The New Wave of Student Success

A Self-Study Report

COASTLINE
REGIONAL OCCUPATIONAL PROGRAM
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2015

The New Wave of Student Success

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Preface

Coastline ROP began the WASC self-study process in November of 2013. "New Wave of Student Success" was selected as its theme because it signifies the innovative course offerings and experiences that Coastline ROP offers.

The structure for the successful completion of the self-study process was developed based on the unique skill sets of staff members. The assistant superintendent served as the self-study coordinator; an instructional program coordinator served as the report chair; and the former director of student services (and the 2009 WASC self-study coordinator) acted as the process chair. Together with the superintendent, these employees comprised the WASC executive team. To better facilitate the process, the executive team attended the WASC training sessions and created the structure for the self-study process.

The WASC organizational chart and timeline were developed early in the process. Each of the ten criteria were assigned to the staff member most qualified to facilitate the analysis. The report chair guided the authors to determine findings and identify the areas of strength and key issues for each criterion.

Involvement and collaboration of all stakeholders in the self-study process

The WASC self-study process was launched at a staff meeting in December 2013. A more in-depth orientation was conducted in March 2014 where, in addition to learning about their responsibilities, staff members had an opportunity to work collaboratively in groups to review data found in the student community profile and identify possible implications. Additionally, staff members provided input on the mission statement and the development of the Student Learning Outcomes.

Focus groups were formed for criteria 4, 5, 6 and 7. The groups worked diligently under the guidance of their respective chairperson. When necessary, information was gathered from program groups. Overall, staff members were very interested in this initial work and enthusiastic about the process.

Surveys to all stakeholders were conducted beginning in April 2014. Results were analyzed by members of the focus groups and criterion authors to determine findings. In May and June of 2014, all staff members were asked to visit classrooms to observe student at work.

At the opening staff meeting in August 2014, the new mission statement and Student Learning Outcomes were shared with the staff. At the December 2014 staff meeting, authors shared the areas of strength and key issues that emerged within their sections.

Clarification of the school's mission and Schoolwide Learner Outcomes

All staff members were surveyed in February 2013 and asked to review and provide input on the existing mission statement. The cabinet reviewed the suggestions and drafted two proposals. The staff was surveyed again and a new mission statement was selected. The Board of Trustees suggested additional revisions and the mission statement was board approved in August 2014. The entire process is outlined in Criterion 1.

Since ROPs were previously in the secondary model for WASC, it had established Expectations for Students. Upon moving to the postsecondary model, a change to Student Learning Outcomes was necessary. After much research and collaboration, the Coastline ROP cabinet decided to use the Standards for Career Ready Practice as the basis for the development of the Student Learning Outcomes. Staff members worked to develop six SLOs that encompass the Standards for Career Ready Practice. The entire process is detailed in Criterion 1.

Assessment of the actual student program and its impact on student learning with respect to the institutional mission, Schoolwide Learner Outcomes, and the WASC Postsecondary Criteria

The ROP has conducted a thorough assessment of its program using a variety of assessments, including surveying stakeholders, conducting student learning observations, evaluating student work, and analysis of student data. This information served as the basis for the revision of the mission statement and Schoolwide Learner Outcomes. Additionally, the self-study process revealed the organization's areas of strength and key issues. The Action Plan was developed based on the key issues.

Creation of a schoolwide Action Plan that develops specific actions steps to address the identified key issues

Coastline ROP has developed a schoolwide Action Plan that addresses three key issues that emerged from the self-study process as well as the rationale for that selection. In addition, it identifies specific action steps to address the key issues, lists timelines and responsible parties for their completion; describes the means for assessment of progress toward completion, and states the reporting instruments and methods to share information about the initiatives with relevant stakeholders.

Development of an accountability system for monitoring the implementation of the schoolwide Action Plan and analyzing its degree of success

The WASC Action Plan will be incorporated into the organizational priorities beginning in July 2015, and will continue annually until they have been achieved. It will be reviewed and considered by both the cabinet and the Coastline ROP leadership team as an integral part of the organizational planning and budget allocation processes.

As previously explained, existing policies and organizational processes, namely the strategic planning process and identification of annual Coastline ROP Priorities will be utilized to address, monitor and accomplish all action items set forth in the plan. The process for identification of yearly priorities is transparent and widely inclusive. Input from all staff members is solicited and input is recorded then considered by cabinet to formulate the annual priorities. Furthermore, the twice-yearly priorities status reports are completed in March and June respectively, delivered to the Board of Trustees and made available to all staff. Records of both the strategic planning and monitoring of progress on the priorities are documented and reflected in various meeting agendas and minutes as well as the status reports to the board.

As a result of the self-study process, Coastline ROP employees have a richer understanding of the mission it is built upon. This internal examination together with the action plan that has been born from it, will serve to improve the delivery of exemplary career technical education to the students they proudly serve.

WASC Accrediting Commission for Schools

Visiting Committee

Coastline ROP

WASC 2015

CHAIR

Mr. Gary D. Christiansen
Teacher
Bakersfield Adult School

MEMBERS

Ms. Pat Davies
Teacher/Coordinator (retired)

Ms. Evangeline Enriquez
Dental Assisting Program Instructor
Downey Adult School

Ms. Teresa Johnson
Director
Ventura Adult and Continuing Education

Mrs. Carol Tsushima
Assistant Superintendent – Education Services
Colton-Redlands-Yucaipa Regional Occupational Program

Ms. Martha Young-Jones
Assistant Principal (retired)

Coastline Regional Occupational Program

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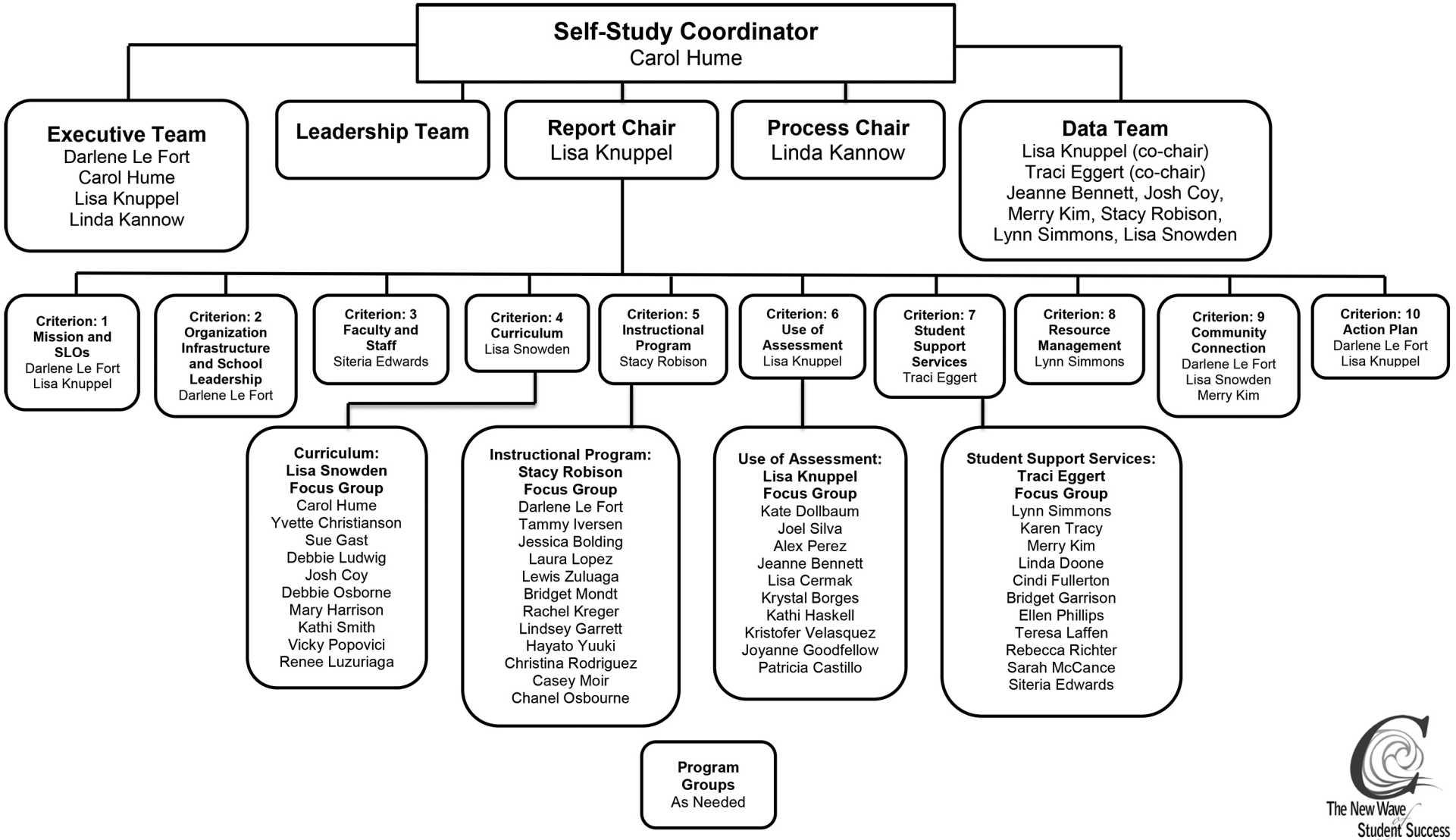
COASTLINE ROP LEADERSHIP TEAM

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



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Coastline Regional Occupational Program

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WASC LEADERSHIP TEAM

Le Fort, Darlene		Superintendent
Hume, Carol		Assistant Superintendent
Kannow, Linda		WASC Process Chair
Simmons, Lynn		Director, Business Services
Edwards, Siteria		Administrator, Human Resources
Eggert, Traci		Manager, Student Services
Bennett, Jeanne		Manager, Technology Services
Knuppel, Lisa		Coordinator, Instructional Programs
Snowden, Lisa		Coordinator, Instructional Programs
Robison, Stacy		Coordinator, Instructional Programs
Ludwig, Debbie		Accounting/Payroll Specialist
Cermak, Lisa		Instructor, Newport Harbor High School
Harrison, Mary		Career Specialist, Costa Mesa High School
Dollbaum, Kate		Administrative Associate to Superintendent and Board of Trustees

WASC 2015

GENERAL TIMELINE AND CALENDAR OF ACTIVITIES

MONTH	WHAT
November 2013	Attend first WASC training Create timeline
	Identify key players • Leadership team • Data team • Focus chairs and groups • Program groups Begin to develop Student Community Profile Begin writing Progress Report
December 2013	Plan WASC Kickoff Prepare orientation for leadership team Prepare staff orientation Review Action Plan, Mission Statement and SLOs Hold first data team meeting Develop templates for classroom observations
	WASC Kickoff (all staff meeting) - December 13, 2013

WASC 2015

GENERAL TIMELINE AND CALENDAR OF ACTIVITIES

MONTH	WHAT
January 2014	Review progress on Action Plan, Student Community Profile, and Progress Report
	Schedule classroom visitations
	Train focus groups • Discuss how to organize program group work • Create worksheets for groups Breakdown criteria
	Leadership Team Orientation – January 10, 2014 Progress Report DRAFT due • Student Community Profile DRAFT due

WASC 2015

GENERAL TIMELINE AND CALENDAR OF ACTIVITIES

MONTH	WHAT
January – February 2014	Review progress on SLOs and Mission Statement Review Student Community Profile and Progress Report Create surveys
March 2014	Attend second WASC training Complete Student Community Profile and Progress Report • Finalize revision of SLOs and Mission Statement
	Schedule classroom visits and observations
	Launch surveys
March – September 2014	Begin focus group work Gather answers/evidence from program groups Begin recording findings Review data from surveys and classroom visits

WASC 2015

GENERAL TIMELINE AND CALENDAR OF ACTIVITIES

MONTH	WHAT
August 2014	Report progress at opening staff meeting August 25, 2014
September 2014 – November 2014	Review first draft of self-study findings Finalize Progress Report and Student Community Profile View WASC training webinar
	Collaborate to finalize self-study findings
December 2014	Incorporate all findings in final report daft
December 2014	WASC update at mid-year staff meeting December 12, 2014 Submit final draft to Leadership Team for review and comments
January 2015	Finalize report Develop Action Plan
February 2015	Send report to visiting team Prepare for visit
March	Visit – March 22-25, 2015

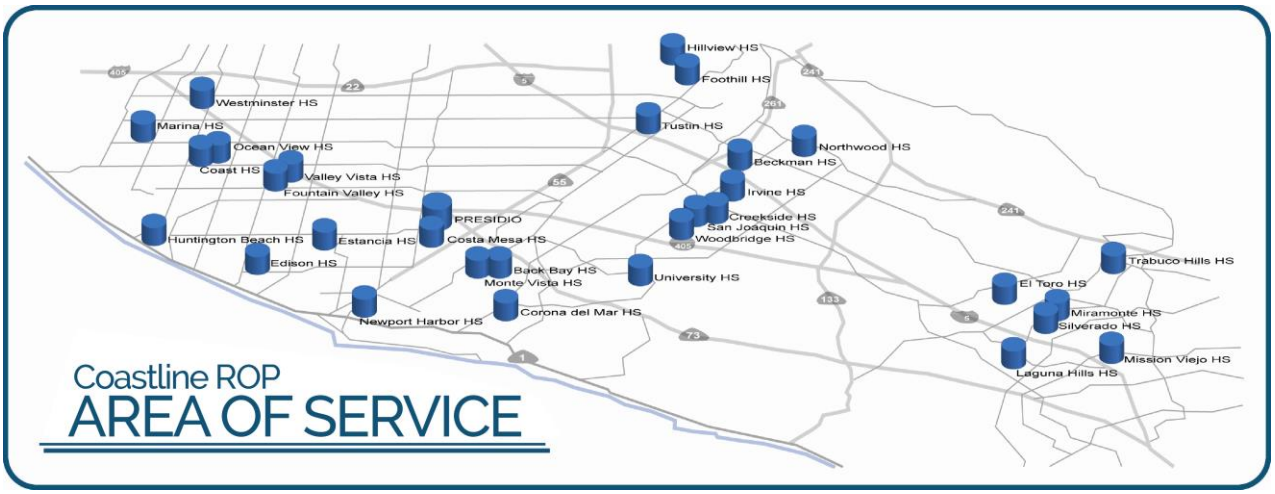
Coastline ROP
School, Community, and Student Characteristics 2014

MISSION STATEMENT

Coastline ROP is an exemplary, innovative career technical education program that prepares students for college and career success and contributes to the economic development of the communities we serve.

Introduction

Coastline ROP is located in central Orange County. It is one of 72 Regional Occupational Centers and Programs (ROC/Ps) in California and one of four ROPs in Orange County. Education Code (EC) 52300 provides the authority to establish an ROC/P to provide quality career preparation and technical education. Three models of ROC/Ps exist in the state of California including county-operated programs, which are administered by the county office of education, single district programs administered directly by a school district, and programs operating under the provisions of a joint powers agreement (JPA) between one or more school districts and the ROC/P. Coastline ROP operates under a JPA with five partner school districts including Huntington Beach Union, Irvine, Newport-Mesa, Saddleback Valley, and Tustin Unified School Districts. The Coastline ROP governing board is comprised of one member from each of its five partner districts' school boards. Coastline ROP's administrative office is located at 1001 Presidio Square, Costa Mesa, CA 92626. The website is www.coastlinerop.net.



History and Governance

In June 1970, at the recommendation of superintendents of 10 Orange County high school districts, an independent agency was hired by the Orange County Department of Education to conduct a study on ROC/Ps. The resulting report, known as the Tadlock Study, was presented to the county superintendents in April 1971. The report recommended the formation of a regional occupational program to serve students in the Huntington Beach Union High School District, Newport-Mesa Unified School District and Tustin Union High School District.

In June 1971, the superintendents of those three districts submitted an application and plan for the formation of Coastline Regional Occupational Program (ROP) to the California Department of Education. On July 9, 1971, with unanimous approval by the State Board of Education, Coastline ROP was established as a Joint Powers Agency for the mutual benefit and in the best public interest of the partners. In 1973, Tustin Union High School District was dissolved and became three separate unified school districts of Tustin, Saddleback Valley, and Irvine, which officially signed onto the JPA in June 1973. The ROP's first administrative office was located at 3303 Harbor Boulevard, Costa Mesa. Coastline ROP moved to its current location in August 1982.

When Coastline ROP was first formed, its three partner districts served 34,000 students, serving primarily high school-aged youth. Based on interest survey of prospective students, the ROP offered a Medical Attendant class as its first course. Three sections of Medical Attendant were offered at Orange Coast College in Costa Mesa, with community learning sites at Tustin Hospital, Huntington Intercommunity Hospital and Hoag Memorial Hospital. Reflecting the ROP's focus on community-based learning and job training, instructors were given the title "training coordinator" rather than "teacher."

