result Areas, were listed under the same directive: *Implement the benchmarks in the WASC Action Plan targeted for* (that particular school year). Key Result Areas, including strategies, were approved and monitored by the Board of Trustees. Periodic benchmarks are inserted for each action step of the current Action Plan and will be duly implemented.

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

With the identification and subsequent focusing of academic achievement in ROP classes through standards-based instruction, higher levels of student learning are taking place from year to year:

- Research-based instructional strategies are presented to teachers in regularly scheduled staff development activities that focus on engaging and motivating students.
- Workshops provided to teachers on a regular basis improve standards-based instructional strategies.
- Expectations for Students are relevant and rigorous.
- Classroom management techniques improve attendance and performance.
- Industry advisors make suggestions for curricula to be updated to meet changing labor market demands.
- More ROP courses are approved by the University of California as satisfying the a-g requirement for admission.
- Teachers are in the process of completing SDAIE (Specially Designed Academic Instruction in English) training.
- The ROP teacher performance evaluation document has been revised to reflect the California Standards for the Teaching Profession.

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

- Revised course descriptions, reflecting the inclusion of academic course content and CTE standards are available online via the website to students, parents, and the general public.
- Career specialists meet with individual school guidance and special education departments to share course requirements and expectations.
- ROP administrators meet with counterparts on individual campuses to discuss course offerings.
- Positive information from the University of California and the California State Universities regarding the inclusion of ROP courses on high school transcripts is shared with all stakeholders.

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

- With some exceptions, Coastline ROP career specialists are stationed in career centers; all of them are closely associated with personnel and services available to students in those centers.
- Many ROP career specialists partner with career center personnel to deliver grade-level career units that include information about career center services.
- Increased enrollment among high school students in ROP classes indicates higher awareness of students to career-related services.
- Career specialists perform multiple “Best Practices” services that raise awareness of high school students to career services. For example, they deliver:
 - classroom presentations about ROP course content and the benefits of adding ROP to high school experiences;
 - informational events, such as guest speakers and college recruiters;
 - outreach to parents through different media that focus on student success; and
 - advertisements and articles that heighten the awareness of students, teachers, staff and administrators on each participating school campus to the services available.
- The newly organized student services department continually develops new ROP branded marketing ideas, themes and activities that will continue to increase awareness of career center services delivered by ROP career specialists.

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.

In spring 2003, an extra day of instruction was added to one section of the Nurse Assistant Certification (CNA) Internship course for adults whose primary language was other than English. The additional day of VESL instruction was helpful, but not sufficient to support adults who needed specific English language classes.

Thereafter, adults with limited or underdeveloped basic skills, who inquire about ROP courses are interviewed individually and, if necessary, referred to outside, community-based agencies that are better designed to serve their needs. Assessment is based on the perceived probability of students to attain competitive employment.

From fall 2004 through spring 2007, the ROP entered into a contract with the Newport-Mesa Unified School District for their adult school to offer an ESL class on the ROP campus. The successful completers of that program were offered priority registration for the ROP course of their choice.

As information about course requirements, expectations, and standards acquisition has improved among stakeholders, fewer students requiring basic English language acquisition or remedial academic services seek to access ROP courses, especially among high school students. This phenomenon is a result of all of aforementioned activities performed by ROP staff to increase awareness of the ROP program, the willingness of high school personnel to screen their students, and adult service programs to provide necessary and appropriate remedial services.

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

Concerns about which agency should maintain which technology equipment and perform general service to high school labs and programs were resolved:

- In 2007, a technology specialist was added to the staff to work with technology staffs in the five participating school districts to resolve issues.
- Labs provided by Coastline ROP and computers provided to ROP personnel are upgraded, replaced, and maintained by the ROP technology department in collaboration with related district technology staff.
- Labs and other technical equipment provided by individual schools – particularly those shared by courses not supported by ROP – are maintained by the school district technology department in collaboration with ROP technology staff.
- In 2008, a new Technology Plan was developed by that department to clarify the division of responsibilities among members for all computer hardware, software, and department inventory, including network hardware and wiring.

D2: Consider identifying additional resources that supplement state revenues.

Researching additional revenue sources for Coastline ROP is a significant assignment for the project specialist who has participated in a Grants Writing Workshop and is involved in various Tech Prep consortia. Grant received for 2004-2008 period included:

- 3-D Modeling Grant through Saddleback College has provided funds to support the development of two Rapid Prototype courses (one at Trabuco Hills High School and one at Tustin High School). As a part of the grant activity, Ford Design team members made presentations to the 3-D Modeling classes and also provided individual students with feedback on their projects.
- The Teacher Preparation Pipeline (TPP) Grant at Saddleback College has funded CTE Standards Training workshops for approximately 60 ROP teachers. Course outlines were updated to reflect the new standards; teachers were trained in how to contextualize math and science into their curricula. Through this grant, Coastline ROP teachers also had the opportunity to mentor college students who were interested in becoming CTE teachers. The college students served as assistants in high school CTE courses.
- An Early Childhood Education Grant through Saddleback College enabled several Careers with Children teachers to participate in professional development and collaborative activities.
- Hurley Company funds were awarded to specific Careers in Fashion classes.
- A Community Collaborative Grant through the Orange Coast Community College District has provided opportunities for ROP teachers and career specialists to participate in professional development activities and workshops.
- A Tech Prep grant through the Saddleback College funded students to participate in career exploration presentations and activities, enhancing their CTE educational experience.
- Carl D. Perkins funds target improvements in classes available to adults.
- Special Education WorkAbility I funds support Diversified Careers classes.
- Orange County Tech Prep Regional Coordinator Grant of 2008 provided externships for nine Coastline ROP teachers (out of 14 opportunities) from various pathways.
- Tech Prep funds also supported the selection of two teachers to attend a week-long training seminar on Digital Home Technology Integration.

- Saddleback College grants funded a summer Boot Camp for career specialists and made possible the purchase of a digital camera and a laptop for usage by the instructional support staff and teachers.
- Exxon Mobile grant that supported Auto Technology.
- A Home Builders Council grant supported construction classes.
- An Orange Coast College Mini-grant provides access to the Bridges/Choices assessment program.
- The School Site Block grant supported the aforementioned modernization of the facilities at the administrative offices of the ROP.
- Funds from a CTE Equipment grant provided:
 - Computers, software, and servers
 - Light kit for Video/TV Production course
 - Auto equipment
 - Electrical, plumbing, and HVAC modules to support curricula
 - Camcorders and HDV recorders
 - Music production system and microphones

Additional identified funds include excess property taxes which are used for one time expenditures, and lottery dollars passed through from three districts, which are used to support courses in those districts.

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

As standards-based instruction, particularly in areas of teacher-identified applied academics in language arts, science and math continues to be infused in ROP teaching strategies, more students will acquire the knowledge needed to pass the CAHSEE. More effort is being expended to dissolve educational boundaries that have separated academic preparation from career technical education. As progress gains momentum, high school students will be significant beneficiaries in many educational areas, of which passing tests will be just one.

Note: Evidence to support this report may be found in a binder entitled:
PROGRESS REPORT 2003-2008 EVIDENCE.

Future Action Plan Follow-up

An Action Team will be assuming the ongoing tasks of implementing, monitoring, and evaluating components of the Action Plan identified in the current self study. The reported critical areas were divided among members thusly:

<u>Action Plan Section</u>	<u>Task Implementer/Monitors</u>
Organization for Student Learning Curriculum and Instruction	Superintendent and Human Resources Administrator Director of Instructional Services and Coordinators of Instructional Services
Support for Students Resource Management & Development	Director of Student Services and Career Specialist Director of Business Services, Manager of Purchasing and Risk Management, and Data Base Manager

Less critical but noted areas of concern will be also assigned according to related responsibilities.

Components of the plan associated with particular departments will be major goal priorities to be addressed by all employees in increments appropriate to job responsibilities.

The ROP's end-of-the-semester Student Exit Survey will be revised to elicit information on the effectiveness of Action Plan items as they are benchmarked from year to year.

Benchmarked progress will be monitored, reported in quarterly meetings to the Action Team, will be reviewed by the Board of Trustees, and made available to staff.

EXPECTED OUTCOMES OF THE SELF-STUDY

1. Involvement and collaboration of stakeholders in the self-study

- In keeping with the theme of *Building Student Success*, all employees were grouped under job titles found in construction occupations: general contractors (leadership, including self-study coordinators), subcontractors (focus groups) and trade groups (home groups).
- General contractors (leadership) include the superintendent; directors of instruction and business; human resources administrator; project specialist; manager of purchasing and risk management; three career specialists, the administrative assistant to the superintendent; one teacher; and two self-study coordinators.
- General contractors took turns selecting subcontractors (focus groups) from the lists of all staff and assigned them to trade (home) groups for each criterion. Trade (home) groups were comprised of people with similar jobs.
- The Student/Community Profile contains information about participating districts, including API scores; demographics of students and the general area populations, including statistical data and outcome comparisons since 2003; labor market information; and a list of business partners.
- All staff, the Board of Trustees and steering committee members received hard copies of the Student/Community Profile and a summary of the PowerPoint presented in April 2008 at an all-staff meeting.
- The Progress Report addresses all sections of the previous Action Plan and contains identified implications for students for the three major critical plans. Drafts of the report were reviewed by the board and all members of the leadership team and presented to the staff in an e-meeting for review.
- The board and the staff reviewed, revised and approved a new Mission Statement.

2. The clarification of the school's expected learning results for students

- All staff reviewed and voted on revised Expectations for Students (ESs) that focus on learning technical, personal and professional, and career planning skills.
- Students, staff, board members, participating school administrators, internship supervisors, parents, and business advisors participated in surveys that validated the perceived accomplishment of the mission and ESs, based on student learning.
- All staff was required to conduct classroom observations of students that further validated that the ESs were being addressed.
- ESs in Action is a campaign designed to raise awareness of the ESs to the entire school community. For example:
 - A lesson plan on teaching the ESs was developed.
 - Student achievement of the ESs will be assessed throughout each semester.
 - Achieved competencies, related to the ESs, will be printed on certificates of recognition.
 - Exit surveys will reflect student satisfaction in achieving the ESs in ROP courses.
 - A video of students achieving the ESs was created and is used in marketing activities.

- ESs posters are evident in classrooms, high school career centers, and in departments at the main office.
- ESs are included in teachers' syllabi and posted on the website.
- Course descriptions were revised and approved by teachers to reflect ESs related to individual courses; they are distributed to students and parents and posted on the website.
- Individualized course descriptions, created from the approved course outlines, were redesigned to reflect course specific skills aligned with the ESs. They were reviewed, revised, and approved by each teacher to be utilized as informational tools for teachers, career specialists, and the marketing department.

3. The assessment of the actual student program and its impact on student learning with respect to the criteria and the expected learning results for students

- The ESs identify technical skills, personal and professional skills, and career planning skills that have been aligned with career technical educational standards and academic standards, and are integrated in program curricula, including:
 - Industry-specific skills that include knowledge and use of technology as identified and validated by business and industry.
 - Academic skills in language arts, math and science.
 - Teamwork, leadership, and effective communication practice.
 - Work ethics, responsibility, critical thinking and problem solving.
 - Health and safety and flexible behavior.
 - Career research and establishment of educational plans.
 - Employment strategies that include interview practice and resume development.
- Evidence that ESs are being taught in all classes were assessed using
 - a. Perceptive Instruments:
 - Online and hard-copy surveys completed by students and stakeholders and accompanying analyses of data
 - Classroom observations and interviews of students
 - Video clips of ESs in Action that show students learning in different environments
 - b. Data-based findings that include:
 - Teaching strategies
 - Student work
 - Student performance evaluations and records
 - Course outlines that identify course specific ESs
 - Lesson plans, instructional materials
 - Reports generated as required by the state
- Meeting invitations, agendas, and summaries verify that all staff had opportunity to exchange ideas and examine the program within the parameters of the criteria and determine its impact on student learning and performance.
- Self-study findings were validated by perceptive and hard data collection and analysis of student outcomes.
- Findings verify that the budget provides exemplary support for students, teachers and staff:

- Safe learning environments, including classrooms
- Current edition textbooks, copying and printing services
- Fully-equipped and maintained computer labs, relative software
- Digital cameras; projectors, laptop computers for designated use
- Online registration and grade reporting services, classroom management tools
- Computers and compatible software for all staff
- Field trips, staff development activities and externship opportunities
- Office equipment and supplies
- Adequate support personnel

4. The development of an Action Plan that integrates subject area/program and support plans to address identified needs

- The Action Plan supports the preparation of all students for academic and career success.
- The Action Plan addresses high Expectations for Students (ESs).
- The Action Plan incorporates initiatives for program improvement as identified in the self study.
- The Action Plan clearly delineates relative tasks, action steps, responsible personnel, and resources deemed necessary.

5. The development and implementation of an accountability system for monitoring the accomplishment of the Action Plan

- Assessment of Action Plan progress includes monitoring student achievement through benchmarked hard data collection, observations, surveys, student recognition and follow-up activities.
- The self-study process, including accomplishment of the Action Plan, will become established practices of the Coastline Regional Occupational Program.
- An Action Team will be assuming the ongoing tasks of implementing, monitoring, and evaluating components of the Action Plan identified in the current self-study.
- The reported critical areas were divided among the WASC leadership team according to related areas of responsibility.
- Less critical but noted areas of concern will be also assigned according to related responsibilities.
- Components of the plan associated with particular departments will be major goal priorities to be addressed by all employees in increments appropriate to job responsibilities.
- The ROP's end-of-the-semester Student Exit Survey will be revised to elicit information on the effectiveness of Action Plan items as they are benchmarked from year to year.
- Benchmarked progress will be monitored, reported in quarterly meetings to the Action Team, Board of Trustees, and made available to staff.

ORGANIZATION FOR STUDENT LEARNING

Criterion A.1: School Purpose

The school has established and communicated a clear statement of purpose that reflects the beliefs and philosophy of the institution. Its purpose is defined further by adopted Expectations for Students that form the basis of the educational program for every student.

Findings

Coastline ROP has a clear mission statement that reflects the beliefs and philosophy of the institution and guides the work of the ROP. In the spring of 2008, the mission statement was revised and reviewed by the staff and submitted to the Coastline ROP Board of Trustees for approval. The board further refined the mission statement and formally adopted the new statement in June 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.

The ROP community agrees that this mission statement shows a clear purpose. In fact, 100 percent of board members, support staff, direct teachers, career specialists, and parents and 98 percent of contracted teachers strongly agree or agree that the Coastline ROP mission statement shows a clear statement of purpose. Additionally, 96 percent of those same groups strongly agree or agree that the ROP accomplishes its purpose.

The Coastline ROP Expectations for Students (ESs) clearly reflect the mission of the institution and further define the instructional program. The ESs were developed during the previous self-study process. In the spring of 2004, the ESs were simplified with shorter phrases, making them easier to understand and more useful to students and teachers.

During the current self-study process, the general contractors (WASC leadership team) and subcontractors (focus groups) reexamined the ESs and compared them 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. The revised ESs were then reviewed and further refined by the trade (home) groups at the April 2008 staff meeting and approved by the staff.

Evidence

- Meeting Summaries
- Board of Trustees Minutes
- Mission Statement

- Board /Administrator Survey
- Support Staff Survey
- Direct Teacher Survey
- Career Specialist Survey
- Parent Survey
- Contracted Teacher Survey

- Meeting Summaries
- Progress Report
- ESs
- CTE Foundation Standards

Coastline ROP's ESs reflect rigor, relevance, and relationship building and form the basis of the educational program for every student. These competency statements are built into every course outline and training plan used in the instructional program. They are the skills that students will learn and be able to do upon completion of an ROP course. Student surveys indicate that students have acquired these skills. Eighty-nine percent strongly agree or agree that they are learning skills specifically related to a job or career and are improving their knowledge and skills through the use of technology.

Some of the publications used to inform the community of the ROP's mission statement and ESs include the Coastline ROP Schedule of Classes, Fact Sheet, ROP folders, Employee Information booklet, course outlines and descriptions, ESs poster, marketing materials, and the website. The student services department will increase the publication and communication of the mission statement and the ESs as part of ongoing efforts to improve marketing the ROP, therefore promoting the beliefs and philosophy of the organization.

There is a strong degree of consistency between the institution's mission statement, the ESs, and the ROP program. One hundred percent of the board members, support staff, direct teachers, contracted teachers, and career specialists strongly agree or agree that the ESs are appropriate and support the Coastline ROP mission statement.

- Course Outlines
- Training Plans
- Student Survey

- Coastline ROP Schedule of Classes
- Fact Sheet
- Course Outlines
- Course Descriptions
- ROP folders
- Employee Information Booklet
- ESs Posters
- Marketing Materials
- Coastline ROP Website

- Board/Administrator Survey
- Support Staff Survey
- Direct Teacher Survey
- Contracted Teacher Survey
- Career Specialist Survey



ORGANIZATION FOR STUDENT LEARNING

Criterion A.2: Governance

The governing authority adopts policies which are consistent with the school's purpose and supports the achievement of the Expectations for Students for the school. The governing authority delegates the implementation of these policies to the professional staff. The governing authority monitors results.

Findings

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. It is governed by a Board of Trustees, consisting of one publicly elected board member from each participating district.

The board adopts policies which are consistent with the mission statement and support the achievement of Expectations for Students (ESs). The superintendent reports directly to the board and is given the authority to manage and conduct the business of the ROP.

The board delegates implementation of policies and procedures to the appropriate professional staff which in turn provides overall management and administrative services that support student achievement of the ESs.

Board Policies and Administrative Regulations have been implemented and revised on a regular basis over the 37 years that the ROP has existed. The board approved a revised mission statement in June of 2008 and reviewed and supported the revised ESs in April of 2008. The board also reviews and approves the Coastline ROP Priorities.

The board supports the mission of the ROP by appropriating the necessary resources for students to be successful, including the review and approval of:

- Budgets, transfers, and warrants
- Conference requests, field trip requests
- Contracts and personnel agreements
- Donations
- Hiring and salary changes
- Joint venture training agreements
- New course outlines
- Policies and procedures
- Staff Development
- Textbooks

Evidence

- Joint Powers Agreement
- Board Policy Manual
- Board Minutes

- Board Policy Manual
- Mission Statement
- ESs

- Organizational Chart
- Leadership Team Meeting Summaries
- Board Policy Manual

- Board Policy Manual
- Board Agendas and Minutes
- Coastline ROP Priorities (Key Result Areas)

- Board Agendas and Minutes

Leadership team meetings are held weekly at which time the superintendent discusses the need for new policies or procedures and delegates the responsibility for implementation to members of the team. Members of the leadership team are also responsible for evaluations of all classified and certificated staff.

All departments conduct meetings to discuss current issues. The director of business services also leads a weekly meeting of the technology team and the director of student services conducts bi-monthly meetings as well as weekly blogs with career specialists. A monthly bulletin is emailed to all staff with updates from the superintendent as well as other departments.

Board members are invited to attend ROP activities including staff meetings, ROP-related inservice opportunities and the Distinguished Student Recognition (DSR) event.

Board meetings are open to the public. All staff members and the community are invited to attend and review board agendas and supporting materials. A board packet is available in the reception area prior to and after each meeting. Agendas and summaries of actions taken at each meeting are posted in a display case outside the entrance to the main office. The superintendent communicates with the staff, all five district board members, steering committee members, and all high school principals by emailing a brief report (Instant Replay) highlighting actions taken by the board after each meeting.

The superintendent holds staff meetings a minimum of three times per year at which time new policies and procedures are discussed with staff. The superintendent has recently instituted C3PO (communication, connection and conversation) meetings which are held once a month to improve communication among main office staff.

The Employee Information booklet is updated yearly and distributed at the opening staff meeting. It contains updated policies and procedures, the mission statement, Expectations for Students, yearly priorities, the organizational chart, and board member and staff information. Over the last year the superintendent has attended board meetings at the five participating districts in order to increase awareness of the ROP.

The Coastline ROP Priorities for 2008-2009 were approved in August of 2008 after receiving input from board members and staff. These priorities support the mission statement and ESs. The priorities (former Key Result Areas [KRAs]) are monitored throughout the year and formally reviewed for progress in February and June of each school year.

- Leadership Team Meeting Summaries
- Staff Evaluations

- Department Meeting Agendas or Summaries
- Career Specialist Blogs
- Monthly Bulletin

- CAROCP Inservice Flyers
- DSR Invitation

- Board Agendas and Minutes
- Instant Replay

- Staff Meeting Agendas
- C3PO Agendas and Notes

- Employee Information Booklet

- Coastline ROP Priorities
- Board Agenda and Minutes
- KRA Status Reports
- KRA Assessments

The board evaluates the superintendent on an annual basis. Likewise, the superintendent evaluates the leadership team. Responsibility is delegated to the directors of business services, student services, instructional services, and coordinators of instructional programs for gathering and reporting data pertaining to student achievement. Staff survey responses confirm that the organizational roles are clearly defined.

The board monitors progress, effectiveness and results in a variety of other ways:

- Biennial Course Review
- Student and teacher presentations at board meetings
- Leadership team reports at board meetings
- ADA and enrollment reports
- Various achievement measures
 - Industry Certifications,
 - Perfect Attendance Awards
 - Certificates of Recognition

Additionally, the board reviews financial reports five times per year and is provided a bi-weekly update from the superintendent.

Board members are invited to serve on interview panels to select distinguished students and to participate in the Distinguished Student Recognition (DSR) event.

- Board Meeting Agendas
- Staff Evaluation Performance Form
- Staff Survey

- Board Agendas
- Biennial Course Review
- ADA/Enrollment Reports
- Certification Results
- Perfect Attendance Results
- Certificate of Recognition
- Superintendent's Bi-Weekly Report to the Board
- Financial Reports

- DSR Interview Agenda
- DSR Interview Panel Lists and Forms



ORGANIZATION FOR STUDENT LEARNING

Criterion A.3: School Leadership

The ROP leadership makes decisions to facilitate actions that focus the energies of the school on student achievement of the Expectations for Students. The ROP leadership empowers the staff. The ROP leadership encourages commitment, participation, and shared accountability for student learning.

Findings

The most significant role of the school leadership of Coastline ROP is to facilitate student achievement of the ESs. This is accomplished through the commitment and participation of all staff and all staff is held accountable for student learning. Decisions and actions taken by the leadership team focus on helping students develop and improve their technical skills, personal and professional skills, and career planning skills.

Additionally, the leadership encourages commitment, participation, and shared accountability through the following:

- Annual review of Coastline ROP Priorities/Key Result Areas
- Review by all staff of the mission statement and Expectations for Students
- Leadership team meetings and department meetings
- Communication, Connection, and Conversation (C3PO) meetings with superintendent
- Cluster meetings to discuss curriculum and assessment
- Counselor's roundtable meetings
- Annual advisory meetings
- Classroom visitations and coaching sessions
- Staff evaluation and goal setting
- Professional development activities
- Staff longevity awards
- Staff and student recognition

In order to focus the energies of the staff on student achievement, Coastline ROP has clearly defined structures and practices in place. Board Policies, Administrative Regulations, an organizational/reporting chart, and department handbooks define responsibilities, operational

Evidence

- Leadership Team Meeting Summaries
- ESs
- Trade (Home) Group Questionnaires

- Coastline ROP Priorities (Key Result Areas)
- Staff Meeting Agendas
- Mission Statement and ESs
- Leadership Team Meeting Summaries
- Department Meeting Summaries
- C3PO Agendas
- Cluster Meeting Agendas
- Counselor's Roundtable Agendas
- Advisory Meeting Agendas, Invitations and Minutes
- Professional Development Announcements
- Coordinators' Calendars
- Staff Evaluation Forms
- Distinguished Student Recognition Event Program
- Opening Staff Meeting Agendas

- Board Policies and Administrative Regulations
- Organizational/Reporting Chart
- Teacher Handbook

practices, and relationships of leadership and staff. Board Policies, Administrative Regulations, and handbooks are updated as needed. The reporting chart is updated annually and is included in the Employee Information booklet distributed to staff at the beginning of each school year.

The ROP staff is comprised of:

- Leadership Team
- Support Staff
 - Administration
 - Business and Technology
 - Instruction
 - Student Services
- Career Specialists
- Teachers and Instructional Assistants

Within each of these groups, staff members are encouraged to speak directly to their supervisors to make suggestions or requests. The leadership team, instructional services, business services, student services and technology department meet individually to assess accomplishment of goals, make operational decisions, discuss student-related topics, and set future goals.

Five task forces were established with career specialists from each school district. They collaborate and determine the best practices to use to promote student success. In addition, career specialists and student services staff conduct Monday morning electronic blogs to further facilitate the communication and decision-making processes.

Staff is encouraged to serve on committees and become actively involved in the decision-making process. Committees Include: Distinguished Student Recognition (DSR), disaster preparedness, and website development.

The school leadership promotes professional development opportunities for all staff that focus attention on achievement of the ESs. The ROP instructional staff is required to participate in a minimum of two professional development activities each year to improve skills and maintain currency in their individual fields. According to the direct teacher survey, 100 percent strongly agree or agree that they are provided with staff development opportunities to support their growth as an instructor. Financial support for conference attendance and substitute coverage for staff participating in professional development activities further demonstrates the leadership's commitment to student achievement.

- Best Practices Binder
- Employee Information Booklet

- Staff List

- Department Meeting Agendas and Summaries
- Leadership Team Meeting Summaries

- Career Specialist Meeting Schedule and Agendas
- Best Practices Binder
- Career Specialist Blogs

- Disaster Preparedness Meeting Summaries
- Website Development Meeting Summaries
- DSR Committee Assignments

- Professional Development Flyers and Agendas
- Conference Request Forms
- Direct Teacher Survey

All staff members are evaluated on an annual basis. Teaching staff is evaluated using an instrument based on the California Standards for the Teaching Profession, and focused on student achievement. These year-end evaluations give staff opportunities to discuss progress on individual goals, set goals for the upcoming year, and show how they have been accountable for student learning.

The program leadership encourages and recognizes commitment of the ROP staff.

- The commitment of the student services department was recognized by the California Department of Education as a “Model Practice for Student Support Services” for 2004-2007 and renewed recognition for 2007-2010.
- Each year one teacher is nominated for the Orange County Teacher of the Year. In 2004, the teacher of the year was selected as one of the top five teachers in Orange County and then recognized as one of the top 13 in the state.
- This year the ROP will participate in the Orange County Classified Employee of the Year Competition.
- Staff members are recognized for years of dedication with certificates for five years of service and lapel pins for increments of five years thereafter.
- Teachers and career specialists show commitment to the success of students as they nominate outstanding students. Over the years, hundreds of students have been honored at the annual distinguished student recognition event.
- Staff members are recognized with ABCD Awards in the monthly bulletin, on the website and at staff meetings for going Above and Beyond the Call of Duty (ABCD) to support student success.

As indicated by teacher, support staff, and career specialist surveys, Coastline ROP leadership focuses its energies on student achievement of the ESs. Ninety-one percent of staff strongly agree or agree that they feel empowered by the leadership to perform their jobs. Ninety-three percent of the staff strongly agree or agree that the ROP leadership encourages commitment, participation, and shared accountability for student learning. Additionally, 99 percent of the staff strongly agree or agree that the ROP leadership and staff are committed to ROP’s purpose.

- Staff Evaluations
- Model Programs and Practices Award
- Teacher of the Year Nominations
- Classified Staff Member of the Year Nomination
- Opening Staff Meeting Agenda
- Pins and Certificates
- DSR Nomination Packets
- DSR Programs
- ABCD Awards
- Direct Teacher Survey
- Contracted Teacher Survey
- Support Staff Survey
- Career Specialist Survey

ORGANIZATION FOR STUDENT LEARNING

Criterion A.4: Staff

The ROP leadership and staff are qualified for their assigned responsibilities. The ROP leadership and staff are committed to the ROP's purpose. The ROP leadership and staff engage in ongoing professional development activities that promote student learning.

Findings

The ROP staff is qualified for their assigned responsibilities and are committed and dedicated to the purpose of ROP. The leadership and staff continually engage in professional development activities that promote the mission of the ROP.

Employees are hired based on the Board of Trustees' recruitment and selection policies. All teachers hold either a Designated Subjects Credential or a Single Subjects Credential with demonstrated experience in their specific area of teaching. The superintendent, director of instructional services, and coordinators of instruction all hold the appropriate credentials for their administrative positions. The human resource administrator regularly reviews the credential status of instructors.

Audits to verify that all teachers hold current and appropriate credentials are also conducted by Orange County Department of Education every four years. The credential audits conducted in April 2003 and March 2007 both reported that 100 percent of Coastline ROP teachers' credentials were current, and they were properly assigned to the courses they teach.

Based on survey results, 82 percent of the certificated staff and 73 percent of the total staff hold four year or higher degrees. The five-member leadership team has a combined total of ninety years of ROP professional experience.

Twenty-eight percent of the employees have been with the organization ten years or longer, revealing further commitment to the school purpose and indication of high job satisfaction.

Surveys of the Board of Trustees and administrators from the districts served by the ROP show that they strongly agree or agree that all staff is qualified for their responsibilities.

The ROP staff is committed to the school's purpose as evidenced by efforts to ensure student achievement of the ESs, including:

- Incorporation of the ESs into all course outlines
- Best Practices delivered by student services

Evidence

- Board Policy Manual
- Personnel Records
- Credential Documentation

- Credential Audits 2003 and 2007

- Direct Teacher Survey
- Contracted Teacher Survey
- Career Specialist Survey
- Support Staff Survey

- Personnel Files

- Board/Administrator Survey

- Mission Statement
- ESs
- Course Outlines
- Best Practices Binder
- Budget

- Allocation of appropriate resources through business services
- Supportive services offered in every department
- Effective classroom management
- Exemplary relationships with participating high schools, businesses and the community-at-large

Student interviews and surveys of all stakeholders show that over 98 percent agree or strongly agree that ROP staff is committed to the ROP's purpose.

The leadership and instructional staff also demonstrate commitment to the purpose of the school by regularly meeting with business advisors and employers who review course outlines and offer advice for revising or updating curriculum. As internships are developed throughout the ROP community, education of local employers and supervisors takes place to ensure understanding of the school's purpose and related ESs.

In preparation for the DSR event each year, students relay stories of how ROP has helped them achieve their goals. According to recent surveys, over 40 percent of teachers felt somewhat or very involved in the DSR process. This was considered an area of growth in the last self study and continues to be an area of concern. Career specialists on the other hand, felt 100 percent involved.

Also, every year a new Teacher of the Year and Classified Employee of the Year are honored at a staff meeting. Through the testimonies given at the presentations of these employees, evidence is strong that staff members are committed to the purpose of the ROP.

The school leadership continues to strongly support ongoing professional growth for all staff members. Employees are encouraged to join professional organizations, attend conferences, and participate in workshops and trainings that promote student learning and expectations. Teachers are actively encouraged and supported in their individual efforts to maintain industry standard knowledge and skills, particularly in areas of emerging technology related to their courses.