From 1971 to 1981, Coastline ROP grew at a rapid pace: enrollment grew 36-fold from 119 to 4,398 students, and course offerings increased 7-fold from 3 to 29.

Coastline ROP Historical Perspective: Enrollment and Student Demographics The First Five Decades

Academic Year	Student Enrollment (Unduplicated)	Male	Female	HS Students	Adults	White	Hispanic	Asian
2011-12	8,634	52%	48%	93%	7%	44%	31%	13%
2001-02	10,069	52%	48%	84%	16%	49%	24%	17%
1991-92	6,800	40%	60%	64%	36%	55%	18%	19%
1981-82	4,398	Data not available	Data not available	Data not available	Data not available	Data not available	Data not available	Data not available
1971-72	119	Data not available	Data not available	Data not available	Data not available	Data not available	Data not available	Data not available

Source: Coastline ROP Archive & Technology Services

Coastline ROP Historical Perspective:
Course Offerings
The First Five Decades

No. of Courses		Courses (1971-2002) with the Most Enrollment Pathways (2011-2012) with the Most Enrollment		
		1st	2nd	3rd
2011-12	63	Arts & Communications	Business & Marketing	Health Sciences
2001-02	74	Microsoft Tools	Computer Graphics	Auto Technology
1991-92	53	Word Processing	Computer Software Applications	Health Occupations
1981-82	29	Computer Program/Data Entry	Retail Sales & Merchandising	Business Office
1971-72	3	Medical Attendant	Auto Services	Personal Services (Cosmetology)

Source: Coastline ROP Archive & Technology Services

In 1984, Coastline ROP completed its first WASC Accreditation process and was awarded a full six-year accreditation. Shifting from a community-based classroom model, the ROP began to offer more courses to augment high school campus offerings. One key priority was to offer a minimum of one program on each of the 17 comprehensive high school campuses served. Further, the ROP began to align its courses toward meeting district graduation requirements.

In the late 1980s, the ROP faced shrinking education funding and declining high school student enrollment in three partner districts. To address the downward trend in enrollment, the ROP increased instructional and support services for adult students and women re-entering the workforce. Consequently, enrollment of adult students increased 40 percent by 1991, with 60 percent of the students being female. Minority enrollment rose to an all-time high of 45 percent.

During the 1990s, the Tech-Prep Education initiative was established by the California Department of Education, making ROPs key providers of career preparation and workplace learning. At that time, Coastline ROP aligned its courses with career pathways and sought to involve high school and community college math, science and English instructors to increase the emphasis on technical reading and writing, and to enhance rigor and relevance in career preparation programs targeted to college bound students.

Due to the further changes in state funding for education in the mid-1990s, the ROP again emphasized high school enrollment, and began offering alternative schedule options such as “0” period high school class sections and after-school classes meeting two days per week instead of five. In the 1999-2000 academic year, ROP enrollment surpassed 10,000 students, 82 percent of which were high school aged. The legislative trend to focus on high school students has continued. In 2006, Assembly Bill

2448 required ROPs to reduce its adult student population to 10% or less. As a result, Coastline ROP reduced its adult student population to a single digit percentage.

On July 1, 2013, as part of the 2013-14 state budget, Governor Jerry Brown signed the K-12 Local Control Funding Formula (LCFF) into law. Under the LCFF, funding for categorical programs, including funding for ROCPs, was consolidated into one revenue stream to school districts. A Maintenance of Effort provision required school districts and county offices of education to maintain funding of ROC/Ps at the 2012-13 level in 2013-14 and 2014-15 only. In November 2014, Coastline ROP entered into a new Joint Powers Agreement with each of its five partner districts which secures funding for the ROP from all districts henceforth.

Staff

As of the fall semester 2014, Coastline ROP has a total of 177 employees, including teaching staff and non-teaching staff. Teachers are hired either directly or indirectly through contracted agreements with the participating districts. As of the 2014 fall semester, 52 percent of Coastline ROP teachers were direct-hires and 48 percent were contracted through partner districts. All teachers are appropriately credentialed and possess industry-related experience.

Coastline ROP Staff: All Direct Employees

Academic Year	Direct Certificated/ Teachers F-T & P-T	F-T Certificated Support Staff	Classified Management	F-T Classified	P-T Classified	F-T Career Specialists	P-T Career Specialists	Administrative Leadership Team	Total Direct Employees
2014-2015	65	4	3	15	4	4	18	3	116
2013-2014	60	5	3	15	3	3	19	3	111
2012-2013	64	5	3	17	1	3	19	3	115
2011-2012	62	5	3	17	1	3	19	4	114

Full-time certificated staff work 30+ hours per week. Part-time certificated staff work 29 or fewer hours per week. Full-time classified staff work 40 hours per week. Part-time classified staff work 39 or fewer hours per week. Management staff includes certificated and classified positions.

Source: ROP Human Resources

Coastline ROP Staff: Direct & Contracted Teachers

Academic Year	P-T Contracted Certificated/ Teachers	F-T Direct Certificated/ Teachers	P-T Direct Certificated/ Teachers	Total No. of Direct & Contracted Teachers
2014-2015	61 (49%)	18 (14%)	47 (37%)	126
2013-2014	67 (55%)	11 (9%)	44 (36%)	122
2012-2013	67 (53%)	15 (12%)	44 (35%)	126
2011-2012	68 (54%)	12 (10%)	45 (36%)	125

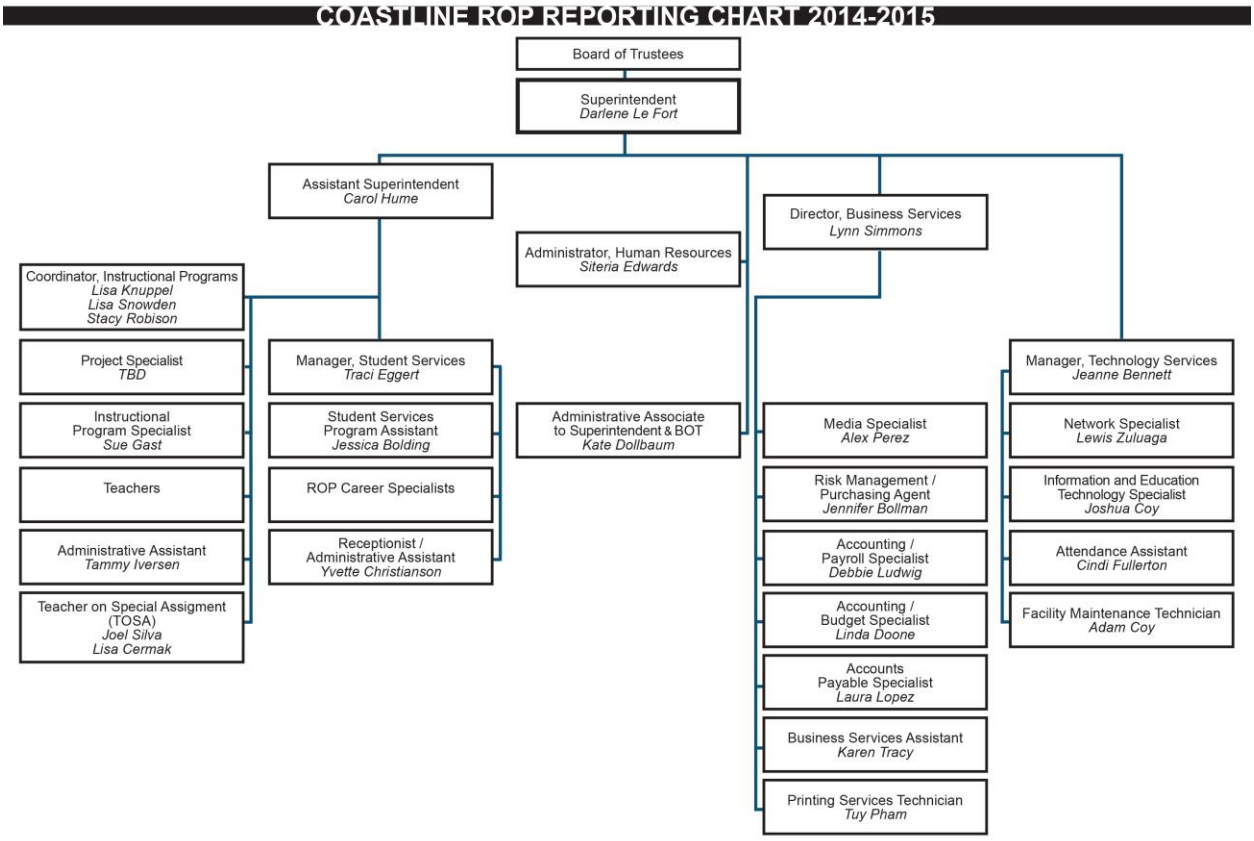
Source: ROP Human Resources

The major ethnicity of Coastline ROP direct employees is white, followed by Hispanic and Asian.

Coastline ROP Staffing: Direct Employees – Ethnicity

Academic Year	American Indian or Alaskan	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White
2014-2015	0	4 (3%)	0	0	23 (17.7%)	4 (3%)	99 (76%)
2013-2014	0	5 (4%)	0	0	23 (17.4%)	3 (2.2%)	101 (76.4%)
2012-2013	0	5 (4%)	0	0	23 (18%)	4 (3.2%)	94 (74.6%)
2011-2012	0	5 (4%)	0	0	23 (18%)	4 (3.2%)	94 (74.6%)

Source: ROP Human Resources



Coastline ROP's Instructional Services department is composed of an assistant superintendent, three instructional coordinators, an instructional program specialist, two teachers on special assignment, an education and partnership development specialist, and an administrative assistant. The supervision of teachers and programs is divided among the three instructional program coordinators by industry sector. This specialization enables the coordinators to develop more effective professional relationships with their teachers and to maintain consistency in curriculum and instruction among class sections. The instructional program specialist and the teachers on special assignment assist the program coordinators with new teacher orientation, instructional coaching, curriculum development, classroom/internship visitations, and instructional workshops and activities. The education and partnership development specialist position is currently vacant due to a recent resignation. However, the position duties include collaboration with post-secondary institutions, business and industry partners, and community organizations to build partnerships, increase work-based learning opportunities and post-secondary articulations for students, and enhance professional growth opportunities for teacher and career specialists.

Coastline ROP provides student support services through career specialists based at each of its comprehensive and alternative high school sites, and on the campus of the Paul E. Snyder Administrative Center in Costa Mesa. ROP career specialists serve as liaisons between schools, parents, and the ROP. Career specialists assist students and school site counselors with course selection and placement, and conduct a variety of other marketing, recruiting, and registration activities. Adult students receive career guidance, referral services, and supportive assistance directly from student services personnel at the Snyder Site and through the Coastline ROP website.

The Coastline ROP Student Services Department has been recognized for exemplary practices and educational excellence by the California Department of Education, which awarded it the "Model Programs and Practices" designation for Student Support Services in years 2007-2010 and 2011-2014.

Programs

Coastline ROP offers classes at 21 comprehensive high schools, five continuation schools, four alternative schools, and the campus of the Paul E. Snyder Administrative Center. In fall 2014, ROP offered 256 class sections of more than 70 different courses. In fall 2014, the largest percentage of courses and course sections offered were in the Arts, Media and Entertainment sector, followed by the Health Sciences and Medical Technology, and Marketing, Sales and Services sectors.

ROP courses are approved by the Board of Trustees and certified by the California Department of Education (CDE). Coastline ROP offers courses in 13 of the 15 industry sectors defined by the California CTE State Standards.

Fall 2014 Coastline ROP Courses & Sections Offered - By Industry Sector

Industry Sector	# of ROP Courses Offered	% of All Courses Offered	# of ROP Course Sections Offered	% of All Course Sections
Agriculture & Natural Resources	6	8%	8	3%
Arts, Media, & Entertainment	**13**	**18%**	**105**	**41%**
Building & Construction Trades	1	1%	3	1%
Business & Finance	4	6%	13	5%
Education, Child Development, & Family Services	4	6%	6	2%
Engineering & Architecture	5	7%	8	3%
Health Science & Medical Technology	**12**	**17%**	**30**	**12%**
Hospitality, Tourism & Recreation	6	8%	13	5%
Information & Communication Technologies	3	4%	14	5%
Manufacturing & Product Development	1	1%	2	0%
Marketing, Sales, & Service	**7**	**10%**	**19**	**7%**
Public Services	7	10%	17	6%
Transportation	2	3%	18	7%
Total Number of Courses Offered = 71	**Total Number of Course Sections Offered = 256**			

Source: Instructional Services

Historically, the ROP excels in providing work-based learning opportunities, particularly courses that include internships and "cooperative" components that combine employment with classroom instruction. The economic recession of 2009-12 reduced to the number of internship sites, and negatively impacted the availability of part-time employment for high school students. Many businesses partners opted to reduce internship positions and/or to hire more experienced workers. As a result, the ROP experienced significant difficulty establishing internship sites for students; likewise, students experienced challenges in finding or keeping part-time jobs, which reduced enrollment in "co-op" classes. This resulted in a lower number of internship and co-op course offerings.

ROP Internship and Co-Op Courses 2010-14

Description	2013-14	2012-13	2011-12	2010-11
No. of Internship Course Sections Offered	46	51	56	58
No. of Co-op Course Sections Offered	8	8	10	12
Total Sections of Co-Op & Internship Sections Offered	54	59	66	70

Source: Technology Services

In pursuit of its mission to prepare students for both academic and career success, Coastline ROP offers courses that meet the University of California/California State

University's Laboratory Science (d), Visual and Performing Arts (f), or Elective (g) admission requirements. Since the last WASC self-study, seven additional courses have been developed and approved, including Film and Digital Media Studies ("f"); Advanced Visual Imagery ("f"); Art of TV & Video Production ("f"); Introduction to Product Design & Engineering ("g"); Entrepreneurship ("g"); Engineering Design & Development ("g"), and Sports Medicine ("d").

As of spring 2014, 118 course sections representing 47 percent of all ROP course offerings are UC/CSU "a-g" approved. In spring 2015, the number of UC/CSU "a-g" approved sections increased to 122.

ROP Courses 2009-10 thru 2013-14

Academic Year	# of ROP Courses Offered	# of ROP Course Sections Offered	# of Courses UC a-g Approved	% of Courses UC a-g Approved	% of Course Sections UC a-g Approved
2013-2014	71	252	13	18%	118 (47%)
2012-2013	64	252	11	17%	98 (38%)
2011-2012	66	255	9	13%	92 (36%)
2010-2011	66	272	8	13%	100 (37%)
2009-2010	67	261	8	12%	88 (33%)

Source: Instructional Services

Further, the ROP maintains 34 articulation agreements with eight local community colleges and two private 4-year institutions. Articulations facilitate students' seamless transition from high school to college. By successfully completing an articulated course, a high school student can earn advanced placement in a community college program and community college course credit up to four units. A comprehensive course sequence matrix helps to guide students in matriculation and use of course articulations.

Since the last WASC self-study, all Coastline ROP classes have been aligned with the 15 new state-adopted industry sectors. Also, the following new classes have been developed or adopted and offered for the first time. All courses new courses focus on Science, Technology, Engineering, Arts and Math (S.T.E.A.M.):

- AP Computer Programming
- Art of TV and Video Production
- Culinary Arts
- Engineering Design and Development
- Engineering Innovations
- Environmental and Energy Technology
- Film & Digital Media Studies

- Fire Science 101 and Fire Science 102
- Introduction to Product Design and Engineering
- Manufacturing Engineering Technology
- Pharmacy Technician Internship
- Sports and Entertainment Marketing
- Sustainable Urban Agriculture

To provide adult students with additional training opportunities, the following fee-based courses leading to certification have been offered: Nursing Assistant Pre-Certified Internship (C.N.A.), Dental Assistant Chairside & Radiology, Dental Radiology, Medical Assistant Back Office Internship, and Emergency Medical Technician. These new courses have been well-received by students and the community, as evidenced by high enrollment and wait-list numbers.

Annual Calendar

The annual school calendar follows a traditional semester system. Funds permitting, summer sessions are offered at both the Snyder Site and select partner high school campuses.

Class Size and Typical Student Load

The typical ROP class size is 27. A typical average student load is 1.37 ROP classes.