Staff development workshops have been offered to direct teachers, contracted teachers, and staff. Instructional Services recently offered a series of four workshops titled Moving Forward Together – CTE Standards for California's 21st Century. This was followed by a workshop that included standards integration, brain-based learning and project-based lessons. "School Loop" software was purchased and will be

- Classroom Management Guidelines
- Board/Administrator Survey
- Business Survey
- Parent Survey

- Student Interviews
- Surveys of all stakeholders

- CVE and CC Agreements
- Advisory Committee Minutes
- Site Presentation Folder

- DSR Nomination Forms and Interviews
- Contracted Teacher Survey
- Direct Teacher Survey
- Career Specialist Survey

- Teacher of the Year Presentations
- Classified Employee of the Year Presentations

- Conference Request Forms
- CAROCP Spring Inservice
- Chamber of Commerce Membership Lists
- CAROCP Membership List
- Support Staff Survey

- OCDE Promising Practices Workshop Announcement
- Workshop Announcements, Flyers, Agendas, and Sign-in Sheets
- School Loop Training Agenda

used to host our website and provide teachers the ability to develop teacher webpages. Counselors' Roundtable discussions have been held for career specialists and teachers on various topics.

A New Teacher Orientation introduces newly-hired teachers to lesson planning, classroom management and ROP procedures and policies. Coordinators of instructional programs, the instructional program assistant and subject area mentor teachers work closely with new teachers to review curriculum and assist with teaching strategies and classroom management.

Most staff meetings include a professional development speaker or activity. Staff is encouraged to join professional organizations and subscribe to professional publications to keep them informed of changes in the marketplace.

Effectiveness of professional growth activities is evidenced through the following:

- Integration of academic skills in career technical education classes
- Integration of career preparation standards into classroom instruction
- Project-based instruction
- Site supervisor evaluations of students
- Student attainment of certifications/licenses

The ROP's compensation and evaluation system is based on a merit program instead of the traditional step-and-column system. Professional development and goal-setting plans are discussed with employees annually as a part of their performance review. Salary increases are based on the total performance evaluation, which includes professional growth.

Surveys show that 97 percent of direct teachers and 85 percent of contracted teachers strongly agree or agree that they had been provided with staff development opportunities to support their professional growth. Since ROP contracted teachers work for their districts, much of their staff development is obtained through their schools. Career specialists and support staff surveys show that while 90 percent strongly agree or agree that professional growth opportunities are provided, more opportunities are needed.

- Counselor Roundtable Materials
- Staff Meeting Agendas and Sign-in Sheets

- New Teacher Orientation Agendas, Materials and Sign-in Sheets
- Classroom Management Guidelines and Forms

- Staff Meeting Agendas

- Lesson Plans
- Student Evaluations by Site Supervisors
- Student Survey
- Follow-up Survey

- Compensation System
- Employee Evaluations

- Contracted Teacher Survey
- Direct Teacher Survey
- Career Specialist Survey
- Support Staff Survey

ORGANIZATION FOR STUDENT LEARNING

Criterion A.5: School Environment

Coastline ROP has a safe, healthy, nurturing environment that reflects the school's purpose. The ROP environment is characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student.

Findings

Coastline ROP provides a safe, healthy, nurturing environment that reflects the program's purpose preparing all students for academic and career success. It is an environment defined by caring, concern and high expectations for students that honors individual differences and is conducive to student learning, as validated by staff and students alike.

Eighty-seven percent of support staff, 73 percent of direct teachers and 70 percent of contracted teachers strongly agree or agree the ROP environment is characterized by a respect for differences, trust, professionalism, support and high expectations for students. Ninety-six percent of students responded that the classroom environment is safe and 88 percent believed their ROP class was teaching or reinforcing them with the importance of having respect for others. Ninety-two percent of students feel the supportive assistance they are receiving is helping them to succeed in their ROP classes.

During WASC trade (home) group meetings, staff reported high levels of satisfaction for equal access to ROP courses for students with special needs who require reasonable accommodations.

The ROP fosters self-esteem through high expectations for each student and recognition of successes. In addition to the oft-mentioned annual Distinguished Student Recognition event, parents may receive a Compliments of ROP postcard recognizing their son or daughter for their success in the classroom. Career specialists recognize "students of the month" on their individual campuses. Students may also compete for monetary awards by having perfect attendance during fall or spring semesters.

Teachers reported in trade (home) group meetings that high expectations are set for students as evidenced by the Classroom Management Guidelines which are read aloud the first day of class, signed by students, and then sent home for signature of parent or guardian (for students under the age of 18).

Evidence

- Support Staff Survey
 - Student Survey
 - Direct Teacher Survey
 - Contracted Teacher Survey
-
- Support Staff Survey
 - Student Survey
 - Direct Teacher Survey
 - Contracted Teacher Survey
-
- Trade (Home) Group Meeting Summaries
 - Special Needs Referral Forms
-
- Distinguished Student Recognition Invitation
 - Compliments From Your ROP Postcard
 - Perfect Attendance Drawing Results
 - Student of the Month Publications
-
- Trade (Home) Group Meeting Summaries
 - Classroom Management Guidelines

Ninety percent of support staff, teachers and students responded favorably on surveys that there is mutual respect and effective communication among and between staff, students, and parents.

- Support Staff Survey
- Student Survey
- Contracted Teacher Survey
- Direct Teacher Survey

Teachers are supported and encouraged to use innovative approaches to enhance student learning. This is validated by 89 percent of students surveyed who strongly agree or agree they gain technical/job specific skills as a result of their ROP experience. Seventy-three percent of students surveyed also indicate that they receive supportive assistance from their teacher helping them to succeed in their ROP class. Random samples of classroom observations conducted by staff also indicate that students receive supportive assistance that helps them succeed in their ROP classes.

- Student Survey
- Student Observations

Keenan and Associates, the property and liability and workers' compensation carrier for the ROP, conducts annual safety inspections and a hazardous materials assessment at the main campus. Additionally, at the main campus, the manager of purchasing and risk management conducts emergency procedure drills twice, and safety inspections thrice yearly, as well as an annual safety walkthrough of all rooms. A safety survey is administered to all off-site direct teachers on a yearly basis.

- Copies of Insurance Policies
- Risk Management Reports
- Safety Survey

The ROP has policies, codes, procedures and resources in place that ensure a safe, healthy nurturing environment that is conducive to learning. All supervisors attend sexual harassment training conducted by Orange County Department of Education every two years. On the first day of class, students receive a letter to be signed by the student and parent or guardian, and returned to the teacher describing the ROP's policy regarding prohibition against discrimination or harassment. Each course requires a comprehensive unit on safety in the workplace that is evidenced by the course outlines and sample safety tests collected from instructors.

- Verification of Attendance at OCDE Sexual Harassment Training
- Student Prohibition Against Discrimination or Harassment Letter
- Course outlines

Instructional services has requested copies of safety lesson plans from teachers of courses considered high risk to students because of the tools or equipment involved including automotive, culinary, floral design and health science classes.

- Lesson Plans on Safety
- Specific Safety Tests

Support staff and direct teacher surveys indicate high overall satisfaction with the quality and safety of the facilities in which they work. Ninety-six percent of all direct teachers, 100 percent of the career specialists and 96 percent of the support staff reported on surveys that their work environments are adequate to perform duties safely and efficiently.

- Support Staff Survey
- Direct Teacher Survey
- Career Specialist Survey

Teacher survey results also indicate the need for increased awareness at high schools when ROP courses take place after regular school hours. Suggestions include distribution of an updated ROP Crisis Management Personnel Phone List and safety awareness training for all of the teachers at each individual site, including drills for after-hours classes.

The disaster safety committee conducts meetings in September and March to address health and safety concerns. The teachers' handbook contains specific details regarding safety in the classroom. New teachers receive an orientation that includes specific details regarding safety in the classroom.

- ROP Crisis Management Personnel Phone List
- Disaster Safety Committee Meeting Summaries
- Teacher Handbook



ORGANIZATION FOR STUDENT LEARNING

Criterion A.6: Reporting Student Progress

ROP leadership and staff regularly assess student progress toward accomplishing the ROP's ESS. ROP leadership and staff report student progress to the rest of the ROP community.

Findings

ROP teachers assess, record, and report student progress toward accomplishing the Expectations for Students (ESS) using a wide variety of methods including the following:

- Clinical evaluations
- Teacher observations
- Written assignments
- Safety tests
- Tests and quizzes
- Student portfolios
- Oral presentations
- Student interviews
- Journaling
- Research papers
- Projects (individual and group)
- Evaluations by internship site supervisors
- Training plans
- Role playing with written scenarios
- Peer assessments
- Pre- and post-tests
- Self-assessment of progress
- Skills testing/performance-based assessment
- State and national certifications
- Student displays
- Online testing
- Competition results
- Successful completion of course

Teachers use the following evaluation methods often or frequently:

- 67% teacher observation
- 40% written assignments
- 40% tests and quizzes
- 33% oral presentations

According to the student survey, 75 percent of students state they demonstrate learning in a variety of ways.

Student attendance and student retention are important indicators of student success. The director of instruction and coordinators of instructional programs monitor course

Evidence

- Teacher Trade (Home) Group Meeting Summaries
- Teachers' Syllabi
- Examples of Grading Criteria
- Student Work and Portfolios
- Examples of Tests and Quizzes
- Teacher Grade Books
- Printed Student Reports
- Student Interview
- Student Survey
- Classroom Observations
- Student Journal Samples
- Evaluation of Students by Training Site Supervisor
- Individualized Training Plans
- Dental Radiology Certificate
- EMT Course Completion Certificate
- Certificate of Recognition
- Virtual Enterprise Trade Fair Results Spreadsheet
- News Release for Engineering Robotics Competition
- Email from OCDE regarding "Flywheel" Competition
- CDE 101 E1 Report

- Direct Teacher Survey
- Contracted Teacher Survey

- Student Survey

- Class Master Schedule (by Program)
- ADA Reports

enrollments daily the first two weeks of each semester. ROP leadership is informed of enrollment totals and year-to-date ADA on a regular basis. The Board of Trustees receives ADA data at monthly board meetings.

eClassManager, the computerized record keeping module of the AIM database system implemented in 2007, allows leadership, instructional staff, career specialists and selected support staff immediate access to student attendance and grades, once posted by teachers. This results in instant reporting of student progress and improved communication among ROP teachers and students, career specialists, high school personnel and parents. Teachers may also use the system to document student behavior and progress.

In addition, many teachers use EasyGrade Pro or Excel spreadsheets to record and manage student grades. Reports of student progress are issued to students, parents, and career specialists as needed to document issues. Ninety-six percent of direct and contracted teachers report that they frequently or often provide students with regular feedback concerning grades.

An important indication that students are accomplishing the ESs is their performance on industry/state certification exams such as the Emergency Medical Technician (EMT) National Registry and Certified Nurse Assistant (CNA). The average pass rate for students taking the rigorous EMT National Registry Exam is 65 percent. Students taking the CNA state exam have a pass rate of over 95 percent.

At the beginning of the 2008-2009 school year, Coastline ROP signed a memo of understanding with the California Partnership for Achieving Student Success (Cal-PASS). This is a data-sharing system that creates regional partnerships among k-12 schools, ROPs, community colleges and universities. It permits the sharing of students' transcripts and performance information and is designed to help educators assess student progress. Hopefully, collected data will also be used to identify trends and avert possible issues. Disaggregated data will be used by instructional staff and other stakeholders as a part of the assessment process.

Student progress is reported to the greater ROP community, including all stakeholders, in a variety of ways:

- Certificates of Recognition are given to students

- Board of Trustees Meeting Agendas

- eClassManager Training for Coastline ROP Teachers Manual
- AIM Database System
- Direct Teacher Survey
- Contracted Teacher Survey
- Career Specialist Survey
- Classroom Management Guidelines

- Progress Reports
- Direct Teacher Survey
- Contracted Teacher Survey

- Teacher Survey
- National Registry of EMTs Exam Results Report
- National Nurse Aide Assessment Program Competency Evaluation Report

- Cal-PASS Memo of Understanding

- Trade Group Meetings
- Certificates of Recognition
- Board of Trustees "Instant

- who complete courses with grades of A, B, or C.
- Presentations are given by ROP teachers to the Board of Trustees about class content, student progress and achievement.
- ROP students of the month are recognized at high school sites.
- Student successes are published in high school yearbooks, newspapers, e-newsletters, and websites, and also on the Coastline ROP website.
- ROP students are honored at school board meetings of participating districts.

The Coastline ROP Annual Report has been used to report student progress to the ROP community. It contains an overview of the school year including progress made toward Key Result Areas, student profiles and ADA comparisons, a labor market study, and a follow-up study of high school seniors and adult students. The compilation of the Coastline ROP Annual Report was discontinued when the assistant superintendent of business services retired in 2005. The leadership of Coastline ROP will reinstate the report and its distribution to the community.

As previously mentioned, teachers communicate student progress to students, parents, and employers by issuing Certificates of Recognition. These are awarded to students for mastery of skills or competencies within each course. To make these certificates more meaningful to the ROP community, competency statements will soon be included on the certificates. In addition, the competencies will be entered into the AIM system so that teachers can issue certificates using an online process.

The centerpiece of the student recognition program is the annual Distinguished Student Recognition (DSR) event. The entire ROP community, including the Board of Trustees, leadership team, teachers, support staff, parents, district personnel, and representatives from the community at large, honor ROP students who have distinguished themselves by achieving the ESs.

Recipients are featured in the media, on the website, in Coastline ROP's Schedules of Classes, and in other marketing materials. All students are awarded medallions, certificates from ROP and state and local officials; some also win monetary awards. All staff is invited to participate in the event. Surveys indicate that all career specialists do participate, but less than 50 percent of teachers are involved.

Replay”

- Flyers, Newspaper and e-News Articles
- High School Yearbooks, Newspapers,
- e-Newsletters, Websites
- School District Board Minutes

- Coastline ROP Annual Report
- CDE 101 E1 Report

- Certificate of Recognition

- DSR Invitations, Program, Photographs

- Career Specialists' Portfolios
- Coastline ROP Schedule of Classes
- Career Specialist Survey
- Direct Teacher Survey
- Contracted Teacher Survey
- DSR Medallions and Certificates
- Marketing Materials

ORGANIZATION FOR STUDENT LEARNING

Criterion A.7: School Improvement Process

The school leadership facilitates school improvement which is driven by plans of action that enhance quality learning for all students. The ROP leadership has school community support and involvement. The leadership effectively guides the work of the school. The leadership provides for accountability through monitoring of the schoolwide action plan.

Findings

ROP leadership under the direction of the Board of Trustees has taken positive steps to facilitate the school improvement process and achieve annual goals. At Coastline ROP, the school improvement process has been driven by the Action Plan developed during the 2002-2003 WASC Focus on Learning process and our Key Result Areas (KRAs). Key Result Areas are the goals and priorities developed each year by the Board of Trustees, superintendent, and staff. Embedded in the KRAs are the action steps or tasks identified in the 2002-2003 Action Plan.

Renamed by the current superintendent in 2008, the Key Result Areas are now the Coastline ROP Priorities. They are reviewed with the staff each year at the opening staff meeting and are published annually in the Employee Information booklet.

There is a strong correlation between the Coastline ROP Priorities and student achievement. As a result of these priorities:

- New courses have been designed.
- Additional classes now meet the UC a-g admission requirement.
- Instructional materials, strategies, and activities that support teaching the ESs have been developed.
- New professional development activities have been created.
- Curriculum based on the new CTE standards has been written.

To assist in the school improvement process, Coastline ROP seeks the involvement and support of the school community.

- Every year the superintendent, director of business, director of instruction, and director of student services meet with the principals of our 21

Evidence

- 2002-2003 Coastline ROP WASC Action Plan
- Key Result Areas

- Coastline ROP Priorities
- Opening Staff Meeting Agendas
- Annual Reports
- Employee Information Booklet

- Coastline ROP Schedule of Classes
- UC a-g Course Approved List
- Professional Development Activities
- CTE Standards Workshop

- Interagency Meeting Summaries

- Advisory Committee Meeting Minutes

comprehensive high schools to ensure that the career technical education needs of students are being met.

- Career specialists on each high school campus meet with counselors and guidance technicians to discuss student needs and recruitment.
- Industry advisory committee meetings are held annually to review curriculum and discuss industry trends and labor market information.
- Over 500 local businesses partner with the ROP to provide internships and evaluate curriculum.
- End-of-year evaluation meetings conducted by coordinators of instructional programs are held with each direct teacher to assess goals, solicit ideas, and discuss program needs.
- The ROP collaborates with community colleges in our service area to write grants, develop articulation agreements, and sequence classes.
- Staff is also involved in a variety of professional and community organizations including local Chambers of Commerce, Orange County Business Council, Orange County Workforce Investment Board, Vital Link, teen leadership institutes, assistance leagues, academies, and educational foundations.

In addition, fiscal and personnel resources have been allocated to support the school improvement process and provide classrooms with materials, supplies, and equipment necessary for student success. In 2007, an additional technology specialist was hired to resolve technological issues and work with technology staffs in the districts. One hundred percent of board members and site administrators strongly agree or agree that the business services department works positively with the districts and school sites to jointly provide financial resources, including state-of-the-art equipment to enhance student learning. Ninety-seven percent of the direct teachers strongly agree or agree that the decisions for allocating resources support Coastline ROP ESs.

Coastline ROP is accountable for its improvement process. An assessment of the Coastline ROP Priorities is presented to the Board of Trustees each year. In addition, this assessment will be reported to the school community via the reinstated Coastline ROP Annual Report.

The ROP's annual student follow-up survey specifically monitors improvement relating to two critical areas – continued postsecondary education and employment.

- Internship Site Lists
- Teacher Evaluations
- End-of-Year Meeting Agendas

- SB 70 Grants
- Articulation Agreements

- Chamber Memberships
- Meeting minutes

- Capital Outlay Budget
- Board/Administrator Survey
- Direct Teacher Survey
- Purchase Orders

- Key Result Areas Assessment
- Coastline ROP Priorities Assessment

- CDE 101 E1 Report

This survey is conducted by staff members, and the results of this survey are published in the Orange County Community Indicators Report.

Student surveys will be reinstated to provide accountability and assist in the assessment of our program. The ROP's end-of-the-semester student exit survey will be revised to elicit information on student achievement of the ESs.

An Action Team will be assuming the ongoing task of implementing, monitoring, and evaluating components of the Action Plan identified in the 2009 self-study report. The action plan items will again be embedded in the Coastline ROP Priorities and assigned according to related responsibilities. Components of the plan will become major priorities to be addressed by appropriate employees. Progress will be monitored and reported in quarterly meetings to the Action Team and will be reviewed by the Board of Trustees and made available to the staff.

- Orange County Community Indicators Report
- Student Exit Survey
- Progress Report



ORGANIZATION FOR STUDENT LEARNING

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.

CURRICULUM AND INSTRUCTION

Criterion B. 1: What Students Learn

The ROP provides a challenging, coherent and 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.

Findings

Coastline ROP provides students with a dynamic career technical education program that prepares them for academic and career success. The ROP offers 294 sections of class, representing 69 different career technical education courses found within 13 industry sectors. They are organized into five career pathways:

- Arts and Communication
- Business and Marketing
- Health Sciences
- Public Services
- Science and Technology

Course curricula are consistently challenging, coherent and relevant, aligned with state standards and validated by business and industry. The competency-based course outlines are certified by the California Department of Education. Outlines specify the skills students must achieve to be successful in the workplace and in further education, and provide the basis for assessing student achievement.

ROP course outlines are reviewed annually by industry advisory committee members to ensure that the instructional programs reflect changing labor market requirements and new industry regulations. The ROPs in Orange County contract with Vital Link, a non-profit organization that creates partnering opportunities for business and education, to organize five annual county-wide advisory meetings.

In addition to the county advisory meetings, Coastline ROP organizes advisory committee meetings for all other courses. Business advisors discuss emerging trends, the current and projected labor market, and review course outlines for relevancy. Recommendations and input from advisors are incorporated into lessons and course outlines.

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. Labor market analyses are performed biennially to validate the market demand for the instructional programs. Enrollment and placement data are reviewed annually.

Evidence

- Coastline ROP Schedule of Classes

- CTE Standards
- Course Certifications
- Course Outlines

- Advisory Committee Meeting Minutes
- Sign-in Sheets
- Meeting Agendas

- Advisory Committee Meeting Minutes
- Course Outlines

- Biennial Course Review
- CDE 101 E2 Report

In 2005, course outlines were revised to uniformly include all elements of the ESs, identified thusly:

- Industry-Specific Skills
- Employment Literacy
- Personal Skills Related to Employment
- Interpersonal Skills and Group Dynamics
- Thinking and Problem-Solving Skills
- Communication Skills

During 2007-2008, course outlines were revised again to incorporate CTE Standards. ROP teachers participated in a series of four workshops that introduced the CTE Standards. Foundation and pathway standards were presented. Teachers collaborated with pathway colleagues to identify standards being taught and assessed, revised course outlines, and learned how to incorporate English language arts, math and science standards into the curriculum. CTE Standards will continue to be incorporated into course outlines in 2008-2009.

ROP classes satisfy high school graduation requirements for elective courses in all participating districts. Reflecting rigor and relevancy, eight ROP courses meet the University of California (UC) a-g requirements. In fall 2008, 89 sections of the following UC approved courses were offered throughout the participating high schools:

- Art of Animation
- Computer Graphics
- Multimedia Communications Design
- Music Technology
- Theater Technology
- Virtual Enterprise
- Visual Imagery

In spring 2009, Film and Digital Media Studies was also approved and will be offered under that course title in fall 2009.

Certain ROP classes fulfill academic graduation requirements, as well. For example, in the Saddleback Valley Unified School District, students receive math credit for Computerized Accounting. Newport-Mesa Unified School District and Saddleback Valley Unified School District students earn economics credit for Virtual Enterprise. In the Huntington Beach Union High School District, students receive consumer math credit for Construction Technology.

With the passage of AB 2448, the ROP intends to increase the number of articulated courses with community colleges. Currently, 26 articulation agreements are in place with Irvine Valley, Saddleback, Coastline, and Santa Ana Community Colleges. These agreements allow students who have successfully

- Course Outlines
- ESs

- Revised Course Outlines
- Workshop Agendas
- Sign-in Sheets
- PowerPoint Handouts
- Course Outlines
- CTE Standards

- Course Descriptions
- High School Program Planning Booklets
- UC a-g Course Approvals
- Marketing Materials

- High School Program Planning Booklets

- Articulation Agreements
- Course Sequencing Plan Draft

completed articulated ROP courses to receive college credit and/or advanced placement. In addition, a course sequencing plan is being developed with participating school districts to further strengthen the ROP's curriculum.

Seventeen ROP courses offer internships in conjunction with classroom learning. Over 500 business partners participate by offering unpaid Community Classroom (CC) and Cooperative Vocational Education (CVE) opportunities. Students participating in these community-based learning opportunities gain real-world experience and benefit from receiving immediate and continuous performance evaluations.

Further evidence of a challenging, coherent and relevant curriculum for all students may be found in the following:

- ROP courses are a part of established academy and pathway programs. For example:
 - Virtual Enterprise and Microsoft Tools are part of the Business and Finance Academy at Costa Mesa High School.
 - Medical Nursing Careers is part of the Health Academy at Westminster High School.
 - Theater Technology and Costume Design are offered in the Performing Arts and Multimedia Academy at Corona del Mar High School.
 - The Academy for the Performing Arts at Huntington Beach High School includes Professional Dance, Music Technology, Theater Technology, Broadcast News, and Video and Film Production.
- Coastline ROP offers courses that prepare students for industry certifications, such as Dental Assistant Chairside and Radiology Internship, RDA Preparation Cooperative, Medical Assistant Back Office Internship, Nursing Assistant Pre-Certification (CNA) Internship, Emergency Medical Technician, Careers with Children Internship, Cosmetology, Esthetician, and Manicuring.
- Innovative and cutting-edge courses are offered to students in response to labor market demands and technology trends: Art of Animation, Entertainment Art, Environmental Design, Multimedia Communications Design, Video Game Design, Music Technology, 3-D Modeling (CAD), Crime Scene Investigation, Careers in Education (Project Tomorrow's Docent Program matches high school students in the Careers in Education class with elementary students), and Home Technology Integration.
- Coastline 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

- Coastline ROP Schedule of Classes
- Site Supervisor Evaluations
- Individualized Training Plans
- Affiliation Agreements

- List of Academies
- Subcontractor (Focus) Group Summaries
- Trade (Home) Group Summaries
- Trade (Home) Group Questionnaires

- Industry Certifications
- Coastline ROP Schedules of Classes

- Biennial Review

- Grant Applications
- Consortia Agendas and Minutes

received by Saddleback College. Additionally, with funds from Saddleback College's Teacher Preparation Pipeline (TPP) Grant, the ROP designed and conducted four CTE Standards workshops for teachers. Also, through this grant, ROP teachers mentored college students interested in becoming CTE teachers, with the college students serving as teaching assistants in high school CTE courses.

- Coastline ROP initiated new CTE projects in conjunction with Saddleback College and Irvine Valley College. A Professional Development Needs questionnaire will be developed to survey ROP teachers from all four ROPs in Orange County. Shared results are expected to increase collaborative professional development opportunities among the ROPs. Furthermore, Coastline ROP will design and produce articulation posters in order to heighten awareness of the articulation process and how it can benefit high school students.
- State-of-the-art technology and industry grade software are used in classrooms. Auto Technology courses utilize CDX, a leading interactive automotive training product and educational resource. Careers in Fashion classes provide students with SnapFashun, the premier software program of its kind in the industry.

The ESs provide the blueprint for achieving the mission of Coastline ROP. Revised during the 2007-08 school year, ESs are incorporated into lessons and assessed throughout the semester. ESs posters are displayed in classrooms, high school career centers, and the ROP administrative office. The ESs are also included in syllabi, and all students are introduced to the ESs in a lesson entitled ESs in Action. Students are shown a DVD which demonstrates student mastery of the ESs.

The ESs, along with other pertinent information about the course, are distributed to students at the beginning of each class. Students and parents are asked to review the information and return signed copies to the teacher. Course information is also available from career specialists, found on the ROP's website, and in Coastline ROP's Schedules of Classes. Teachers are creating web pages as an additional method of communicating the ESs and specific course information.

As a part of the self-study process, students were observed while learning. Staff members visited a classroom or an internship site and observed a minimum of 30 minutes. During the observations, they answered the following questions:

- What are students learning?
- How are students learning?

- Grant Applications
- Funding Authorizations from Community Colleges

- CDX License and Software
- SnapFashun License and Software

- ESs in Action DVD
- ESs in Action Lesson Plan
- ESs Poster

- Superintendent's Letter to Parents
- ESs
- Course Syllabi
- Coastline ROP Schedule of Classes
- ROP Website
- Teacher Web Pages
- Informational Documents

- Student Observations

- How will students be assessed?
- What did students demonstrate during the visit?
- What ESs are being taught or reinforced?
- What provisions are being made for students with special needs?

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. Some examples of what staff members observed include students:

- Preparing payroll records.
- Composing music on computers.
- Creating a 3-D Modeling prototype using state-of-the-art software and industry standard equipment.
- Utilizing a virtual business retailing simulation program.
- Setting up cables for a TV production.
- Building a small scale model home.
- Packing wheel bearings.
- Reading prescriptions and using the Physician's Desk Reference.
- Treating of patients in shock.
- Creating web pages.

Observations further confirmed that students are learning, using, and/or demonstrating the ROP ESs. One observant teacher reported that students learn and "do things that other students simply are not doing," (e.g. building a business plan, studying practical economics and the stock market, job shadowing and creating digital portfolios).

ROP teachers were surveyed and asked to explain how ESs are taught and assessed. Some examples of how ESs are taught include:

- Lecture
- Skills demonstration/modeling
- Guest speakers
- Experimentation and laboratory work
- Classroom exercises
- Team building activities
- Incorporation of reading, writing and history in creating a short film
- Group projects and team work
- Website research projects
- Mock scenarios and case histories
- Real-life scenarios
- Web-based lessons
- Senior exit workshops
- Role playing
- Trend forecasting projects
- Discussions

- Student Observations

- Teacher Subcontractor (Focus) Group Questionnaire
- ESs Assessment Survey
- Lesson Plans

- Public speaking opportunities and projects
- Safety and ergonomics lessons
- Performances
- Lessons on job search, completing job applications, resume writing and interviewing
- S.M.A.R.T. goal setting
- Completing FAFSA (Free Application for Federal Student Aid) form
- Educational grant research assignment

Mastery of ESs are assessed using these methods:

- Examinations and quizzes
- Demonstration and manipulative testing
- Digital portfolio and online portfolio
- Observation and weekly evaluations
- Role playing
- Completed assignments
- Group presentations
- Competition in trade fairs
- Mock interviews
- Simulations
- Computer applications
- Individualized meetings and group discussions
- Skills practice and documentations
- Rubrics and checklist of skills to practice
- Special projects such as “Project Runway,” “Sustainability,” “Store Design”
- Internship performance evaluation
- Laboratory work
- Team projects
- Authentic assessment
- Industry member’s evaluation of student work
- Interaction with daily on-line clips and blogs with other students
- Oral presentations
- Review and critique of projects with students

In addition, in November of 2008, teachers learned about brain-compatible learning strategies, formative and summative assessments and project-based learning. Collaboration with their pathway colleagues culminated in a project that will assess student mastery of identified foundation and pathway standards.

Additional critical evidence that demonstrates student mastery of the ESs is offered through the student and teacher survey results. In the student survey, 94 percent agreed that ROP courses helped in fulfilling their purpose for taking the class and 82 percent reported that they are able to apply what they learned in class to the workplace.

Although 99 percent of all teachers surveyed integrate academics

- ESs Assessment Survey
- Sample Assessments

- Workshop Agenda
- Sign-in Sheets
- PowerPoint Handouts

- Student Survey
- Direct Teacher Survey
- Contracted Teacher Survey

- Direct Teacher Survey

into curricula, students report different results. Only 47 percent of students indicate that they apply math, 62 percent use writing, and 63 percent develop leadership skills. The discrepancy in survey results stems from either the need to better integrate academics into curriculum or the need to raise the level of student awareness that academics are being taught. It is expected that as more academics are infused into the curricula and the ESs in Action campaign becomes more familiar to teachers and students, the discrepancy will be resolved.

Most ROP teachers possess industry experience; many teachers teach and work in the industry concurrently. Further, teachers take full advantage of externship and professional development opportunities. Keeping abreast of the changes and development in their respective industries is an integral part of the teachers' ability to enrich the learning experience of students.

Coastline ROP teachers are well qualified and equipped to train and prepare students for future academic and career success. The teacher survey indicates that more than 70 percent have taught for 6 or more years and 10 percent have taught for 10 or more years. In addition, 78 percent of teachers possess a four-year college degree or higher. In terms of classroom instruction, 99 percent of teachers report implementing standards-based lessons.

- Contracted Teacher Survey
- Student Survey

- Direct Teacher Survey
- Contracted Teacher Survey
- Subcontractor (Focus Group) Summaries
- Trade (Home) Group Summaries
- Sign-In Sheets for Professional Development Activities, Including Externships
- Applications for Externships
- Registrations for Workshops



CURRICULUM AND INSTRUCTION

Criterion B.2: How Students Learn

The 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.

Findings

Self-study findings show that the professional staff utilizes research-based knowledge about teaching and learning. The majority of students surveyed indicate ROP teachers use a variety of methods in the learning process, including:

- Hands-on demonstration
- Projects
- Oral presentations
- Writing assignments
- Teamwork
- Cooperative learning

In the student surveys, many students expressed appreciation for their teachers and the learning experience. One student commented, "I have enjoyed my class very much because it allows [me...] to be creative while my other classes just force me to do exactly what everyone else does and thinks." The student has simply stated what the ROP strives to achieve by providing learning experiences that actively engage students.

To ensure that curriculum is rigorous and relevant, Coastline ROP teachers are required to complete two professional development activities every year. 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. Several teachers have participated in workshops sponsored by Orange County Tech Prep Consortia and Saddleback College and have benefited from externships and collaborative professional development opportunities. Surveys show that 97 percent of direct teachers and 85 percent of contracted teachers strongly agree or agree that they have been provided with staff development opportunities to support their professional growth. Since ROP contracted teachers work for their districts, much of their staff development is obtained through their schools.

The ROP provides teachers with professional development opportunities that focus on research-based instructional strategies and methodologies. An in-service was conducted in August 2008

Evidence

- Teacher Survey
- Student Survey
- Trade (Home) Group Summaries
- Lesson Plans
- Workshop Agendas

- Student Survey

- Conference and Workshop Agendas
- Sign-in Sheets
- Teacher Evaluations
- Direct Teacher Surveys
- Contracted Teacher Surveys

- Direct Teacher Surveys
- Contracted Teacher Surveys

for direct teachers. The topics were “The Engagement Cube: What Captivates Today’s Learners?” and “High Yield Instructional Strategies,” based on the books *Classroom Instruction that Works*, by Robert Marzano, Debra Pickering, and Jane Pollock and *Using Writing as a Measure and Model of Thinking*, by John Antonetti.

Further, the works of Glenda B. Crawford’s *Brain-Based Teaching with Adolescent Learning in Mind*, Ernest Mendez’s *Empty the Cup*, and Paul Nussbaum and Willard Daggett’s *What Brain Research Teaches about Rigor, Relevance, and Relationships* were the basis for the most recent workshop in November, 2008, for teachers with the theme of “Motivating Students Using Brain-Based Teaching Strategies.” Teachers were given a variety of strategies that involve all students in the learning process. Formative and summative assessments were reviewed and collaboration took place to develop culminating projects that address multiple foundation and pathway standards.

The series of four workshops held in 2007-2008 provided teachers with an opportunity to plan curriculum based on the CTE standards. Teachers identified standards currently taught in courses and learned strategies for reinforcing and assessing academic skills. Math and science teachers and a former English teacher presented workshops on how to integrate academic skills into CTE courses.

Additional instructional-based workshops have included:

- On the Road Again (Three-part series)
 - Introduction to standards-based instruction (8/03)
 - Writing activities and rubrics (1/04)
 - Developing lesson plans with activities and rubrics (6/04)
- G.I.F.T.S. (Great Ideas for Teaching Students) workshop (9/04)
- New Teacher Orientation and follow-up (on-going)

ROP teachers 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. Research-based knowledge about teaching and learning is used to develop instructional learning experiences that address varying learning styles and modalities and accommodate a wide range of student ability levels.

- Trade (Home) Group Summaries
- Lesson Plans
- Workshop Agendas
- Sign-in Sheets
- Books on Teaching Strategies

- Completed Projects from Workshops

- Workshop Agendas

- Workshop Agendas

- Direct Teacher Survey
- Contracted Teacher Survey
- Student Survey
- Trade (Home) Group Summaries
- Project Assignments
- Course Outlines
- Lesson Plans
- Student Learning Observation

Examples of research-based strategies used by contracted and direct teachers include:

- Specially Designed Academic Instruction in English (SDAIE)
- Collaborative learning
- Scaffolding
- Modeling and coaching
- Project-based learning
- Simulations
- Integrating technologies
- Cooperative learning
- Thematic instruction
- Inquiry-based instruction
- Brain-compatible instruction
- Reciprocal teaching
- Bloom's Taxonomy of Higher Thinking

Students have opportunities to engage in higher levels of learning in innovative and cutting-edge courses such as: 3-D Modeling, Art of Animation, Home Technology Integration, Principles of Engineering, Virtual Enterprise and Music Technology. In these courses, students utilize industry-standard software and technology to gain knowledge as a fundamental step toward the more complete learning associated with analysis, application and creativity.

Teachers use creative and traditional approaches to actively engage students. For example:

- Construction Technology students learn how to “close the structure” with windows and doors.
- Principles of Engineering students build robots to compete in the International Robotic Competition.
- Multimedia Communications Design students incorporate the elements and principles of design into their visual presentations.
- Entrepreneurship students learn about the economics of pricing and the effects of rising food prices.
- Music Technology students compose music on computers and create music videos.
- Video and Film Production students set-up cables for a TV production.
- Automotive Technology students pack wheels and inspect brakes.
- Culinary Arts students create menus and compute the cost per serving.
- Medical nursing students learn about bleeding/shock control and splinting.

- Direct Teacher Survey
- Contracted Teacher Survey

- Course Outlines
- Lesson Plans
- Student Learning Observation

- Student Survey
- Direct Teacher Survey
- Contracted Teacher Survey
- Lesson Plans
- Trade (Home) Group Summaries
- Student Learning Observation
- Trade (Home) Group Questionnaires

Members of the instructional services department, specifically coordinators of instructional programs, assist teachers in curriculum development. The Instructional Focus Process and Madeline Hunter’s lesson plan template provide assistance and feedback to improve classroom instruction and student mastery of the ESs.

- Instructional Focus Process
- Lesson Plan Template

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.

- UC a-g Approvals
- Articulation Agreements

Contextualized learning experiences are essential to all academy program students. ROP courses are a part of the following high school academies:

- Health Science Careers at Westminster High School
- Business at Oceanview High School
- Magellan Academy at Newport Harbor High School
- Academy of Performing Arts at Huntington Beach High School
- Business and Finance at Costa Mesa High School
- Medical Science at Trabuco Hills High School
- Performing Arts and Multimedia at Corona del Mar High School

- List of Academies
- Student Portfolios
- Field Trip Requests
- Internship Forms
- Lesson Plans

Academies provide students with added opportunities to participate in projects requiring collaboration, teamwork, research, creativity and communication. Students develop portfolios and connect with businesses through internships, guest speakers, and/or field trips. Health Science Careers Academy students at Westminster High School participate in the UC Irvine sponsored Health Science Camp. Students enrolled in the Music Technology course traveled to Liverpool, England to learn about the history of music, the Beatles and to perform at the Cavern Club, where the Beatles first performed.

- List of Academies

Noteworthy is a program at Trabuco Hills High School called “Mustang Media Works.” Designed to engage ninth grade students, the program is a collaboration of English and history teachers and an ROP arts and communication teacher who incorporate curriculum around common themes, using media in innovative ways.

- Lesson Plans
- Student Work

Work-based learning is an important instructional methodology in teaching Coastline ROP’s ESs. Through internship and cooperative-learning experiences, students realize the importance and relevance of practicing personal and professional skills, including problem solving, critical thinking, interpersonal and

- ESs
- Course Outlines
- Training Plans
- Community Classroom Affiliation Agreements

communication skills and to demonstrate responsible work ethics. In addition, practicing newly-acquired technical skills in businesses and industries help ROP students make the vital connection between the classroom and work.

Eighty-two percent of students surveyed indicate that their internship experience was a strong component of the learning process. Also, according to the Parent Survey, there is 100 percent agreement that the ROP:

- Experience meets parental expectations.
- Students are gaining technical/job specific skills.
- Experience is helping students stay connected to high schools.

Teachers who do not have community classrooms provide career-related learning opportunities through field trips, guest speakers, role playing, simulations, and workplace problem-solving. The teacher surveys indicate that 52 percent regularly use field trips to complement classroom learning. In the past five years, Coastline ROP students have participated in Vital Link sponsored career exploration programs/field trips that provide students with invaluable multi-dimensional learning experiences, such as:

- TV Production at KOCE-TV
- Medical Careers in Action at Saddleback Memorial Hospital
- Careers in Design at Disneyland
- 3-D Modeling at Saddleback College
- Design Build by the Home Builder's Council

To encourage higher levels of learning, ROP teachers support student involvement and participation in competitive events, collaborative learning experiences, and leadership opportunities. The Virtual Enterprise class at Costa Mesa High School competed successfully in the Virtual Enterprise Trade Fairs in 2007-2008, placing first in four different categories. A senior in the Art of Animation class won the "Flywheel and Doom Loop Competition." The Principles of Engineering students from Huntington Beach High School placed second in the worldwide robotic competition.

ESs integration is evidenced by real-world industry applications in the classroom. Students from the Entrepreneurship and Baking and Pastry classes collaborated and formed a business. The revenue from selling their bakery items was donated to Coastline ROP's Distinguished Student Recognition (DSR) fund. Similarly, students from the Floral Design class created holiday wreaths, also used as a DSR fundraiser. The floral class has also created arrangements for weddings and special events. At Estancia High School, ROP students, under the direction of their ROP teacher, have initiated the development of an organization called the Student Ambassador Program. The ambassadors assist in marketing ROP programs to fellow students, take leadership roles during school functions, and perform community service projects.

- Evaluations by Internship Sites

- Student Survey
- Parent Survey
- Coastline ROP Schedule of Classes

- Student Survey
- Direct Teacher Survey
- Contracted Teacher Survey
- Teacher Evaluations
- Teacher Portfolios
- Field Trip Requests
- Vital Link Program Brochures

- Competition Winner Lists
- Student Projects
- Principals' Newsletters
- Lesson Plans
- Coastline ROP Monthly Bulletin

- Cookie Dough Order Form
- Holiday Wreath Order Form
- Trade (Home) Group Minutes
- Student Ambassador PowerPoint presentation

Teachers use various methods to incorporate technology into instruction. Often, technology is used to introduce or reinforce course content and to allow for self-paced learning. Students work with industry-standard software and equipment found in the workplace.

Examples of how computer technology is incorporated into course instruction include:

- Computerized Accounting students learn to prepare payroll records.
- Music Technology students compose music on computers.
- Virtual Enterprise students utilize a Retailing Simulation Program to correctly set price for products.
- Computer Aided Drafting students design 3-D models and create actual prototypes by utilizing cutting-edge industry grade software and equipment.
- Students master industry-specific technology in courses such as Dental Radiology, Medical Nursing Careers, and Automotive Technology.

Teachers also use laptop computers, data projectors, SMART Boards, and podcasting in classrooms. The effectiveness of technology as an instructional tool was confirmed by 88 percent of the students surveyed.

Nevertheless, in the comment section of the surveys, both teachers and students have indicated the need for upgraded computers and software and for printers in good working condition. Currently, Coastline ROP is in the process of developing a technology plan which will identify technology needs for the organization and include a projected timeline and anticipated cost.

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. In brief, Coastline ROP provides high quality learning experiences for all students.

- Lesson Plans
- Student Survey
- Trade (Home) Group Minutes
- Student Learning Observations
- Equipment Inventory

- Student Survey
- Direct Teacher Survey
- Contracted Teacher Survey

- Student Survey

- Coastline ROP Technology Plan

- Teacher Evaluations

- Written assessments
- Hands-on demonstration and skills check
- Project-based assessments
- Oral presentations

Overall, 90 percent of students agree that teachers provide opportunities to ask questions, clarify directions, and offer feedback often or frequently. Seventy-two percent reported that they received information on progress and performance on a frequent basis.

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 internships sites and obtain feedback from site supervisors. Students are evaluated on the ability to perform acquired technical, personal and professional skills. Training site supervisors initial each acquired competency on the student's individualized training plan. On-site visitations, evaluations and feedback help to determine whether lessons are relevant and how well students are learning, giving teachers opportunities to modify curriculum and to reteach lessons, as necessary.

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. Emergency Medical Technician (EMT) students prepare for the EMT Basic National Registry exam by practicing skills during class. The EMT teacher administers the skills performance segment of the National Registry exam. Teachers prepare Certified Nurse Assistant (CNA) students for the state exam by teaching and testing mandated performance-based skills. Sample written tests are also administered. Coastline ROP students have an average pass rate of 95 percent.

Certificates of Recognition are issued to students who earn a grade of an A, B, or C. The grades are based on meeting the course competencies, including the ESs, as described in each course syllabus. To further define course expectations and student achievement and to comply with AB 2448, Certificates of Recognition are being redesigned to include a list of achieved competencies.

The ESs were revised in the spring of 2008. The self-study findings reveal teachers are addressing the ESs in lessons and have developed methods of assessing student mastery.

The teacher performance evaluation instrument was revised in the fall of 2008 and is now based on the California Standards for the

- Student Survey

- Training Plans
- Training Site Evaluation of Students ESs

- Trade (Home) Group Meetings
- Subcontractor (Focus) Group Meetings
- Direct Teacher Survey
- Course Outlines
- Lists of Students Passing Certification Exams

- Certificates of Recognition

- Course Outlines
- ESs Assessment Survey

- Teacher Evaluation Forms

Teaching Profession. These standards support inclusive classrooms in which diverse learners of varying abilities are engaged and challenged. They are designed to:

- Promptly reflect student learning and teaching practice.
- Formulate professional goals to improve teaching practice.
- Guide, monitor and assess the progress of a teacher's practice toward professional goals and professionally accepted benchmarks.

An important component of assessment is the utilization of results for improving curriculum and instruction. Teachers use assessment results to review the effectiveness of teaching strategies and student learning and to determine if remediation or revision of curriculum is needed.

In response to student performance on assessments, many teachers make necessary changes to lesson plans and then readdress the appropriate portions of lessons. Adjustments in assignments, projects, and written tests occur as a result of the assessments. Additional supportive materials are provided and teaching strategies are altered. New projects, assignments or tests may be developed as well. Teachers use assessment results to measure a student's progress, to provide feedback, and to determine a grade.

While teachers look at student outcomes in their own classes, there is a need to analyze student work in subject-alike courses to determine more universal assessments. In an effort to use student data as the foundation for instructional planning, resource management and to plan professional development activities, the ROP recognizes the need to identify what data to collect, how to collect and then analyze the data. Coastline ROP will participate in Cal-PASS and begin uploading data in the spring of 2009. Coastline ROP also submits data to the University of California, Riverside (UCR) Longitudinal Study.

- CA Standards for the Teaching Profession

- Direct Teacher Survey
- Contracted Teacher Survey
- Subcontractor (Focus) Group Summaries
- Trade (Home) Group Summaries
- Lesson Plans
- Teacher Trade (Home) Group Questionnaire

- Cal-PASS Memorandum of Understanding
- UCR Longitudinal Study



CURRICULUM AND INSTRUCTION

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 area
- Reinforce the integration and the identification of academic skills
- Develop course sequences to meet the AB 2448 requirements
- Continue to create teacher webpages
- Add competencies to Certificates of Recognition
- Utilize student data to improve student outcomes

SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Criterion C.1 Student Connectedness

Students are connected to a system of support services, activities and opportunities at the ROP and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the ESs.

Findings

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. Teachers pay close attention to the individual development and needs of students. Eighty-eight percent of parents surveyed recognize that ROP teachers are qualified to teach industry-specific curricula and 71 percent are aware that ROP courses reinforce basic reading, writing and speaking skills. Also, 89 percent of surveyed ROP students strongly agree or agree that knowledge and skills were improved by the use of technology in the classroom.

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

- Accommodating special needs of students
- Attending Individual Education Plan (IEP) meetings
- Developing internships; visiting and supervising students
- Planning of field trips
- Implementing the Classroom Management Guidelines
- 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 clubs

Evidence

- Student Community Profile
- Student Survey
- Adult Enrollment Forms
- Rainbow Resource Directory

- ESs
- Parent Survey
- Student Survey

- Direct Teacher Survey
- Special Needs Referral Form
- Course Syllabus
- Lesson Plans
- Training Plans from Internship Classes
- Affiliation Agreements
- Course Flyers
- Field Trip Requests
- Teacher Handbook
- Compliments From Your ROP Postcard
- Student Ambassador PowerPoint Presentation
- Outstanding Student and

- Promoting Perfect Attendance and/or Outstanding Student designations on Certificates of Recognition and Perfect Attendance contest.
- Nominating distinguished students and participating in the Distinguished Student Recognition (DSR) event
- Teaching the ESs, using a variety of strategies, to a wide range of learners
- Reporting progress and posting grades on time

Direct teachers are aware that a counselor is available to assist them in teaching students with special needs. Surveys indicate that 87 percent of direct teachers strongly agree or agree that information describing students with special needs is available. However, survey comments indicate that a few direct teachers are not aware of strategies to provide reasonable accommodations.

Under the supervision of the director of student services, the ROP provides a career specialist at each of 21 comprehensive high schools and the ROP facility. Services are also provided to students at alternative and private high schools within the service area.

Career specialists are located in high school college and career centers or counseling offices and serve as liaisons between the ROP, high school sites and parents. Career specialists work closely with high school guidance personnel to provide the appropriate support services for ROP students. Results from student surveys indicate that 58 percent first learned about the ROP from their career specialist. Because students taking ROP classes sometimes confuse personnel titles, i.e., counselors, guidance specialists, career guidance technicians, it is probable that a higher percentage actually do learn about the ROP initially from their career specialist.

In 2008, the administrative assistant in the student services department started a highly successful electronic blog for career specialists. Designed to improve communication and to facilitate decision-making processes, the blog is published each Monday. It offers a monthly calendar of upcoming events, themed or seasonal information, and lead questions to inspire dialog about effective ways to support students.

Bimonthly career specialist meetings are held to share and discuss recruitment strategies and update knowledge of courses, policies and procedures. The focus of meetings during the 2007-2008 year was the development of a "Building Best Practices" binder to be used by all career specialists. Five task forces were formed among the group with representatives from each district served by Coastline ROP. The task forces include customer service, marketing materials, public relations, presentations and student recognition.

- Perfect Attendance Seal
- Perfect Attendance Contest
- DSR Nomination Form
- Classroom Management Guidelines
- ESs Posters
- ESs Assessment Survey
- Progress Report Forms

- Direct Teacher Survey

- Career Specialist Job Description
- Website
- Coastline ROP Schedule of Classes
- Student Survey

- Career Specialist Blogs

- Career Specialists' Meeting Schedule and Agendas
- Career Specialists' Portfolios
- Best Practices Binder
- Wikispaces

The goal of each task force is to collaborate and determine the best practices currently employed and develop new and better ways of connecting students to appropriate courses commensurate with their interests and abilities.

A new attendance system was implemented in 2007-2008. All career specialists are linked to this system which provides 'real time' registration and attendance information. Students may register for classes until the day before they begin, creating a more accurate first-day roster for teachers. Retention efforts are aided by the accessibility of daily attendance information used to track students. In addition, career specialists have the ability to run informational reports which improves communication with teachers, parents and school guidance staffs.

Career specialists are encouraged to visit ROP classes, to observe students learning and teachers teaching, enabling them to better promote, recruit and appropriately place students in classes. The communication between the career specialists and teachers is an important vital link to student achievement of the ESs.

A "Red Envelope" procedure was created for after-bell schedule teachers to communicate first day student attendance and absences immediately to career specialists. The timely verification of attendance, absences and space availability has enabled career specialists to contact students quickly to redirect them if necessary.

To assist and support students in meeting their individual career planning goals, career specialists provide a variety of support services, activities and opportunities, including:

- Recruitment, registration and registration follow-up
- Career interest and aptitude inventories and interpretations
- Classroom and career center presentations
- Promotional materials related to career technical education pathways
- Information about articulation and UC approved courses
- Guest speakers
- Career fairs, career days and student ambassador program development
- Attendance gathering, monitoring and reporting
- Reporting of progress and final grades to school sites
- Collaboration with school guidance and WorkAbility personnel
- Support and continuous communication with ROP teachers
- Direct contact with parents through phone calls, e-mails and individual appointments
- Participation in school site Back to School, Open House and parent nights

- Best Practices Binder

- AIM Instruction Manual
- AIM Enrollment and Registration Rosters
- Registration Postcards
- Teacher Survey

- Career Specialist Class Visitation Log

- Red Envelope Procedures

- Best Practices Binder
- Flyers, Bulletin Board Displays
- PowerPoint Class Presentations
- Career Units
- Career Specialists' Portfolios
- Articulation and UC Poster
- Marketing Materials
- Career Center Information on School Websites
- Career Exploration Programs (Bridges)
- Direct Teacher Survey
- Contracted Teacher Survey
- Parent Survey
- Student Survey

- Coordination of presentations from colleges, technical schools and the military branches
- Maintenance of websites and job boards
- Administration of work permits
- College Information Night
- Participation in the ROP Annual Distinguished Student Award (DSR) ceremony
- College entrance, testing requirements, and advanced training opportunities

Surveys show that 93 percent of contracted and 83 percent of direct teachers agree that career specialists provide high-quality services.

In addition to the career specialists, the student services department consists of the director, one part-time credentialed counselor, a career specialist, and an administrative assistant; plus the media specialist (webmaster) and printing technician. Specific high quality services disseminated from the department improve service to the organization in general and students in particular. Activities and procedures designed to assure appropriate placement in courses include:

- Updated, branded, professional quality marketing materials delivered by the media resources center
 - Professional quality class schedules
 - Updated website
 - Posters
 - Flyers, brochures
 - At-a-glance class listings
 - Bulletin board displays
 - PowerPoint presentations
 - Recruitment videos
 - ESs in Action materials
- Adult registration
- Career guidance (by appointment)
- Special Needs Referral forms to be completed by special education staffs and distributed to ROP teachers
- Reasonable accommodations for high school and adult students with identified disabilities, including limited adaptive equipment
- Orientation, mentoring, and staff development for career specialists
- Limited counseling services, including crises resolution strategies
- Fee waivers for adults representing low income populations
- Collaboration with community based agencies and organizations, i.e.:
 - CA Employment Development Department (EDD)
 - Social Services Agencies - WIA and CalWorks
 - CA Department of Rehabilitation

- Special Needs Referral Forms
- DSR Materials
- Awards Night Programs
- Student Ambassador PowerPoint Presentation

- Contracted Teacher Survey
- Direct Teacher Survey

- Student Services Organizational Chart
- Coastline ROP Schedule of Classes
- Website
- Marketing Materials

- Adult Registration forms
- Special Needs Referral Forms
- Disability Information
- Appointment Calendars
- Classroom Management Guidelines

- Memoranda of Understanding (MOUs)
- EDD Documentation

- One-Stop Centers
- Families Forward
- Human Options
- Project Self Sufficiency
- Adult referrals to outside agencies
- Community outreach presentations
- Recruitment activities to alternative and private local high schools

Instructional coordinators work closely with teachers to offer due process to students and parents to keep students on track toward successful achievement of the ESs. The ROP's Classroom Management Guidelines offer teachers a plan for enforcing classroom rules and regulations. The guidelines address issues, actions, consequences, and procedures that are closely followed. Due process involves students, teachers, instructional coordinators, parents, career specialists, school guidance personnel, and other stakeholders. Students receive immediate attention regarding attendance and behavior issues and parents are contacted by telephone and by mail. Information is documented by teachers, and all appropriate stakeholders are notified of due process as it develops. Instructional coordinators assist teachers in compliance with the process and in bringing early resolution to issues as they arise.

ROP high school students are served by high school guidance teams that include counselors and/or guidance technicians. Those teams act in conjunction with ROP career specialists to ensure appropriate placement of students in courses of their choice, making sure interest and abilities match, schedules fit, and transportation to and from classes and internship sites is available. Career specialists meet frequently with guidance teams to provide information of changes as they occur.

All aforementioned stakeholders work closely with special education personnel to provide optimum opportunities for students with disabilities who want to include ROP classes in their schedules. 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.

Special education teachers, referring psychologists, nurses or other qualified stakeholders are asked to complete the ROP Special Needs Referral forms for students who have special needs or disabilities. Teachers should be aware of items on those forms that describe the nature of the referral, academic abilities, and recommendations for reasonable accommodation.

- Agency Brochures
- Classroom Management Guidelines
- Parent Notification Letter
- Documentation Form
- Compliance Contract
- Progress Reports
- Career Specialists' Calendars
- Course Descriptions
- Special Needs Referral Forms

Forms also ask for direct contact information so teachers can communicate effectively with related school personnel.

It is noteworthy that the student services department received recognition by the California Department of Education as a “Model Practice for Student Support Services” for 2004-2007 and renewed recognition for 2007-2010.

- Model Practice Awards



SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Criterion C.2: Community/Business Involvement

The leadership employs a wide range of strategies to ensure that business and community involvement is integral to the support system for students.

Findings

All educational stakeholders have significant roles in marketing the ROP to the community or participating directly in the process of preparing students to achieve the Expectations for Students (ESs). From the receptionist who connects community members to appropriate personnel, to the facilities and maintenance employee who delivers equipment and supplies to classrooms, all employees are charged with supporting the success of Coastline ROP students.

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. Ninety-five percent of surveyed business partners felt they had a satisfactory or close relationship with Coastline ROP.

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 culture 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. In addition to honing the skills they have learned in the classroom, students engaged in internships represent and, therefore, market the ROP within the business community.

Testimony to the success of business and community involvement in support of students can be found in student and business surveys. For example, one student commented, "My teacher has done a wonderful job preparing me for my [internship] site. I feel like one of the employees because of all the knowledge I have gained [in the classroom]."

A former ROP student, now an internship site supervisor, expressed appreciation for the program which led to a career as an assistant vice president for a large bank. It was stated, "I hope I can continue helping future students and interns as much as [the program] helped me."

Evidence

- Direct Teacher Survey
- Contracted Teacher Survey
- Career Specialist Survey
- Staff Survey

- Business Partner Survey
- Affiliation Agreements
- Advisory Meetings Sign-in Sheets

- New Training Site Development Folder
- Affiliation Agreements
- ROP Student Internship Folder
- Individualized Training Plans
- Business Partner Survey

- Student Surveys
- Business Partner Survey

- Business Partner Survey

Close ties to local businesses are maintained by the ROP through an active advisory committee process. 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, wage ranges, 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. Those advisors:

- Provide students and teachers with standards and expectations of business.
- Assist the ROP in identifying appropriate skills to assess.
- Create opportunities for teachers and employers to focus on common goals.

Vital Link also provides opportunities for students to make connections with mentors and future employers by hosting events that feature job-similar occupations at a central location.

Coastline ROP maintains strong levels of community involvement in its program through various methods of communication:

- Presentations provided to local service organizations
- Participation in Chambers of Commerce meetings
- Attendance at various community-based organization meetings
- Presentations provided to PTAs and other parent groups
- User-friendly websites:
 - The ROP website
 - The ROP featured on high school websites
 - Teachers' webpages accessible to students and parents
- Teacher-hosted guest speakers, field trips and trade events
- Business representatives' participation in mock interviews
- Coastline ROP Schedules of Classes, flyers, and other promotional materials
 - College and career fairs; career days
 - Articles written for principal's newsletters
 - CAROCP Market Watch
- Job boards maintained for local employers
- Relationships with community-based agencies serving adults
- Legislative visits

- Advisory Meeting Agendas and Minutes

- Vital Link Web Site
- Advisory Committee Meeting Minutes
- Sign-in Sheets

- Membership Lists
- Career Specialist Calendars and Portfolios
- Websites
- Best Practices Binder
- Field Trip Documentation
- Marketing Materials
- Coastline ROP Schedule of Classes
- CAROCP Market Watch

- Coastline ROP Schedule of Classes

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.

Sixty-four percent of students surveyed indicated they had the opportunity to learn about the business community through guest speakers, field trips, and/or career fairs.

An annual Distinguished Student Recognition (DSR) event is the premier showcase for families and the community to learn more about the ROP. Not only are high school and adult students recognized for their accomplishments, but courses and teachers are also highlighted. The event is well attended by friends and families of students, and by local elected officials, their representatives, and by the ROP Board of Trustees, all of whom represent the greater community.

High school students and their achievements are also highlighted to the community in a variety of ways:

- Senior Awards nights
- Perfect attendance awards
- Schedule cover design citation
- Student of the Month articles, photos and marquees
- School newspaper articles

Coastline ROP is proud of the evidence that connects students to supportive services and opportunities.

- Syllabi
- Principals' newsletters
- Photographs
- Field Trip Authorization Form
- Career Specialists' Portfolios

- Student Survey

- DSR Invitations and Programs

- Career Specialists' Portfolios
- Coastline ROP Schedule of Classes
- ROP and School Websites



STUDENT CONNECTEDNESS

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
- A variety of effective communication methods are utilized with parents and other stakeholders

Areas of Growth

- Continue to provide in-service training to district counselors about ROP programs and services
- Provide direct 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

RESOURCE MANAGEMENT AND DEVELOPMENT

Criterion D.1: Resources

Sufficient resources are available to the ROP to sustain the instructional program and effectively carry out the ROP's purpose and achievement of the Expectations for Students (ESs).

Findings

Coastline ROP effectively allocates resources to sustain the instructional program and to carry out its purpose of providing students with a dynamic career technical education program that leads to achievement of the Expectations for Students (ESs).

According to survey results, the Board of Trustees, district administrators, direct teachers, career specialists and support staff strongly agree or agree that resources are sufficient and are effectively used to serve ROP students.

Furthermore, Board and Administrator survey results report that 100 percent of the respondents strongly agree or agree that the ROP works positively with district and school sites to provide financial resources to enhance student learning.

Decisions about resource allocation begin early in the budgeting process. Although the ROP does not have a formal budget committee, the following stakeholders are involved in the budgeting process:

- ROP leadership team
- High school principals
- Steering committee members
- ROP Board of Trustees
- Support staff
- Teachers

Determining course offerings each year takes budgetary precedent as funds are allocated for teacher and support staff salaries and benefits, along with operational costs. Remaining funds are then allotted to textbooks and supplies, equipment, and staff development and conferences.

The superintendent and the directors meet annually with high school principals and steering committee members in each participating district to determine the program needs for the new and future school years. ROP teachers are encouraged to express instructional needs at any time and are asked to assess individual program needs and share that information during their annual evaluation meeting. Additional teacher input regarding instructional needs is gathered regularly during classroom visits.

Evidence

- ESs
- Mission Statement
- Financial Reports/Budgets
- Board/Administrator Survey
- Career Specialist Survey
- Direct Teacher Survey
- Support Staff Survey
- Board/Administrator Survey
- Budget Planning
- Budget CDD Reports
- Board Agenda and Minutes
- Budget Spreadsheets
- Budget CDD Reports
- Interagency Meeting Summaries
- Formal Evaluation Form for Teachers
- Teacher End-of-Year Meeting Agenda

Department budgets are developed with input from related staff. Ninety-seven percent of direct teachers and 62 percent of support staff strongly agree or agree that they are involved in budget planning, including the allocation of resources.

Since 2008-2009 was the first year student services had a budget for their department, only 15 percent of career specialists agree to have involvement with budget planning. Career specialists will be asked to assess individual needs and share that information during the annual end-of-the-year evaluation meeting.

Additional resources, other than apportionment, include lottery dollars and grant funds. The allocation of these funds are determined by some or all of the following:

- Director of instruction
- Instructional coordinators
- Steering committee members
- Project specialist
- Teachers

Coastline ROP is the fiscal agent for a consortium that includes Capistrano-Laguna Beach ROP and Saddleback Valley Adult School. It was formed in order for the three local education agencies to receive Carl D. Perkins 132 funds to support classes available to adults.

Coastline ROP follows a dual adoption budget cycle. A detailed budget is presented to the board prior to the start of the school year with a revised final budget presented to the board in August of each year. The budget delineates expenditures by object codes using the accounting procedures established by the California Department of Education.