Demographics

Coastline ROP Student Enrollment – 2008 to 2014

Enrollment Unduplicated	Male		Female		Total	High School		Adult	
2013 - 2014	4,317	52%	3,916	48%	8,233	7,863	96%	370	4%
2012 - 2013	4,335	52%	3,995	48%	8,330	7,839	94%	491	6%
2011 - 2012	4,456	52%	4,178	48%	8,634	8,068	93%	566	7%
2010 - 2011	4,732	52%	4,338	48%	9,070	8,511	94%	559	6%
2009 - 2010	4,957	53%	4,424	47%	9,381	8,715	93%	666	7%
2008 - 2009	5,196	52%	4,828	48%	10,024	9,120	91%	904	9%

Source: ROP Technology Services

In 2008-09, Coastline ROP served 10,024 students, comprised of 91 percent high school students and 9 percent adult students. During the 2013-14 school year, Coastline ROP served 8,233 students, with high school students accounting for 96 percent and adults comprising 4 percent of enrollment. These enrollment numbers are unduplicated: students who attended more than one class were counted only once. The ROP's adult enrollment is in compliance with the California State Assembly Bill 2448 which mandates that a maximum of 10 percent of the total student population served can be adults.

Due to a 20 percent budget reduction in 2009, ROP enrollment declined approximately 18 percent from the 2008-09 to 2013-14. Gender distribution of students served by the ROP is similar to that of school district partners, with 52 percent of ROP students being male and 48 percent female

Ethnicity

The major ethnicity of the ROP's student population is white. In 2013-14, the white population comprised 44 percent, followed by Hispanic students who comprised 31 percent and Asian 14 percent, respectively. From 2008-09 to 2013-14, the Hispanic student population increased 4 percent and Asian student population increased by 2 percent, while the percentage of white students decreased by 5 percent.

Coastline ROP Student – Ethnicity

Enrollment by Ethnicity Unduplicated	African American		Alaskan		American Indian		Asian		Filipino		Hispanic		Other		Pacific Islander		White	
2013 - 2014	178	2%	4	0%	94	1%	1,145	14%	204	2%	2,557	31%	348	4%	74	1%	3,629	44%
2012 – 2013	186	2%	6	0%	92	1%	1,118	13%	203	2%	2,608	31%	352	4%	79	1%	3,686	44%
2011 – 2012	182	2%	7	0%	85	1%	1,150	13%	218	3%	2,693	31%	389	5%	74	1%	3,836	44%
2010 – 2011	199	2%	5	0%	63	1%	1,095	12%	224	2%	2,683	30%	405	4%	76	1%	4,320	48%
2009 – 2010	203	2%	2	0%	69	1%	1,090	11%	218	2%	2,978	31%	547	6%	83	1%	4,542	47%
2008 – 2009	202	2%	5	0%	81	1%	1,248	12%	221	2%	2,812	27%	582	6%	97	1%	5,144	49%

Source: ROP Technology Services

The ethnicity of Coastline ROP's student population roughly parallels that of participating high school districts: the majority of students are white, followed by Hispanic, Asian and other remaining minority groups. The exceptions to this pattern are Irvine USD and Tustin USD which have higher numbers of Asian and Hispanic students, respectively.

On the other hand, the English Learner (EL) population of Coastline ROP is less than 1 percent, while its partner districts' EL population ranges from 7.7 percent to 23.2 percent. It is uncertain whether the ROP's EL population is accurately reflected in this data, which reflects students self-reporting via the ROP course enrollment form. However, in fall 2014, the ROP adopted and began implementing the AERIES student information system which is the same system used by all five partner school districts. The AERIES system was adopted with the hope that it would facilitate sharing of student data and provide more complete and accurate data on student demographics and special learning needs.

Coastline ROP Partner Districts 2013-2014: Student Enrollment & Ethnic Diversity

Union/Unified School Districts	Total Std. Enrollment Unduplicated	African Amer.	Amer. Ind. or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Other/No Response	English Learners
Huntington Beach	16,431	1.2%	6.0%	22.5%	1.0%	24.6%	0.7%	40.4%	3.5%	7.7%
Irvine	30,123	2.3%	0.3%	43.7%	2.7%	10.5%	0.4%	34.2%	6.1%	13.2%
Newport-Mesa	22,018	1.3%	0.3%	4.3%	0.9%	43.50%	0.7%	47.7%	1.4%	23.2%
Saddleback Valley	29,731	1.5%	0.3%	6.9%	3.2%	30.6%	0.3%	52.0%	5.3%	13.6%
Tustin	23,949	2.2%	0.2%	16.6%	1.9%	46.4%	0.4%	29.8%	2.5%	21.4%
Coastline ROP	**8,233**	**2%**	**1%**	**13%**	**2%**	**31%**	**1%**	**44%**	**4%**	**1%**
County Total (2012-13)	**501,801**	**1.5%**	**0.5%**	**14.8%**	**1.9%**	**48.3%**	**0.4%**	**29.5%**	**3.1%**	**24.6%**
State Total (2012-13)	**6,226,989**	**6.3%**	**0.6%**	**8.6%**	**2.5%**	**52.7%**	**0.5%**	**25.5%**	**3.1%**	**21.6%**

Source: Calif. Dept. of Ed

Special Populations

The ROP cooperates with special education departments at participating high schools and provides supportive services to students with special needs through classroom modifications. Since 2008-09, there has been approximately a 15 percent increase in economically disadvantaged students and a 2 percent increase in the number of students with disabilities.

Coastline ROP – Special Populations 2008-09 to 2013-14

(Duplicated Enrollment Number)

Academic Year	Economically Disadvantaged		Disabled		Single Parent		Displaced Homemaker		Limited English Proficiency		Special Population Total
2013-14	1,484	(18%)	229	(2.8%)	8	(.1%)	0		72	(.9%)	1,793
2012-13	1,539	(18.5%)	255	(3.1%)	22	(.3%)	5	(.1%)	70	(.8%)	1,891
2011-12	1,373	(15.9%)	343	(4.0%)	47	(.5%)	11	(.1%)	80	(.9%)	1,854
2010-11	473	(5.2%)	198	(2.2%)	45	(.5%)	9	(.1%)	33	(.4%)	758
2009-10	191	(2.0%)	111	(1.2%)	68	(.7%)	10	(.1%)	25	(.3%)	405
2008-09	356	(3.6%)	115	(1.1%)	81	(.8%)	14	(.1%)	31	(.3%)	597

Source: ROP Technology Services

Enrollment Trends by Coastline ROP Pathways & California Industry Sectors

Until the 2013-14 year, Coastline ROP categorized all courses in five career pathways, namely: Arts & Communication, Business & Marketing, Health Sciences, Public Services, and Science & Technology. However, in 2013-14, the ROP shifted its course organization and categorization to align with the 15 industry sectors recognized by the State of California. The chart below shows a "cross-walk" of the intersection between the two categorization systems:

ROP Course Alignment: How Courses Are Categorized

Cross-Walk of Coastline ROP Career Pathways & 15 Industry Sectors

ROP Pathway (Utilized from 2008-2013)	California's 15 Industry Sectors (Adopted 2013-14 to Present)
Arts & Communication	Agriculture & Natural Resources Arts, Media & Entertainment Fashion & Interior Design
Business & Marketing	Business & Finance Marketing, Sales & Services
Health Sciences	Health Science & Medical Technology
Public Services	Education, Child Development & Family Services Hospitality, Tourism & Recreation Public Services
Science & Technology	Building & Construction Trades Energy, Environment & Utilities Engineering & Architecture Information & Communication Technologies Manufacturing & Product Development Transportation

To facilitate the analysis of data for this report, student enrollment data is analyzed primarily by the five career pathways formerly in place, and secondarily by the15 industry sectors.

Comparison of enrollment numbers from the 2008-09 and 2013-14 years demonstrates that enrollment in the Arts & Communication and Health Sciences pathways both increased moderately, while enrollment in the Business and Marketing, Public Services, and Science & Technology pathways have declined by 5 percent, 2 percent and 1 percent respectively. In 2013-14, the Arts & Communication pathway continued to have the highest percentage of students enrolled, followed by Health Sciences, Business & Marketing, Public Services, and Science & Technology pathways.

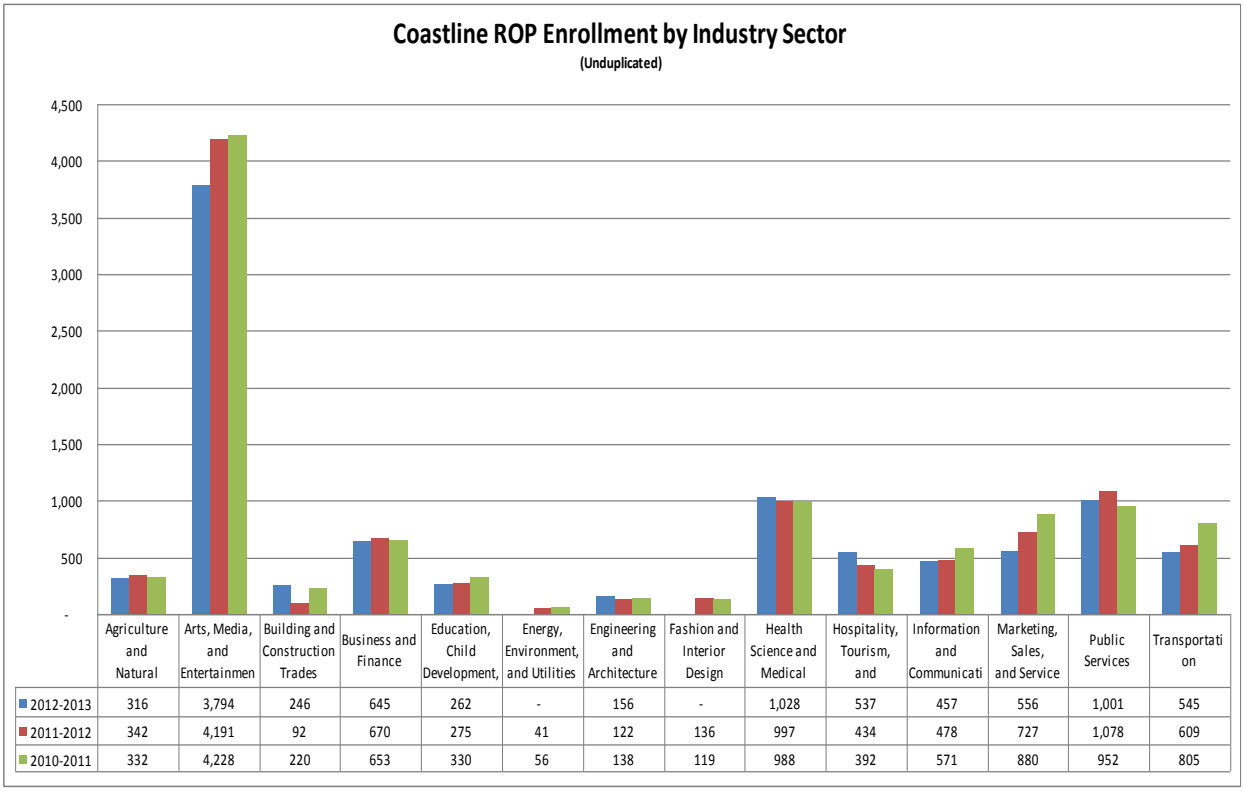
Coastline ROP Student Enrollment by ROP Career Pathway – 2008 to 2014

Enrollment by Coastline ROP Career Pathway Unduplicated	Arts & Communication		Business & Marketing		Health Sciences		Public Services		Science & Technology	
2013 – 2014	3,950	48%	1,104	13%	1,518	18%	875	11%	786	10%
2012 – 2013	3,652	44%	1,219	15%	1,376	17%	1,002	12%	1,081	13%
2011 – 2012	4,053	47%	1,451	17%	1,440	17%	941	11%	749	9%
2010 – 2011	4,337	48%	1,532	17%	1,351	15%	914	10%	936	10%
2009 – 2010	3,772	40%	1,733	18%	1,376	15%	1,238	13%	1,262	13%
2008 – 2009	4,459	44%	1,812	18%	1,394	14%	1,257	13%	1,102	11%

Source: ROP Technology Services

For comparison, the chart below shows student enrollment trends by industry sector. The Arts, Media & Entertainment industry sector has consistently maintained the highest level of student enrollment in recent years, whereas the Energy, Environment and Utilities sector maintains the lowest.

Academic Year 2010-13



	Agriculture and Natural	Arts, Media, and Entertainmen	Building and Construction Trades	Business and Finance	Education, Child Development,	Energy, Environment, and Utilities	Engineering and Architecture	Fashion and Interior Design	Health Science and Medical	Hospitality, Tourism, and	Information and Communicati	Marketing, Sales, and Service	Public Services	Transportati on
2012-2013	316	3,794	246	645	262	-	156	-	1,028	537	457	556	1,001	545
2011-2012	342	4,191	92	670	275	41	122	136	997	434	478	727	1,078	609
2010-2011	332	4,228	220	653	330	56	138	119	988	392	571	880	952	805

Participating High School Unified School Districts

Coastline ROP served a total of 8,233 students in 2013-2014.

Curricula in ROP courses are targeted to students in their junior and senior years of high school. The chart below evidences the percentage of students in grades 11 and 12 in each partner district who take ROP classes. Declines in the percentages of students taking ROP classes in all districts reflect the reduction in available ROP classes that resulted from severe budget cuts in 2009.

Coastline ROP Student Enrollment Trend – By Partner School District
What Percentage of 11th & 12th Graders Take ROP Courses?

Academic Year	HBUHSD	IUSD	NMUSD	SVUSD	TUSD
2013-2014	21%	26%	30%	38%	30%
2012-2013	21%	26%	30%	38%	33%
2011-2012	22%	27%	32%	38%	34%
2010-2011	24%	28%	36%	40%	35%
2009-2010	24%	24%	35%	39%	34%
2008-2009	27%	30%	41%	39%	36%

Source: ROP Technology Services

Community

Population, Ethnicity and Age

Census figures as of January 1, 2014, reflect Orange County's population as 3,113,991, making it the third-largest county in the state of California, behind Los Angeles and San Diego. Orange County is the fifth largest in the nation, with more residents than 22 states! Orange County currently encompasses 34 cities and several unincorporated areas, and demonstrates an average population growth rate of approximately one percent annually.

The population of the twelve cities served by Coastline ROP is 1,134,829, which comprises approximately 30 percent of Orange County's total population. For the past two years, the ROP population growth in the areas served by Coastline ROP ranged from .3 percent for Costa Mesa to 4.9 percent for Irvine. Overall, the population growth in Coastline ROP's service area exceeds that of Orange County as a whole. For the past decade, Irvine has experienced the third highest growth rate in the county, after Anaheim and Santa Ana, respectively.

Population of Coastline ROP Service Area

Cities	January 2014	January 2013	January 2012	% Change 2013-2014	% Change 2012-2013
Costa Mesa	111,846	111,358	110,830	.3%	.5%
Fountain Valley	56,702	56,180	55,847	.8%	.6%
Huntington Beach	195,999	193,616	192,654	1.1%	.5%
Irvine	242,651	231,117	223,870	4.9%	3.2%
Laguna Hills	30,857	30,703	30,564	.4%	.5%
Laguna Woods	16,581	16,500	16,427	.4%	.4%
Lake Forest	79,139	78,501	78,089	.5%	.5%
Mission Viejo	95,334	94,824	94,262	.6%	.6%
Newport Beach	86,874	86,436	86,048	.4%	.5%
Rancho Santa Margarita	48,834	48,550	48,311	.5%	.5%
Tustin	78,360	77,983	76,618	.4%	1.8%
Westminster	91,652	91,169	90,738	.4%	.5%
Total Coastline ROP Service Area	**1,134,829**	**1,116,937**	**1,104,258**	**1.6%**	**1.1%**
Total Orange County	**3,113,991**	**3,081,804**	**3,057,879**	**.8%**	**.8%**

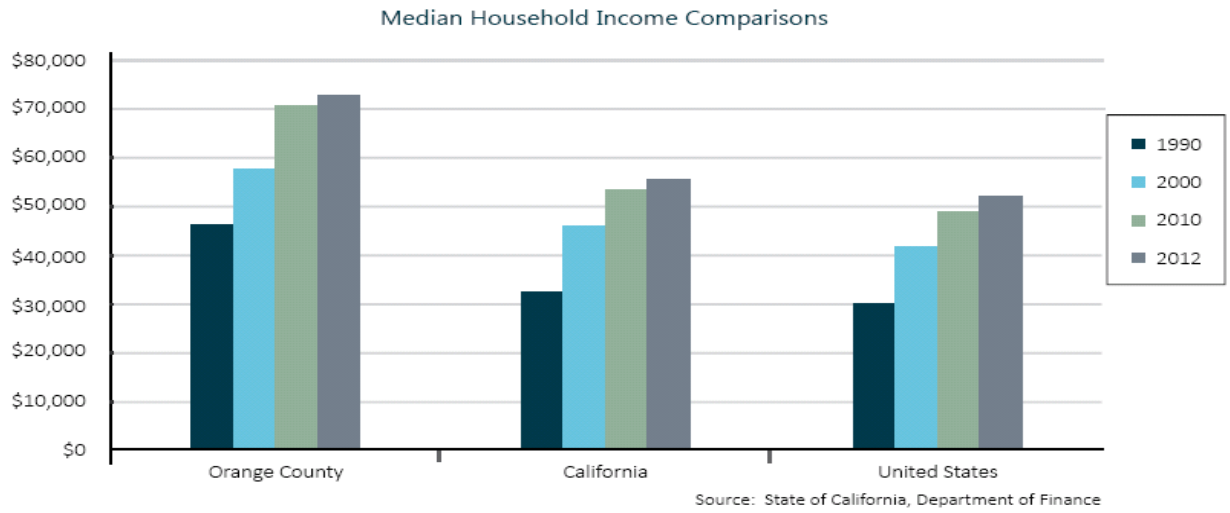
Source: California Department of Finance

The major ethnicity of Orange County residents is white, followed by Hispanic, Asian and other minorities. The county's Hispanic population is projected to increase significantly in coming years, following recent trends, while the white and African-American populations are expected to shrink. Other ethnicities are expected to show moderate growth.