The budget is conservatively prepared based on preliminary funding levels, adjusted at regular legally required intervals and when revenue or expenditure changes warrant.

Coastline ROP has a 2008-2009 operating budget of \$10,323,853. Budget development is based on the ROP's projected ADA, as well as COLA and growth, if any. Approximately 92 percent of the ROP's revenue each year is ADA-generated state apportionment. In addition, the ROP annually receives funds from the following sources:

- Carl D. Perkins Vocation and Technical Education, Section 132 funds
- Tech Prep grant
- Passed-through lottery dollars from three of five participating districts
- Other local income

- Budget Spreadsheets
- Budget CDD Reports
- Direct Teacher Survey
- Support Staff Survey

- Career Specialist Survey

- Lottery Expenditure Summaries
- CTE Grant Budget
- Site Grant Budget

- Perkins 132 Budget

- Annual Budget and Interim Reports

- Budget Adjustment/Transfer Resolutions

- Report for Handicapped Pupils Attending and ROP (J22)
- ADA Reports by District
- Carl D. Perkins 132 Budget
- Tech Prep Budget
- Lottery Expenditure Summaries
- Reverse Interagency Agreements
- Actual Expenditures

- Adult registration fees
- Lab and materials fees in specific classes
- Interest on ROP funds in the Orange County Treasurer's Educational Pool
- Reverse Interagency Agreements with Districts

Aside from registration fees, adult students also buy their textbooks, some supplies and pay lab fees.

A Distinguished Student Recognition (DSR) account was established for the benefit of students. The account is funded primarily by donations from staff, board members, business partners and fund raisers.

Budgeted resources may also include other monies that are available on a one-time basis, such as:

- CTE Equipment Grant (2006-2007)
- Discretionary Block Grant for School Sites (2006-2007)
- Pass-through dollars associated with SB 70 Grant
- 3-D Modeling Grant, a.k.a. Rapid Prototype (2007-2008 and 2008-2009)
- Teacher Preparation Pipeline Grant (2007-2008)
- Collaborative Grant (2008-2009)

Accounting and purchasing regulations are defined by board policy. Designated funding must be spent in accordance with grant regulations. The project specialist and the director of instructional services oversee all grant budget expenditures to ensure that guidelines are followed.

The manager of purchasing and risk management ensures that ROP equipment is tagged, maintains an inventory control log, and conducts an annual inventory to guarantee protection of ROP equipment at all sites.

As part of its fiduciary responsibility, the Board of Trustees approves:

- Budget authority
- Budget documents
- Expenditures
- Budget transfers
- Grant applications
- Purchase order reports
- Check reports
- Annual auditor report
- Inventory deletion reports

Annual audits ensure that required accounting practices are followed and protect against the misuse of funds. The ROP has a

- Report of Abatement of Expenditures

- DSR Annual Summary

- Financial Reports/Budgets
- CTE Equipment Grant Application and Budget
- Discretionary Block Grant Application and Budget
- SB 70 Grant Budgets

- Board Policy Manual

- Inventory Log

- Board Agenda and Minutes
- Inventory
- Board Policy Manual

- Annual Audit Reports
- Budget CDD Reports

history of excellent audit reports with no major findings and only one small adjustment for the 2003-2004 fiscal year. Internal control suggestions from auditors are implemented. The business services department has developed procedures to ensure the proper handling of all monies. The ROP follows the California School Accounting Manual. The Standardized Account Code Structure (SACS) is used to report revenue and expenditures, and all financial statements are prepared in accordance with generally accepted accounting principles.

The safety and maintenance of classrooms at all sites are primary to the program's ability to meet the basic educational needs of students as they achieve the ESs. Therefore, the ROP allocates adequate resources and has implemented policies and procedures to ensure a functional and safe learning and working environment for students and staff.

The majority of ROP classes are held on the high school campuses of participating districts. The ROP utilizes the high school classrooms at no charge by districts for both in and out-of-the-bell schedule classes. Classes with internship components also utilize community classrooms.

In addition to high school sites and community classrooms, the ROP maintains the campus at the main office in Costa Mesa. Located on this site are:

- Administrative services
- Student services
- Instructional services
- Business services
- Information technology services
- Media resource center
- Classrooms

Facilities are kept safe and well maintained by the facility and maintenance staff member, including repairs, room setup and cleaning. Also specific to the main office campus are:

- Custodial services
- Security guard services (for evening classes)
- Emergency Preparedness Supplies
 - Water barrels
 - First aid supplies
 - Rescue supplies

The ROP has leased the main office campus from the Newport-Mesa Unified School District for over twenty-five years. Through those years, classrooms were upgraded as necessary, while improvements for support services and administrative facilities were not budgetary priorities. Over the past one-and-one-half years the ROP utilized Site Improvement Grant funds to improve

- Standard Account Code Structure
- California School Accounting Manual
- Business Services Procedures Manual

- Budget CDD Reports
- School Safety Plan (Emergency Preparedness Plan)
- Injury and Illness Prevention Plan (IIPP)

- District Facility Use Agreements
- Community Classroom Agreements/Sites

- Vendor Agreements for Services

- Coastline ROP Lease Agreement
- NMUSD Site Modification Requests
- Building Improvement Plans

the main office facility by aligning departments more efficiently and creating a uniform, professional look throughout. Those changes continue to increase teamwork and improve the efficiency of the services to teachers, students and to the public.

Improvements completed in 2007-2008 included:

- A newly created purchasing/receiving/warehousing room that provides for efficient and timely dissemination of instructional materials to the classrooms.
- Renovation of the former print shop to create a media resource center for teachers, career specialists, and support staff.
- Remodeled offices, new office furniture, and window blinds.

Future plans for the main office site include restroom renovations and remodeling of the current board room to create a multi-purpose room that can be used for board meetings, staff meetings, and professional development workshops.

The ROP manager of purchasing and risk management and representatives from the ROP's insurance administrator, Keenan and Associates, conduct the following inspections for the main office campus and for the ROP classrooms on high school campuses:

- Facility and classroom safety (thrice annually)
- Hazardous materials inventory (annually)

In addition, Classroom Safety Check forms are required annually of each direct teacher. Emergency drills for the main office campus are held twice a year; classes on the high school sites follow the applicable district/school procedures.

Identified risk factors and safety concerns are remediated as quickly as possible. However, each high school's custodial and maintenance staff is responsible for classrooms utilized by the ROP at their school site.

The ROP administration works with district and school site administration to address facility issues and safety concerns on high school campuses.

One hundred percent of ROP board members and district administrators strongly agree or agree that the ROP provides a safe and nurturing learning environment. In addition, 100 percent of career specialists, 96 percent of direct teachers, and 96 percent of support staff surveyed strongly agree or agree that the facilities are adequate to perform duties safely and efficiently.

The same stakeholders strongly agree or agree that:

- In cases of emergencies there is easy access to

- Site Improvement Grant

- Delivery Logs
- Budget CDD Reports
- Purchase Orders

- Inspection Documentation

- Classroom Safety Check Forms
- Emergency Drills Documentation

- Board/Administrator Survey
- Career Specialist Survey
- Direct Teacher Survey
- Support Staff Survey

communication.

- Safety practices and procedures, including drills, are followed.
- Parking lots are safe.

In addition, 95 percent of ROP students surveyed strongly agree or agree that the classroom environment is safe; whereas 91 percent strongly agree or agree that they have received adequate instruction in safety.

The ROP makes every effort to provide up-to-date equipment and supplies to meet the needs of students. Procedures are in place to ensure the acquisition of adequate materials and equipment, including latest edition textbooks, audio-visual materials, and technology.

The procedure for requesting supplies and equipment is addressed at the orientation for new teachers. This information is also found in the Teacher Handbook.

Directors review purchasing procedures with support staff in their departments.

The purchasing approval process is completed in a timely manner. Typically, approved orders are placed within a week. Textbooks, however, are ordered immediately once the request has been approved by the teacher's supervisor.

Receiving and delivery notification is sent via email as soon as items are received at the ROP main office. Deliveries to the school sites are scheduled within seven days. The majority of teachers, career specialists and support staff strongly agree or agree that adequate supplies are provided by the ROP and that those supplies are received in a timely manner. In addition:

- Open purchase orders ensure that supplies are readily available for classes such as Culinary Arts, Floral Design, and Construction.
- General instructional supplies are available to teachers in the Media Resource Center.
- Warehouse supply stock is available for health science classes, toner cartridges and other office supplies.
- Petty cash vouchers are available to staff with supervisor approval for out-of-pocket purchases up to \$50.
- Available for check out through Instructional Services are:
 - Audio-visual equipment and materials
 - Laptop computers
 - Data projectors
 - Videos and DVDs (library)

• Student Survey

• Budget CDD Reports
• Board Policy - Purchasing

• Teacher Handbook

• End-Of-The-Year Evaluation Agenda

• Purchase Requisition Form
• Electronic Purchase Requisition Form
• Purchasing Flowchart

• Direct Teacher Survey
• Career Specialist Survey
• Support Staff Survey
• Receiving Notice
• Purchase Order
• Petty Cash Vouchers
• Video Library
• Video/DVD Library Check-out Sheet
• Instructional Inventory Log

- Copying and printing services are available in the Media Resource Center.

Among the major expenses for the ROP are purchasing and maintaining current technology in the classroom, which is primary to the school's purpose and student ability to achieve the ESs. The ROP technology department collaborates with district technology staff to ensure that requested upgrades will be compatible with the school's infrastructure and software applications.

In 2006-2007, the ROP CTE Equipment Grant funds were used to purchase new equipment for classes located on high school campuses. Purchases included:

- Computers
- Camcorders and cameras
- Automotive testing equipment
- HVAC module
- Electrical module
- Plumbing module

Because 90 percent of contracted teachers and 86 percent of direct teachers indicate on surveys that technology is used in classrooms, the ROP strives to provide equipment and upgraded technology, as needed. The majority of contracted and direct teachers, as well as support staff, indicated on surveys that they strongly agree or agree that the ROP provides adequate equipment and technology.

Although 68 percent of career specialists strongly agree or agree that the ROP provides adequate equipment and technology, comments taken from surveys indicated the overall need for new computers. Eleven computers have been purchased for the 2008-2009 school year. According to the technology plan the remaining will be purchased in 2009-2010.

Maintaining equipment utilized by ROP students and staff is primarily the responsibility of the technology department. Occasionally repairs of technology or other equipment are performed by an outside vendor. Teachers and instructional coordinators request technology services by using My Tech Desk, a web-based system for tracking and managing services. Career specialists and support staff email requests for technology services directly to the technology department.

Survey results indicate that 100 percent of support staff, 89 percent of career specialists and the majority of direct teachers strongly agree or agree that broken equipment is repaired or replaced in a timely manner. Additionally, 92 percent of ROP students strongly agree or agree that they have access to

- Budget CDD Reports
- ESs

- CTE Equipment Grant Application/Budget
- Paid Invoices
- Expenditure Detail Report

- Contracted Teacher Survey
- Direct Teacher Survey
- Support Staff Survey

- Career Specialist Survey
- Technology Plan

- Agreements for Services with Vendors
- Tech Tickets

- Direct Teacher Survey
- Career Specialist Survey
- Support Staff Survey
- Student Survey

equipment and supplies needed to complete assignments and that equipment in the classroom is in good working order.

Additional resources for classroom supplies and equipment come from donations from community and business partners. Over the past few years ROP classes have benefited from:

- Home Builders Council grant
 - Sanitizing cabinet
 - Woodcraft saw stop
 - Construction supplies
- Hurley Corporation
- KIA Motors
 - Two donated cars

To ensure provision of a well-qualified staff, the ROP employs a full-time human resources (HR) administrator who plans, organizes, and manages a program of recruitment, selection, and assignment of certificated and classified personnel, including in-service of new staff on ROP policies and procedures. When personnel needs arise, the HR Administrator begins the recruitment process by:

- Posting the job opening on the ROP website and on EDJOIN.
- Posting ads in local newspapers.
- Creating and distributing job flyers.

Ninety-five percent of career specialists and 90 percent of direct teachers strongly agree or agree on surveys that notification of employment opportunities is timely and hiring practices are fair.

In addition, the HR Administrator assists new teachers with the credentialing process, including verification of recent industry experience and fingerprinting process.

To attract and retain staff, the ROP offers a benefits package that includes medical, dental, vision, life insurance, and an employee assistance plan. To be eligible an employee must work at least half time. Eligible employees who are already covered under a spouse's plan have the option of receiving pay-in-lieu compensation in place of benefit coverage under the ROP's plan. Also available for employees, at their discretion, are a Section 125 Plan, legal services plan, and supplemental life insurance.

The majority of direct teachers and career specialists' survey results indicate high levels of satisfaction with human resources services.

- Board Minutes
- Budget CDD Reports
- Teacher Trade Group Response Sheets
- Expenditure Detail Reports

- Job Announcements and Postings

- Direct Teacher Survey
- Career Specialists Survey

- Credential Documentation

- Benefit Package and Enrollment Plan

- Direct Teacher Survey
- Career Specialists Survey

Resources are allocated for teacher support, mentoring, and professional development. Carl D. Perkins 132 and Tech Prep funds help support professional development activities. Some professional development activities for teachers include:

- CTE Standards workshops
- SDAIE classes
- ACME workshops
- Classroom Management workshops
- PowerPoint for Educators
- CADAT conference

Additional resources are provided to teachers and students through instructional services, student services, and technology. Instructional services offers the following support for teachers:

- Annual labor market updates
- Assistance with advisory meetings
- Course outline development
- Curriculum development
- Facilitation of articulation agreements
- Instructional resource library
- Teacher training and mentoring

Student services offers the following support for teachers and students:

- Career specialist assignment that includes:
 - Liaison relationship between teachers, students and main office staff
 - Recruitment, registration and retention of students to ROP classes
- Career guidance and counseling
- Community outreach
- Student recognition activities
- Media Resource Center services
 - Copying and printing services
 - Teacher display boards
 - Webmaster services
 - Training for teachers and support staff
 - Marketing materials

Technology services offers the following support for teachers and students:

- Computer and peripheral equipment repair
- Installation of computer labs
- Training and technical assistance for the online attendance system

- Budget CDD Reports
- Perkins Budget
- Tech Prep Budget
- CTE Standards Workshop Announcements, Flyers and Agendas
- Conference Request Forms and Registrations
- Trade (Home) Group Questionnaires
- Paid Invoices
- Board Agendas and Minutes

- Labor Market Information
- Course Outlines
- Articulation Agreements
- Instructional Resource Library
- Workshop Flyers
- Project Specialist Job Description
- Staff Meeting Agendas

- Best Practices Binder
- Marketing Materials
- Career Specialist Portfolios
- DSR Binder
- Media Resource Center Work Order

- Tech Tickets
- Tech Ticket Completion Report

A new online attendance system, School House, was implemented in 2006-2007 to streamline attendance and grade reporting. It allows teachers, student services staff and ROP administration the ability to record and access class enrollment, grades and attendance data in a timely manner.

Business services provides bus passes, purchased from the Orange County Transit Authority (OCTA), to assist high school students with transportation to ROP classes on a school site other than their home campus or to an internship site.

Combined percentages of direct and contracted ROP teachers who rated the following as excellent or good on their surveys, are:

- | | |
|--------------------------------------|-----|
| • Instructional services | 97% |
| • Business services | 95% |
| • Marketing/printing services | 88% |
| • Student services/career specialist | 97% |
| • Technology services | 86% |

- School House/AIM System Training Schedule
- Technology Plan
- eClass manager Instruction Manual

- Bus Pass Log
- OCTA Agreement
- Budget CDD Reports

- Contracted Teacher Survey
- Direct Teacher Survey



RESOURCE MANAGEMENT AND DEVELOPMENT

Criterion D.2: Resource Planning

The governing authority and the school execute responsible resource planning for the future.

Findings

Resource planning for future support of the ROP's purpose and achievement of the ESs is carried out by the Board of Trustees and leadership team. In planning for the future, the ROP:

- Prepares revenue and expense projections for two years into the future which are reviewed and revised each year and included in the First Interim and Second Interim Reports.
- Will update the Technology Plan annually.
- Identifies instructional needs that can be met with passed-through lottery funds.
- Maintains a reserve for capital outlay, with annual contributions.
- Maintains a reserve for economic uncertainty well above the 3% required.

In addition, the ROP employs a project specialist whose responsibilities include seeking and applying for alternative sources of funding such as grants.

In the last six years, classes have been added to serve approximately 20 percent more high school students in participating districts. In the current fiscal environment of no-growth funding, it is challenging to add new classes on high school campuses without eliminating others. However, in planning for the future and ensuring that resources are sufficient, decisions are based on consideration of the following:

- Impact of state budget on ROP funding
- District requests for classes
- Facility needs (classroom availability)
- Infrastructure needs
- Technology needs
- Equipment and supply needs
- Staffing needs

New courses require the following:

- Review of program priorities (course sequencing)
- District input
- Scheduling consideration
- Advisory committee input

Evidence

- Board Agenda/Minutes
- Financial Reports/Budgets
- Technology Plan
- Lottery Summaries

- Project Specialist Job Description

- School Community Profile
- Interagency Meeting Summaries
- Technology Plan
- State Fiscal Information
- Budget CDD Reports

- Biennial Course Review
- Interagency Meeting Summaries
- Advisory Committee Minutes

- Review of community trends and needs
- Labor market analysis
- Budget impact (start-up costs)

The interagency meetings bring administrators from the high schools and ROP together to discuss the needs of students for ROP courses. They may discuss sharing resources for start-up costs for any brand new courses, as well as:

- Continuing current classes on campus.
- Providing new class sections for the upcoming and following school years.
- Eliminating low-enrolled classes.
- Maintaining a minimum number of enrolled students.
- Adding district contracted teachers to the ROP roster and associated costs.
- Providing necessary supplies and equipment.
- Assessing the effectiveness of the ROP career specialist support services.

ROP teachers and career specialists also provide valuable input for future planning. Teachers discuss with instructional coordinators the equipment and supplies needed for the following year. Career specialists may be asked to poll students to determine the interest in a possible new course. Career specialists also inform ROP administrative staff of requests from students and high school staff for new courses.

Career specialists on the high school campuses utilize the following “best practices” marketing strategies to promote enrollment in ROP classes:

- Classroom presentations
- Participation in back-to-school night
- School websites with ROP link
- Student-of-the-month publications
- School announcements
- Principal’s newsletters
- School marquee announcements
- Middle school presentations
- School TV advertisements
- School newspaper articles
- Marketing materials/flyers

An important aspect of resource planning is in keeping legislative representatives and the public informed of the financial needs of the organization. The superintendent, one or more members of the leadership team and board representatives meet annually with legislators at the Legislative Forum in Sacramento. Legislators are presented with fact sheets used to introduce the ROP and inspire meaningful dialog, including a description of:

- Course Sequencing
- Interagency Agreements with Spreadsheets
- Interagency Meeting Agendas and Summaries
- Schedule
- Interagency Meeting Summaries
- Formal Evaluation Form for Teachers
- Student Interest Polls
- Best Practices Binder
- Websites
- Career Specialists’ Portfolios
- Flyers
- Legislative Conference Requests
- ROP Fact Sheet

- Participating school districts and the student population
- Courses that lead to certification
- Courses that meet the UC a-g requirement
- Articulated courses
- Financial concerns based on the governor's proposed budget for categorical programs
- Legislative support needed for the program

In March 2008 the fact sheet listed three major actions asked of legislators to alleviate dire cuts proposed for CTE. They were asked to:

- Reject devastating budget cuts to ROCPs.
- Pass the JPA direct-funding bill.
- Successfully implement AB 2448.

Local legislative representatives are invited to attend the annual DSR event and to visit ROP classes.

The superintendent and leadership team are active members of the California Association of Regional Occupations Centers and Programs (CAROCP) at the state level. The superintendent and directors attend state-wide CAROCP meetings and the superintendent regularly attends the CAROCP Southern Region Forum.

Membership in CAROCP helps support School Innovations Advocacy which provides two advocates who are primarily responsible to lobby state legislators to support ROP funding. Advocates are well informed of CTE issues on the state level and act on behalf of all ROPs. One advocate attends all five state-wide CAROCP board meetings and is a speaker at the Legislative Forum.

Further community outreach takes place as the superintendent, leadership team and selected instructional staff have joined six local Chambers of Commerce and attend regularly scheduled meetings.

The ROP meets the requirement of AB 2448 to serve a ratio of 90 percent high school students to ten percent adults. To maintain that ratio, marketing and advertising strategies are primarily aimed at attracting high school students to the program.

Responsible resource planning, management and development, particularly in times of economic uncertainty, are conducive to the mission of Coastline ROP in providing students with a dynamic career technical education program that prepares them for academic and career success.

- UC/CSU a-g approved course list

- 2008 Legislative Priorities

- DSR Invitation Lists

- CAROCP Meeting Agendas and Minutes
- CAROCP Membership List

- CAROCP Membership List

- Chamber of Commerce Memberships

- AIM ADA Report

RESOURCE MANAGEMENT AND DEVELOPMENT

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 the 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

COASTLINE REGIONAL OCCUPATIONAL PROGRAM

Action Plan: 1

Goal: Implementation of Career Technical Education (CTE) Standards and Coastline ROP Expectations for Students (ESs)

Rationale: Improved teacher knowledge and enhanced curriculum and instruction will lead to gains in student achievement.

Expectations for Students Addressed: All ESs addressed

Tasks	Action Steps	Completion Timeline	Persons Responsible and/or Involved	Resources	Assessment of Progress	Means to Report Progress
Continue to identify and incorporate CTE standards and Coastline ROP ESs in all curricular areas.	Continue to offer workshops on CTE standards and ESs	Annually	<ul style="list-style-type: none"> Instructional Services staff Mentor teachers Teachers 	<ul style="list-style-type: none"> CTE standards and frameworks Budget allocations for professional development 	<ul style="list-style-type: none"> Lesson Plans 	<ul style="list-style-type: none"> Board of Trustees Staff meetings Advisory Meetings
	Continue to revise course outlines to incorporate CTE standards and Coastline ROP ESs	June 2011	<ul style="list-style-type: none"> Instructional Services staff Teachers 	<ul style="list-style-type: none"> CTE standards Course outlines ESs 	<ul style="list-style-type: none"> Revised course outlines and course descriptions 	<ul style="list-style-type: none"> Staff meetings Advisory Meetings
	Align Individualized Training Plans with revised course outlines	June 2012	<ul style="list-style-type: none"> Instructional Services staff Internship Teachers 	<ul style="list-style-type: none"> Course outlines Individualized Training Plans 	<ul style="list-style-type: none"> Revised Individualized Training Plans 	<ul style="list-style-type: none"> Coordinator meetings with teachers Internship sites
	Offer teachers professional development opportunities	Ongoing	<ul style="list-style-type: none"> Coordinators, Instructional Programs Teachers 	<ul style="list-style-type: none"> Instructional Services staff and teachers Community college and school district personnel 	<ul style="list-style-type: none"> Teacher evaluations 	<ul style="list-style-type: none"> Board of Trustees Staff meetings Coordinator meetings with teachers

COASTLINE REGIONAL OCCUPATIONAL PROGRAM

Action Plan: 2

Goal: Use student data to improve curriculum, instruction and assessment practices

Rationale: The focused use of student data will improve student achievement of the ESS.

Expectations for Students Addressed: All ESS addressed

Tasks	Action Steps	Completion Timeline	Persons Responsible and/or Involved	Resources	Assessment of Progress	Means to Report Progress
Develop methods to collect and analyze student data	Identify relevant student data	January 2010 and ongoing	<ul style="list-style-type: none"> Instructional Services staff Technology and Student Services staff Teachers 	<ul style="list-style-type: none"> AIM reports Cal-PASS data Community college and school district personnel and data Independent data consultant 	<ul style="list-style-type: none"> Student data reports 	<ul style="list-style-type: none"> Board of Trustees Staff meetings Advisory Meetings Website Monthly bulletins
	Develop methods to collect identified data	June 2010 and ongoing	<ul style="list-style-type: none"> Instructional Services staff Technology and Student Services personnel 	<ul style="list-style-type: none"> Technology staff 	<ul style="list-style-type: none"> Methods and instruments used to collect student data 	<ul style="list-style-type: none"> Board of Trustees Staff meetings
Train Instructional Services staff in the collection, analysis and application of student data	Contract with a data consultant	August 2010	<ul style="list-style-type: none"> Instructional Services staff Technology and Student Services staff 	<ul style="list-style-type: none"> Relevant data Independent data consultant 	<ul style="list-style-type: none"> Materials from training 	<ul style="list-style-type: none"> Board of Trustees Staff meetings Advisory Meetings

Tasks	Action Steps	Completion Timeline	Persons Responsible and/or Involved	Resources	Assessment of Progress	Means to Report Progress
Refine and improve curriculum, instruction and assessment practices.	Develop expectations regarding use of student data	January 2011	<ul style="list-style-type: none"> Instructional Services staff 	<ul style="list-style-type: none"> Training materials from data consultant 	<ul style="list-style-type: none"> Revised curriculum and assessment practices Improved student achievement of ESS 	<ul style="list-style-type: none"> Board of Trustees Staff meetings Advisory Meetings
	Present workshop on student data	August 2011	<ul style="list-style-type: none"> Instructional Services staff Teachers 	<ul style="list-style-type: none"> Training materials from data consultant 	<ul style="list-style-type: none"> Workshop materials 	<ul style="list-style-type: none"> Board of Trustees Staff meetings Advisory Meetings
	Develop monitoring plan	August 2011	<ul style="list-style-type: none"> Instructional Services staff Teachers 	<ul style="list-style-type: none"> Student data 	<ul style="list-style-type: none"> Lesson plans Teacher evaluations Student achievement data 	<ul style="list-style-type: none"> Board of Trustees Staff meetings Advisory Meetings

COASTLINE REGIONAL OCCUPATIONAL PROGRAM

Action Plan: 3

Goal: Implement legislative mandates

Rationale: Compliance with legislative mandates is required by the California Department of Education.

Expectations for Students Addressed: All ESs addressed.

Tasks	Action Steps	Completion Timeline	Persons Responsible and/or Involved	Resources	Assessment of Progress	Means to Report Progress
Implement the requirements of AB2448	Maintain state-funded adult ADA at no more than 10% of total enrollment.	June 30, 2012	<ul style="list-style-type: none"> Leadership Team Instructional Services Student Services Business Services 	<ul style="list-style-type: none"> Attendance reports ADA projection Interagency agreement meetings Schedule of classes 	<ul style="list-style-type: none"> Analysis of ADA reports and projections Interagency agreement summaries 	<ul style="list-style-type: none"> Board of Trustees ADA reports Annual report Fact sheet Marketing materials Advisory meetings
	Develop and implement a plan to ensure that at least 90% of courses offered by both the ROP and local community colleges are included in a sequenced course of study.	June 30, 2009	<ul style="list-style-type: none"> Instructional Services High School Principals and Counselors District Administrators Community College Liaison 	<ul style="list-style-type: none"> Schedule of classes High school master schedule Community college course schedule 	<ul style="list-style-type: none"> Completed course sequence document Board of Trustees approval 	<ul style="list-style-type: none"> Board of Trustees Staff meetings Community college board meetings District board meetings Counselor meetings Interagency agreement meetings Biennial course review
	Ensure that a comprehensive high school plan has been approved by a counselor or school administrator for any ROP student under the age of 16.	On-going	<ul style="list-style-type: none"> Career Specialists High School Counselors School Administrators 	<ul style="list-style-type: none"> Comprehensive high school plan 	<ul style="list-style-type: none"> Signed comprehensive high school plan Internal audits 	<ul style="list-style-type: none"> Board of Trustees Interagency agreement meetings

Tasks	Action Steps	Completion Timeline	Persons Responsible and/or Involved	Resources	Assessment of Progress	Means to Report Progress
Implement the requirements of AB2448	Develop Certificates of Recognition that identify specific skills and competencies acquired by individual students.	June 30, 2010	<ul style="list-style-type: none"> • Instructional Services Staff • Teachers • Attendance System, Database Specialist 	<ul style="list-style-type: none"> • Course outlines • Training plans • AIM system 	<ul style="list-style-type: none"> • Certificates of Recognition with competency statements 	<ul style="list-style-type: none"> • Board of Trustees • Staff meetings • Interagency Agreement meetings • Teacher cluster meetings • Career specialist meetings • Marketing materials
Provide information and training opportunities to ensure that all direct employees teaching within school bell schedules complete SDAIE training.	Provide teachers with ongoing information on SDAIE requirements, and provide opportunities for related training.	September 1, 2010	<ul style="list-style-type: none"> • Superintendent • Human Resources Administrator • Director of Instructional Services • Coordinators of Instructional Programs • Teachers 	<ul style="list-style-type: none"> • California Department of Education website and contact personnel • SDAIE training programs • Instructional budget • Professional Development budget • SDAIE training resources 	<ul style="list-style-type: none"> • SDAIE Certificates of Completion 	<ul style="list-style-type: none"> • Board of Trustees • Staff meetings • Interagency Agreement meetings • Credential audits

COASTLINE REGIONAL OCCUPATIONAL PROGRAM

Action Plan: 4

Goal: Develop strategies to improve communication among all stakeholders

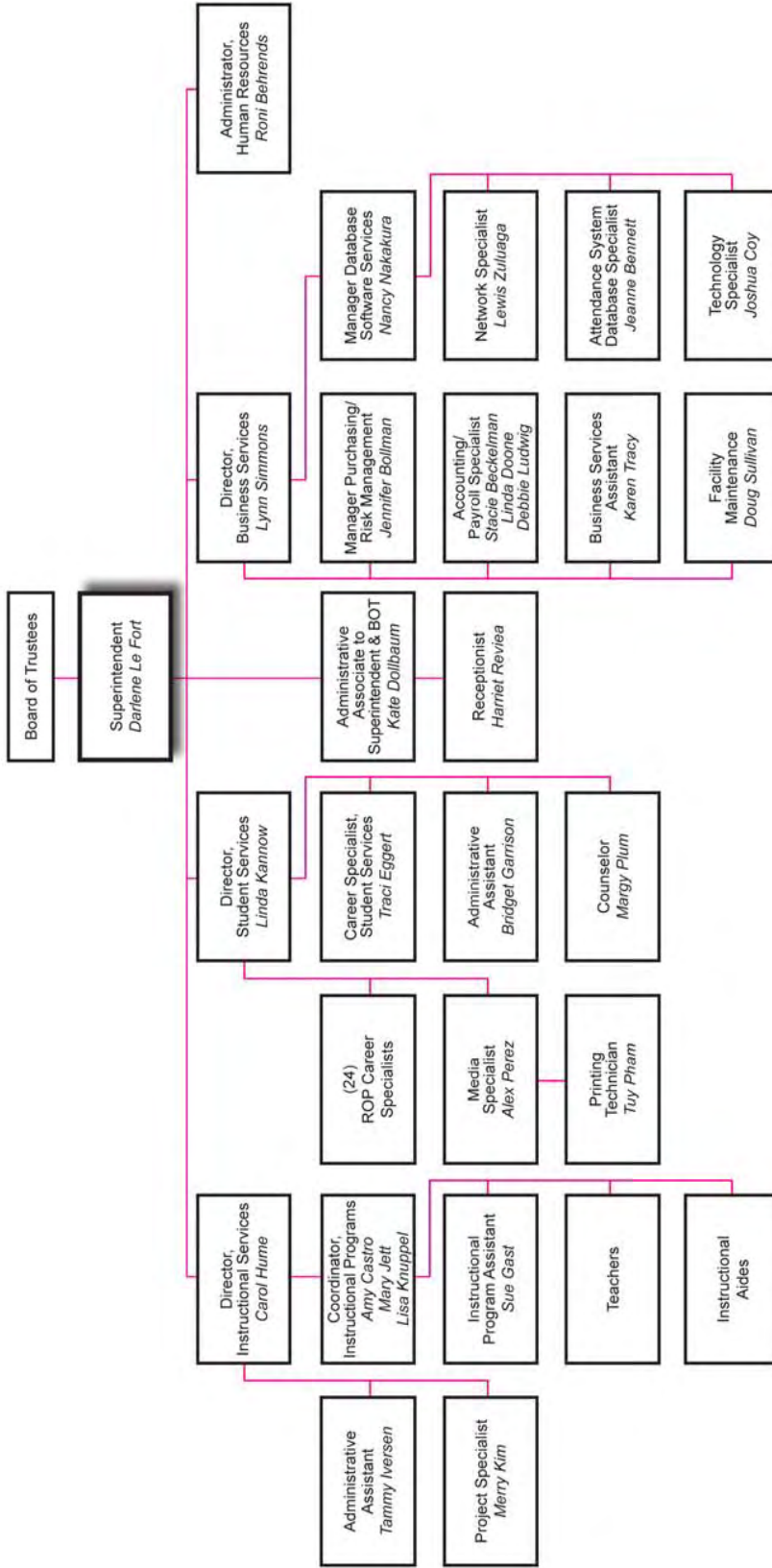
Rationale: Improved communication is essential to student success.

Expectations for Students Addressed: All ESs addressed.

Tasks	Action Steps	Completion Timeline	Persons Responsible and/or Involved	Resources	Assessment of Progress	Means to Report Progress
Raise awareness of Coastline ROP in the community	ROP leadership participate in local Chambers of Commerce activities	June 2009	<ul style="list-style-type: none"> Leadership Team Coordinator, Instructional Services 	<ul style="list-style-type: none"> Chamber information Marketing materials 	<ul style="list-style-type: none"> Increased internship sites Increased DSR donations from industry Increased CAROCP Business Membership 	<ul style="list-style-type: none"> Board of Trustees DSR meetings CAROCP membership committee
	Update website to include teacher webpages	June 2009 and on-going	<ul style="list-style-type: none"> Media Resource Specialist Administrative Assistant, Student Services Teachers Coordinator, Instructional Services 	<ul style="list-style-type: none"> Marketing materials School Loop program Input from all departments 	<ul style="list-style-type: none"> Improved websites Improved communication with parents and school community 	<ul style="list-style-type: none"> Board of Trustees Staff meetings Marketing materials Syllabus
	Create press kit	June 2010 and on-going	<ul style="list-style-type: none"> Media Resource Specialist Student Services staff 	<ul style="list-style-type: none"> Marketing materials Website 	<ul style="list-style-type: none"> Increased involvement of ROP community 	<ul style="list-style-type: none"> Media (newspapers, radio, website)
	Provide business partners with marketing materials	On-going	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Community-based organizations Internship folder Marketing materials Press kit 	<ul style="list-style-type: none"> Increased internship sites Increased DSR donations from industry Increased CAROCP Business Membership 	<ul style="list-style-type: none"> Board of Trustees Staff meetings DSR meetings Advisory meetings

Tasks	Action Steps	Completion Timeline	Persons Responsible and/or Involved	Resources	Assessment of Progress	Means to Report Progress
Improve communication with high school personnel including administrators and counselors	Continue to meet with high school principals at interagency meetings	Annually	<ul style="list-style-type: none"> Leadership Team 	<ul style="list-style-type: none"> AIM System Schedule of classes Interagency summaries 	<ul style="list-style-type: none"> Contracted programs for next school year 	<ul style="list-style-type: none"> Board of Trustees Interagency agreements and summaries
	Provide high school counselors with current ROP information	September 2009 and on-going	<ul style="list-style-type: none"> Student Services staff Career Specialists 	<ul style="list-style-type: none"> Marketing materials Best Practices ESs in Action video Course descriptions 	<ul style="list-style-type: none"> Increased enrollment in bell schedule classes 	<ul style="list-style-type: none"> Board of Trustees Enrollment information in Annual Report Website
Improve communication among student services staff, career specialists and teachers	Follow due process as outlined on Classroom Management Guidelines	On-going	<ul style="list-style-type: none"> Teachers Receptionist Coordinators, Instructional Programs Career Specialists 	<ul style="list-style-type: none"> Classroom Management Guidelines AIM system E-mail system Teacher webpages 	<ul style="list-style-type: none"> Completion rates 	<ul style="list-style-type: none"> Classroom Management Guidelines documentation Grade reports Attendance reports
	Provide ROP direct teachers with necessary information for students with special needs	On-going	<ul style="list-style-type: none"> Student Services staff Coordinators, Instructional Programs Career Specialist Teachers 	<ul style="list-style-type: none"> Special Needs Referral Form Reasonable accommodations information Counseling appointments Agency referrals Disability information materials 	<ul style="list-style-type: none"> Provision of appropriate accommodations for all students Special needs informational materials 	<ul style="list-style-type: none"> Progress Report Parent notification letter Completed Special Needs Referral Form Teacher evaluations Student Exit Surveys IEP meetings

Coastline ROP Organizational/ Reporting Chart



Coastline ROP Staff List

Leadership Team

Le Fort, Darlene	Superintendent
Behrends, Roni	Administrator, Human Resources
Hume, Carol	Director, Instructional Services
Kannow, Linda	Director, Student Services
Simmons, Lynn	Director, Business Services

Support Staff

Administration

Dollbaum, Kate	Administrative Associate, Superintendent
Reviea, Harriet	Receptionist

Business & Technology

Beckelman, Stacie	Accounting/Payroll Specialist
Bennett, Jeanne	Attendance System/Database Specialist
Bollman, Jennifer	Manager, Purchasing & Risk Management
Coy, Joshua	Technology Specialist
Doone, Linda	Accounting /Payroll Specialist
Ludwig, Debbie	Accounting/Payroll Specialist
Nakakura, Nancy	Manager, Database & Software Services
Sullivan, Doug	Facility Maintenance
Tracy, Karen	Business Services Assistant
Zuluaga, Lewis	Network Specialist

Instructional Services

Castro, Amy	Coordinator, Instructional Programs
Gast, Sue	Instructional Program Assistant
Iversen, Tammy	Administrative Assistant, Instructional Services
Jett, Mary	Coordinator, Instructional Programs
Kim, Merry	Project Specialist
Knuppel, Lisa	Coordinator, Instructional Programs

Student Services

Eggert, Traci	Career Specialist, Student Services
Garrison, Bridget	Administrative Assistant, Student Services
Perez, Alex	Media Specialist
Plum, Margy	On Call Counselor & WASC - Co-Coordinator
Pham, Tuy	Printing Services Technician

Career Specialists

Cookston, Lisa	University High School
Cuzens, Deborah	Foothill High School/Hillview High School
Davis, Sandra	Mission Viejo High School
DeLeon, Sandie	Huntington Beach High School
Dimitruk, Vicki	Woodbridge High School
Donohue, Rose	El Toro High School
Duremdes, Nancy	Westminster High School
Fenton, Yi-Ching	Laguna Hills High School
Friend, Sherry	Tustin High School

Harrison, Mary	Newport Harbor High School
Haskell, Kathi	Beckman High School
Mondt, Bridget	Trabuco Hills High School
Ochoa, Tera	Corona del Mar High School
Osbourne, Chanel	Edison High School
Perry, Anne	Estancia High School
Phillips, Ellen	Silverado High School
Plunkett, Corine	Alternative High Schools
Robison, Stacy	Costa Mesa High School
Roman, Kathy	Ocean View High School
Sanders, Marvene	Fountain Valley High School
Smith, Kathi	Northwood High School
Voisinet, Patty	Irvine High School

Teaching Staff

Direct Teachers

Anderson, Jake	First Responder	THHS
Basco, Cinnamon	Fire Technology	VVHS
Batte, Joe	Theater Technology	HBHS
Blankenhorn, Regina	Office Technology/Service Careers Co-op/Microsoft Tools	ROP
Caldin, Ralph	Computer Aided Drafting	WBHS/WHS
Chambers, Tim	Automotive Technology	LHHS
Charleston, Giovanna	Dental Assistant/Front Office	ROP
Ciszek, Robert	Administration of Justice	MVHS
Cooper, Craig	Microsoft Tools	THHS
Corona, Marcie	Careers with Children	WSHS
Cramer, Cheryl	Floral Design Internship	MVHS
Culp, Marcia	Medical Assistant/Back Office	ROP
Daniloff, Phyllis	Medical Nursing Careers Internship	ROP/MVHS
Davidson, Jack	Administration of Justice	WSHS
DeLaO, Mike	Computer Graphics/Web Site Development	ESTHS
Dimson, Cheryl	Computer Graphics/Multimedia Communications Design	THS
Euge, Judy	Dental Assistant w X-ray/RDA	ROP
Fanelli, Tracy	Art of Animation/Computer Graphics/Web Site Design	THHS
Fenton, Scott	Emergency Medical Technician	ROP
Foster, David	Sports Medicine	THHS
Foster, Terry	CN A (Acute Care) Internship	ROP
Gavel, Susan	Nurse Assistant Pre-Certification Internship	LHHS
Gilbert, Gina	Crime Scene Investigation	WSHS
Gremel, Corey	First Responder	THHS
Gritters, Dianna	Sports Medicine	MVHS
Hall, John	Video & Film Production/Art of Animation	LHHS
Hammond, Craig	First Responder	BECHS
Harber, Linda	Costume Design	Cams
Harnack, John	Video & Film Production	MVHS
Harvey, Kirsten	Professional Dance	THS
Harward, Matt	Entertainment Art	HBHS
Hayden, Kathe	Floral Design Internship Floral Design (Advanced)	ROP
Hernandez, Hal	Construction Technology	ESTHS
Hoffman, Barbara	Medical Nursing Careers Internship	WSHS
Hoffman, Connie	Animal Heal care Internship	WBHS

Johnson, Graceann	Crime Scene Investigation	THS
Kaidin, Linda	Entrepreneurship	ROP/ETHS
Kearley, David	Fire Technology	MVHS
Kilian., Andy	First Responder	BECHS
Laffen, Teresa	Diversified Service Careers	ROP/MHS
McConnell. Erin	Computer Graphics/Art of Animation	MVHS
McDuffie, James	First Responder	ROP
Matson, Seth	Computer Graphics	HBHS
Meade, Bob	Construction Technology	WSHS
Mondt, Bridget	Business Internship	THHS
Murillo, Cecilia	Nurse Assistant Pre-Certification Internship	ROP/OVHS
Murphy, Tina	Video & Film Production/ Broadcast News	NWHS
Navarrate, Carlos	E-Marketing/Web Site Design	CdMHS
Noceti, Joe	First Responder	VVHS
Ochoa, Patrick	Emergency Medical Technician	THHS
Osbourne, Chanel	Diversified Service Careers Internship	OVHS
Ota, Sharon	Banking & Fin. Scrvs. Internship/Comp. Acct./Qk Books	UHS/OVHS/MVHS
Perez, Amelia	Computer Graphics/Microsoft Tools	CMHS
Plunkett, Corine	Retail Sales & Merchandising Internship /& Co-op	WST ML/ETHS
Popovici, Vicky	Med. Office Mgt. & Billing/Med. Asst. Front Office/ Med Term.	ESTHS
Quay, Larry	Visual Imagery	EDHS
Quay, Larry	Visual Imagery	EDHS
Ray, Julie	Career with Children/Careers with Children Co-op	ETHS
Reibson, Janice	Nurse Assistant Pre-Certification Internship	THS
Robison, Stacy	Retail Sales & Merchandising Co-op	ROP
Schatti, Thomas	Culinary Arts Internship/Culinary Arts (Advanced)	THS
Scoggins, Mark	Visual Imagery/Video & Film Production	NHHS
Shell, Dan	Food Services Co-op	ETHS
Snowden, Lisa	Careers in Fashion/Retail Sales & Merchandising Intern.	MVHS/WDHS
Solis, Nasario	Administration of Justice	ETHS
Sotier, Cathryn	Interior Design/Environmental Design	WDHS/WSHS
Speirs, Suzie	Retail Sales & merchandising Co-op	WDHS
Tappan, Wendy (Washburn)	Hotel & Tourism/Hotel & Tourism Co-op	ROP/SILV/LHHS
Testerman, Heather	Baking & Pastry Fundamentals	VVHS
Vandenbosch, Melissa	Sports Medicine	HBHS
Wayland, Casey (KC)	Video & Film Production	CMHS
Weber, Chris	Multimedia Comm. Design/Visual Imagery/Video & Film Pro.	FVHS/MHS
Willet, Mike	Computerized Accounting	OVHS
Williams, Tom	Construction Technology	LHHS
Yuuki, Hayato	First Responder	ETHS

Contracted Teachers

Artiano, Vicki	Computer Graphics	CKHS
Baker, David	Computer Graphics/Visual Imagery/Video Game Design	WBHS
Bangs, Pat	Video & Film Production	WBHS
Berger, Greg	Computer Programming/ /Home Technology Integration	WSHS
Bertoni, Ryan	Entrepreneurship	FVHS
Berzsenyi, Laszlo	Entrepreneurship/Marketing Principles/Microsoft Tools	HLHS
Beverly, Dale	Video & Film Production	FHS

Bierbaum, Ondine	Professional Dance	MVHS
Broderick, Jennifer	First Responder	ESTHS
Brown, Mathew	Environmental Horticulture	NWHS
Brudnak, Teri	Art of Animation/Computer Graphics/Visual Imagery	CdMHS
Camiling, Jay	Careers in Education (Docent Program)	THHS
Cardoza, Bertha	Computer Graphics	HLHS
Carpenter, John	Careers in Education (Docent Program)	ESTHS
Cole, Carol	Computer Graphics	MHS
Crossett, Kevin	Principles of Engineering	HBHS
Cunneen, Marilyn	Virtual Enterprise	MHS
Dukes, Janet	Culinary Arts (Advanced)	NHHS
Eggert, Steven	Computer Programming	FVHS
Eich, Michael	Art of Animation	FVHS
Fairman, Kevin	Web Site Development	OVHS
Fliegler, Katie	Careers in Education (Docent Program)	THHS
Ford, Doug	Multimedia Communications Design	ETHS
Gonzales, Chris	Web Site Development	UHS
Goodfellow, Joyanne	Visual Imagery	ETHS
Hackett, Katie	Visual Imagery	NWHS
Hancock, Matt	Web Site Development	CMHS
Harnack, John*	Video & Film Production	MVHS
Hayes, Ryan	Multimedia Communication Design	EDHS
Henderson, Lauren	Computer Graphics	FVHS
Hernandez, Ed	Computer Aided Drafting	THS
Hirst, Sheridan	Microsoft Tools	NHHS
Hoffman, Marie	Professional Dance	HBHS
Jones, Leah	Theater Technology	THS
Jones, Roland	Music Technology	THS
Keating, Roger	Entrepreneurship	OVHS
Kessler, Hali	Video & Film Production/Visual Imagery	UHS
Knight, Jamie	Music Technology	HBH
Kols, Jason	Sports Medicine	FVHS
Lux, Robin	Computer Graphics	IHS
Macare, Kevin	Web Site Development	LHHS
Marthell, Yvette	Visual Imagery	OVHS
Martin, Ron	Theater Technology	CdMHS
McCaffrey, Tom	Computerized Accounting	ETHS
McCance, Sarah	Virtual Enterprise	ETHS
Miner, Bob	Automotive Technology	FHS
Misserville, Nick	Automotive Technology/Auto Technology Internship	UHS
Moir, Casey	Automotive Technology	ETHS
Morris, Jim	Principles of Engineering	MHS
Musgrove, Roger	Computer Aided Drafting	THHS
Nauta, Jesse	Automotive Technology	WDHS
Ollila, Ed	Automotive Technology	CdMHS
Osborne, Debbie	Careers in Education	THHS
Osborne, Steve	Sports Medicine	THHS
Pestolesi, Bob	Automotive Technology	IHS
Peters, Jackie	Visual Imagery	BECHS
Peterson, Carrie	Web Site Development	MHS

Pillsbury, Brent	Virtual Enterprise	MVHS
Quigley, Patrick	Computer Graphics/Web Site Development	NWHS
Rado, Mary Jo	Visual Imagery	THS
Rans, Kevin	Automotive Technology	WSHS
Resendez, Jon	Computer Aided Drafting	IHS
Rogers, Michelle	Visual Imagery	UHS
Russell, Gary	Web Site Development	IHS
Sciacca, Mike	Virtual Enterprise	CMHS
Shafer, Todd	Virtual Enterprise/Multimedia Communications Design	WSHS
Shell, Dan*	Visual Imagery	FHS
Soderwall, Ron	Music Technology	WDHS
Stroh, Chris	Computerized Accounting	LHHS
Tsang, Mark	Visual Imagery	MVHS
Tucker, Miranda	Visual Imagery	IHS
Walsh, Chip	Video & Film Production	THHS
Walton, Anne	Computerized Accounting	WDHS
Welch, Ken	Automotive Technology	MVHS
Whitmore, Matt	Web Site Development	EDHS
Williams, Kent	Virtual Enterprise/Office Technology	ESTHS
Zogg, David	Visual Imagery	LHHS

Instructional Assistants

Castellanos, Eva	Instructional Assistant
Hayden, Kathe	Instructional Assistant Cosmetology
Gamino, Linda	Instructional Assistant

Beauty Schools

Lake Forest Beauty College
Suite A & B
23565 Moulton Parkway,
Laguna Hills, CA
949-951-951-8883

James Albert School Of Cosmetology
1835 Newport Boulevard
Costa Mesa, CA 92627
949-642-0606

2008-2009 Fact Sheet

Mission

Coastline ROP provides students with a dynamic career technical education program that prepares them for academic and career success.

Description

- State funded career technical education for high school students and adults
- Fully accredited by the Western Association of Schools and Colleges
- Classes held in businesses, industries, and schools
- One of 74 ROPs in California; one of four in Orange County

Organization & Fiscal Data

- The ROP serves five school districts that include:
 - 30 high schools: 21 comprehensive, 5 continuation, and 4 alternative schools.
- The ROP is financed by average daily attendance (ADA) generated through the following districts:
 - Huntington Beach Union High School District
 - Irvine Unified School District
 - Newport-Mesa Unified School District
 - Saddleback Valley Unified School District
 - Tustin Unified School District
- High school students currently compose 90% of enrollment.
- Adult students compose 10% of enrollment.
- Courses are tuition-free to high school students; a registration fee is required of adults.

General Information

- Career technical courses are offered within five pathways: Arts and Communication, Business and Marketing, Health Sciences, Public Services, and Science and Technology.
- High school students may earn credit toward graduation.
- High school and adult students may earn certificates of achievement based on industry standards.
- Some courses meet the University of California's and California State University's Visual and Performing Arts (f) or Elective (g) requirement.
- Advanced placement and credit are available at local community colleges for some ROP courses.
- Outstanding students are recognized at an annual ceremony; some receive monetary awards.
- All ROP courses are, by law, based on job market needs.

Student Services

- Career guidance
- Counseling services for high school and adult students
- Referrals to community-based organizations and services

Partnerships with Business & Industry

- More than 500 local businesses partner with the ROP to provide internships.
- Business leaders serve on advisory panels and validate curriculum.
- Employers hire students they have helped train.
- Business partners contribute to student recognition awards.



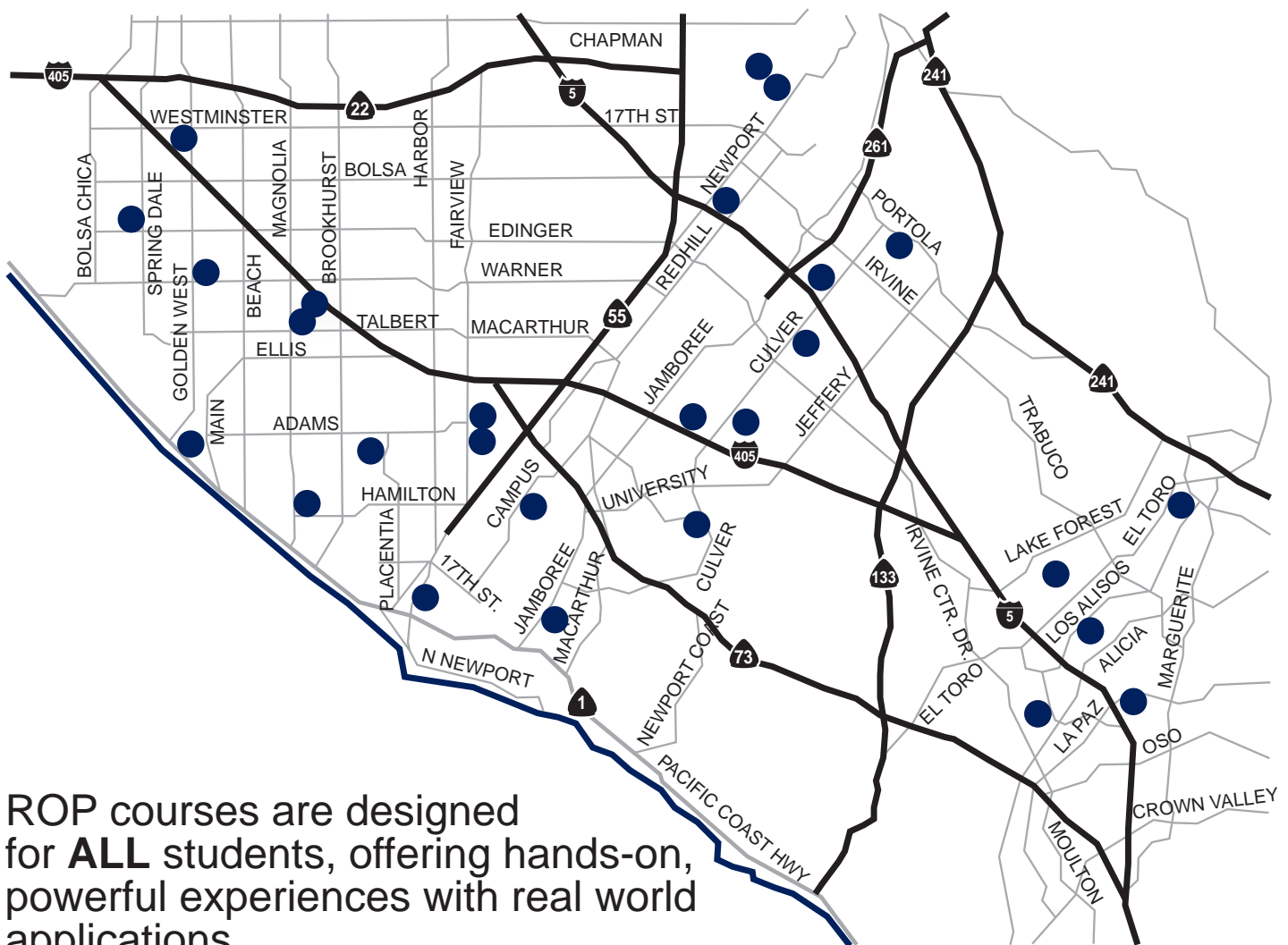
Coastline Regional
Occupational Program

1001 Presidio Square Costa Mesa, CA 92626-1584
www.coastlinerop.net

Where are ROP classes offered?

Coastline ROP offers Career Technical Courses (CTE) in over 25 high schools in 5 local districts including:

- Huntington Beach Union
- Irvine
- Newport-Mesa
- Saddleback Valley
- Tustin



ROP courses are designed for **ALL** students, offering hands-on, powerful experiences with real world applications.

High Schools

● Back Bay	390 Monte Vista Avenue, Costa Mesa 92627
● Beckman	3588 Bryan, Irvine 92602
● Coast	16666 Tunstall Lane, Huntington Beach 92647
● Coastline ROP Office	1001 Presidio Square, Costa Mesa 92626
● Corona del Mar	2101 Eastbluff Drive, Newport Beach 92660
● Costa Mesa	2650 Fairview Road, Costa Mesa 92626
● Creekside	3387 Barranca Parkway, Irvine 92606
● Edison	21400 Magnolia Avenue, Huntington Beach 92646
● El Toro	25255 Toledo Way, Lake Forest 92630
● Estancia	2323 Placentia Avenue, Costa Mesa 92627
● Foothill	19251 Dodge Avenue, Santa Ana 92705
● Fountain Valley	17816 Bushard Avenue, Fountain Valley 92708
● Hillview	19061 Foothill Blvd., Santa Ana 92705
● Huntington Beach	1905 Main Street, Huntington Beach 92648
● Irvine	4321 Walnut Avenue, Irvine 92604
● Laguna Hills	25401 Paseo de Valencia, Laguna Hills 92653
● Marina	15871 Springdale Street, Huntington Beach 92649
● Miramonte	25631 Peter A. Hartman Way, Mission Viejo 92691
● Mission Viejo	25025 Chrisanta Drive, Mission Viejo 92691
● Monte Vista	390 Monte Vista Avenue, Costa Mesa 92627
● Newport Harbor	600 Irvine Avenue, Newport Beach 92660
● Northwood	4515 Portola Parkway, Irvine 92620
● Ocean View	17071 Gothard Street, Huntington Beach 92647
● San Joaquin	3387 Barranca Parkway, Irvine 92606
● Silverado	25631 Peter A. Hartman Way, Mission Viejo 92691
● Trabuco Hills	27501 Mustang Run, Mission Viejo 92691
● Tustin	1171 El Camino Real, Tustin 92780
● University	4771 Campus Drive, Irvine 92612
● Valley Vista	9600 Dolphin Street, Fountain Valley 92708
● Westminster	14325 Goldenwest Street, Westminster 92683
● Woodbridge	2 Meadowbrook, Irvine 92604

Coastline ROP

Arts & Communication Pathway

Art of Animation *
Broadcast News
Computer Graphics*
Costume Design
Entertainment Art
Environmental Design
Environmental Horticulture
Floral Design Advanced
Floral Design Internship
Interior Design
Multimedia Communications
Design*
Music Technology*
Professional Dance
Theater Technology*
Video Game Design
Video & Film Production*
Visual Imagery*
Web Site Development

* Courses meet the UC/CSU Visual and Performing Arts "f" requirement.

See your Career Specialist for more information.

Coastline ROP

Business & Marketing Pathway

Banking & Financial Services
Internship
Business Internship
Careers in Fashion
Computerized Accounting
E-Marketing
Entrepreneurship
Marketing Principals
Microsoft Tools
Office Technology
QuickBooks
Retail Sales & Merchandising
Cooperative
Retail Sales & Merchandising
Internship
Virtual Enterprise*

*Course meets the UC/CSU College Preparatory Elective "g" requirement.

See your Career Specialist for more information.

Coastline ROP Health Science Pathway

Animal Health Care Internship
Dental Assistant Chairside &
Radiology Internship
Dental Assistant Front Office
RDA Preparation Cooperative
Emergency Medical Technician
First Responder
Medical Assistant Back Office
Internship
Medical Assistant Front Office
Internship
Medical Office Management and
Billing
Medical Terminology
Medical Nursing Careers
Internship
Nursing Assistant Acute Care
Internship
Nursing Assistant Pre-
Certification (CNA) Internship
Sports Medicine

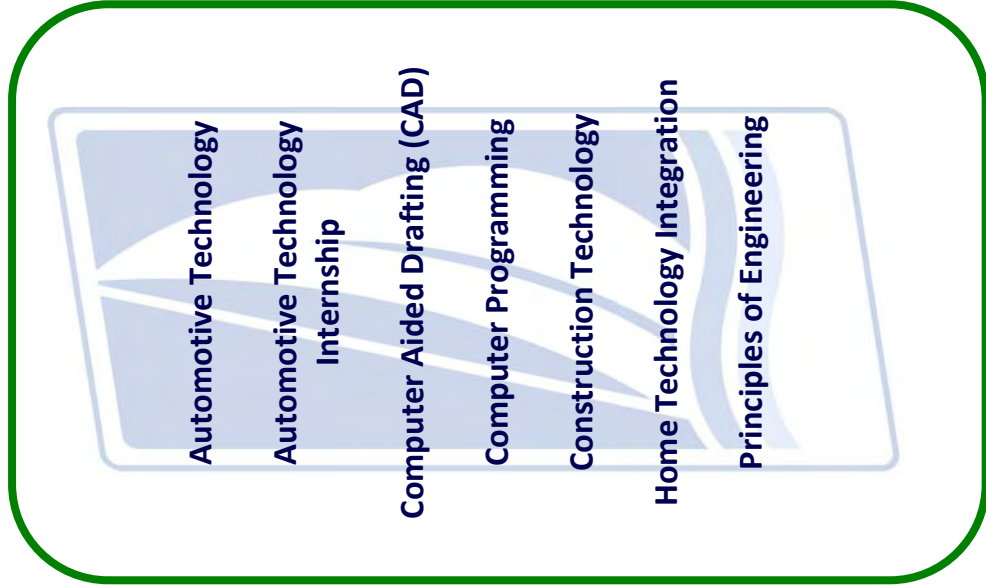
See your Career Specialist
for more information.

Coastline ROP Public Service Pathway

Administration of Justice
Baking and Pastry Fundamentals
Careers in Education
Careers in Education (Docent
Program)
Careers with Children
Cooperative
Careers with Children Internship
Crime Scene Investigation (CSI)
Cosmetology
Culinary Arts (Advanced)
Culinary Arts Internship
Diversified Service Careers
Internship
Fire Technology
Food Services Cooperative
Hotel & Tourism Internship
Service Careers Cooperative

See your Career Specialist
for more information.

Coastline ROP Science & Technology Pathway



See your Career Specialist
for more information.

COASTLINE REGIONAL OCCUPATIONAL PROGRAM

UNIVERSITY OF CALIFORNIA APPROVED COURSES

UNIVERSITY OF CALIFORNIA AND CALIFORNIA STATE UNIVERSITY

The following 1-year ROP courses meet the UC and CSU Visual and Performing Arts "f" requirement:

- Art of Animation
- Computer Graphics
- Film & Digital Media Studies
- Multimedia Communications Design
- Music Technology
- Theater Technology
- Visual Imagery

The following 1-year ROP course meets the UC and CSU Preparatory Elective "g" requirement.