The county's median age is 37. However, this median age is projected to change dramatically, with a projected 142 percent increase in the older adult population and a seven percent decrease in the non-senior population.

Median Household Income

In 2014, the median household income in Orange County was roughly $71,983. This is $15,000 higher than the median household income for California, and $20,000 higher than the U.S. median wage. However, Orange County residents trailed by 3.4 percent at the state level and 1.9 percent at the national level in year-over-year increases in earning power. This is likely due to an increase in lower-paying part-time service sector jobs in the county. Of the twelve cities served by Coastline ROP, Newport Beach has the highest median family income at approximately $109,677. The lowest median income recorded is in Laguna Woods, a retirement community, at approximately $36,818, and Westminster at $54,780.



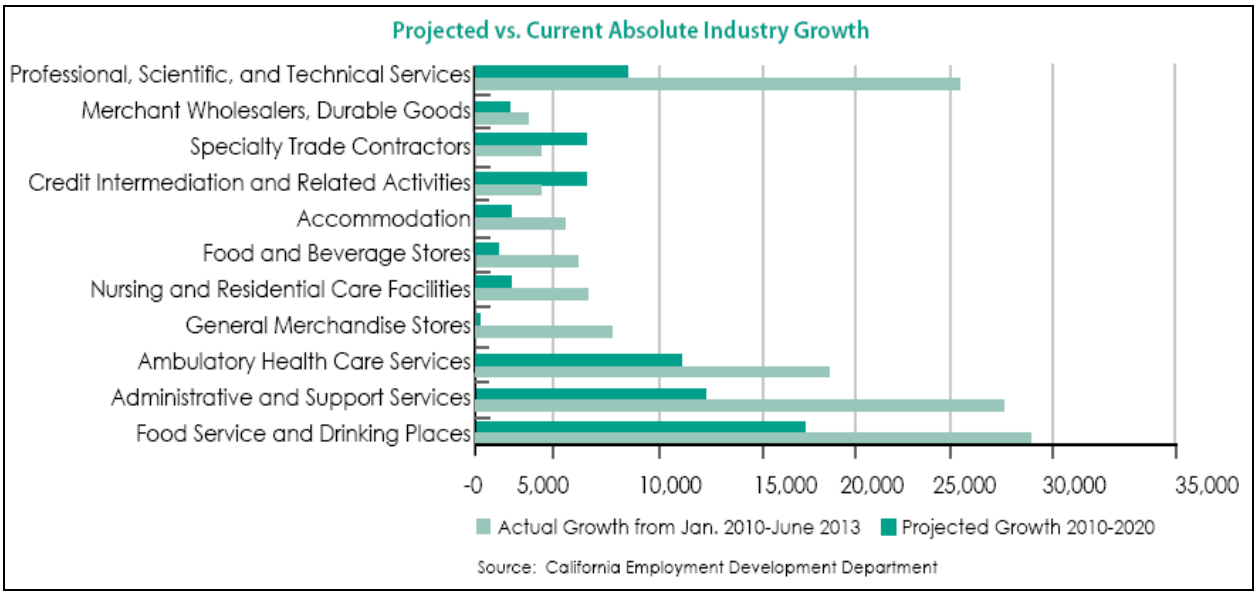
Housing Prices

Orange County is the third most expensive place to live in California, behind San Francisco and Santa Clara counties. Orange County continues to be one of the most expensive places in the nation to buy a home. In April 2014, the median price of an existing single-family detached home in Orange County was $679,820. The hourly wage needed to rent a one-bedroom apartment is $25.24, equating to an annual full-time income of $52,500. The annual income needed to rent a two-bedroom apartment is estimated at $65,770. (Source: 2014-15 Workforce Indicator Report)

Orange County's Economy – Overview

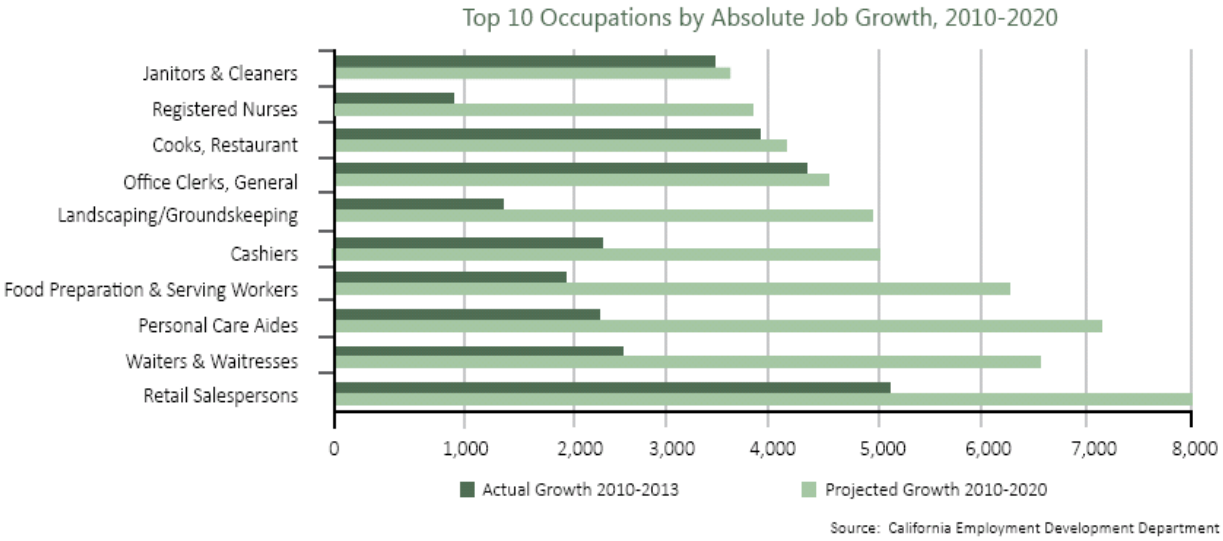
If Orange County were a country, its economy would rank 38th in the world. Orange County is part of the "Tech Coast" that spans from Santa Barbara to San Diego and boasts the world's largest concentration of high technology, computer-related biotechnology, and medical device manufacturing. The high-wage computer and biotechnology industry clusters have contributed greatly to Orange County's economic growth in recent years.

Historically, the county has enjoyed a higher growth rate than the overall national economy and a lower unemployment rate. In May 2014, the unemployment rate in Orange County reached a low level of 4.9 percent, the lowest recorded since June 2008. The county is currently sustaining an economic recovery following the statewide budget crisis, having created 110,000 new private sector jobs since January 2010. Job creation has been evenly distributed across most sectors with the largest gains occurring in Professional and Business Services, Construction, Tourism, and Healthcare.



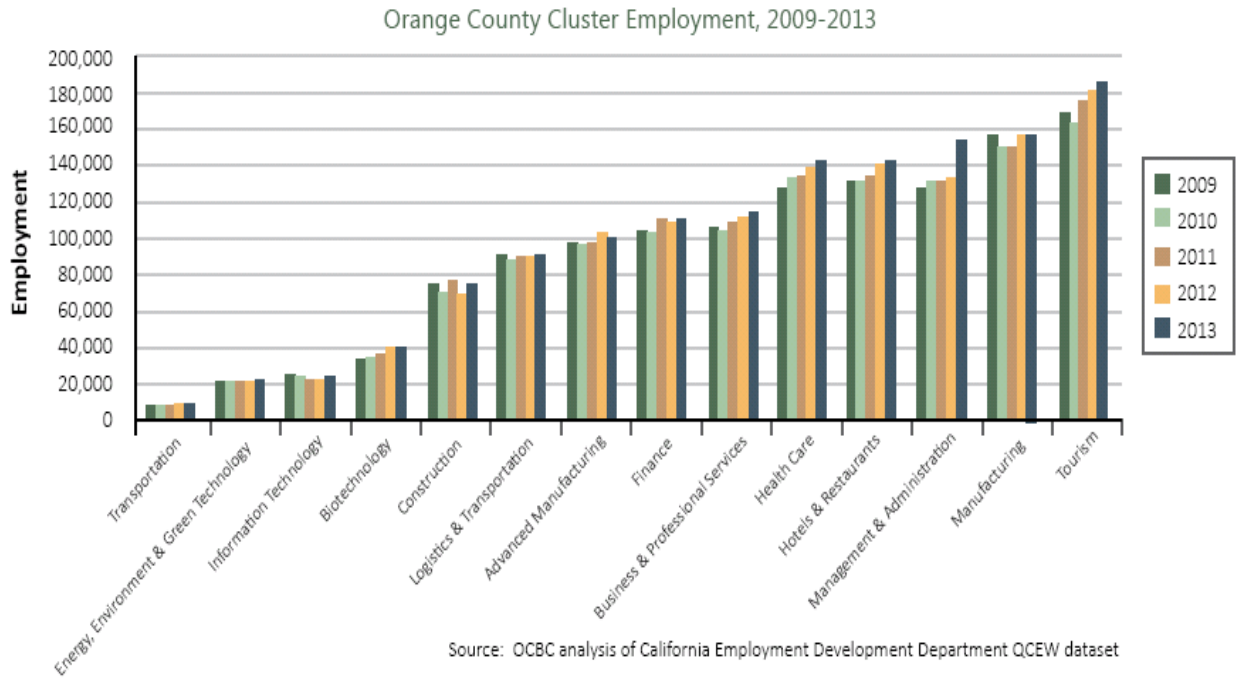
Occupational Growth Trends

Orange County's service sector jobs are projected to grow rapidly and provide the highest growth in the number of jobs in the coming years.



However, these sectors which include such occupations as retail salesperson, restaurant servers, cashiers and customer service representatives, typically generate low wages and weak wage growth. This dominance of service-oriented, low paying jobs is alarming when viewed in juxtaposition to the high cost of living in Orange County. Service sector jobs provide few avenues or opportunities for workers to gain skills or training to transition to high-wage technology cluster jobs. Four emerging job cluster drivers including international trade, information technology, creativity, and "green" technology, are helping to propel employment growth and new high-wage jobs within the county's major industries. They account for approximately 246,600 jobs offering

wages nearly $20,000 above the average. As Orange County is an expensive place to reside, high-growth and high-wage jobs are crucial to the economic vitality and well-being of the County and its residents such as biotechnology and information technology:



Economic Outlook: Projected Growth Occupations

According to the 2014-15 workforce indicator report, a skills gap exists in many industries where there are jobs available but no qualified workers to fill them. Many employers indicate that prospective workers lack the appropriate foundational skills in reading, writing, applied math, and workplace communication skills, regardless of the level educational attainment of the applicant. In Orange County, the information technology, advanced manufacturing, and healthcare are three industry clusters having current and projected job opportunities with mid- to high-level salaries. However, the current and projected skills gap needs to be addressed in order for available workers to benefit from the job opportunities.

Education/Training Requirements for Occupations

Nationally, there is a broad consensus among the business, scientific and education communities that we live in an increasingly 'flat world' where data is transferred across oceans almost instantaneously and business takes place around the clock, every day of the week. To compete successfully in this increasingly fast-paced, high-tech, integrated and competitive global economy, it is critical for Orange County to develop a strong workforce skilled in science, technology, engineering and math to support innovation,

industries and emerging technologies. All levels of the workforce, entry-level, middle skill, and professional, need to have the basic STEM (Science, Technology, Engineering and Math) competencies to succeed in the future workplace (www.stemcaucaus.org).

According to *California's Forgotten Middle-Skill Jobs* by the Workforce Alliance, Washington, D.C., the best strategy to succeed in the new economy is to focus on training the workforce for middle-skill jobs. Middle-skill jobs require more than a high school education but less than a four-year degree. They include occupations in office and administrative support, construction, installation and repair, production, and transportation and material moving with an average wage of $41,868. The study projects that from 2005-2020, the availability of middle-skill jobs is projected to more than double in comparison to high-skill jobs.

Partnerships and Collaborations

Since its founding, one of Coastline ROP's primary strengths has been collaborating with district and community partners and building strong relationships. For the past six years, the ROP has continued to focus on strengthening its relationships with local businesses, partner districts, universities and colleges, as well as becoming an active contributor to the regional CTE collaborative.

Partnering with Local Businesses

Coastline ROP has established a network of more than 300 local business partners who serve as industry advisors, provide field trips, guest speakers and internships for students, and externships for teachers. Industry advisory committee members meet with Coastline ROP teachers and administrators annually to review and validate curricula, share current and future employment information and opportunities, as well as industry trends and changes in job requirements. Internship providers assist students in acquiring skills and competencies in real-world settings. Other business representatives serve as guest speakers, host field trips and job-shadowing experiences, participate in career fairs, and act as judges for various student competition and recognition events. This network of community partners helps Coastline ROP to stay current with labor market, economic and regional trends that are pertinent to the course offerings and curriculum.

Coastline ROP Business and Industry Partners
Partial List of Internship Sites

Animal Health	Automotive	Childcare	Dental
• Brooks-Ellis Pet Hospital • Costa Mesa Animal Hospital • Irvine Animal Hospital • Laguna Hills Animal Hospital • Lake Forest Animal Clinic • Petco Store	• Audi Mission Viejo • Fletcher Jones Mercedes Benz • Foothill Ranch Mercedes Benz • Laguna Niguel Mercedes Benz • Outlaw Offroad • Tustin Acura • Tuttle Click Irvine	• Good Shepard • Little Light Preschool • Saddleback Children's Center • Woodcrest Preschool	• David Cohen, DDS • Parkview Dental Group • Newport Healthy Smile • Randy Fong, DDS • Tustin Dental Wellness

Corporate	Hospitality	Medical	Retail
• Allergan • Allstate Insurance • Boy Scouts of America • California Sound Studios • Farmers Insurance • First Bank • Huntington Beach Chamber of Commerce • Reeves Insurance • State Farm Insurance • Wells Fargo	• Atrium Hotel • Ayes Hotel • Cucina Enoteca • Ecco • El Ranchito • The Fairmont • Hanna's • Hilton Costa Mesa & Irvine • The Island Hotel • Leatherby's Cafe Rouge • Old Vine Cafe • Onotria • Radisson Hotel • Smoqued	• Doctor's Ambulance Company • Griffin Medical Group • Hoag Hospital • Huntington Beach Hospital • Huntington Valley Health Care Center • Lynch Ambulance Company • Newport-Huntington Medical Group • Medix Ambulance Company • Newport Urgent Care • Sano Medical Center • Superior Family Medical Group • UCI Medical Center	• Active Ride Shop • Burlington Coat Factory • Finish Line • Footlocker • TJ Maxx • Marshalls • Pacific-Sun • Petco • Sports Chalet

Partnering with School Districts

Coastline ROP maintains effective relationships with its participating school districts. The Coastline ROP Board of Trustees meets ten times per year to review and take action on policies, budget, and instructional programs. The Administrative 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 administration. Three of the five districts pass through ROP-generated 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.

Partnering with Colleges & 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 in several ways. One of the most visible products has been the articulation of courses, a process that permits students to move from one course, or 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. Coastline ROP students who have successfully completed articulated ROP courses may receive college credit and/or advanced placement.

Coastline ROP UC a-g Approved Courses as of November 2014

Elective "d"	Elective "f"	Elective "g"	Total #
Sports Medicine	Art of Animation Art of TV & Video Production Computer Graphics Entertainment Art Film & Digital Media Studies Multimedia Communications Design Music Technology Theater Technology Visual Imagery Visual Imagery - Advanced	Engineering Design & Development Introduction to Product Design & Engineering (IPDE) Entrepreneurship Principles of Engineering Virtual Enterprise	
1	**10**	**5**	**16**

Student Learning Data & Achievement

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. All partner school districts have realized growth in their APIs in recent years.