- Virtual Enterprise

ARTICULATION AGREEMENTS WITH LOCAL COLLEGES

SADDLEBACK COLLEGE

A+ Certification Prep/IT Essentials 1
Automotive Technology
Careers in Fashion
Computer Graphics
Computerized Accounting
Culinary Arts
Entrepreneurship
Floral Design
Interior Design
Microsoft Tools
Video TV/Production
Virtual Enterprise
Web Site Development

IRVINE VALLEY COLLEGE

Art of Animation
Careers with Children
Computer Aided Drafting (3-D Modeling)
Computer Graphics
Music Technology
Theater Technology
Video/TV Production
Visual Imagery
Web Site Development

SANTA ANA COLLEGE

Fire Technology

COASTLINE COMMUNITY COLLEGE

Computerized Accounting
Medical Assistant/Front Office
Microsoft Tools
Web Site Development

COASTLINE REGIONAL OCCUPATIONAL PROGRAM 2008-09 PRIORITIES

1. Systemically review and improve ROP instructional programs to achieve maximum educational impact on students.
2. Raise awareness of Coastline ROP, its mission, and Expectations for Students (ESs) with district administrators, high school personnel, the students and community.
3. Ensure that ROP business operations are conducted in a fiscally sound manner.
4. Improve strategies that utilize technology to increase the efficiency and effectiveness of the organization.
5. Maintain effective and positive communication with ROP stakeholders.
6. Maintain a high level of visibility for Coastline ROP through participation of key staff in various professional and community activities.
7. Meet the facility needs of ROP programs and services.
8. Complete the WASC self-study process in preparation for the 2009 accreditation visit.
9. Develop the process for implementing, monitoring, and evaluating a comprehensive Action Plan.





Board/Administrators Survey

Results Overview



Date: 2/12/2009 10:25 AM PST
 Responses: Completes
 Filter: No filter applied

1. Your Status/Position

Board member		5	17%
District administrator		9	31%
School administrator		13	45%
Steering committee member		2	7%
Total		29	100%

2. How long have you been associated with Coastline ROP?

Less than 2 years		8	28%
3-5 years		5	17%
6-9 years		5	17%
10 years or more		11	38%
Total		29	100%

3. Coastline ROP's Board of Trustees adopted mission is: "Provide a dynamic career technical education program that prepares all students for academic and career success." Coastline ROP's Mission Statement shows a clear purpose.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	22 76%	7 24%	0 0%	0 0%	0 0%
0 Responses					

4. Coastline ROP accomplishes their mission.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	16 55%	13 45%	0 0%	0 0%	0 0%

1 Responses

5. Coastline ROP's Expectations for Students (ESs) state, "Upon successful completion, Coastline ROP students will have attained the following:" Technical Skills Demonstrate industry-specific skills. Use academic skills in the workplace. Understand and use current and emerging technologies. Practice health and safety regulations. Personal and Professional Skills Demonstrate effective communication skills. Practice teamwork and leadership skills. Apply creative problem solving and critical thinking skills. Demonstrate appropriate work ethics and responsibility. Exhibit responsible, flexible behavior. Career Planning Skills Research career opportunities. Establish educational and career goals. Apply effective job search strategies. Do you agree that ROP's Expectations for Students (ESs) are appropriate and support the organization's mission statement?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	21 72%	8 28%	0 0%	0 0%	0 0%
1 Responses					

6. The decisions for allocating resources support Coastline ROP's Expectations for Students.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	18 67%	6 22%	0 0%	0 0%	3 11%
1 Responses					

7. The Board of Trustees, made up of one board member from each of the participating districts, governs ROP in a high quality, student-oriented way.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	20 69%	8 28%	0 0%	0 0%	1 3%
0 Responses					

8. Coastline ROP has a professional working relationship with school leadership and staff that leads to high-quality student learning experiences.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	21 72%	8 28%	0 0%	0 0%	0 0%

3 Responses

- 9.** The ROP Instructional Services Department provides personnel and resources which enhance learning for all students.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	20 69%	8 28%	0 0%	0 0%	1 3%

1 Responses

- 10.** The ROP Business Services Department works positively with the district and school sites to jointly provide financial resources, including state-of-the-art equipment to enhance student learning.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	21 75%	7 25%	0 0%	0 0%	0 0%

0 Responses

- 11.** ROP leadership and staff are qualified for their assigned responsibilities.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	24 83%	5 17%	0 0%	0 0%	0 0%

1 Responses

- 12.** ROP leadership and staff are committed to their assigned responsibilities.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	21 75%	4 14%	0 0%	0 0%	3 11%

0 Responses

- 13.** ROP provides a safe and nurturing student learning environment which is characterized by caring professionals who set high expectations for students.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	16 57%	12 43%	0 0%	0 0%	0 0%
0 Responses					

14. The ROP Career Specialist located in your school(s) provides needed services for your students in a high-quality way.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	16 55%	11 38%	0 0%	0 0%	2 7%
2 Responses					

15. The ROP Student Services Department provides appropriate and consistent services for your students with special needs.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	15 52%	8 28%	0 0%	0 0%	6 21%
0 Responses					

Business Survey

Results Overview



Date: 2/12/2009 10:16 AM PST
 Responses: Completes
 Filter: No filter applied

4. Number of employees:

1 - 10		17	41%
11 - 25		11	27%
26 - 50		5	12%
51 - 100		3	7%
101 - 200		4	10%
201+		1	2%
Total		41	100%

5. When you interview potential employees, what do you like to see? Select all that apply.

Resume		40	98%
Writing sample		1	2%
Work samples		10	24%
ROP/college completion certificates		21	51%
Portfolios		10	24%
Industry certifications		15	37%
Other, please specify		12	29%

General Information

6. Coastline ROP's Board of Trustees adopted mission is: "Coastline ROP provides students with a dynamic career technical education program that prepares them for academic and career success." Coastline ROP's mission statement shows a clear purpose.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	17 41%	22 54%	1 2%	0 0%	1 2%
2 Responses					

7. Coastline ROP accomplishes their mission.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	14 34%	27 66%	0 0%	0 0%	0 0%
0 Responses					

Business/Community Partner Expectations

8. How would you describe your professional relationship with Coastline ROP?

A satisfactory, close working relationship		39	98%
Distant; little contact with teachers or supervisors		0	0%
Too new to describe		1	2%
Comments:		4	10%

9. Where did you learn about Coastline ROP?






Newspaper articles or advertising		0	0%
Coastline ROP Schedule of Classes		2	5%
Local community-based organization		3	7%
Student or teacher		26	63%
Family or friend		1	2%
Other, please specify		11	27%

10. In working with ROP, which best describes the staff? Check all that apply.




Well qualified; knowledgeable		31	76%
Enthusiastic and willing to help		28	68%

students succeed			
Inattentive or unavailable to you or to students		0	0%
Other, please specify:		2	5%

11. Your perception of the ROP is that it offers: Check all that applies.


Good career technical education for all students, those bound for college or employment		32	80%
A program for at-risk youth		8	20%
Opportunities for students to establish educational and career goals		35	88%
Experience needed to search and apply for immediate employment		20	50%
Comments:		2	5%

12. In thinking about your future partnership with ROP, you would: Check all that apply.

Like to work with the organization in an expanded capacity		12	30%
Be satisfied to maintain the same level of participation		31	78%
Prefer to have less or no participation in the future		0	0%
Comments:		1	2%

13. In your opinion, ROP is an organization that: Check all that applies.

Responds to the local job market and employers' needs		22	55%

Strengthens the local economy by providing career technical education		28	70%
I am not familiar with the purpose of the organization		5	12%
Comments:		0	0%



14. Overall, how would you rate your level of satisfaction with the ROP?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very satisfied	Satisfied	Somewhat dissatisfied	Very dissatisfied
	I	24 60%	16 40%	0 0%
4 Responses				

If you do not work with ROP students, you have completed your portion of the survey. You may make additional comments or suggestions at #31. Thank you for your time and valuable input. * * * * * If you provide internship training for ROP students, please continue answering the following set of questions.

Coastline ROP Expectation for Students

16. Do you provide internship training for ROP students?

Yes		34	94%
No		2	6%
Total		36	100%
4 Responses			

In your experience, are Coastline ROP students generally accomplishing the following critical skills? Please answer for the majority of students you have supervised.

Do ROP students:

18. Use reading skills necessary for a successful internship experience?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
	I	19	17	0	0

	53%	47%	0%	0%	0%
3 Responses					

19. Use writing skills necessary for a successful internship experience?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	16 46%	15 43%	4 11%	0 0%	0 0%
2 Responses					

20. Use math skills necessary for a successful internship experience?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	13 38%	18 53%	1 3%	0 0%	2 6%
2 Responses					

21. Use technology necessary for a successful internship experience?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	13 37%	15 43%	7 20%	0 0%	0 0%
4 Responses					

22. Follow health and safety practices as required by your industry?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	20 54%	17 46%	0 0%	0 0%	0 0%
2 Responses					

23. Demonstrate appropriate work ethics and responsibility?

Top number is the					
-------------------	--	--	--	--	--

count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	18 49%	19 51%	0 0%	0 0%	0 0%
2 Responses					

24. Communicate effectively?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	16 43%	20 54%	0 0%	1 3%	0 0%
3 Responses					

25. Work well in teams?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	21 58%	15 42%	0 0%	0 0%	0 0%
2 Responses					

26. Apply creative problem solving and critical thinking skills?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	12 32%	20 54%	4 11%	0 0%	1 3%
2 Responses					

27. Demonstrate leadership skills?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	12 32%	15 41%	7 19%	0 0%	3 8%
4 Responses					

Career Specialist Survey

Results Overview



Date: 2/12/2009 10:26 AM PST
 Responses: Completes
 Filter: No filter applied

A. Governance and Leadership

- Coastline ROP's Board of Trustees adopted mission is: "Provide a dynamic career technical education program that prepares all students for academic and career success." Coastline ROP's Mission Statement shows a clear purpose.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	15 75%	5 25%	0 0%	0 0%	0 0%
0 Responses					

- Coastline ROP accomplishes their mission.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	9 45%	10 50%	0 0%	0 0%	1 5%
3 Responses					

- Coastline ROP's Expectations for Students (ESs) state, "Upon successful completion, Coastline ROP students will have attained the following:" Technical skillsDemonstrate industry-specific skillsUse academic skills in the workplaceUnderstand and use current and emerging technologiesPractice health and safety regulations Workplace SkillsDemonstrate effective communication skillsPractice teamwork and leadership skillsApply creative problem-solving and critical thinking skillsDemonstrate appropriate work ethics and responsibility Exhibit responsible, flexible behavior Career Planning SkillsResearch career opportunitiesEstablish educational and career goalsApply effective job search strategies Do you agree that Coastline ROP's ESs are appropriate and support the organization's mission statement?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	11 55%	9 45%	0 0%	0 0%	0 0%
0 Responses					

4. The decisions for allocating resources support Coastline ROP's Expectations for Students.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	8 42%	7 37%	0 0%	0 0%	4 21%
0 Responses					

5. I feel empowered by the leadership at Coastline ROP to perform my job.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	8 40%	10 50%	2 10%	0 0%	0 0%
4 Responses					

6. The ROP leadership encourages commitment, participation, and shared accountability for student learning.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	5 25%	15 75%	0 0%	0 0%	0 0%
2 Responses					

7. ROP leadership and staff are committed to the ROP's purpose.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	12 60%	8 40%	0 0%	0 0%	0 0%
1 Responses					

8. The ROP environment is characterized by a respect for differences, trust, professionalism, support, and high expectations for students.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	8	12	0	0	0

	40%	60%	0%	0%	0%
0 Responses					

9. The ROP leadership effectively guides the work of the ROP.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	8 40%	12 60%	0 0%	0 0%	0 0%
1 Responses					

B. Quality and Safety of Facilities Where You Work

10. The facilities are adequate for me to perform my duties safely and efficiently.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	10 50%	10 50%	0 0%	0 0%	0 0%
0 Responses					

11. The temperature in my room is comfortable.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	5 25%	8 40%	5 25%	2 10%	0 0%
4 Responses					

12. The lighting in my room is adequate.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	6 30%	13 65%	1 5%	0 0%	0 0%
1 Responses					

13. The furniture is adequate.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	3 15%	13 65%	4 20%	0 0%	0 0%
2 Responses					

14. I have easy access to communication in case of emergencies.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	7 35%	11 55%	2 10%	0 0%	0 0%
1 Responses					

15. Safety practices and procedures are followed, including drills.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	8 40%	11 55%	1 5%	0 0%	0 0%
0 Responses					

16. The restrooms are clean and adequate.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	5 25%	14 70%	1 5%	0 0%	0 0%
0 Responses					

17. Parking is adequate and the lot is safe.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	5	11	4	0	0

	25%	55%	20%	0%	0%
1 Responses					

C. Support For Your Job

18. I have received adequate orientation/training.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongy Agree	Agree	Disagree	Strongly Disagree	Don't Know
	I	3 15%	13 65%	4 20%	0 0%
7 Responses					

19. I am provided with professional growth opportunities.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongy Agree	Agree	Disagree	Strongly Disagree	Don't Know
	I	5 25%	13 65%	2 10%	0 0%
5 Responses					

20. I have adequate equipment/technology.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
	I	4 20%	10 50%	5 25%	1 5%
5 Responses					

21. I know the procedures for acquiring and maintaining adequate supplies and equipment.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongy Agree	Agree	Disagree	Strongly Disagree	Don't Know
	I	6 30%	13 65%	1 5%	0 0%
0 Responses					

22. I am comfortable requesting supplies and equipment from Business Services through my supervisor.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	8 42%	8 42%	2 11%	0 0%	1 5%
1 Responses					

23. I have the supplies I need to perform my duties.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	7 35%	12 60%	1 5%	0 0%	0 0%
1 Responses					

24. Computer problems are addressed in a timely manner.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	5 25%	13 65%	2 10%	0 0%	0 0%
3 Responses					

25. I have had the opportunity to improve my computer skills through classes and workshops.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	4 20%	12 60%	2 10%	0 0%	2 10%
5 Responses					

26. I have access to help with technology questions.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	7	13	0	0	0

	35%	65%	0%	0%	0%
1 Responses					

27. There is sufficient time for me to meet deadlines related to my job.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	4 20%	14 70%	2 10%	0 0%	0 0%
3 Responses					

28. I know whom to contact within ROP for information regarding UC a-g courses.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	6 30%	10 50%	2 10%	0 0%	2 10%
3 Responses					

29. I am very familiar with the classes offered through ROP.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	12 60%	8 40%	0 0%	0 0%	0 0%

30. I know whom to contact within ROP for information regarding ROP courses.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	9 45%	11 55%	0 0%	0 0%	0 0%

31. I am encouraged and given the opportunity to visit ROP classes.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
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I	7 35%	10 50%	3 15%	0 0%	0 0%
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D. Communication and Organizational Support

32. Communication is satisfactory.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	4 20%	12 60%	3 15%	0 0%	1 5%
6 Responses					

33. I feel comfortable and respected when making suggestions or asking questions.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	10 53%	7 37%	2 11%	0 0%	0 0%
1 Responses					

34. My supervisor is knowledgeable and supportive of my work.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	12 60%	6 30%	2 10%	0 0%	0 0%
3 Responses					

35. My supervisor is fair, and I am satisfied with our professional relationship.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	11 58%	8 42%	0 0%	0 0%	0 0%
2 Responses					

36. I am comfortable taking my concerns to all levels of administration.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	7 35%	10 50%	3 15%	0 0%	0 0%
2 Responses					

37. The employee evaluation process is clear and fair.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	5 28%	10 56%	2 11%	0 0%	1 6%
2 Responses					

38. The employee evaluation process allows for my input and self-evaluation.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	6 30%	13 65%	0 0%	0 0%	1 5%
0 Responses					

39. The employee evaluation process promotes professional growth through goal setting.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	4 20%	14 70%	1 5%	0 0%	1 5%
2 Responses					

40. Coastline ROP staff are courteous and efficient in responding to my work-related needs.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	6 30%	14 70%	0 0%	0 0%	0 0%

2 Responses

41. Notification of employment opportunities is timely and hiring practices are fair.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	5 25%	14 70%	1 5%	0 0%	0 0%
2 Responses					

42. My communication with campus administration is satisfactory.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	7 35%	13 65%	0 0%	0 0%	0 0%
0 Responses					

43. I feel respected on my campus.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	9 45%	11 55%	0 0%	0 0%	0 0%
2 Responses					

44. My communication with teachers is satisfactory.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	8 40%	10 50%	2 10%	0 0%	0 0%
3 Responses					

E. Program Services Please rate your satisfaction with the following services:

45. Attendance

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	10 50%	7 35%	3 15%	0 0%	0 0%
3 Responses					

46. Business

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	5 25%	13 65%	1 5%	1 5%	0 0%
0 Responses					

47. Curriculum and Instruction

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	6 30%	11 55%	3 15%	0 0%	0 0%
1 Responses					

48. Counseling

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	10 53%	6 32%	3 16%	0 0%	0 0%
1 Responses					

49. Human Resources

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	6 30%	13 65%	1 5%	0 0%	0 0%

0 Responses

50. Office Support

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	9 45%	10 50%	1 5%	0 0%	0 0%
0 Responses					

51. Technology

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	6 30%	12 60%	2 10%	0 0%	0 0%
0 Responses					

52. Marketing and Printing

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	10 50%	9 45%	1 5%	0 0%	0 0%
1 Responses					

F. Student/Community Involvement Please indicate your level of involvement in the following activities:

53. Distinguished Student Recognition (DSR)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Involved	Somewhat Involved	Occasionally Involved	Not Involved
I	10 50%	10 50%	0 0%	0 0%
0 Responses				

54. WASC accreditation process: Building Student Success

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Involved	Somewhat Involved	Occasionally Involved	Not Involved
I	10 50%	8 40%	2 10%	0 0%
0 Responses				

55. Help students find jobs and/or advanced training

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Involved	Somewhat Involved	Occasionally Involved	Not Involved
I	12 60%	1 5%	7 35%	0 0%
0 Responses				

56. Help students enroll in ROP classes

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Involved	Somewhat Involved	Occasionally Involved	Not Involved
I	20 100%	0 0%	0 0%	0 0%
0 Responses				

57. High school campus activities (attend sporting events, plays, etc.)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	6 30%	2 10%	10 50%	2 10%	0 0%
0 Responses					

58. Assist students in fulfilling community service requirements.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	4 20%	5 25%	4 20%	2 10%	5 25%

1 Responses

59. Parent, Teacher, Student Organization

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Involved	Somewhat Involved	Occasionally Involved	Not Involved
I	1 5%	8 40%	9 45%	2 10%
0 Responses				

60. Recruitment activities, e.g., career fairs, back-to-school nights, etc.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Involved	Somewhat Involved	Occasionally Involved	Not Involved
I	17 85%	3 15%	0 0%	0 0%
0 Responses				

G. Career Specialist Responsibilities Please indicate your level of involvement in the following areas:

61. I spend time explaining the ROP program to parents.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	5 25%	9 45%	6 30%	0 0%	0 0%
1 Responses					

62. Parents inquire about ROP courses.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	4 20%	9 45%	7 35%	0 0%	0 0%
1 Responses					

63. I promote ROP in various ways, e.g., presentations, newsletters, flyers, etc.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	17 85%	3 15%	0 0%	0 0%	0 0%
1 Responses					

64. Students come to my office to ask about ROP courses.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	16 80%	4 20%	0 0%	0 0%	0 0%
1 Responses					

65. I am involved in career unit activities presented to appropriate grade levels.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	8 40%	4 20%	2 10%	1 5%	5 25%
0 Responses					

66. I do career assessments and surveys with students.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	6 30%	2 10%	9 45%	3 15%	0 0%
2 Responses					

67. I assist with State testing on campus (STAR, CAHSEE, etc.)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	2 10%	1 5%	7 35%	6 30%	4 20%

1 Responses

68. My time is focused around career planning activities for students.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	3 15%	7 35%	5 25%	5 25%	0 0%
1 Responses					

69. I spend some time on other functions for the high school.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	6 30%	8 40%	5 25%	1 5%	0 0%
4 Responses					

70. Students ask for assistance with career planning.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	3 15%	8 40%	8 40%	1 5%	0 0%
0 Responses					

71. Students inquire about ROP classes that give a-g credit.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	4 20%	5 25%	9 45%	2 10%	0 0%
0 Responses					

72. I advise students about post-secondary career training options, colleges, and universities.

Top number is the count of respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never

Bottom % is percent of the total respondents selecting the option.					
I	7 35%	6 30%	4 20%	2 10%	1 5%
0 Responses					

73. As students with special needs enroll in ROP classes, I complete special needs referral forms and return them to ROP Student Services.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	12 60%	5 25%	2 10%	1 5%	0 0%
3 Responses					

74. As students with special needs enroll in ROP classes, I complete special needs referral forms and return them to ROP Student Services.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	11 58%	7 37%	1 5%	0 0%	0 0%
1 Responses					

75. I communicate with ROP instructors regarding students, grades, and attendance.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	11 58%	5 26%	1 5%	2 11%	0 0%
2 Responses					

76. I communicate with ROP instructors about course content and requirements.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	0 0%	2 10%	12 60%	6 30%	0 0%
0 Responses					

77. I participate in the planning of new ROP courses on my campus.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	2 10%	3 15%	7 35%	4 20%	4 20%
1 Responses					

78. I represent ROP at evening events attended by parents, such as back-to-school night and open house.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	9 47%	4 21%	6 32%	0 0%	0 0%
1 Responses					

79. I make an ROP orientation to middle and elementary school students and/or parents.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	1 5%	1 5%	7 35%	4 20%	7 35%
3 Responses					

80. I participate in the annual ROP telephone follow-up surveys.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	15 75%	3 15%	2 10%	0 0%	0 0%
0 Responses					

81. I write ROP articles for school newsletters, students of the month, and local newspapers.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never

I	9 45%	7 35%	4 20%	0 0%	0 0%
1 Responses					

82. I visit appropriate grade levels to talk about the ROP program.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	16 84%	3 16%	0 0%	0 0%	0 0%
0 Responses					





83. I attend IEP meetings on my campus.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	2 10%	3 15%	8 40%	3 15%	4 20%
1 Responses					

84. I attend guidance staff meetings on my campus.





Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	8 40%	4 20%	4 20%	3 15%	1 5%
4 Responses					

87. Number of years employed by Coastline ROP:

Less than 2 years		5	25%
3-5 years		5	25%
6-10 years		8	40%
Over 10 years		2	10%
Total		20	100%

88. Please indicate the highest level of education that you have completed:

--	--	--	--

High school graduate		1	5%
2 years of college		9	47%
College graduate		8	42%
Post-graduate degree		1	5%
Total		19	100%

Contracted Teacher Survey

Results Overview



Date: 2/12/2009 10:29 AM PST
 Responses: Completes
 Filter: No filter applied

A. Governance and Leadership

- Coastline ROP's Board of Trustees adopted mission is: "Provide a dynamic career technical education program that prepares all students for academic and career success." Coastline ROP's Mission Statement shows a clear purpose.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	39 71%	15 27%	0 0%	0 0%	1 2%
1 Responses					

- Coastline ROP accomplishes their mission.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	31 56%	20 36%	1 2%	0 0%	3 5%
1 Responses					

- Coastline ROP's Expectations for Students (ESs) state, "Upon successful completion, Coastline ROP students will have attained the following:" Technical Skills Demonstrate industry-specific skills. Use academic skills in the workplace. Understand and use current and emerging technologies. Practice health and safety regulations. Personal and Professional Skills Demonstrate effective communication skills. Practice teamwork and leadership skills. Apply creative problem solving and critical thinking skills. Demonstrate appropriate work ethics and responsibility. Exhibit responsible, flexible behavior. Career Planning Skills Research career opportunities. Establish educational and career goals. Apply effective job search strategies. Do you agree that Coastline ROP's Expectations for Students (ESs) are appropriate and support the organization's Mission Statement?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	32 58%	23 42%	0 0%	0 0%	0 0%
1 Responses					

- 4.** Coastline ROP has a professional working relationship with school leadership and staff that leads to high-quality student learning experiences.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	33 60%	20 36%	2 4%	0 0%	0 0%
3 Responses					

- 5.** I feel empowered by the leadership at Coastline ROP to perform my job.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	34 62%	17 31%	2 4%	0 0%	2 4%
2 Responses					

- 6.** Coastline ROP leadership encourages commitment, participation, and shared accountability for student learning.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	32 58%	19 35%	2 4%	0 0%	2 4%
0 Responses					

- 7.** The ROP leadership and staff are committed to ROP's purpose.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	36 65%	18 33%	1 2%	0 0%	0 0%
2 Responses					

- 8.** The ROP environment is characterized by a respect for differences, trust, professionalism, support, and high expectations for students.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know

I	31 56%	21 38%	2 4%	0 0%	1 2%
1 Responses					

9. ROP leadership effectively guides the work of the ROP.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Stronglyly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	29 53%	23 42%	3 5%	0 0%	0 0%
2 Responses					

B. Instructional Practices Please indicate how often you utilize the following:

10. I implement standards-based lesson plans.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	27 50%	23 43%	2 4%	2 4%	0 0%
5 Responses					

11. I integrate appropriate academics into instruction.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	37 69%	14 26%	3 6%	0 0%	0 0%
3 Responses					

12. I use technology in classroom presentations.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	38 69%	6 11%	9 16%	2 4%	0 0%
3 Responses					

13. I use rubrics or grading criteria to assess student learning.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	30 56%	14 26%	7 13%	2 4%	1 2%
2 Responses					

14. I provide students with regular feedback.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	27 49%	25 45%	2 4%	1 2%	0 0%
2 Responses					

C. Support for Your Job

15. I have received adequate orientation/training in ROP policies and procedures.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	27 49%	24 44%	3 5%	1 2%	0 0%
3 Responses					

16. The ROP Instructional Services Department provides personnel and resources which enhance learning for all students.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	25 45%	24 44%	2 4%	0 0%	4 7%
1 Responses					

17. The ROP career specialist located on my campus provides supportive career-related services for my students.

1 Responses					
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Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	36 65%	15 27%	2 4%	0 0%	2 4%
7 Responses					

18. ROP provides adequate equipment/technology to allow me to teach my class.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	21 38%	24 44%	5 9%	3 5%	2 4%
7 Responses					

19. I know the procedures for acquiring and maintaining adequate supplies and equipment.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	24 44%	25 45%	3 5%	1 2%	2 4%
3 Responses					

20. There is sufficient time for me to meet paperwork/grading deadlines for my ROP class(es).

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	23 42%	26 47%	3 5%	0 0%	3 5%
3 Responses					

21. I received adequate training and support on the ROP online attendance/grading system.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	21 38%	30 55%	2 4%	1 2%	1 2%
5 Responses					

- 22.** I am provided with staff development/professional growth opportunities to support my growth as an instructor.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	25 46%	21 39%	4 7%	0 0%	4 7%
2 Responses					

D. Communication and Organizational Support

- 23.** Communication is satisfactory.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	28 51%	26 47%	1 2%	0 0%	0 0%

- 24.** I communicate with the career specialist at my school regarding my course(s).

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	22 41%	13 24%	16 30%	3 6%	0 0%

- 25.** My instructional coordinator is fair, knowledgeable, and supportive of my work.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	33 61%	20 37%	1 2%	0 0%	0 0%
2 Responses					

- 26.** I am satisfied with the professional relationship with my instructional coordinator.

Top number is the count of respondents selecting the option. Bottom % is percent of	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
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the total respondents selecting the option.					
I	32 58%	21 38%	1 2%	0 0%	1 2%
2 Responses					

27. ROP program staff is courteous and efficient in responding to my work-related needs.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	36 65%	18 33%	0 0%	0 0%	1 2%
1 Responses					

E. Program Services Please rate your level of satisfaction with the following services:

28. Attendance

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	25 45%	20 36%	5 9%	2 4%	3 5%
6 Responses					

29. Business

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	27 49%	25 45%	3 5%	0 0%	0 0%
0 Responses					

30. Curriculum and Instruction

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	32 58%	20 36%	3 5%	0 0%	0 0%

0 Responses

31. Technology

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	21 39%	24 44%	7 13%	1 2%	1 2%
3 Responses					

32. ROP Career Specialist

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	32 59%	19 35%	2 4%	1 2%	0 0%
4 Responses					

33. Marketing

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	18 33%	27 50%	8 15%	1 2%	0 0%
0 Responses					

F. Extracurricular Involvement Please indicate your level of involvement in the following activities:

34. Distinguished Student Recognition Process/Ceremony

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Involved	Somewhat Involved	Occasionally Involved	Not Involved
I	11 20%	13 24%	13 24%	17 31%
2 Responses				

35. Helping students find jobs and/or advanced training

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Involved	Somewhat Involved	Occasionally Involved	Not Involved
I	17 31%	19 35%	11 20%	7 13%
1 Responses				

36. Recruitment activities, e.g., career fairs, back-to-school night, etc.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Involved	Somewhat Involved	Occasionally Involved	Not Involved
I	15 28%	18 33%	10 19%	11 20%
0 Responses				

37. Field trips

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Involved	Somewhat Involved	Occasionally Involved	Not Involved
I	12 24%	16 31%	13 25%	10 20%
3 Responses				

39. Number of years you have taught:

Less than 2 years		2	4%
3-5 years		7	14%
6-9 years		9	18%
10 years or more		31	63%
Total		49	100%

40. Number of years working with Coastline ROP:

Less than 2 years		13	26%
3-5 years		17	34%
6-9 years		10	20%
10 years or more		10	20%

Total	50	100%
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41. Please indicate the highest level of education you have completed:

College graduate		12	27%
Post-graduate degree		33	73%
Total		45	100%

Direct Teacher Survey

Results Overview



Date: 2/12/2009 10:32 AM PST
 Responses: Completes
 Filter: No filter applied

A. Governance and Leadership

- Coastline ROP's Board of Trustees adopted mission is: "Provide a dynamic career technical education program that prepares all students for academic and career success." Coastline ROP's Mission Statement shows a clear purpose.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	33 75%	11 25%	0 0%	0 0%	0 0%
1 Responses					

- Coastline ROP accomplishes their mission.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	28 64%	15 34%	1 2%	0 0%	0 0%
2 Responses					

- Coastline ROP's Expectations for Students (ESs) state, "Upon successful completion, Coastline ROP students will have attained the following: Technical Skills Demonstrate industry-specific skills. Use academic skills in the workplace. Understand and use current and emerging technologies. Practice health and safety regulations. Personal and Professional Skills Demonstrate effective communication skills. Practice teamwork and leadership skills. Apply creative problem solving and critical thinking skills. Demonstrate appropriate work ethics and responsibility. Exhibit responsible, flexible behavior. Career Planning Skills Research career opportunities. Establish educational and career goals. Apply effective job search strategies. Do you agree that Coastline ROP's Expectations for Students (ESs) are appropriate and support the organization's Mission Statement?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	30 68%	14 32%	0 0%	0 0%	0 0%
2 Responses					

4. The decisions for allocating resources support Coastline ROP's Expectations for Students.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	18 41%	24 55%	0 0%	0 0%	2 5%
2 Responses					

5. Coastline ROP has a professional working relationship with school leadership and staff that leads to high-quality student learning experiences.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	24 55%	18 41%	0 0%	0 0%	2 5%
2 Responses					

6. I feel empowered by the leadership at Coastline ROP to perform my job.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	29 67%	12 28%	2 5%	0 0%	0 0%
7 Responses					

7. Coastline ROP leadership encourages commitment, participation, and shared accountability for student learning.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	28 64%	16 36%	0 0%	0 0%	0 0%
1 Responses					

8. The ROP leadership and staff are committed to the ROP's purpose.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know

I	35 81%	8 19%	0 0%	0 0%	0 0%
1 Responses					

- 9.** The ROP environment is characterized by a respect for differences, trust, professionalism, support, and high expectations for students.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	32 74%	11 26%	0 0%	0 0%	0 0%
0 Responses					

- 10.** ROP leadership effectively guides the work of the ROP.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	29 67%	11 26%	1 2%	1 2%	1 2%
1 Responses					

B. Quality and Safety of Facilities Where You Work

- 11.** The facilities are adequate for me to perform my duties safely and efficiently.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	23 52%	17 39%	3 7%	1 2%	0 0%
6 Responses					

- 12.** The temperature in my classroom(s) is comfortable.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	16 36%	22 50%	5 11%	1 2%	0 0%
5 Responses					

13. The lighting in my classroom(s) is adequate.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	26 59%	15 34%	3 7%	0 0%	0 0%
2 Responses					

14. The furniture is adequate.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	20 47%	20 47%	3 7%	0 0%	0 0%
5 Responses					

15. I have easy access to communication in case of emergencies.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	26 59%	12 27%	4 9%	1 2%	1 2%
5 Responses					

16. Safety practices and procedures are followed, including drills.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	20 47%	19 44%	1 2%	1 2%	2 5%
4 Responses					

17. The restrooms are clean and adequate.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know

I	18 41%	20 45%	5 11%	1 2%	0 0%
5 Responses					

18. Parking is adequate and the lot is safe.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	23 52%	19 43%	2 5%	0 0%	0 0%
4 Responses					

C. Instructional Practices

21. I implement standards-based lesson plans.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	35 80%	9 20%	0 0%	0 0%	0 0%
1 Responses					

22. I integrate appropriate academics into instruction.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	35 80%	8 18%	1 2%	0 0%	0 0%
1 Responses					

23. I use technology in classroom presentations.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	30 68%	9 20%	4 9%	0 0%	1 2%
6 Responses					

24. I use rubrics or grading criteria to assess student learning.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	28 64%	12 27%	3 7%	1 2%	0 0%
2 Responses					

25. I provide students with regular feedback.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	32 73%	11 25%	1 2%	0 0%	0 0%
1 Responses					

D. Support for Your Job

26. I have received adequate training.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	23 52%	20 45%	1 2%	0 0%	0 0%
4 Responses					

27. I am provided with staff development opportunities to support my growth as an instructor.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	27 61%	16 36%	1 2%	0 0%	0 0%
2 Responses					

28. The ROP Instructional Services Department provides personnel and resources which enhance learning for all students.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I					
0 Responses					

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	26 59%	15 34%	0 0%	0 0%	3 7%
3 Responses					

29. The ROP classroom management plan is effective in dealing with student issues.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	25 57%	18 41%	0 0%	0 0%	1 2%
4 Responses					

30. ROP provides adequate equipment/technology to allow me to teach my class.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	20 47%	17 40%	5 12%	1 2%	0 0%
7 Responses					

31. Broken equipment is repaired or replaced in a timely manner.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	21 48%	11 25%	6 14%	1 2%	5 11%
4 Responses					

32. I have access to help with technology.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	19 43%	17 39%	7 16%	0 0%	1 2%
5 Responses					

33. ROP gives me the opportunity to provide input regarding supplies and equipment for my ROP course.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	22 50%	20 45%	1 2%	0 0%	1 2%
0 Responses					

34. Adequate instructional supplies are provided by ROP for my classes.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	29 66%	13 30%	2 5%	0 0%	0 0%
1 Responses					

35. I receive the materials I order in a timely manner.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	28 64%	13 30%	1 2%	0 0%	2 5%
0 Responses					

36. I received adequate training and support on the ROP attendance/grading system.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	31 72%	11 26%	0 0%	1 2%	0 0%
4 Responses					

37. There is sufficient time for me to meet paperwork/grading deadline.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know

I	22 50%	22 50%	0 0%	0 0%	0 0%
1 Responses					

38. The ROP career specialist located at my school provides supportive career-related activities.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Agree	Don't Know
I	28 64%	9 20%	1 2%	1 2%	5 11%

39. An ROP counselor is available to me.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Agree	Don't Know
I	21 48%	13 30%	3 7%	1 2%	6 14%
1 Responses					

40. I receive information regarding students with special needs, including suggestions for accommodation.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	21 48%	15 34%	1 2%	6 14%	1 2%
5 Responses					

41. I have access to information about specific special needs or disabilities.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	19 43%	14 32%	4 9%	4 9%	3 7%
0 Responses					

42. I have access to printing or copying services.

Top number is the count of respondents					
--	--	--	--	--	--

selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	31 70%	11 25%	0 0%	1 2%	1 2%
5 Responses					

43. I attend workshops.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	21 48%	21 48%	1 2%	0 0%	1 2%
4 Responses					

E. Communication and Organizational Support

45. I communicate with one or more career specialists regarding my course(s).

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	23 52%	10 23%	10 23%	0 0%	1 2%
1 Responses					

46. I am comfortable taking my concerns to all levels of ROP administration.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	27 61%	15 34%	2 5%	0 0%	0 0%
2 Responses					

47. I feel comfortable and respected when making suggestions.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	28	14	2	0	0

	64%	32%	5%	0%	0%
1 Responses					

48. My instructional coordinator is fair, knowledgeable and supportive of my work.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	28 65%	13 30%	1 2%	0 0%	1 2%
9 Responses					

49. I am satisfied with the professional relationship with my instructional coordinator.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	31 70%	12 27%	1 2%	0 0%	0 0%
3 Responses					

50. The employee evaluation process promotes professional growth through goal setting.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	26 59%	15 34%	1 2%	0 0%	2 5%
0 Responses					

51. Notification of employment opportunities is timely and hiring practices are fair.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	21 48%	17 39%	2 5%	0 0%	4 9%
2 Responses					

F. Program Services Please rate your satisfaction with the following services:

52. Attendance

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	28 64%	12 27%	2 5%	1 2%	1 2%
4 Responses					

53. Business

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	26 62%	13 31%	2 5%	1 2%	0 0%

54. Curriculum and Instruction

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	33 77%	9 21%	0 0%	0 0%	1 2%

55. Counseling - Student Services

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	23 55%	12 29%	6 14%	0 0%	1 2%

56. ROP Career Specialist - Student Services

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	31 72%	11 26%	0 0%	0 0%	1 2%
2 Responses					

57. Human Resources

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	31 74%	9 21%	2 5%	0 0%	0 0%
1 Responses					

58. ROP Office Support

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	35 80%	7 16%	2 5%	0 0%	0 0%
0 Responses					

59. Technology

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	18 41%	20 45%	2 5%	2 5%	2 5%
2 Responses					

60. Marketing and Printing - Student Services

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	32 73%	9 20%	3 7%	0 0%	0 0%

G. Extracurricular Involvement Please indicate your level of involvement in the following activities:

61. Distinguished Student Recognition Process/Ceremony

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Involved	Somewhat Involved	Occasionally Involved	Not Involved

Is	7 16%	11 25%	12 27%	14 32%
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62. Help students find jobs and/or advanced training

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Involved	Somewhat Involved	Occasionally Involved	Not Involved
	I	20 45%	13 30%	6 14%

63. Recruitment activities, i.e., career fairs, back-to-school night, etc.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Involved	Somewhat Involved	Occasionally Involved	Not Involved
	I	9 20%	15 34%	13 30%

64. Field trips

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Involved	Somewhat Involved	Occasionally Involved	Not Involved
	I	15 34%	6 14%	13 30%

66. Number of years you have taught:





1-2 years		10	23%
3-5 years		7	16%
6-9 years		10	23%
10 years or more		16	37%
Total		43	100%

67. Number of years employed at Coastline ROP:

1-2 years		14	32%
3-5 years		7	16%
6-9 years		12	27%
10 years or more		11	25%

Total	44	100%
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68. Please indicate the highest level of education that you have completed:

High School Graduate		1	2%
2 years of college		14	32%
College graduate		20	45%
Post-graduate degree		9	20%
Total		44	100%

Parent/Guardian Survey

Results Overview



Date: 2/12/2009 10:23 AM PST
 Responses: Completes
 Filter: No filter applied

Please rate the following statements by indicating the number that represents your knowledge, understanding of, and experience with Coastline ROP.

- Coastline ROP's Board of Trustees adopted mission is: "Coastline ROP provides students with a dynamic career technical education program that prepares them for academic and career success."Coastline ROP's Mission Statement shows a clear purpose.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	28 54%	24 46%	0 0%	0 0%	0 0%
2 Responses					

- Coastline ROP accomplishes their mission.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	29 56%	16 31%	1 2%	1 2%	5 10%
6 Responses					

- Coastline ROP's Expectations for Students (ESs) state: Upon successful completion, Coastline ROP students will have attained the following: Technical SkillsDemonstrate industry-specific skillsUse academic skills in the workplaceUnderstand and use current and emerging technologiesPractice health and safety regulationsPersonal and Professional SkillsDemonstrate effective communication skillsPractice teamwork and leadership skillsApply creative problem-solving and critical thinking skillsDemonstrate appropriate work ethics and responsibilityExhibit responsible, flexible behaviorCareer Planning SkillsResearch career opportunitiesEstablish educational and career goalsApply effective job search strategiesDo you agree that Coastline ROP's Expectations for Students (ESs) are appropriate and attainable for your son/daughter?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	29 56%	18 35%	0 0%	2 4%	3 6%
3 Responses					

4. My son/daughter is able to explore a career area by taking this ROP class.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	36 71%	12 24%	0 0%	1 2%	2 4%
3 Responses					

5. As a result of my son's/daughter's ROP experience, he/she is gaining technical/job specific skills.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	29 56%	18 35%	1 2%	2 4%	2 4%
3 Responses					

6. My son's/daughter's ROP course reinforces the basic skills of reading, writing, speaking, and math.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	12 24%	24 47%	3 6%	1 2%	11 22%
6 Responses					

7. As a result of my son's/daughter's ROP experience, he/she is gaining employability skills such as effective communication skills, appropriate work ethics, and leadership skills.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	27 52%	17 33%	3 6%	0 0%	5 10%
2 Responses					

8. ROP teachers are knowledgeable in their fields.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	34	11	1	1	5

	65%	21%	2%	2%	10%
6 Responses					









9. When I communicate with my son's/daughter's ROP teacher, I am satisfied with the outcome.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	17 33%	9 18%	0 0%	2 4%	23 45%

10. ROP technology in the classroom, including equipment, is up-to-date.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	18 36%	16 32%	0 0%	3 6%	13 26%
2 Responses					

11. I learned of the educational opportunities and benefits of ROP through:(Select all that apply)

ROP career specialist		17	33%
ROP web site		5	10%
School counselor or guidance technician		27	53%
PTSA		2	4%
8th grade parent night		0	0%
Back-to-school night		4	8%
Principal's newsletter		3	6%
High school web site		6	12%
Other, please specify		11	22%

12. I am aware of support services available from a Coastline ROP career specialist or other ROP staff member.

Top number is the count of respondents				

selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	16 31%	15 29%	12 23%	1 2%	8 15%
4 Responses					

13. A variety of materials about ROP courses is available to students.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	22 42%	18 35%	2 4%	0 0%	10 19%
2 Responses					



14. ROP is helping my son/daughter identify his/her career interests.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	28 55%	15 29%	1 2%	1 2%	6 12%
2 Responses					

15. I have a clear understanding of how ROP courses can lead to immediate employment or further education.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	23 44%	19 37%	4 8%	0 0%	6 12%
2 Responses					

16. I am aware that certain courses offered by ROP can be used to:

Earn college credit or advanced placement in college		29	85%
Satisfy the UC/CSU elective a-g requirements for admission		20	59%

17. The ROP experience meets my expectations for my son/daughter.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	32 62%	15 29%	2 4%	2 4%	1 2%
2 Responses					

18. My son's/daughter's ROP experience is helping him/her stay connected to high school.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	17 33%	19 37%	8 16%	2 4%	5 10%
3 Responses					

Student Learning Observation Results Overview



Date: 2/12/2009 10:30 AM PST
Responses: Completes
Filter: No filter applied

3. Location









Classroom		14	100%
Internship		0	0%
Total		14	100%

7. How are students learning?(Check all that apply)



Reading assignment		6	40%
Writing assignment		6	40%
Receiving information		12	80%
Apply skills		9	60%
Practicing new skills		9	60%
Presenting information		4	27%
Observing a demonstration		9	60%
Taking a test or quiz		3	20%
Working individually		11	73%
Viewing videos		3	20%
Participating in collaborative activities		7	47%
Using resources other than textbook		11	73%
Participating in discussion		11	73%
Role playing		2	13%
Using technology/tools/equipment		10	67%
Internship		0	0%
Other, please specify		2	13%

8. How will students be assessed?(Check all that apply)

















Student portfolios		5	33%
Student journals or notebooks		3	20%

Test/quizzes		6	40%
Oral presentations		4	27%
Research papers or projects		3	20%
Written assignments		6	40%
Group projects		4	27%
Role playing		2	13%
Teacher observation of student		10	67%
Site supervisor evaluation		3	20%
Work product		4	27%
Other, please specify		2	13%

9. Take as a snapshot, what did the students demonstrate during your visit?(Check all that apply)

Engaged in work		12	80%
Listening		14	93%
Speaking		9	60%
Reading		7	47%
Writing		7	47%
Interest in subject		13	87%
Respect for others		10	67%
Ability to follow directions		14	93%
Critical thinking/problem-solving skills		11	73%
Interpreting tables/diagrams/charts		2	13%
Computing/math/measurement skills		7	47%
Participation from most students		13	87%
Ability to work cooperatively		8	53%
Ability to work independently		11	73%
Showing initiative (asking questions)		12	80%
Other, please specify		2	13%

10. Identify ESs exhibited by students during visitation:(Check all that apply)





Technical skills		5	33%
Demonstrate industry-specific skills.		12	80%
Use academic skills in the workplace.		10	67%
Understand and use current and emerging technologies.		12	80%
Practice health and safety regulations.		7	47%
Personal and Professional Skills		4	27%
Demonstrate effective communication skills.		12	80%
Practice teamwork and leadership skills.		9	60%
Apply creative problem solving techniques and critical thinking skills.		12	80%
Demonstrate appropriate work ethics and responsibility.		10	67%
Exhibit responsible, flexible behavior.		8	53%
Career Planning Skills		1	7%
Research career opportunities.		3	20%
Establish educational and career goals.		3	20%
Apply effective job search strategies.		3	20%
Comments:		2	13%

Building Student Success Student Interview

A. Classroom Experience

B. Career Plans

22. Has your ROP course helped you make a career decision? If yes, were you influenced by: (check all that apply)





Teacher		11	79%
Internship experience		6	43%
Course content		11	79%
Comments:		10	71%

23. Check the career field you plan to enter:



Business		7	47%
Marketing		1	7%
Health		4	27%
Science		2	13%
Arts		4	27%
Computer Technology		0	0%
Education		3	20%
Hospitality and Tourism		2	13%
Cosmetology		0	0%
Food Service		3	20%
Animal Health Care		0	0%
Criminal Justice		0	0%
Comments:		6	40%

C. Educational Plans

24. Has your ROP course inspired you to take courses beyond high school? If yes, were you inspired by: (check all that apply)

Teacher		9	64%
Internship experience		6	43%
Course content		11	79%
Other, please specify		4	29%

25. Did your ROP experience help you select a college major?







Yes		8	62%
No		5	38%
Total		13	100%
9 Responses			

26. Are you planning to attend:







Community college (2 years)		4	31%
State college (4 years)		2	15%
University		4	31%
Private trade school		3	23%
Total		13	100%





D. Job Search

27. Did you learn how to find and apply for a job in your ROP course?(select all that apply)













Find a job		10	67%
Fill out an application		10	67%
Write a resume		12	80%
Interview for a job		11	73%
Follow up after an interview		10	67%
Other, please specify		8	53%

28. B. How are students learning?
(Check all that apply)

Reading assignment		3	38%
Writing assignment		2	25%
Receiving information		6	75%
Applying skills		6	75%
Practicing new skills		4	50%
Presenting information		4	50%
		4	50%










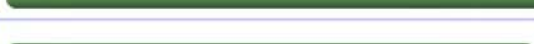
Observing a demonstration			
Using technology/tools/equipment		6	75%
Taking a test or a quiz		1	12%
Working individually		5	62%
Viewing videos		3	38%
Participating in collaborative activities		6	75%
Using resources other than textbook		8	100%
Participating in discussion		7	88%
Role playing		2	25%
Internship/Other (please specify)		0	0%

30. C. How will students be assessed?
(*Observation or teacher interview. Check all that apply.*)

Student portfolios		6	67%
Student journals or notebooks		2	22%
Tests/quizzes		4	44%
Oral presentations		3	33%
Research papers or projects		3	33%
Written assignments		3	33%
Group projects		3	33%
Role playing		2	22%
Teacher observation of student		8	89%
Site supervisor evaluation		3	33%
Work product		3	33%
Other (please specify)		1	11%





32. D. Taken as a snapshot, what did the students demonstrate during your visit?
(*Check all that apply*)

Engaged in work		5	71%
Listening		7	100%
		5	71%






Speaking			
Reading		4	57%
Writing		4	57%
Interest in subject		7	100%
Respect for others		7	100%
Ability to follow directions		7	100%
Critical thinking/problem solving skills		6	86%
Interpreting tables/diagrams/charts		1	14%
Computing/math/measurement skills		3	43%
Participation from most students		6	86%
Ability to work cooperatively		6	86%
Ability to work independently		7	100%
Showing initiative (asking questions)		6	86%
Other (please specify)		0	0%

E. Identify ES's exhibited by students during visitation.
(Check all that apply)





34. INDUSTRY-STANDARD SKILLS

Career-specific technical competencies		4	67%
Academic reinforcement/knowledge		5	83%
Use of technology		4	67%
Safety standards		3	50%

35. EMPLOYABILITY SKILLS

Projects (originality, high standards)		4	80%
Problem-solving		5	100%
Critical thinking		4	80%
Responsible work ethics		4	80%
Interpersonal skills		5	100%

36. EMPLOYMENT/CAREER LITERACY

Basic skills (reading, writing, math, listening, speaking)		5	100%
Life-long learning/educational opportunities		4	80%
Educational/career goals		3	60%
Job search strategies		3	60%

39.

I did not observe any students with special needs during the class.		4	100%
Total		4	100%

Student Survey

Results Overview



Date: 2/12/2009 10:31 AM PST
 Responses: Completes
 Filter: No filter applied

1. Status:

High School student		2696	89%
Adult		312	10%
Female		1203	40%
Male		884	29%

2. Number of ROP classes that you have taken:







1		1663	56%
2-3		1148	38%
4-5		133	4%
6 or more		45	2%
Total		2989	100%

3. Select the career pathway which includes this ROP class:







Arts and Communications		831	28%
Business and Marketing		744	25%
Health Sciences		600	20%
Public Services		429	14%
Science and Technology		368	12%
Total		2972	100%

4. I enrolled in this ROP class:(Select all that apply)







To prepare for a job		1088	36%
To acquire skills to prepare me for further training or college		1454	48%

To improve my existing job skills		571	19%
To earn high school credits		1793	59%
To explore a new career area		1135	38%
To learn a skill for my personal use		1376	46%
To further my career path		995	33%
Other, please specify		202	7%

5. High School students only How did you first learn about ROP?(Select all that apply)

ROP career specialist on your campus		973	35%
Another ROP student		783	28%
ROP class schedule		372	13%
ROP web site		70	2%
High school guidance technician/counselor		1634	58%
Other, please specify		184	7%

6. Adult students only How did you first learn about ROP? (Select all that apply)

Another ROP student		203	42%
ROP class schedule		140	29%
ROP web site		63	13%
Advertising		39	8%
An agency		12	3%
Other, please specify		111	23%







7. Adult students only I received supportive services which enabled me to enroll and succeed in my ROP class (counseling, fee waiver, books, uniform, other supplies, bus passes.)

Yes		252	55%
No		204	45%
Total		456	100%

- 8.** The services I received when choosing ROP classes from an ROP career specialist, guidance technician, school counselor or ROP staff member were:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Fair	Poor
I	1447 50%	1013 35%	303 10%	118 4%	33 1%
323 Responses					




- 9.** I received supportive assistance that is helping me or has helped me to succeed in my ROP class(es) from: (Select all that apply)

ROP career specialist on my campus		701	24%
ROP counselor		427	15%
ROP teacher		2129	73%
ROP staff member		183	6%
School teacher or guidance member		581	20%
Other, please specify		145	5%

- 10.** The supportive assistance I am receiving is helping me or has helped me to succeed in my ROP class(es).

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	1298 44%	1380 47%	92 3%	42 1%	125 4%
121 Responses					

- 11.** I received information about how ROP courses can be used to:

Earn college credit or advanced placement in college		2069	77%
Satisfy the UC/CSU elective a-g credit		1102	41%
Comments:		155	6%

- 12.** I am learning about career majors/pathways and requirements, including advanced jobs in this field, further training or education that is needed, and/or available advanced training programs.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	1175 39%	1451 49%	165 6%	42 1%	153 5%
75 Responses					

- 13.** I have access at school to equipment and supplies needed to complete my assignments.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	1592 54%	1116 38%	135 5%	38 1%	86 3%
73 Responses					

- 14.** This classroom environment is safe.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	1915 64%	944 32%	60 2%	39 1%	37 1%
56 Responses					

- 15.** The equipment in this classroom is in good working order.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	1564 52%	1192 40%	156 5%	45 2%	38 1%
86 Responses					

- 16.** This ROP course is helping me to achieve the purpose for which I enrolled.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	1562	1223	95	27	89

	52%	41%	3%	1%	3%
63 Responses					

17. I am learning skills specifically related to a job or career.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	1524 51%	1136 38%	171 6%	32 1%	122 4%
50 Responses					

18. I am improving my knowledge and skills through the use of technology.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	1365 46%	1298 43%	191 6%	50 2%	82 3%
56 Responses					

19. My ROP class is teaching me to locate information using such sources as reference books, manuals, the internet, etc.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	1051 35%	1382 46%	361 12%	77 3%	114 4%
47 Responses					

20. I have received adequate instruction in safety.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	1542 51%	1184 40%	144 5%	23 1%	103 3%
40 Responses					

21. I have the opportunity to use reading skills in this class.

--	--	--	--	--	--

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	1162 39%	1011 34%	603 20%	148 5%	66 2%
39 Responses					

22. I have the opportunity to use writing skills in this class.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	986 33%	846 28%	720 24%	291 10%	155 5%
48 Responses					

23. I have the opportunity to use math, calculating, and/or measurement skills in this class.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	797 27%	658 22%	724 24%	467 16%	348 12%
44 Responses					

24. My ROP class includes instruction on the importance of being on time, meeting deadlines and completing assigned work.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	1555 52%	1193 40%	141 5%	35 1%	53 2%

25. My ROP class is teaching me or is reinforcing the importance of having respect for others.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	1345 45%	1275 43%	204 7%	54 2%	109 4%
40 Responses					

26. We discuss ethical issues in class.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	790 27%	701 24%	698 23%	394 13%	397 13%
37 Responses					

27. I have the opportunity to use problem solving and critical thinking skills in this class.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	1120 37%	919 31%	605 20%	223 7%	122 4%
34 Responses					

28. I have the opportunity to work in teams or groups to complete class assignments.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	1315 44%	736 25%	462 15%	217 7%	265 9%
50 Responses					

29. I have the opportunity to improve my communication skills.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	1349 45%	882 29%	523 17%	167 6%	75 3%
35 Responses					

30. I have the opportunity to assume a leadership role in group activities.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
I	1077	758	629	256	276

	36%	25%	21%	9%	9%
46 Responses					

31. I have the opportunity to ask questions, clarify directions, and receive feedback.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
	I	1734 58%	917 31%	260 9%	50 2%
38 Responses					

32. I am able to demonstrate my learning in a variety of ways, including tests/ quizzes/worksheets.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
	I	1314 44%	936 31%	483 16%	145 5%
34 Responses					

33. I am able to demonstrate my learning in a variety of ways, including writing assignments (essays, letters, research papers, journals).

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
	I	813 27%	787 26%	674 23%	382 13%
37 Responses					

34. I am able to demonstrate my learning in a variety of ways, including hands-on demonstration/skills checks.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
	I	1372 46%	921 31%	454 15%	146 5%
25 Responses					

35. I am able to demonstrate my learning in a variety of ways, including projects.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
	I	1319 44%	842 28%	481 16%	210 7%
27 Responses					



36. I am able to demonstrate my learning in a variety of ways, including oral presentations.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
	I	809 27%	691 23%	671 23%	393 13%
29 Responses					



37. I receive regular information about my progress and performance from my teacher.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Frequently	Often	Sometimes	Seldom	Never
	I	1201 40%	949 32%	558 19%	160 5%
24 Responses					



38. I know how to contact my teacher.

Yes		2785	93%
No		206	7%
Total		2991	100%
46 Responses			

39. I have a good relationship with my teacher.

Yes		2791	94%
No		180	6%
Total		2971	100%
100 Responses			



40. My teacher establishes clear expectations.

Yes		2847	96%
No		124	4%
Total		2971	100%
32 Responses			

41. I am learning job seeking skills, including how to find a job, complete a resume, apply for a job, and interview for a job.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
	I	1210 41%	1027 34%	389 13%	134 4%
51 Responses					

42. I have the opportunity to learn about the business community through guest speakers, field trips, and/or career fairs.

Yes		1897	64%
No		1060	36%
Total		2957	100%
65 Responses			

43. If your ROP class has an internship, or if you currently have a job, please respond to the following statement: I am able to apply what I learned in class projects, lessons, and assignments to the workplace.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
	I	954 44%	788 36%	154 7%	47 2%
63 Responses					

44. I received information about bus passes.

Yes		759	26%
No		2132	74%
Total		2891	100%

Support Staff Survey

Results Overview



Date: 2/12/2009 10:24 AM PST
 Responses: Completes
 Filter: No filter applied

1. Your Position:

Office Staff		11	50%
Support Staff		6	27%
Leadership team		5	23%
Total		22	100%

A. Governance and Leadership

2. Coastline ROP's Board of Trustees adopted mission is: "Provide a dynamic career technical education program that prepares all students for academic and career success." Coastline ROP's mission statement shows a clear purpose.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	16 73%	6 27%	0 0%	0 0%	0 0%
1 Responses					

3. Coastline ROP accomplishes their mission.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	13 59%	9 41%	0 0%	0 0%	0 0%
1 Responses					

4. Coastline ROP's Expectations for Students (ESs) state, "Upon successful completion, Coastline ROP students will have attained the following:" Technical Skills Demonstrate industry-specific skillsUse academic skills in the workplaceUnderstand and use current and emerging technologiesPractice health and safety regulations Personal and Professional Skills Demonstrate effective communication skills Practice teamwork and leadership skills Apply creative problem-solving and critical thinking skills Demonstrate appropriate work ethics and responsibility Exhibit responsible, flexible behavior Career Planning Skills Research career opportunitiesEstablish educational and career goals Apply effective job search strategies Do you agree that ROP's ESs are appropriate and support the organization's mission statement?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	15 68%	7 32%	0 0%	0 0%	0 0%
1 Responses					

- 5.** ROP leadership makes decisions that facilitate the accomplishment of ROP's mission and student achievement of ESs.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	11 50%	11 50%	0 0%	0 0%	0 0%
0 Responses					

- 6.** The decisions for allocating resources support Coastline ROP's Expectations for Students.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	10 45%	9 41%	3 14%	0 0%	0 0%
0 Responses					

- 7.** I feel empowered by the leadership at Coastline ROP to perform my job.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	11 50%	8 36%	2 9%	1 5%	0 0%
2 Responses					

- 8.** Coastline ROP leadership encourages commitment, participation, and shared accountability for student learning.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	12 55%	6 27%	3 14%	1 5%	0 0%

2 Responses

9. ROP leadership and staff are committed to Coastline ROP's purpose.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	14 64%	7 32%	0 0%	0 0%	1 5%
1 Responses					

10. The ROP environment is characterized by a respect for differences, trust, professionalism, support, and high expectations for students.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	14 64%	5 23%	3 14%	0 0%	0 0%
3 Responses					

11. ROP leadership effectively guides the work of ROP.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	10 45%	11 50%	0 0%	1 5%	0 0%
0 Responses					

B. Quality and Safety of Facilities Where You Work

12. The facilities are adequate for me to perform my duties safely and efficiently.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	14 64%	7 32%	1 5%	0 0%	0 0%
1 Responses					

13. The temperature in my work area is comfortable.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	6 27%	16 73%	0 0%	0 0%	0 0%
0 Responses					

14. The lighting in my work area is adequate.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	10 48%	10 48%	1 5%	0 0%	0 0%
1 Responses					

15. The furniture is adequate.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	11 50%	10 45%	1 5%	0 0%	0 0%
3 Responses					

16. I have easy access to communication in case of emergencies.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	14 64%	8 36%	0 0%	0 0%	0 0%
0 Responses					

17. Safety practices and procedures are followed, including drills.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	11 50%	11 50%	0 0%	0 0%	0 0%

0 Responses

18. The restrooms are clean and adequate.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	6 27%	12 55%	4 18%	0 0%	0 0%
3 Responses					

19. Parking is adequate and the lot is safe.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	13 59%	9 41%	0 0%	0 0%	0 0%
0 Responses					

C. Support for Your Job

21. I have received adequate orientation/training.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	10 45%	11 50%	1 5%	0 0%	0 0%
0 Responses					

22. I am provided with professional growth opportunities.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	9 41%	11 50%	1 5%	1 5%	0 0%
0 Responses					

23. I have adequate equipment/technology to do my job.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	10 45%	12 55%	0 0%	0 0%	0 0%
0 Responses					

24. I know the procedures for acquiring and maintaining adequate supplies and equipment.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	13 59%	8 36%	0 0%	0 0%	1 5%
0 Responses					

25. Broken equipment is repaired or replaced in a timely manner.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	13 59%	9 41%	0 0%	0 0%	0 0%
1 Responses					

26. I have access to help with technology questions.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	17 81%	4 19%	0 0%	0 0%	0 0%
2 Responses					

27. There is sufficient time for me to meet deadlines related to my job.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	9 41%	12 55%	1 5%	0 0%	0 0%

0 Responses

D. Communication and Organizational Support

29. Communication is satisfactory.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	5 23%	13 59%	3 14%	1 5%	0 0%
3 Responses					

30. I feel comfortable and respected when making suggestions or asking questions.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	8 36%	11 50%	2 9%	1 5%	0 0%
3 Responses					

31. I am comfortable taking my concerns to all levels of administration.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	10 48%	6 29%	4 19%	1 5%	0 0%
2 Responses					

32. My supervisor is knowledgeable and supportive of my work.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	9 43%	12 57%	0 0%	0 0%	0 0%
2 Responses					

33. My supervisor is fair, and I am satisfied with our professional relationship.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	10 48%	9 43%	2 10%	0 0%	0 0%
2 Responses					

34. The employee evaluation process is clear, fair, and allows for my input.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	10 45%	9 41%	1 5%	0 0%	2 9%
0 Responses					

35. Other staff members are courteous and efficient in responding to my work-related needs.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	11 50%	10 45%	1 5%	0 0%	0 0%
1 Responses					

36. I am satisfied with opportunities for professional advancement within the organization.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	10 45%	10 45%	1 5%	1 5%	0 0%
1 Responses					

37. Notification of employment opportunities is timely and hiring practices are fair.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	12 55%	8 36%	0 0%	0 0%	2 9%

0 Responses

38. I am aware of the services offered by the ROP Student Services Department.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	14 64%	7 32%	0 0%	0 0%	1 5%
1 Responses					

39. I am involved with budget planning, including the allocation of resources.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I	8 38%	5 24%	3 14%	2 10%	3 14%
0 Responses					

E. Extracurricular Involvement Please indicate the level of your involvement in the following activities:

40. Distinguished Student Recognition Process/Ceremony

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Involved	Somewhat Involved	Occasionally Involved	Not Involved
I	7 32%	8 36%	5 23%	2 9%
2 Responses				

41. WASC accreditation process: Building Student Success

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Involved	Somewhat Involved	Occasionally Involved	Not Involved
I	13 59%	7 32%	2 9%	0 0%
0 Responses				

42. Help enroll students in classes

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Involved	Somewhat Involved	Occasionally Involved	Not Involved
I	5 23%	3 14%	4 18%	10 45%
0 Responses				





43. Directly interact with the public/students

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Involved	Somewhat Involved	Occasionally Involved	Not Involved
I	4 18%	10 45%	8 36%	0 0%
0 Responses				

45. Number of years employed by Coastline ROP

Less than 2 years		6	27%
3-5 years		5	23%
6-9 years		2	9%
Over 10 years		9	41%
Total		22	100%

46. Please indicate the highest level of education that you have completed.

High school graduate		3	14%
2 years of college		5	24%
College graduate		9	43%
Post-graduate degree		4	19%
Total		21	100%

BUILDING STUDENT SUCCESS

CLASSROOM OBSERVATION AND STUDENT INTERVIEW

- Please observe students and complete the Classroom Observation form. Observe students; do not evaluate the teacher.
- Please interview one student and complete the Student Interview form.
- Classroom visits should last a minimum of 30 minutes. The length of internship visits may vary.
- Do not put the name of the teacher you are visiting anywhere on the form.
- You may complete these forms and return to Linda Kallow or Margy Plum at the Presidio site on or before **Friday, November 14, 2008**.