Coastline ROP Partner Districts: Academic Performance Index

Districts & Schools	2012 Base API	2011 Base API	2010 Base API
Huntington Beach Union High School District	847	833	828
Irvine Unified School District	926	920	916
Newport-Mesa Unified School District	842	827	821
Saddleback Valley Unified School District	871	860	859
Tustin Unified School District	868	856	850

**2012 BASE API is the latest data available through CDE. Source: California Department of Education*

As the chart below shows, the graduation rates of Coastline ROP and its partner districts are high, and exceed graduation rates of Orange County and the state of California as a whole.

Coastline ROP Partner and Partner Districts: Graduation Rates

Academic Year	Coastline	HBUHSD	IUSD	NMUSD	SVUSD	TUSD	OC	CA
2012-13	92%	93%	96%	93%	95%	97%	88%	80%
2011-12	95%	94%	96%	95%	95%	95%	86%	79%
2010-11	94%	92%	97%	94%	95%	96%	86%	77%
2009-10	Data not collected	89%	98%	92%	93%	94%	83%	75%

Source: ROP Technology Services & California Department of Education

Students who successfully complete ROP courses with grades of A, B, or C are recognized with certificates which list competencies achieved in the course. As indicated by the chart below, overall Coastline ROP student course completion rates have remained steady in most sectors, and show significant increases in some sectors including Building & Construction, Engineering & Architecture, and Education & Child Development.

Coastline ROP Student Course Completion Rates by Industry Sector 2011 – 2014

Industry Sector	2013-14	2012-13	2011-12	2010-11
Agriculture & Natural Resources	80%	84%	85%	80%
Arts, Media, & Entertainment	74%	71%	84%	74%
Building & Construction Trades	67%	85%	72%	57%
Business & Finance	61%	76%	78%	73%
Education & Child Development	87%	94%	87%	76%
Energy & Environment	N/A	N/A	83%	89%
Engineering & Architecture	88%	66%	86%	68%
Fashion & Interior Design	N/A	N/A	85%	83%
Health Science & Med Tech	78%	79%	76%	77%
Hospitality, Tourism & Recreation	81%	76%	81%	86%
Information & Communication Technologies	63%	74%	59%	64%
Manufacturing & Product Development	81%	N/A	N/A	N/A
Marketing, Sales, & Service	56%	80%	65%	81%
Public Services	78%	80%	77%	80%
Transportation	63%	73%	79%	83%
Student Enrollment Total	**73%**	**76%**	**79%**	**76%**

Source: ROP Technology Services

The ROP is responsible for reporting completer-placement data to the California Department of Education. The ROP collects data regarding activities of high school senior and adult completers through a telephone or an online follow-up student survey conducted six months after students graduated from high school. The data is compiled for state reporting requirements and also for course evaluation and planning. Follow-Up Student Survey Results from 2008 to 2012 are set forth below.

Coastline ROP Follow-Up Student Survey Results: 2008-2012

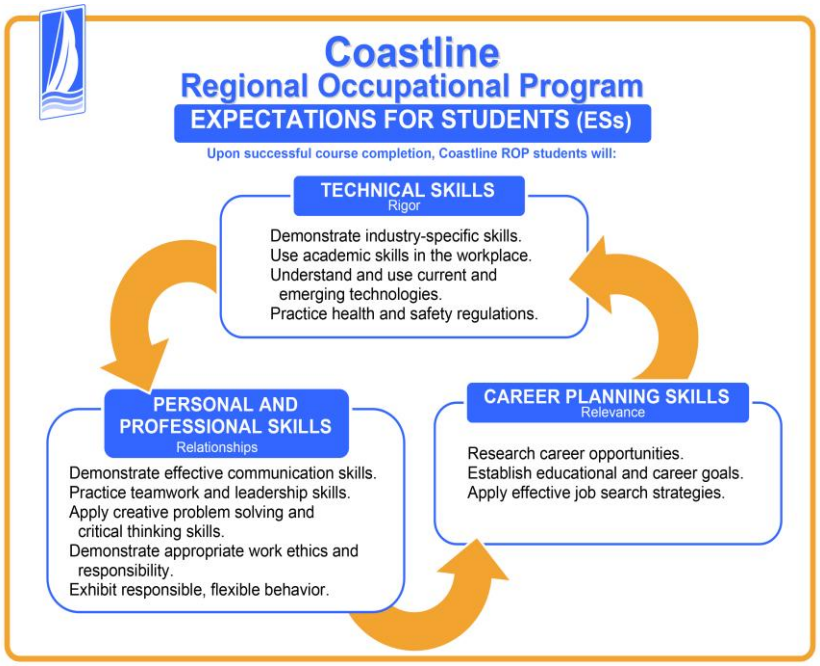
Students Complete This Survey Six Months After Graduating from High School or ROP Program Completion

Placement / Follow-Up Survey Results	Military	Secondary Ed.	Unrelated Job	Related Job	Other	Total Respondents
2012 -2013	1%	81%	19%	11%	6%	574
2011 - 2012	3%	83%	27%	15%	5%	489
2010 - 2011	1%	77%	24%	18%	9%	576
2009 - 2010	1%	74%	22%	14%	8%	597
2008 - 2009	2%	80%	23%	12%	6%	902

Source: ROP Technology Services

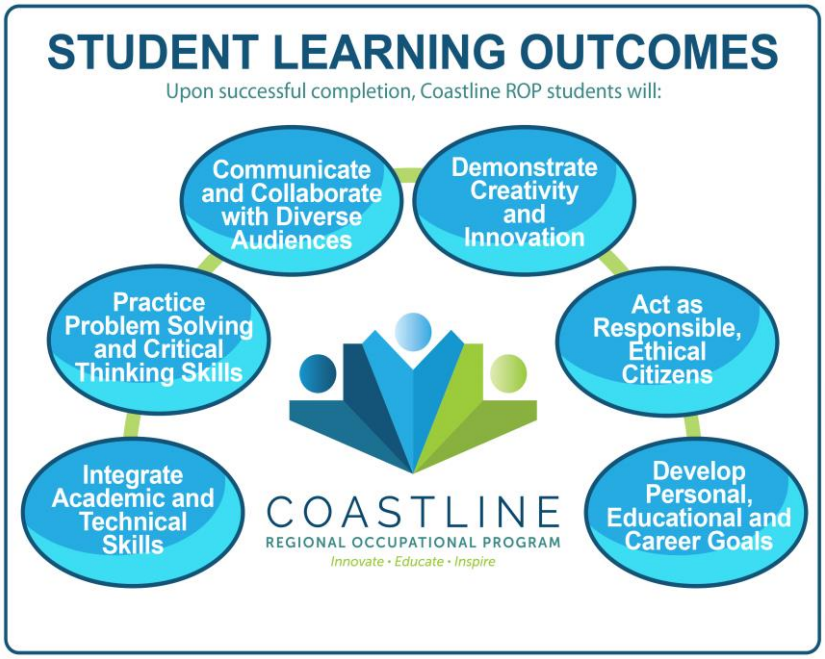
Student Expectations and Outcomes:

Coastline ROP's Expectations for Students (ESs), stated below, articulated the global learning goals and outcomes for Coastline ROP students from 2008 through 2013.



Adopted: Academic Year 2008-2009

As part of the self-study process, Coastline ROP identified, articulated and adopted new organizational Student Learning Outcomes (SLOs) in spring 2014.



Adopted: Academic *Year 2014-15*

The ROP Student Exit Survey provides important perception data to indicate how well the ROP is meeting the students' needs and expectations and preparing them for post-secondary success.

In the two charts below, student responses to key questions on the Student Exit survey from the past three years have been cross-walked with CTE Anchor Standards and the Standards for Career Ready Practice published by the California Department of Education. The cross-walk demonstrates that, with few exceptions, ROP students have had learning experiences and outcomes that meet the criteria set forth in the Standards for Career Ready Practice and CTE Anchor Standards. Furthermore, responses indicate improvement in student learning in a majority of the areas.

How is the ROP Meeting the Anchor Standards?

A Cross-Walk Between CTE Anchor Standards & ROP Student Exit Survey Responses

CTE Anchor Standards & ROP Student Exit Survey Responses	2013-2014	2012-2013	2011-2012	2010-2011
1 Academics				
• I learned skills specifically related to a job or career	87%	83%	85%	78%
• I used math, calculations, and/or measurement skills	49%	47%	47%	42%
2 Communications				
• I improved my communication skills	72%	65%	73%	55%
• I used reading and/or writing skills	62%	57%	59%	53%
3 Career Planning & Management				
• I learned how to search for a job	65%	66%	62%	64%
• I learned how to complete a resume	66%	63%	60%	57%
• I learned how to apply for a job	55%	59%	55%	51%
• I learned how to interview for a job	54%	62%	60%	54%
4 Technology				
• I used up-to-date technology that helped improve my knowledge and skills	77%	74%	71%	71%
• I learned how to locate information using reference books, manuals and the Internet, etc.	66%	60%	57%	55%
5 Problem Solving & Critical Thinking				
• I used problem solving and critical thinking skills	70%	63%	71%	53%
6 Health & Safety				
• I received adequate safety instructions	84%	78%	77%	74%
7 Responsibility & Flexibility				
• My teacher reinforced the importance of having respect for others	81%	75%	75%	70%
• I connected with industry and business through clinical rotation(s)	10%	7%	8%	8%
8 Ethics and Legal Responsibility				
• In my ROP class, we discussed ethical issues	58%	50%	61%	43%

9 Leadership & Teamwork				
• I had opportunity to assume leadership role in group activities.	60%	54%	56%	54%
• I worked in teams or groups to complete class assignments	78%	73%	75%	73%
10 Technical Skills & Knowledge				
• I used up-to-date technology that helped improve my knowledge and skills	77%	74%	71%	71%
• I learned how to locate information using reference books, manuals and the Internet, etc.	66%	60%	57%	55%
11 Demonstration & Application				
• I demonstrated what I learned in my ROP class through hands-on demonstration skills check	79%	70%	70%	66%
• I demonstrated what I learned in my ROP class through completion of projects	81%	79%	76%	77%
• I demonstrate what I learned in my ROP class through oral presentations in class	51%	41%	46%	38%
• I connected with business and industry through job shadowing	28%	29%	29%	30%
• I demonstrate what I learned in my ROP class through internship experience or other workplace simulations	30%	29%	31%	22%

Source: ROP Technology Services

How Is the ROP Training Students on Career Ready Practices?

A Cross-Walk Between Career Ready Practices and ROP Student Exit Survey

Cross-Walk Between Standards for Career Ready Practice & ROP Student Exit Survey Responses	2013-2014	2012-2013	2011-2012	2010-2011
1 Apply appropriate technical skills and academic knowledge.				
• I learned skills specifically related to a job or career	87%	83%	85%	78%
• I use Math, calculations, and/or measurement skills	49%	47%	47%	42%
2 Communicate clearly, effectively, and with reason.				
• I improved my communication skills.	72%	65%	73%	55%
• I learned reading and/or writing skills	62%	57%	59%	53%
3 Develop an education and career plan aligned with personal goals.				
• I learned how to search for a job	65%	66%	62%	64%
• I learned how to complete a resume	66%	63%	60%	57%
• I learned how to apply for a job	55%	59%	55%	51%
• I earned how to interview for a job	54%	62%	60%	54%
4 Apply technology to enhance productivity.				
• I used up-to-date technology that helped improve my knowledge and skills	77%	74%	71%	71%
5 Utilize critical thinking to make sense of problems and persevere in solving them.				
• I used problem solving and critical thinking skills	70%	63%	71%	53%
6 Practice personal health and understand financial literacy.				
• I received adequate safety instructions	84%	78%	77%	74%

7	**Act as a responsible citizen in the workplace and the community.**				
	• My teacher reinforced the importance of having respect for others	81%	75%	75%	70%
	• I connected with industry & business through – clinical rotation(s)	10%	7%	8%	8%
8	**Model integrity, ethical leadership, and effective management.**				
	• My teacher reinforced the importance of having respect for others	81%	75%	75%	70%
	• I had opportunity to assume leadership role in group activities	60%	54%	56%	54%
9	**Work productively in teams while integrating cultural and global competence.**				
	• I worked in teams or groups	78%	73%	75%	73%
10	**Demonstrate creativity and innovation.**				
		Data not collected			
11	**Employ valid and reliable research strategies.**				
	• I learned how to locate information using reference books, manuals and the Internet, etc.	66%	60%	57%	55%
12	**Understand the environmental, social and economic impacts of decisions.**				
		Data not Collected			

Source: ROP Technology Services

In addition, the chart below provides insight into how satisfied students are with their ROP experiences. Responses from years 2010-11 and 2012-13 indicate that a very high percentage of students are satisfied with their ROP classes and outcomes:

How Well ROP Courses Met Students' Expectations

ROP Course Meet My Needs & Expectations (ROP Student Exit Survey Responses)	2013-14	2012-13	2011-12	2010-11
Extremely Well	54%	54%	55%	52%
Well	36%	36%	35%	38%
Fairly Well	8%	9%	8%	8%
It did not	2%	2%	2%	2%

Source: ROP Technology Services

Industry Certifications

In an effort to continuously enhance both rigor and relevance in Coastline ROP classes and to recognize the value of industry certifications, ROP has linked opportunities for students to obtain industry certification in a number of courses as indicated below.

ROP Courses Leading to Industry Certifications

Courses Preparing Students for Industry Certification	Certification/Exam
Careers with Children Internship	Child Development Assistant Permit
Computer Aided Drafting	CAD SketchUp Pro Certificate
Construction Technology	National Center for Construction Education & Research (NCCER)
Culinary Arts Hotel and Tourism Internship	ServSafe
Dental Assistant/Radiology	Dental Radiology License
Emergency Medical Technician	E.M.T. National Registry
Emergency Medical Responder	Cardiopulmonary Resuscitation (CPR)
Introduction to Product Design & Engineering	SolidWorks CSWA
Medical Assistant Back Office	CA Certified Medical Assistant
Medical Assistant Front Office	CA Certified Medical Assistant
Nurse Assistant Pre-Certification Internship (C.N.A.)	Certified Nursing Assistant

Source: Technology Services

Coastline ROP students perform well on industry certification examinations. The exception is the EMT National Registry Examination in which students average a 50 percent pass rate on the first attempt.

ROP Student Performance on Industry-Based Certifications

Academic Year	Certified Nursing Assistant - NAATP Testing for C.N.A. State Certification - Written Exam	Certified Nursing Assistant - NAATP Testing for C.N.A. State Certification - Skills Exam	CPR	Dental Radiology - X-Ray License	Emergency Medical Technician	ServSafe
2013-2014	95.6%	88.6%	100%	100%	First Attempt Pass - 50%	Fall 100% Spring 100%
2012-2013	93%	96.5%	100%	87.5%	Cumulative Pass within 3 Attempts - 63%	Data Not Collected
2011-2012	91%	97%	100%	88%		Data Not Collected
2010-2011	87%	88.5%	100%	86%	Data: 1st Quarter 2009 to 4th Quarter 2013	Data Not Collected
2009-2010	95%	93.5%	100%	95%		Data Not Collected

Source: Instructional Services

Conclusions

Coastline ROP promotes high student performance and achievement and offers programs that include cutting-edge technology and innovative curricula. The ROP consistently seeks to improve the rigor and relevance of its curricula by developing UC/CSU "a-g" approved courses and articulations with local colleges. In addition, courses are aligned with students' interests and meet their needs to prepare for college and careers in high-wage industry sectors.

With the rise in state and local economic conditions, funding for education has improved. However, the ROP is faced with a unique set of challenges posed by the Local Control Funding Formula and must make adjustments to thrive. The organization is committed to continuing its efforts to strengthen the rigor of its courses, meeting the demands of evolving labor markets and industries, and working collaboratively with its educational and industry partners. Coastline ROP is dedicated to providing high quality career technical education to its students in its service area and leading the effort to create and provide innovative learning opportunities for students and growth opportunities for its faculty and staff.

Recommendations

- The ROP is launching its efforts to collect, review and analyze student demographic and achievement data to improve instructional and student learning outcomes.
- The ROP needs to increase work-based learning opportunities for students.
- The ROP needs to align course outlines to the new CTE standards and organizational SLOs.

Chapter 2
Progress Report

Summary of Significant Developments

Like other ROC/Ps and all public educational institutions throughout the state of California, Coastline ROP has been confronted with an ongoing series of challenges and changes at the national, state and county levels during the past six years. Political leadership, education theories and operating paradigms, accountability measures and means, and--most significantly for Coastline ROP--funding models have all undergone fundamental shifts.