Date: _____
Class visited: _____
Internship site visited: _____
Time Arrived: _____ Time Departed: _____

A. What are students learning?

Topics:

B. How are students learning? (Check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Reading assignment | <input type="checkbox"/> Taking a test or a quiz |
| <input type="checkbox"/> Writing assignment | <input type="checkbox"/> Working individually |
| <input type="checkbox"/> Receiving information | <input type="checkbox"/> Viewing videos |
| <input type="checkbox"/> Applying skills | <input type="checkbox"/> Participating in collaborative activities |
| <input type="checkbox"/> Practicing new skills | <input type="checkbox"/> Using resources other than textbook |
| <input type="checkbox"/> Presenting information | <input type="checkbox"/> Participating in discussion |
| <input type="checkbox"/> Observing a demonstration | <input type="checkbox"/> Role playing |
| <input type="checkbox"/> Using technology/tools/equipment | <input type="checkbox"/> Internship, comment below |
| <input type="checkbox"/> Other, comment below | |

Comments:

C. How will students be assessed? (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Student portfolios | <input type="checkbox"/> Group projects |
| <input type="checkbox"/> Student journals or notebooks | <input type="checkbox"/> Role playing |
| <input type="checkbox"/> Tests/quizzes | <input type="checkbox"/> Teacher observation of student |
| <input type="checkbox"/> Oral presentations | <input type="checkbox"/> Site supervisor evaluation |
| <input type="checkbox"/> Research papers or projects | <input type="checkbox"/> Work product |
| <input type="checkbox"/> Written assignments | <input type="checkbox"/> Other, comment below |

Comments:

D. Taken as a snapshot, what did the students demonstrate during your visit?

- | | |
|---|---|
| <input type="checkbox"/> Engaged in work | <input type="checkbox"/> Critical thinking/problem-solving skills |
| <input type="checkbox"/> Listening | <input type="checkbox"/> Interpreting tables/diagrams/charts |
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Computing/math/measurement skills |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Participation from most students |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Ability to work cooperatively |
| <input type="checkbox"/> Interest in subject | <input type="checkbox"/> Ability to work independently |
| <input type="checkbox"/> Respect for others | <input type="checkbox"/> Showing initiative (asking questions) |
| <input type="checkbox"/> Ability to follow directions | <input type="checkbox"/> Other, comment below |

Comments:

E. Identify ESs exhibited by students during visitation (check all that apply)

Technical Skills

- Demonstrate industry-specific skills.*
- Use academic skills in the workplace.*
- Understand and use current and emerging technologies.*
- Practice health and safety regulations.*

Personal and Professional Skills

- Demonstrate effective communication skills.*
- Practice teamwork and leadership skills.*
- Apply creative problem-solving techniques and critical thinking skills.*
- Demonstrate appropriate work ethics and responsibility.*
- Exhibit responsible, flexible behavior.*

Career Planning Skills

- Research career opportunities.*
- Establish educational and career goals.*
- Apply effective job search strategies.*

Comments:

F. What provisions/adjustments are made for students with special needs?

Please describe:

G. What evidence did you find that our ROP is providing a challenging, coherent, and relevant curriculum for each student?

Please describe:

H. What evidence did you find that our students are benefiting from a variety of learning experiences that actively engage them in a high level of learning consistent with our Expectations for Students (ESs)?

Please describe:

I. Based on your observation of students and your interview, list an area of strength and an area for improvement.

Strength:

Improvement:

BUILDING STUDENT SUCCESS STUDENT INTERVIEW

A. Classroom Experience

1. What industry-specific skills have you learned in this class?

 2. What personal and professional skills have you learned in this class?

 3. What career planning skills have you learned in this class?

 4. What kinds of projects do you do in this class?

 5. How does your teacher assess you?

 6. What do you like best about this class?

 7. What would you change?

-

B. Career Plans

1. Has your ROP course helped you make a career decision?
If yes, were you influenced by: (Check all that apply.)
 - Teacher
 - Internship experience
 - Course content

Comments: _____

2. Check the career field you plan to enter:

- | | |
|---|--|
| <input type="checkbox"/> Business | <input type="checkbox"/> Marketing |
| <input type="checkbox"/> Health | <input type="checkbox"/> Science |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Computer Technology |
| <input type="checkbox"/> Education | <input type="checkbox"/> Hospitality and Tourism |
| <input type="checkbox"/> Cosmetology | <input type="checkbox"/> Food Services |
| <input type="checkbox"/> Animal Health Care | <input type="checkbox"/> Criminal Justice |

Comments: _____

C. Educational Plans

1. Has your ROP course inspired you to take courses beyond high school?
If yes, were you inspired by: (Check all that apply.)

- Teacher
- Internship experience
- Course content
- Other, comment below

2. Did your ROP experience help you select a college major?

3. Are you planning to attend:

- Community college (2 years)
- State college (4 years)
- University
- Private trade school

Comments: _____

D. Job Search

1. Did you learn how to find and apply for a job in your ROP course?

- Find a job.
- Fill out an application.
- Write a resume.
- Interview for a job.
- Follow up after an interview.

Comments: _____

Evidence List WASC Self-study Findings

Description	Staff	A	B	C	D
1. ADA Reports by District	Jeanne				X
2. Adult Enrollment Forms	Traci			X	
3. Advisory Committee Meeting Minutes	Tammy		X	X	
4. Affiliation Agreements	Tammy			X	
5. Agenda of adoption	Kate	X			
6. Agreements for Services with Vendors	Karen				X
7. AIM Enrollment and Registration Rosters	Jeanne/Traci			X	
8. AIM Instruction Manual	Jeanne/Traci			X	
9. Annual Audit Reports	Karen				X
10. Annual Reports 2008-2009 Priorities	Karen/Kate	X			
11. Annual Student Telephone Survey (which includes job placement and post-secondary education enrollment information)	Jeanne		X		
12. Applications for Externships	Tammy		X		
13. Articulation Agreements	Tammy		X		X
14. Award Night Programs	Traci			X	
15. Benefit Package & Enrollment Plan	Roni				X
16. Best Practices Binder	Traci			X	
17. Biennial Course Review	Tammy		X		X
18. Board Agenda/Minutes	Kate				X
19. Board/Administrator Survey	Alex				X
20. Board Policy Manual	Karen/Kate				X
21. Budget	Karen				X
22. Budget Adjustment/Transfer Resolutions	Karen				X
23. Budget Reports	Karen				X
24. Budget Spreadsheets	Karen				X
25. Building Improvement Plans	Karen				X
26. Bulletin Announcements	Traci			X	
27. Bus Pass Log	Karen				X
28. Business Services Procedures Manual	Karen				X
29. Business Survey	Alex	X			
30. California School Accounting Manual	Karen				X
31. CalWORKs/EDD documentation	Traci			X	
32. CAROCP Course Outline Template On Line	Tammy		X		

Description	Staff	A	B	C	D
33. CAROCP Meeting Agendas/Minutes	Kate				X
34. CAROCP Membership List	Kate				X
35. CAROCP Spring In-service Design Award	Tammy			X	
36. Career Center Calendars	Traci			X	
37. Career Center Information on School Websites	Traci			X	
38. Career Exploration Programs (Bridges)	Traci			X	
39. Career Specialist Calendar	Traci			X	
40. Career Specialist Class Visitation Log	Traci			X	
41. Career Specialist Job Description	Traci			X	X
42. Career Specialist Meeting Agenda	Traci			X	
43. Career Specialists' Binders	Traci			X	
44. Career Specialist Survey	Traci	X			X
45. Career Specialists' Portfolios	Traci			X	
46. Career Specialists' Promotional Materials	Traci				X
47. Carl Perkins 132 Grant Budget	Karen				X
48. CDX License & Software	Jeanne		X		
49. Certificate of Achievement with seals	Tammy			X	
50. Chamber of Commerce Memberships	Kate				X
51. Classroom Management Guidelines with all forms	Tammy			X	
52. Classroom Safety Check Forms	Karen				X
53. Schedule of Classes	Traci/ Tammy		X	X	X
54. Coastline ROP's Marketing Materials	Traci			X	
55. Community Based Organization Information	Traci			X	
56. Conference Request Forms/Registrations	Kate				X
57. Consortia Agendas & Minutes	Tammy		X		
58. Contracted Teacher Survey	Alex				X
59. Correspondence between Teachers and Career Specialist	Traci			X	
60. Course Certifications	Tammy		X		
61. Course Descriptions and High School Program Planning Booklets	Traci/ Tammy		X		
62. Course Flyers	Traci			X	
63. Course Outlines	Tammy		X		X
64. Course Sequencing	Tammy				X
65. Course Syllabi	Tammy		X	X	
66. Cover Design Winner	Traci			X	
67. Credential Documentation	Roni				X
68. CTE Equipment Grant Application and Budget	Karen/ Kate/ Tammy				X

	Description	Staff	A	B	C	D
69.	CTE Standards Workshop Notices/Agendas	Tammy				X
70.	CTE Standards	Tammy		X		
71.	Data on ROP Students obtaining high school diplomas, successfully completing the ROP course/s and obtaining industry certification	Jeanne		X		
72.	Delivery Logs	Karen				X
73.	Detail Expenditure Report	Karen				X
74.	Direct Teacher Survey	Alex				X
75.	Discretionary Block Grant Application and Budget	Karen				X
76.	Distinguished Student Nomination Form	Traci			X	
77.	Distinguished Student Recognition Binder	Traci			X	
78.	District Facility Use Agreements	Tammy				X
79.	Documentation Form	Traci			X	
80.	DSR annual summary	Karen/ Traci				X
81.	EDD Verification of Hours Form	Traci			X	
82.	Electronic Purchase Requisition Form	Karen				X
83.	Emergency Drills Documentation	Karen				X
84.	ES's Video	Alex		X		
85.	ES's in Action Lesson Plan	Tammy		X		
86.	ES's Poster in Classrooms	Alex		X		
87.	Event Programs	Traci			X	
88.	Expectations for Students (ESs)	Alex	X	X		
89.	Field Trip Documentation	Tammy			X	
90.	Field Trip Requests	Kate/ Tammy			X	
91.	Financial Reports/Budgets	Karen				X
92.	Flyers, Bulletin Board Displays	Traci			X	X
93.	Focus Group Minutes	Linda/Margy		X		
94.	Formal Evaluation Form for Teachers	Tammy				X
95.	Funding Authorizations from Community Colleges	Tammy		X		
96.	Grade Book	Tammy		X		
97.	Grant Applications	Tammy		X		
98.	Industry Certifications	Tammy		X		
99.	Injury & Illness Prevention Plan (IIPP)	Karen				X
100.	Inspection Documentation	Karen				X
101.	Instructional Inventory Log	Karen				X
102.	Instructional Resource Library	Tammy				X
103.	Internship Site List	Tammy			X	

Description	Staff	A	B	C	D
104. Internship Site Supervisor Evaluation of Students	Tammy		X		
105. Interagency Agreements with Spreadsheets	Karen				X
106. Interagency Meeting Follow Up Letters	Kate/ Tammy				X
107. Interagency Meeting Schedule	Kate				X
108. Inventory	Karen				X
109. Job Announcements & Postings	Roni				X
110. Grade Book	Tammy		X		
111. Labor Market Information	Tammy				X
112. Legislative Conference Requests	Kate				X
113. Lesson Plans	Tammy			X	
114. Lesson Plans – Teacher Notebook	Tammy		X		
115. Links to ROP Website from HS websites	Traci			X	
116. List of Academies	Traci/ Tammy		X		
117. List of Distinguished Student Recognition Medal Winners & Their Applications	Traci		X		
118. Lottery Expenditure Summaries	Karen				X
119. Market Watch On Line	Traci			X	
120. Marketing Consortium MOU	Traci/ Karen			X	
121. Meeting Agendas	Tammy/ Kate Traci/ Jeanne/ Karen	X	X		
122. Mentee Applications	Tammy		X		
123. Mentorship Applications	Tammy		X		
124. Mission Statement	Kate				X
125. New Teacher Handbook	Tammy			X	X
126. New Teacher Orientation Agenda	Tammy				X
127. New Training Site Development Folder	Tammy			X	
128. NMUSD Site Modification Requests	Karen				X
129. OCTA Agreement	Karen				X
130. Outstanding Student and Perfect Attendance Seal	Jeanne			X	
131. Parent and Student Survey Results	Alex			X	
132. Perfect Attendance	Tammy/ Traci			X	
133. Perkins Five-Year Plan	Tammy				X
134. Petty Cash Vouchers	Karen				X
135. Placement Data (annual)	Jeanne		X		
136. Power Point Class Presentations	Traci			X	
137. New Training Site Development Folder	Tammy			X	
138. PowerPoint Handouts	Tammy		X		

Description	Staff	A	B	C	D
139. Principal's Newsletter	Traci			X	
140. Print Request Forms	Alex				X
141. Project Specialist Job Description	Roni				X
142. Promotional materials	Traci			X	
143. Purchase Orders	Karen				X
144. Purchase Requisition Form	Karen				X
145. Purchase Requisitions	Karen		X		
146. Receiving Notice	Karen				X
147. Red Envelope Procedures	Traci			X	
148. Registrations for Workshops	Karen		X		
149. Registration Postcards	Traci			X	
150. Report for Handicapped Pupils Attending and ROP (J22)	Jeanne				X
151. Report of abatement of expenditures	Karen				X
152. Research Group Minutes	Linda/Margy		X		
153. Reverse Interagency Agreements	Karen/ Kate				X
154. ROP Class Schedule	Traci		X		
155. ROP Fact Sheet	Kate				X
156. ROP Student Internship Folder	Tammy			X	
157. ROP Website	Traci		X		
158. SB-70 Grant Budgets	Karen				X
159. Schedule Distribution List	Karen				X
160. School Calendars	Traci				X
161. School House / AIM System Training Schedule	Jeanne				X
162. School Newsletters	Traci			X	
163. School Safety Plan (Emergency Preparedness Plan)	Karen/ Traci				X
164. Senior Award Programs	Traci			X	
165. Signature Flowchart for Purchase Requisitions	Karen				X
166. Sign-In Sheets for Professional Development Activities, including Externships	Tammy		X		
167. Site Grant Budget	Karen				X
168. Site Supervisor Evaluations	Tammy		X		
169. Snap Fashion License & Software	Jeanne/Tammy		X		
170. Snyder Site Lease Agreement	Karen				X
171. Standard Account Code Structure	Karen				X
172. Standards Based Counseling Program Information	Traci			X	
173. State Fiscal Information	Karen				X
174. Statement of Purpose (from Board Policy Manual)	Kate	X			

	Description	Staff	A	B	C	D
175.	Student Ambassador Activities	Traci			X	
176.	Student Community Profile	Tammy			X	
177.	Student 'Compliments from ROP' Postcard	Tammy			X	
178.	Student Interest Polls	Traci				X
179.	Student Observations/Interviews	Alex	X			
180.	Student of the Month	Traci			X	
181.	Student Services Organizational Chart	Traci			X	
182.	Student Survey	Alex	X	X		X
183.	Student Work Samples	Tammy		X		
184.	Superintendent's Letter to Parents	Kate		X		
185.	Support Staff Survey	Alex				X
186.	Syllabi	Tammy		X		
187.	Teacher Focus Group Questionnaire	Tammy		X		
188.	Teacher Handbook	Tammy				X
189.	Teacher Surveys	Alex			X	
190.	Teacher Records	Tammy				X
191.	Teacher Trade Group Response Sheets	Tammy				X
192.	Teacher Training Plans	Tammy		X		
193.	Tech Prep Budget	Karen				X
194.	Tech Prep evidence	Tammy			X	
195.	Tech Ticket Completion Report	Jeanne				X
196.	Tech Tickets	Jeanne				X
197.	Three-D Modeling Grant Application	Tammy		X		
198.	Top Three ES's demonstrated during observations and surveys were: <ul style="list-style-type: none"> • Demonstrated Industry-specific skills • Demonstrated Appropriate work ethics and responsibility • Establish educational and career goals 	Linda/Margy	X			
199.	Training Plans	Tammy			X	
200.	UC/CSU a-g approved course list	Tammy			X	
201.	Video/DVD Library check-out sheet	Tammy				X
202.	Vital Link Documentation	Traci			X	
203.	Website	Traci	X		X	X
204.	Weekly Career Specialist Blog	Traci			X	
205.	Workshop Agendas	Kate/ Tammy		X		
206.	Workshop flyers	Kate/ Tammy				X
207.	Wikispaces	Traci			X	

Glossary

Academy

An educational program comprised of a cross-curriculum team of teachers working together to integrate academic and career technical instruction and activities through an industry focus. Supporting employers provide speakers, field trips sites, mentors, and workplace training. In California, funded career academies are called California Partnership Academies.

Accreditation

A voluntary self-study process intended to validate the quality of a school program. A visiting team comprised of educators not employed by the ROP and assigned by the Accrediting Commission for Schools evaluates (1) the degree to which there is clarity of purpose reflected throughout the program's organization, instructional program, support for students, and the allocation of resources; (2) the degree to which the WASC criteria are addressed; and (3) the degree to which the expected outcomes of the self study are accomplished.

ACSA (Association of California School Administrators)

Coastline Regional Occupational Program is located in ACSA Region XVII.

Action Plan

The ROP's Action Plan addresses identified areas for growth or improvement, which includes detailed process and specific activities, using existing resources.

ADA (Average Daily Attendance)

The basic unit for computing income is produced by full-time equivalent student attendance (240 minutes). For the ROP, 525 hours = 1 ADA. ROP revenue consists of a base amount, or CAP, plus any growth determined by CDE.

Administrative Steering Committee

A committee of designated district administrative personnel and ROP administration who meet as needed to plan strategies for course development, course sequencing, program planning and recruitment.

Advisory Committee/Panel

Representatives from business and industry meet to share current industry trends and verify local labor market needs, job titles and requirements, and discuss employment opportunities. They review and approve course curriculum and suggest relevant changes. Each course is served annually by a formal meeting.

Affiliation Agreement

A legal agreement between a community classroom internship site and the ROP that identifies the responsibilities of the site, teacher, ROP, and the students. It must be signed by the site supervisor and the ROP superintendent and be on file in the ROP office before a student begins an internship.

Articulation

The process enabling a student to move from one educational program to one of higher learning without requiring duplication of courses or levels of competency. The program of higher learning approves the course outline and grants the credit based on certain criteria.

Board of Trustees

The governing body of Coastline ROP comprised of one elected Board of Trustee from each of the five participating districts: Huntington Beach Union, Irvine Unified, Newport-Mesa Unified, Saddleback Valley Unified, and Tustin Unified School Districts.

Building Student Success

The title of the theme chosen by Coastline ROP for its Focus on Learning Self Study for 2008-2009.

Career Specialist

Direct employees provided by the ROP for each of the high school campuses to recruit and support students and act as liaisons between participating schools, ROP teachers, and the ROP administrative office. Services are also extended to students at alternative schools and private schools in the area.

CAROCP (California Association of Regional Occupational Centers and Programs)

The state organization serving the ROCPs in the legislature, continuing education, public relations, and other vital and supportive services.

Career Pathway

A coherent sequence of rigorous career technical and appropriate academic courses that prepares students for postsecondary transition to employment and/or further education and training.

CBEDS (California Basic Education Data System)

Codes and titles used for approval and reporting of all California secondary career technical education courses.

Certificates of Recognition

Given to students who complete ROP courses, may include earned seals for perfect attendance, outstanding student status and academic achievement (for grades of A or B) and are being revised to include acquired competencies.

COLA (Cost-of-Living Adjustment)

Additional funding typically authorized through legislation to offset inflation as resourced by the Consumer Price Index. Coastline ROP operates on a merit system and does not give a COLA to employees. In good budget years a COLA increases apportionment funding to offset increased costs.

Course Competencies

Established goals, objectives, and expectations for students to be able to know and demonstrate upon successful completion of a course of study.

Concurrent Enrollment

A student enrolled both in high school and the ROP.

Completer or Leaver

A student who successfully attains expected competencies within the timeframe of the course is a completer. A student is identified as a leaver if he or she exits the course before attaining the competencies and before the course has ended.

Contracted Teacher

A teacher who is employed and evaluated by a participating school district and has the appropriate credential to teach for the ROP. The ROP contracts with the school district for part of their assignment.

Course Description

A brief explanation of course topics and expectations for students to acquire industry-specific technical skills, personal and professional skills, and career planning skills; used as a marketing tool.

Course Outline

A contractual plan, approved by the California Department of Education that allows the ROP to teach courses that include subject area-specific topics, safety instruction and employment preparation.

CVE (Cooperative Vocational Education)

An educational opportunity that combines formal classroom instruction with regularly scheduled paid employment. Students develop and refine competencies needed to acquire skills, improve performance, and advance in an occupation. Students are required to attend a 2 ½ hour control class once per week and work a minimum of nine hours per week.

Direct Teacher

A teacher with a Designated Subject Vocational Education Credential or its equivalent who is employed and evaluated by the ROP.

ESs (Expectations for Students)

Upon successful completion of courses, students will have achieved industry technical skills, personal and professional skills as required by specific industries, and career planning skills. Acquisitions of skills are measurable and are designed to lead to employment and additional education and training.

Evidence

Perceptive and hard data that serve as documentation of self-study findings in areas that include student progress toward meeting the ESs and tangible validation of the clear purpose of the program as identified in the Expected Outcomes. Information includes observation, surveys, data collection and reports, examination and rating of student work.

“Excess” ADA

ADA that is paid to the ROP over the determined cap which is based on the amount of unused ADA by other ROCPs, if any, in the state.

Focus Group

A representative group of stakeholders for each of the four self-study categories: Organization for Student Learning, Curriculum and Instruction, Support for Student Personal and Academic Growth, and Resource Management and Development. Focus groups determine the evidence needed to validate student learning with respect to the program's expected student outcomes, WASC criteria, and they interact with research groups to determine areas of strength and areas of growth for the organization.

Focus on Learning

The protocol for accrediting schools; a process of self-evaluation based on specific criteria that focus on student learning and lead to meaningful program improvement and accountability.

Follow-up

An inquiry or survey of former students who have completed career technical courses.

General Contractors

The themed title chosen by Coastline ROP for the leadership team of the WASC Focus on Learning process for 2008-2009.

Home Groups

Staff organized in job-alike groups to gather and examine evidence to validate the quality of the instructional program with respect to the expected learning results, program standards and WASC criteria within areas of program expertise.

IEP (Individual Education Plan)

A plan designed and approved by stakeholders that is required for students identified for students enrolled in Special Education.

Internship

Courses of study that combine classroom instruction with practical applications and hands-on learning in businesses and industries within the service area.

Job Market/Labor Market

Existing local and regional employment opportunities determined by studies of business-based statistics usually conducted by colleges and universities and business consortia.

JPA (Joint Powers Agreement)

A description of an ROP, such as Coastline ROP, organized under contractual agreement with two or more participating school districts and governed by one elected Board of Trustee member from each district.

Joint Venture Training Agreement

A legal agreement between an employer of a CVE student and the ROP that identifies the responsibilities of the employer and of the ROP and must be signed by the ROP superintendent, the teacher, and a company representative.

Labor Market Report

An analysis of current employment trends and skills required for particular fields.

Performance-Based Assessment

Any evaluation tool or method that requires demonstration of a learned competency.

Perkins Funds: Carl D. Perkins Vocational and Technical Education Act

Federal funding, allocated through CDE, to support the development of academic and career technical skills of secondary and postsecondary students enrolled in career technical education courses. ROCPs receive funding for adults who self-identify as having special needs or representing special populations as described in the Act.

Placement

Successful outcome of career technical education that may include employment in a related field, job promotion, enrollment in higher education or training, or enlistment in the Military.

Portfolio

A collective sample of student work that may be offered in hard-copy or in electronic form and may include documents for job search, a resume, cover letter, and letters of reference.

Professional Development

Opportunities for certificated and classified staff to improve skills related to their jobs that may include workshops, technology training, specialized courses, seminars, or community outreach activities.

Program of Study

A sequence of career technical education courses that lead to certification, employment, and/or postsecondary education or training.

Revenue Limit

The specific dollar amount allotted by the state to each ROCP for one unit of ADA:
1 ADA = 1 unit of revenue.

SCANS (Secretary's Commission on Achieving Necessary Skills)

A federal government report of 1988 that identified skills all students need to sustain successful employment.

School-to-Career

A phrase describing an educational system that includes school-based learning plus work-based learning and supportive activities that assist students in meeting their career goals.

SDAIE (Specially Designed Academic Instruction in English)

Lessons equaling 45 hours of training required by CDE of all high school teachers; designed to improve academic and CTE success for English language learners.

Self Study

A model prescribed by WASC that leads to the development of the School Community Profile; establishment of the Expectations for Students; a progress report of the previous self-study; analysis and the degree to which the ROP supports student learning; and an Action Plan and follow-up process.

Self Study Coordinators

The facilitators of the ROP accreditation process who work in close collaboration with the Leadership Team.

Site Supervisor or Training Site Supervisor

A community classroom site employee who supervises the ROP student during internship and who supports student achievement of the agreed-upon training plan. Site supervisors meet with ROP teachers regularly to evaluate workplace learning.

Site Visitation

A process whereby the ROP hosts a visiting team that shares their insights and perspectives with regard to the evidence of student learning and the instructional program as described in the self-study report, and after visiting classrooms, to validate students engaged in learning activities.

Southern Region Forum

A division of CAROCP in Southern California comprised of ROCP superintendents and directors that meet monthly to discuss items of administrative and legislative interest.

Special Needs

Students who may, or not, be enrolled in special education and require reasonable physical or curricular accommodation and/or other identified supportive services in order to successfully complete career technical education courses.

Stakeholders

People who provide or receive services from the ROP or who have vested interests in the program: students; teachers; parents; business and industry partners, advisors, and training site supervisors; participating school personnel; administrators; staff members; and community agency representatives.

Standards

Identified expectations for learning language arts, math, and science that are imbedded in CTE courses.

Subcontractors

The themed title chosen by Coastline ROP for the Focus Groups of the WASC Focus on Learning process for 2008-2009.

Tech Prep

An articulated sequence of classes that moves students into career paths that transition from high school to community college programs.

Trade Groups

The themed title chosen by Coastline ROP for the Home Groups of the WASC Focus on Learning process for 2008-2009.

Training Plan

An outline of the skills and competencies a student should attain to become proficient in a particular job; serving as a guide to the student and people directly associated with training the student, and as an official record of the student's experiences.

VESL (Vocational English as a Second Language)

Curriculum designed to focus on listening and speaking skills required for proficiency in the workplace.

Vital Link-Orange County

An organization initiated by the American Business Council with the goal to prepare students for the successful transition to meaningful employment.

WASC Leadership Team

Representatives of the administration, certificated and classified staff, who: complete a progress report of the action plan from the previous self-study, facilitate and monitor the self-study process through the development of the current Action Plan, and the coordination of its implementation.

WASC (Western Association of Schools and Colleges)

The Accrediting Commission for Schools comprised of twenty-six representatives from various educational organizations that assists in establishing assessment, planning, implementation, and reassessment based on a vision of successful student learning.

WIA (Workforce Investment Act)

A federal act of 2000 that focuses on "work first" and acquisition of life-long skills needed by job seekers to enter the labor market and inevitably reach economic self-sufficiency.

WIB (Workforce Investment Board)

A governing board established to plan and oversee the administration of WIA funds.

Acronyms

ACSA	(Association of California School Administrators)
ADA	(Average Daily Attendance)
CASBO	(California Association of School Business Officials)
CAROCP	(California Association of Regional Occupational Centers and Programs)
CBEDS	(California Basic Education Data System)
CCAC	(Credential Counselors and Analysts of California)
CCTE	(California Council on Teacher Education)
COLA	(Cost-of-Living Adjustment)
CVE	(Cooperative Vocational Education)
CNA	(Certified Nurse Assistant)
EDD	(Employment Development Department)
ELL	(English Language Learner)
EMT	(Emergency Medical Technician)
ESs	(Expectations for Students)
IEP	(Individual Education Plan)
JPA	(Joint Powers Agreement)
NHRA	(National Hot Rod Association)
OCDE	(Orange County Department of Education)
PTSA	(Parent Teacher Student Association)
RDA	(Registered Dental Assistant)
ROP	(Regional Occupational Program)
SCANS	(Secretary's Commission on Achieving Necessary Skills)
SDAIE	(Specially Designed Academic Instruction in English)
SOCCCD	(South Orange County Community College District)
VESL	(Vocational English as a Second Language)
WASC	(Western Association of Schools and Colleges)
WIA	(Workforce Investment Act)
WIB	(Workforce Investment Board)

COASTLINE ROP

MISSION STATEMENT

Coastline ROP provides students with a dynamic career technical education program that prepares them for academic and career success.

EXPECTATIONS FOR STUDENTS (ESS)

TECHNICAL SKILLS

- Demonstrate industry-specific skills.
- Use academic skills in the workplace.
- Understand and use current and emerging technologies.
- Practice health and safety regulations.

PERSONAL AND PROFESSIONAL SKILLS

- Demonstrate effective communication skills.
- Practice teamwork and leadership skills.
- Apply creative problem solving and critical thinking skills.
- Demonstrate appropriate work ethics and responsibility.
- Exhibit responsible, flexible behavior.

CAREER PLANNING SKILLS

- Research career opportunities.
- Establish educational and career goals.
- Apply effective job search strategies.