The year 2013 brought a truly historic and unprecedented change that has and will continue to impact the face and operation of Coastline ROP in the future: the state budget which established the Local Control Funding Formula (LCFF) for schools. The LCFF removed revenue limit calculations and dedicated funding for Tier 3 categorical programs, including ROC/Ps. Hence, monies that were sent by districts directly to the ROP prior to the 2013-14 school year have been reallocated to partner districts' base grants and are now included without restriction in the district's funding base, subject to expenditure as general funds.

During the 2013-14 and 2014-15 school years, Coastline ROP, like all ROC/Ps, was funded through a maintenance of effort (MOE) requirement in the state budget. The MOE provisions limited districts who had received or provided funding to an ROP joint powers agency (JPA) from redirecting those funds for other purposes, and also required the districts to continue to fund ROPs in 2013-14 and 2014-15 as they did in 2012-13. Under the MOE, funding from partner districts for Coastline ROP was secured at 2012-13 levels through June 2015. This funding level represents a reduction from 2007-2008 funding levels, when the last self-study was completed. As a result, current levels of staffing, course offerings, and operating budgets are lower than in 2009 when the last self-study report was published.

In November 2014, Coastline ROP secured future funding from all five partner districts by way of a new Joint Powers Agreement (JPA) which was signed and ratified by all respective Boards. The new JPA provides that Coastline ROP will receive annual operating funds from each partner district in an amount equal to the 2014-15 MOE allocation in each district's 2014-2015 base grant. This funding will allow Coastline ROP to continue offering the current level of programs and services to the five partner districts after the state budget MOE requirement expires on June 30, 2015.

Other forces and shifts that have significantly impacted Coastline ROP's governance, operations and instructional programs include:

- WASC accreditation category and protocols
- California's adoption of new CTE standards and the Common Core State

Standards (CCSS)
- New school and district accountability and evaluation (API) measures and tools
- Legislative changes affecting adult education
- New imperatives and models in delivery of services by community colleges
- Shifts in local demographics, economic drivers and conditions

Significant changes in Coastline ROP's school, community and student characteristics profile, and curriculum, instruction and programming are summarized below.

School, Community and Student Characteristics

A volatile state economy, reduced education budget, and legislative changes have resulted in fluctuations and significant shifts in student demographics and numbers of students served by Coastline ROP over the period from 2009 to 2014. Some important changes include the following:

- The total number of class sections offered by Coastline ROP has decreased by approximately 10% from 2008-09 to 2013-14. Correspondingly, the total number of students served by Coastline ROP decreased by approximately 10% over the same time period.
- Enrollment of adult students decreased 3% from 904 (9%) in 2008-09, to 491 (6%) in 2012-13. This decrease demonstrates the purposeful reduction of classes for adults in response to the mandate of Assembly Bill 2448.
- Enrollment of economically disadvantaged students has increased significantly, from 3.6% in 2008-09, to 18.5% in 2012-13.
- Enrollment of Hispanic students has increased by 4% from 27% in 2009 to 31% in 2013.
- The percentage of Caucasian students has decreased by 5% from 49% in 2009 to 44% in 2013.

Coastline ROP began to collect data reflecting students' home language and socio-economic status in 2009. At the present time, Coastline ROP's data on student demographics and EL/LEP status is based on students' self-identification on the Coastline ROP class registration form, due to a lack of means for sharing in district data. Coastline ROP data reflects an increase in the percentage of English learner (EL) students in ROP classes from 2% to 14% from 2009 to 2013. Additionally, the percentage of students reporting that they are Limited English Proficient (LEP) has increased more moderately, from 0.3% in 2009 to 0.8% in 2013.

Availability and use of student demographic and learning data is anticipated to increase in coming years due to a recent change in the program used to generate and process student data. Until 2013, Coastline ROP and partner districts each used a different student information system (SIS). This made sharing of student data unfeasible. However, in 2013, all partner districts adopted the same SIS, namely

Eagle Software's AERIES program. Coastline ROP also adopted and began early implementation of the AERIES SIS in fall 2014 to align with the partner districts

In fall 2014, this switch resulted in an immediate benefit in that student attendance data for ROP classes meeting within a school's regular daily bell schedule is now shared with Coastline ROP, so that teachers do not need to enter student attendance in two different systems. As implementation progresses, it is anticipated that further sharing of district student data, including demographics, special education identifications, and English learner status, will become available.

Curriculum, Instruction and Program Alignment

California's first CTE Model Curriculum Standards were adopted by the State Board of Education (SBE) in May 2005. The action plans emerging from the self-study process in 2007-08 established tasks that included the re-writing of course outlines and curriculum to integrate the 2005 CTE standards. That action item was accomplished in 2010. However, the state again revised the CTE standards and published a second iteration which were adopted by the SBE and published in 2013. In addition, in 2013 the state adopted the *Common Core State Standards* (CCSS) for English/language arts, mathematics and technical subjects, and issued the first Standards for Career Ready Practice (SCRP). Partner districts have launched major initiatives to transition curricula, instruction, and assessment strategies to meet the demands of the *Common Core State Standards* and new Smarter Balanced assessment models.

In response to these changes in standards, goals, and accountability measures since the last self-study, Coastline ROP has again begun realigning courses, programs, and services to meet the new imperatives.

Additionally, to uphold the demand for increased rigor imposed by the new standards and meet the need for courses that integrate career-technical skills and academic content, Coastline ROP developed 14 new classes that have been offered for the first time during at least one term since 2009:

- AP Computer Programming
- Art of TV and Video Production
- Culinary Arts
- Engineering Design and Development
- Engineering Innovations
- Environmental and Energy Technology
- Film & Digital Media Studies
- Fire Science 101 and Fire Science 102
- Introduction to Product Design and Engineering
- Manufacturing Engineering Technology
- Pharmacy Technician Internship

- Sports and Entertainment Marketing
- Sustainable Urban Agriculture

Also, in response to budget reductions and the requirements of AB 2448, which limited adult enrollment, Coastline ROP began to offer fee-based courses for adults in 2012. The following courses have been successfully offered on a fee basis during one or more terms since 2009:

- Dental Assistant Back Office & Radiology Internship
- Dental Radiology
- Emergency Medical Technician (EMT)
- Medical Assistant Back Office Internship
- Nursing Assistant Pre-Certification (CNA) Internship
- Pharmacy Technician Certification Exam Prep

Finally, in response to the changing landscape of public education on the whole and to meet the requirements of WASC postsecondary accreditation protocols, Coastline ROP has made data-driven instruction a priority since its last self-study. Fiscal and human resources have been committed to professional development for administrators and teachers to effect necessary shifts in classroom practice, including the systematic collection, review and application of findings from student learning data. Relevant details and descriptions of organizational actions and outcomes are described later in this report.

Leadership and Organization

A restructuring of the organization and leadership paradigm took place in 2010-11 following retirement of key personnel. The following major changes were approved by the Coastline ROP Board of Trustees at the August 2011 board meeting:

- The leadership structure was reduced to three instead of five members, now including the superintendent, assistant superintendent, and director of business services.
- Carol Hume was promoted from director of instruction to assistant superintendent, and the director of instruction position was eliminated.
- The position of director of student services was eliminated, and the position of manager, student services was created and filled.
- The organizational reporting chart was reconfigured so that the assistant superintendent supervises both instructional and student services.

In addition, a cabinet was instituted to guide organizational decision-making. The cabinet is comprised of the leadership team, management staff, and instructional program coordinators. The Cabinet convenes on a monthly basis or as needed.

In addition to structural and functional changes in the 2011-12 year, Coastline ROP

also completed the review and updating of all board policies. All policies have been approved and adopted as of August 2013.

In response to changes in organizational priorities, the job title and scope of duties of the position of instructional project specialist were amended in 2013. The new position became "education and partnership development specialist," and the amended job description included additional responsibilities for outreach and communication with business and post-secondary education partners and securing of additional funding streams and grants.

At the same time, the job title and duties of the technology specialist were amended. The new position became "education technology specialist," and job responsibilities were expanded to include providing guidance and leadership in the use of emerging technology in classrooms and to enhance instructional practices through providing professional growth opportunities for teachers. In addition, three staff members in the business department with the title of accounting/payroll specialist were redefined and changed as follows: one position became "accounts payable specialist," one position became "accounting/budget specialist," and one position remained "accounting/payroll specialist," with the duties amended to fit the scope of each position.

The Coastline ROP Mission Statement was reviewed and revised in spring 2014. Additionally, the school-wide learning outcomes, formerly called the Coastline ROP "Expectations for Students" (ESs), were reviewed and updated to reflect changes in career technical education standards and models and restated as Student Learning Outcomes, which were adopted and published in fall 2014.

Facilities and Technology

Coastline ROP completed building renovations and facilities improvements on the Snyder Site using regular apportionment funds in 2009. Since that time, additional upgrades of facilities and technology have been completed to enhance the safety, efficiency, and functionality of the workplace and instructional campus:

- Wireless internet access is now available throughout the Snyder Site
- A broadband connection was installed to enhance the speed and functionality of the computer network
- All computers at the Snyder Site were upgraded to Windows 7 and MS Office 2010

Most notably, Coastline ROP switched its Student Information System (SIS) from AIM to the Eagle Software Aeries system in fall 2014, to align with the five partner school districts. When fully implemented, this change is expected to render significant benefits in the collection and sharing of student data between Coastline ROP and partner districts and has already resulted in increased efficiency for Coastline ROP

teachers, who are no longer required to record attendance in two systems.

Procedure for the implementation and yearly monitoring of schoolwide action plan

During the last full self-study process in 2009, Coastline ROP identified four critical school-wide areas for follow-up. These became the basis for each of the four action plans included in the self-study report. Each Action Plan stated a broad strategic organizational goal which was broken down into major tasks and individual action items. The action items were incorporated in the Coastline ROP Priorities and progress was monitored and assessed through the annual priorities status reports. The Board of Trustees approves and adopts the Priorities on an annual basis during a study session at its August meeting and reviews progress on the Priorities in March and June of each year.

Monitoring of progress on action plan goals and tasks is, therefore, embedded in the annual organizational strategic planning and status reviews of the Coastline ROP Priorities.

Action Plan Goal 1: Implementation of Career Technical Education (CTE) Standards and Coastline ROP Expectations for Students (ESs)

Task 1: Continue to identify and incorporate CTE standards and Coastline ROP ESs in all curricular areas. (Critical Growth Areas 1 & 5)

CTE Standards

The state of California first adopted the CTE Model Curriculum Standards in 2005. Coastline ROP began revising course outlines to align with that first iteration of the standards in 2008, in the midst of the last self-study process. At that time, teachers received training to understand the standards and to incorporate them in their curricula. The process for course outline revision included teachers from each pathway working collaboratively to identify the applicable pathways standards for each course, and rewriting the curriculum when necessary to align with the standards. Course outline revisions were originally completed in 2011, following the conclusion of the previous self-study. Those course outlines are currently in place, having served as the foundation for all courses up to the present time.

However, in January 2013, newly updated *CTE Model Curriculum Standards*, and the *Common Core State Standards for English/Language Arts (Literacy) for Science and Technical Subjects* were published by the state of California. As a result, Coastline ROP again commenced revision of course outlines to align with the 2013 iteration of

the CTE standards and to incorporate the new Standards for Career Ready Practice (SCRP) and the Common Core Literacy Standards. In addition, Coastline ROP has continued to provide ongoing professional development activities for administrators and teachers to enhance their understanding and ability to implement the revised CTE standards, the CCSS Literacy Standards, and the SCRP in curricula and instructional practice.

Specific activities and developments on this action plan item following the last self-study progress report are set forth below, in chronological order:

- In May 2010, instructional coordinators attended a half-day seminar sponsored by the Orange County Department of Education, featuring Dr. Willard Daggett, who previewed the Common Core Standards, which had yet to be adopted by the state of California.

- In August 2011, members of the instructional staff joined district administrators from partner school districts in attending the "Common Core Kickoff" event sponsored by the OCDE. This served as the formal introduction to the new standards in English/language arts and mathematics.

- In August 2012, two instructional coordinators, along with many district partners, attended the second Annual OCDE Common Core Summer Institute. The two-day workshop focused on implementation of the Common Core State Standards (CCSS) and the Partnership for 21st Century Skills (P21) initiative.

- In 2013, the updated CTE Model Curriculum Standards, Common Core State Standards for English/Language Arts (Literacy) for Science and Technical Subjects, and the first SCRP were published by the state of California. In response, Coastline ROP prioritized the assimilation and implementation of the new standards.

- In fall 2012, Coastline ROP reorganized its schedule of course offerings to align with the 15 state-adopted industry sectors instead of in general pathways.

- In fall 2013, training plan documents used in internship and cooperative community classroom courses (co-ops), were also revised to align to current standards.

- In October 2013, the project specialist and assistant superintendent were instrumental in planning a CTEoc event at the Orange County Department of Education which featured presentations from state and school district administrators on the new CTE standards and their alignment with Common Core State Standards.

- On October 24, 2013, teachers in the Arts, Media, and Entertainment pathway attended training at National University provided by OCDE and the California Arts

Project entitled “Teaching the Uncommon: Common Core in the Arts.”

- On November 1, 2013, CTE teachers from all pathways in the SVUSD attended a district sponsored staff development workshop focused on understanding the new CTE standards and the Common Core Literacy Standards for Technical Subjects.

- In November 2013, digital and medical pathway teachers from NMUSD attended a workshop offered by the San Bernardino County Office of Education entitled “Finding the Common Core in the Arts.”

- In May 2014, all members of the instructional administrative staff, including the assistant superintendent, completed the CTE Model Curriculum Standards Train the Trainer Professional Development Workshop presented by Ronda Adams and Carolyn Zachry of the California Department of Education.

- Also in May 2014, two instructional coordinators and eight teacher leaders attended a three-day standards alignment training entitled “Moving CTE into Quadrant D” hosted by the Colton-Yucaipa-Redlands ROP. At the training, instructional coordinators and teachers collaborated to produce model course outlines aligned to the new CTE standards and Common Core State Standards for Technical Subjects.

- In addition to specific training and workshop activities, one instructional coordinator participates as a member of the Common Core Network at the Orange County Department of Education. The instructional services team uses the information gathered from the Common Core network educational activities and group affiliation to formulate Coastline ROP’s activities and initiatives supporting the CCSS .

- Efforts to assimilate, integrate, and align Coastline ROP curricula and instruction with current CTE standards and Common Core State Standards are ongoing.

Expectations for Students (ESs)

Together with the Mission Statement, the Coastline ROP Expectations for Students (ESs) served as the foundation for all courses, curricula, and instructional practices from 2008, when they were first adopted, through fall 2014. The ESs read:

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.

From 2008 through spring 2014, the ESs served as an integral and essential element of the Coastline ROP organizational identity and instructional program. The ESs were published in various media and materials used throughout the organization, including the website and Facebook pages, posters, newsletters, recruiting materials and course syllabi.

From 2010 until fall 2014, in furthering Coastline ROP's goal of raising awareness and student achievement of the ESs, curriculum materials entitled *ESs in Action* were incorporated into coursework in all classes. The *ESs in Action* introduced students to Coastline ROP's schoolwide learning outcomes and helped teachers to incorporate the ESs in curricula and instruction and to assess students' understanding of the ESs.

In addition, in 2010-11, the instructional services newsletters entitled *Tech Teacher Times* focused on one of the ESs to increase and reinforce awareness and implementation of the ESs by all instructors. The newsletter was distributed to all teachers, school site administrators, and other members of the educational community. Publication of the *Tech Teacher Times* was suspended in fall 2013 when Coastline ROP contracted with Full Capacity Marketing to research, plan, and design a "rebranding" public relations and communications action plan.

In March 2011, teachers and career specialists attended a one-day training workshop on 21st Century Career Planning Skills and Resources for Students, which was presented as a joint venture between the Coast Community College District and Coastline ROP. Many of the resource teachers and career specialists addressed Coastline ROP's Expectations for Students, especially career planning skills and personal and professional skills.

In August 2011, the instructional division developed and implemented *The Internship Experience* curriculum for use in all internship courses. Teachers with an internship component to their class participated in an in-service on August 26, 2011, where they were trained on the new curriculum, which includes a series of activities for students to complete at their internship sites to reinforce the ESs in work-based learning environments.

In 2011, in the midst of our six-year accreditation period, Coastline ROP, as all Regional Occupational Centers/Programs, was placed in the Post-Secondary

Institutions category for WASC accreditations. That change precipitated a need to realign organizational and accountability structures to fit the new accreditation standards and protocols. Among the necessary changes was the need to reformulate organizational and student learning goals, and then to articulate those in terms of "Student Learning Outcomes" (SLOs).

The process for realizing this shift was lengthy and inclusive of stakeholders from all levels of the organization. The leadership team and cabinet studied literature from WASC relating to postsecondary accreditation standards, requirements and protocols. They reviewed examples of different Student Learning Outcome statements from other ROPs and colleges.
In April, the Cabinet convened a special meeting to analyze and discuss relevant literature and new documents, including the new CTE Standards and Standards for Career Ready Practice and Common Core State Standards as they apply to career technical education. The current WASC self-study process has included a broad and inclusive process of review and reformulation of new Coastline ROP Student Learning Outcomes (SLOs). This process helped cabinet members identify the focus areas of the new student learning outcomes, leading to formulation and adoption of the new SLOs. The following SLOs were officially adopted in spring 2014, and implementation was commenced in fall 2014. The Coastline ROP Student Learning Outcomes are:

Coastline ROP Students:

Integrate Academic and Technical Skills
Practice Problem Solving and Critical Thinking Skills
Demonstrate Creativity and Innovation
Communicate and Collaborate with Diverse Audiences
Develop Personal, Educational and Career Goals
Act as Responsible, Ethical Citizens

Action Plan Goal 2: Use student data to improve curriculum, instruction and assessment practices. (Critical Growth Areas 2 and 4)

Task 1: Develop methods to collect and analyze student data.
Task 2: Train instructional services staff in the collection, analysis and application of student data.
Task 3: Refine and improve curriculum, instruction and assessment practices.

Since the last self-study, Coastline ROP has prioritized initiatives to improve all staff's ability to identify and use relevant data to drive instruction, program decisions, and organizational functions.

- In April 2010, a data committee consisting of representatives from each administrative department, was formed to identify, develop, and compile data identified by the departments as necessary for improvement of department functions. The identified data sets are now located in the Data Repository folder

on our "public" drive on our network. Data sets are updated, replaced, and augmented at least once per year by staff. The Data Repository will continue to grow and evolve to meet the ever-changing needs of the organization.

- In fall 2011, the data committee also reviewed the high school enrollment form. They identified fields necessary to make student enrollment information compliant and necessary for disaggregation and analysis. The enrollment form was updated to elicit more relevant student learning information including first language learned, disability (if any), and special needs. Fields were added to collect additional student information including students' cell phone numbers, email addresses, and parent/guardian email addresses. The revised enrollment forms were implemented in spring 2011. A revised adult registration form was also implemented to gather the necessary information needed for correct placement and handling of students registering in fee-based classes.

- In May 2011, the Student Exit Survey was created and implemented to gather student learning and perception data about Coastline ROP programs. The survey is administered at the end of each course, and results are compiled and analyzed annually by the cabinet. Survey results are also published on the Coastline ROP website and included in school and community communications tools and resources. Survey results were used in teacher workshops to train teachers to analyze and apply knowledge of student learning data.

- Two new internal data reports were developed in 2010-11 to represent ROP student enrollment patterns and the effect of our regional structure on student access to our programs.
    - The first new report entitled *High School Partner Perspective*, shows how many high school students attend each partner district and the number and percentage of 11th and 12th graders enrolled in ROP courses by district.
    - The second report, entitled *Enrollment by High School*, outlines data by individual high schools indicating students who take ROP classes within their home high school district and outside it. The report also indicates how many students enrolled in ROP classes within the schools' bell schedule, how many took advantage of after-school classes, and the number of students from other districts enrolled in ROP classes located on each school site.

- Adults interested in enrolling in Coastline's fee-based courses for Nursing Assistant Pre-Certification (CNA) Internship, Medical Back Office Internship, and Medical Assistant Front Office Internship are required to take a basic English and math skills assessment. The results of the pre-assessment serves as an indicator of students' readiness to access and benefit from the course content. Adult students testing below the required scores are referred to other institutions for remediation in literacy and/or mathematics as identified by their assessment results. This process has resulted in higher completer rates in these courses.

- Throughout the 2011-12 school year, the instructional staff pursued professional

development for themselves and for the teaching staff, to educate and empower teachers to improve methods and tools for gathering, analyzing and applying student data in the classroom.

- In June 2011, and February 2012, an instructional program coordinator attended two courses offered through the UC Riverside Extension certification program in WASC processes, taught by Marilyn George. The courses respectively entitled *Data-Driven Self-Analysis of Student Performance* and *Analysis of Program Effectiveness Based on Student Performance Using Research-Based Approaches* included instruction, the importance and practice of disaggregation, and analysis of student performance data to discern and establish implications and correlations to instructional practices and program structures. Material gathered from the courses was used to develop tools and methods of gathering and analyzing student data by instructors and instructional coordinators at Coastline ROP.

- A series of workshops were offered for teachers on May 31 and August 23, 2012, focusing on data driven instruction, beginning with the first in the series, *Get Smart – Empowering Teachers and Enhancing Student Achievement Using Data*. The purpose of the workshops were to familiarize teachers with the concepts and practice of "data-driven decision-making" and methods to identify and apply data about students and student learning outcomes to improve instructional practices.

- A follow-up workshop entitled *Get Smarter* was offered on March 8, 2013. The sub-title and content focus of this workshop was *Aligning Curriculum, Assessments and Competencies*. Teachers worked with actual demographic and achievement data from their own classes, as well as general perception data from the Student Exit Survey to learn and practice data analysis for application at the classroom level.

- Beginning in 2013, the WASC self-study process brought the opportunity for Coastline ROP to train a broad cross-section of teachers in the identification and analysis of data for program improvement. All staff have had the opportunity to engage in collaborative analysis of organizational and student data for program and organizational improvement at various times throughout the self-study process, including:
  - The Staff WASC Orientation meeting on March 14, 2014
  - The end-of-year staff meeting on June 6, 2014
  - Various focus group meetings occurring from February through June 2014

The data examined and discussed by staff at the various meetings were drawn from the Student Community Profile and the student and teacher surveys. Review and analysis of program and student learning data continue as an embedded practice in teacher, course, program and resource evaluation.

Action Plan 3: Implement legislative mandates. (Critical Growth Areas 3 and 6)

Task 1: Implement the requirements of AB 2448 (Critical Growth Area 6)
Task 2: Provide information and training opportunities to ensure that all direct employees teaching within school bell schedules complete SDAIE training.

In 2006, Assembly Bill 2448 was signed into law, providing major reform legislation for ROC/Ps. The new law effected approximately 20 changes, the most significant of which was the mandated reduction of the adult student population served by ROC/Ps to less than ten percent of total enrollment. Additionally, the sequencing of ROP courses with local community colleges was mandated. These two mandates precipitated large-scale changes and provided significant new tasks.

To meet AB 2448 requirements, Coastline ROP pursued a series of goals and tasks as follows:

- Adult enrollment in Coastline ROP classes was reduced to less than 10% of total enrollment through systematic reduction and reallocation of course offerings in 2010.

- A course sequence matrix was developed for each high school showing how ROP courses are aligned within a pathway and connected to community college certificate programs. The original course sequence matrix was approved by the Coastline ROP Board of Trustees in June 2009, and it is updated periodically. This matrix is used at interagency meetings by steering committee members, principals, and ROP staff as a planning guide to help strengthen the high school's course sequences and pathway programs.

- The assistant superintendent worked with the student services manager, partner district personnel, and school site counseling staff to establish a protocol for ensuring that any student under the age of 16 has a comprehensive high school plan in place and is approved by a counselor or school administrator.

- New certificates of recognition, which now include course-specific competencies, were developed in spring 2010. Course competencies were derived from course outlines and CTE standards. The data system was retooled to enable teachers to electronically identify appropriate course-specific competencies for each student based on student learning outcomes and assessment data. Teachers create the certificates and deliver them to students upon successful completion of each course. These competency statements and certificates of recognition will be updated as course outlines are revised to align with new CTE standards.

- All direct instructors whose classes meet within the regular bell schedule of their school sites received state-approved training and were certified in SDAIE strategies as of June 2011.

Action Plan 4: Develop strategies to improve communication among all stakeholders. (Critical Growth Area 7)

Task 1: Raise awareness of Coastline ROP in the community.
Task 2: Improve communication with high school personnel including administrators and counselors.
Task 3: Improve communication among student services staff, career specialists and teachers.

Based on input from staff and stakeholders, improving communication throughout the organization has been an ongoing focus since the last self-study. Each department undertook actions specific to its function to boost the level and effectiveness of its communications, both within the organization and with the community at large.

Media, Business and Community Outreach

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

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

- From 2008-2011, the superintendent and the education and partnership development specialist (formerly the project specialist) attended the monthly Chancellor's Coordinating Council (CCC) meetings. Additionally, the education and partnership specialist represented Coastline ROP at the community colleges' Tech Prep meetings. Participation of Coastline ROP personnel on the CCC and Tech Prep committees facilitated sharing of information and identification of collaboration opportunities. Coastline ROP continues to work closely with community colleges to pursue articulation of courses and to collaborate on projects.

- In 2010, Coastline ROP 's education and partnership development specialist and assistant superintendent began participating in CTEoc, a regional collaborative of career technical education administrators and teachers from K-12 school districts, ROPs and community colleges. CTEoc organizes and provides regional advisory board meetings, career exploration opportunities for students, and professional

learning communities and professional development activities for teachers. CTEoc activities provide teachers with opportunities to communicate and collaborate with colleagues from across the region, as well as high-caliber business community advisors.

- The education and partnership development specialist attended Orange County Business Council meetings monthly, where information was gathered on the local economy and workforce development, opportunities to connect with business leaders and grant officers, and information on regional trends.

- Coastline ROP administrative staff, the instructional services team, and student services team attend and support school-site activities such as student competitions, student and teacher award functions, orientations, college and career fairs, parent nights, open houses and back-to-school nights, PTSA meetings, sports events, music and theater events, and student performances.

- The superintendent participates in meetings for the Orange County Education Partnership, the Orange County School Boards Association, Saddleback Arts Alliance, and the Orange County Workforce Investment Board (WIB). In April 2010, the superintendent became an official board member of the WIB representing the Orange County ROPs.

- Increased communication with federal and state legislators has also been a focus of organizational activities and initiatives as follows:
  - Continuing an important embedded practice from years past, the superintendent attends the annual CAROCP Legislative Forum in Sacramento. Together with other superintendents, Coastline ROP's superintendent meets with senators and assembly members representing Coastline ROP's geographic area to discuss the CAROCP legislative priorities.
  - Assemblyman Jim Silva and aide Eric Weigard toured ROP classes on November 6, 2010. The assembly member visited the Medical Assistant Back Office Internship class at the ROP site, the Business Academy ROP classes at Ocean View High School, and Music Technology and Theater Technology classes at Huntington Beach High School.
  - Martin Paine, the district director from Senator Mimi Walters' office, toured ROP classes in the Tustin and Saddleback districts in July 2010.

- Coastline ROP's *Achieve!* magazine was created and first published in 2011. The magazine highlights outstanding programs and student achievements in each partner school district. It was mailed to all principals and counselors at partner high schools and was also distributed to members of local chambers of commerce, and industry advisors. The magazine is included in the materials distributed to potential internship sites, and is available on the Coastline ROP website.

- On April 7, 2011, Coastline ROP hosted its first community forum event, *A Class Act.* The event showcased students in action demonstrating a variety of skills from all career pathways to increase awareness of Coastline ROP's programs and services for attending parents, community members and potential students.

- After a hiatus, the Coastline ROP *Annual Report* was revised and published in April 2011. The *Annual Report* is available on the Coastline ROP website and is distributed in print form to the Coastline ROP Board of Trustees, the steering committee members, and the principals of all partner high schools.

- In winter 2014, Coastline ROP engaged the professional services of Full Capacity Marketing (FCM). FCM conducted research and provided a strategic plan for rebranding and re-envisioning the present media and brand image and the future course of media relations and community outreach for Coastline ROP. A new logo was selected, along with a new tagline: Innovate, Educate, Inspire.

Technology and Social Media

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

- The addition of student success stories as a regular feature on the home page
- Expanded, flip book versions of the schedule of classes and Achieve! magazine
- The locker feature containing additional forms, monthly bulletins, instructional and student services materials
- Additionally, in 2010, all Coastline ROP direct teachers developed web pages.

With assistance from FCM, the Coastline ROP website was again updated and improved in 2014 to incorporate new, vibrant colors along with the new organizational logo and tagline. The user interface was revamped to make it more interesting and easier to navigate.

In 2011, Coastline ROP also created a Facebook page to give ROP a presence in the social network arena: https://www.facebook.com/coastlinerop. The Coastline ROP Facebook page features pictures, student work, ROP events, and frequent status updates. YouTube videos of students in action and a broader portfolio of student work are currently being developed. This interactive social media presence helps inform the community about Coastline ROP programs and opportunities. As a marketing tool, the Facebook page helps to spread the message that Coastline ROP is a premier provider of career technical education.

Business Services

In 2011, the business services director began publishing an email update to the business office staff that includes relevant, non-confidential information arising out of leadership team meetings. The newsletter informs business services staff members about general organizational activities and assignments that may affect them and their work.

Instruction and Student Services

To improve communication and functional efficacy of both departments, instructional services and student services departments were restructured in 2011. The assistant superintendent now supervises the staff of both departments. This unification facilitated greater communication and collaboration between the student services manager and instructional program coordinators, who now work more closely together and meet regularly.

The instructional services department also created and began publishing a newsletter entitled *Tech Teacher Times* in October 2009. The purpose of the newsletter, which was published twice annually in the fall and spring semesters, was to inform ROP teachers and district personnel of ROP instructional initiatives and focus areas for the current school year and to introduce new teaching staff members and highlight exemplary teachers and practices. The publication of the newsletter was discontinued in 2013 upon the hiring of Full Capacity Marketing.

Additional areas that were addressed in the Action Plan

Critical Growth Area 8: Provide teachers with strategies to provide reasonable accommodations for students with special needs.

Career specialists received in-service training and updated protocols for identifying ROP students with special needs and conveying necessary and available information about those special needs to teachers using the Special Needs Referral form. In the 2014 survey, responses indicate that 87% of teachers feel they receive adequate and timely information to enable them to meet their student's special needs.

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

Coastline ROP involved all staff in the budget review and reduction process that was necessary to meet the challenges of the financial crisis that occurred statewide during the 2008-09 fiscal year. A Budget Task Force made up of staff members representing all departments and functions in the organization was convened in 2009.

The task force was charged with the mission of reviewing the projected expenditures and identifying possible areas to reduce spending by $1.8 million. In addition, task force members served as liaisons between the task force and other staff within their departments to facilitate the exchange of information. The task force ultimately devised a $1.6 million reduction plan and proposed deficit spending that was submitted to the Board of Trustees as a 2009-10 budget reduction proposal. The Board approved the reduction plan in May 2009. Although the budget and funding model have changed radically, Coastline ROP's budgeting process has not changed significantly since the last WASC self-study.

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

In an effort to address this critical growth area, Coastline ROP restructured and amended job descriptions for technology services personnel in 2010. The goal of the reorganization was to enhance the efficiency and effectiveness of the technology department so that technology issues were resolved more quickly. In addition, a technology plan was created, which includes a procedure for identifying and replacing equipment before it fails, based on life expectancy. A need to update and expand the technology plan and to use it for budget planning and resource allocation has emerged as a key area for growth during the current self-study process.

Impact the Action Plan has had on the quality and level of student learning

The years following the 2009 self-study presented Coastline ROP's leadership, staff, community, and students with unprecedented challenges: national and state economic crises, sweeping legislative mandates for change, and a comprehensive restructuring in ROP funding models. Despite this uncertain economic and legislative future, Coastline ROP leadership and staff have continued to collaborate effectively with partner districts to adapt and respond positively in pursuit of our mission.

Coastline ROP continues to enjoy positive, productive relationships with partner districts, providing a vital part of the overall CTE programs throughout the large geographic region we serve. Partner districts and schools continue to reaffirm the value of Coastline ROP classes and programs. Data show that students benefit from the regional structure, accessing a wide variety of career preparation programs outside and across district lines.

Rigor and relevance for students remain at the center of Coastline ROPs instructional programs and practices. Continually increasing the number of courses meeting UC/CSU admissions requirements, greater numbers of articulation agreements with community colleges, and the ongoing addition of innovative new courses focused on STEM and STEAM all testify to the fact that Coastline ROP helps students to meet

the increasingly high demands of postsecondary educational institutions and the local workforce.

Coastline ROP's instructors remain strong and committed to bringing relevant, impactful learning experiences into the classroom to prepare students for their future. All instructors are highly qualified in their industry sector, appropriately credentialed by the California Commission on Teacher Credentialing and are equipped to meet the learning needs of all students in an increasingly diverse student population.

Technology resources have been upgraded and retooled to increase access to and use of relevant student data and to give students access and industry-specific training on current technology and equipment that better prepares them for advanced education and/or entry-level jobs.

All staff and stakeholders' increasing awareness of, access to, and application of relevant student data, provides greater opportunities and means to adjust programs and instructional practices to improve outcomes for all students.

Enhanced communication tools, procedures, and activities have resulted in greater organizational efficiency and efficacy, enhanced collaboration, and heightened focus on student achievement of the Coastline ROP student learning outcomes.

Teachers' increased awareness and incorporation of relevant new standards, including CTE standards, the Standards for Career Ready Practice, and Common Core State Standards in course curricula will continue to produce greater rigor and relevance in ROP courses. Likewise, the development of current course sequences has resulted in stronger, more accessible CTE pathway programs for students, supporting their postsecondary success.

Outcomes from the action plan developed through the 2009-10 WASC self-study show that Coastline ROP has remained a stable, viable provider of high quality career technical education to a diverse student and school community, while successfully weathering a period of unprecedented fiscal uncertainty and legislative change. Positive student input and learning outcomes demonstrating both satisfaction and success reveal that Coastline ROP is fully equipped to adapt effectively to wholesale change, while creating a new vision, mission, and wave of student success in the 21st century.

Evidence:

- Priorities Final Status Reports
- Coastline ROP Fall 2011 Schedule
- Common Core Literacy Standards for Technical Subjects
- Course Outlines
- CTE Model Curriculum Standards Train the Trainer Professional Workshop
- CTEoc
- Data Repository
- Standards Alignment Training: Moving CTE into Quadrant D
- Student Exit Survey 2013-14
- Tech Teacher Times (Newsletters)
- Technology Plan
- WASC Focus Groups Meetings

Criterion 1

Institutional Mission and Schoolwide Learner Outcomes

The institution demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide Learner Outcomes (SLOs) are developed and reviewed annually to ensure that they are current and relevant.

Institutional Mission and Schoolwide Learner Outcomes

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

Findings	**Evidence**
Coastline ROP has a clearly defined mission statement that reflects the beliefs and philosophy of the organization and describes its educational purpose. The Coastline ROP mission statement was renewed in the spring of 2014 as part of the self-study process to demonstrate its commitment to high levels of student learning.	
As a first step, a survey was emailed to staff members asking them to review the existing mission statement and provide input for the revision. The former iteration of the mission statement read as follows: "Coastline ROP provides students with a dynamic career technical education program that prepares them for academic and career success."	• Mission Statement Survey One
Forty-one staff members responded to the survey: 65% indicated that the mission statement was appropriate and did not require amendments. Thirty-five percent of respondents suggested changes. The results of that survey were compiled, summarized, and again published to direct employees for input and suggestions. Staff suggestions were used to draft different versions of a new mission statement. On March 14, 2014, at the WASC orientation meeting, staff members worked in groups and discussed both the current mission statement and the revised versions.	• WASC Orientation Meeting Agenda • Mission Statement Worksheets
The cabinet then reviewed staff suggestions and drafted two new mission statement proposals based on the input. These drafts were distributed to all staff, who were asked to vote for one of the two proposed statements. Seventy-seven staff members responded with a choice, and the following statement was selected by the majority: "Coastline ROP delivers innovative, high-quality career technical education to equip students with 21st century skills for college and career success."	• Mission Statement Survey Two
This version of the proposed new mission statement was presented to the Board of Trustees at the May 2014 meeting.	

At that meeting, the board made additional suggestions for amendments to expand the statement.

- May Board Meeting Agenda and Minutes

The following mission statement was finally adopted and approved by the Board of Trustees in August 2014:

- August Board Meeting Agenda and Minutes

> ***Coastline ROP is an exemplary, innovative career technical education program that prepares students for college and career success and contributes to the economic development of the communities we serve.***

The mission statement accurately defines Coastline ROP's fundamental purpose to educate students for success in postsecondary education and careers. The statement articulates the ROP's role in serving the local business community and provides a foundation for the organizational Student Learning Outcomes (SLOs).

The leadership of Coastline ROP works in close collaboration with the Board of Trustees, partner districts, students and the business community to ensure that learning programs and services are aligned with its mission and serve the needs of students. The Board of Trustees convenes on a monthly basis to review and oversee the operations of the organization and to ensure that the Coastline ROP mission is upheld.

- Board of Trustees Meeting Agendas and Minutes

Members of the Coastline ROP steering committee, like the trustees, each represent one of the partner school districts served by Coastline ROP. Steering committee members provide input, feedback, and guidance to the leadership team to ensure that Coastline ROP's policies, practices and procedures meet the needs of the students in each respective district.

- Interagency Meeting Agendas

The Coastline ROP cabinet, which is comprised of supervisors from every department, convenes regularly to review relevant information that affects the organization. The cabinet develops strategies to ensure that relevant instruction and student learning as reflected in the mission statement remain the focus of all operations.

- Cabinet Agendas and Meeting Notes

At the school site level, the superintendent and assistant superintendent meet annually with the administrators of each high school to discuss student needs. In addition, the ROP career specialist at each high school campus meets with students regularly to identify student interests and needs. Instructional program coordinators also work closely with

- Interagency Meeting Documents

school administrators to identify student learning outcomes, needs, and issues. Input from these sources is considered by leadership when making decisions about future programs and services.

The ROP contributes to the economic development of local communities in a variety of ways:

- Classes are designed to align to local labor market needs and indicators.
- Course curricula, resources, and instructional practices are reviewed by industry experts from local businesses who serve as advisors at annual advisory committee meetings.
- Coastline ROP instructional services personnel work closely with high school administrators to create comprehensive course sequences that lead to industry certification and/or postsecondary options.
- Many Coastline ROP courses align and articulate with community college programs in high-impact, high-demand career fields.

- Labor Market Study
- Advisory Meeting Agendas and Minutes
- Course Sequence Matrix
- Articulation Agreements

Since 2010 when the Student Exit Survey was reinstituted, high percentages of students responding annually have indicated that ROP courses help them to connect to business and industry, succeed in high school, prepare for college and career, and obtain entry-level jobs.

- Student Exit Survey Results

In these ways, Coastline ROP upholds its mission to serve the local economy and business partners by supporting students' successful transition to postsecondary education and/or careers.

Coastline ROP is legally authorized by the state to grant credits and certificates. California Education Code Section 52300 establishes Regional Occupational Centers and Programs. Coastline ROP was established on July 9, 1971, as a joint powers agency. Section 52310 states that credits earned from courses completed in a Regional Occupational Center or Program may be applied toward fulfillment of requirements for a high school diploma.

- California Education Code

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

Findings

The current mission statement was approved by the Board of Trustees in August, 2014:

> ***Coastline ROP is an exemplary, innovative career technical education program that prepares students for college and career success and contributes to the economic development of the communities we serve.***

The mission statement is widely published throughout the Coastline ROP community. It is prominently featured on the following sites, publications, and documents:

- Coastline ROP Website
- Schedule of Classes
- Annual Report
- Fact Sheets
- Employee and Teacher Handbooks
- Employee Information Booklet
- *Achieve!* Magazine
- Coastline ROP Facebook Page

Materials are widely distributed and used with our educational community and industry partners. Potential students and business partners may be directed to the website when they first contact Coastline ROP. The annual report document, fact sheet and schedule of classes are distributed to parents and students during school site open house events, back-to-school nights, parent nights, counselor meetings, career fairs, etc. *Achieve!* magazine and other informational and marketing materials from the list are included in a folder that is distributed to potential internship sites when the site is being developed for students.

Historically, the mission statement has been reviewed by staff and examined for the purpose of revision during the WASC self-study process. On a more frequent basis, the mission

Evidence

- August Board Agenda and Minutes
- Career Specialists' Best Practices Binder
- Strategic Planning Agendas and Summaries

statement is reviewed annually by the leadership team as part of its annual strategic planning session. Pursuant to board policies revised in the 2012-13 school year, the board will review the mission statement every three years or when a new board member or superintendent joins the ROP.

- Board Policy 0000

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

Findings	Evidence
Coastline ROP's mission drives organizational and program decisions to ensure that all resources are focused on identifying student learning needs and providing high quality, innovative career technical education. Governance, strategic planning, fiscal and human resource allocation, programming and management of facilities and equipment are all based on the organization's commitment to its mission.	
Each year, staff determines how best to carry out the Coastline ROP mission by defining the specific goals and objectives for the year. These goals and objectives are embedded in the annual Coastline ROP Priorities.	• Coastline ROP Priorities
To ensure a broad perspective in this planning and decision-making process, the entire staff is included in the annual formation of the Coastline ROP Priorities. At the end-of-the-year staff meeting, members from all departments work collaboratively to write goals and objectives that impact their respective roles. They have the opportunity to submit suggestions that will best allow Coastline ROP to carry out its mission in the following year. Staff input is reviewed and considered by the cabinet during the annual strategic planning process. In addition to staff input, Coastline ROP leaders seek, review, and utilize input from other stakeholders to formulate the Coastline ROP Priorities and to make other decisions that impact its achievement of the mission.	• End-of-Year Staff Meeting Agendas and Notes on Staff Input • Strategic Planning Meeting Agendas and Summaries
The board reviews the proposed priorities at a study session, making revisions or suggestions, which are incorporated into a final draft. The annual Coastline ROP Priorities are then adopted and approved by the board at the August or September meeting. Progress on accomplishment of the priorities is described in status reports which are compiled at midyear and again in June. The Board of Trustees monitors progress on the priorities by reviewing both the midyear and final status reports.	• Board of Trustees Meeting Agenda and Minutes

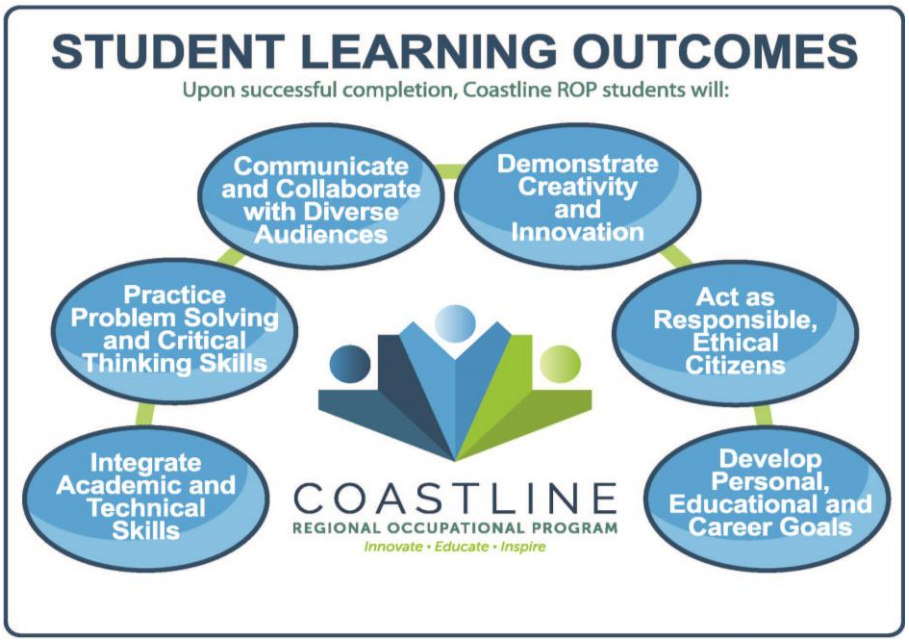
Indicator 1.4: The institution establishes Schoolwide Learner Outcomes that identify the broad, global goals for all students based on current and future student learning needs.

Findings	Evidence
Following the WASC accreditation process in 2009, Coastline ROP, along with all Regional Occupational Programs/Centers, was placed in the Postsecondary Institutions category for WASC accreditations. This change precipitated a need to realign organizational accountability methods to fit the new accreditation standards and protocols including the need to reformulate new organizational expected student learning outcomes. To begin the process, the leadership team and cabinet examined literature from the Western Association of Schools and Colleges (WASC) relating to postsecondary accreditation standards, requirements and protocols. The process for developing the current SLOs began in February 2013. In addition to the shift to postsecondary accreditation status, California's adoption of new standards for career technical education necessitated revision and restatement of the organization's fundamental student learning outcomes. At a cabinet meeting on February 19, 2013, the cabinet reviewed suggested procedures to accomplish the necessary revisions. On March 15, 2013, an additional discussion was held to establish goals and requirements for the new SLOs. Examples of SLO statements from other organizations were examined. Cabinet determined that a special study session was necessary to provide ample time and attention on the revision process. On April 11, 2013, the cabinet met in a special study session to review the Coastline ROP Expectations for Students (ESs) and to begin the revision process. In addition to reviewing SLO statements from other organizations, cabinet studied the new state standards for career technical education, the Common Core Anchor Standards (CCASs), and the Standards for Career Ready Practice (SCRPs). In addition, the cabinet participated in a brief study of the elements and structure of exemplary student learning outcome statements. A decision was made to base the new Coastline ROP SLOs on the SCRPs. As a first step, cabinet members worked	• Cabinet Meeting Agenda and Notes 2/19/13, 3/15/13, 4/11/13

collaboratively to find common concepts embedded in the twelve SCRPs, and grouped them to form six foundational topics for the new SLOs. A plan to involve both the WASC leadership team and staff in the process of drafting the new SLOs was formulated. Teachers were asked to review the Standards for Career ready Practice and identify key words and phrases that should be include in the new SLOs. On April 30, 2014, the WASC leadership team was convened. As the staff had done, the leadership team also reviewed the SCRPs to identify key concepts and phrases that they felt should be included in the new SLO statements.

- WASC Leadership Team Agenda and Notes 4/30/14

The final version of Coastline ROP's SLOs was articulated in the spring of 2014. In addition to the website, they are widely published and distributed throughout the community on different promotional documents, as well as posters displayed in classrooms and career centers on school sites.



Coastline ROP is currently in the process of incorporating the new SLOs in course outlines and curricula. Plans include the design and implementation of a method for teachers to specifically measure student achievement of the SLOs. At the current time, the SLOs are represented on the course descriptions that are available on the Coastline ROP website.

Prior to the creation of the SLOs in 2014, Coastline ROP's instructional foundation was provided by the Expectations for

Students (ESs). In 2008, Coastline ROP implemented curriculum entitled *ESs in Action* in all courses. The *ESs in Action* curriculum includes a brief video featuring students demonstrating the ESs in variety of educational settings. A lesson plan further introduces students to the ESs and elicits evidence of their understanding and how they apply to their current coursework. *The ESs in Action* curriculum has remained in use since 2008.

- *ESs in Action* Materials

Additionally, in the spring of 2011, Coastline ROP's teacher on special assignment developed curriculum entitled *The Internship Experience*, which includes a series of activities specifically designed for students in internship classes. It was designed to reinforce and promote Achievement of the ESs while participating in learning at internship sites. Internship teachers received in-service training on August 26, 2011, where they were trained on the new curriculum. *The Internship Experience* curriculum is still required in internship courses.

- *The Internship Experience* Materials
- Internship Training Materials

Student achievement of the ESs is assessed within the curriculum and assessments embedded in non-internship Coastline ROP classes. The ESs comprise the foundation of the course competencies for each course which are listed on Certificates of Recognition. A Certificate of Recognition, with individualized specific competencies, is awarded to students who successfully complete a Coastline ROP course with a grade of A, B, or C.

- Certificate of Recognition Example

In addition, student achievement of the ESs has been apparent in the outstanding achievement attained by Coastline ROP students in a variety of ways. For example, *Achieve!* magazine, published annually by Coastline ROP, features stories that demonstrate students' high levels of success in achieving the ESs in their ROP classes and programs.

- *Achieve!* Magazine

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

Findings	Evidence
Coastline ROP has prioritized its commitment to research and data-driven practices to support the highest levels of student achievement of student learning outcomes. In 2012-13, Coastline ROP Priority 1D required the implementation of a professional learning community practice for instructional services staff to include periodic review and discussion of relevant research. The assistant superintendent, instructional program coordinators, and student services manager engaged in a practice involving reading and discussion of relevant literature. Articles and book excerpts were selected from a variety of resources including ASCD, *Eye on Education*, *Edutopia* and *Educational Leadership* magazine, based on their relevance to Coastline ROP Priorities and to ongoing instructional initiatives. Discussions took place at periodic meetings with members of the instructional services staff and the student services manager.	• 2012-13 Priorities • Coastline ROP Priorities, Status Report
Also in the 2012-13 school year, the superintendent shared articles about effective leadership at each cabinet meeting. Excerpts from books and periodicals such as *Care to Dare*, *Management Excellence*, *How Women Lead*, and *Educational Leadership* were reviewed and discussed.	• Cabinet Meeting Agendas and Notes 2012-13
During the 2011 and 2012 school years, one of the instructional program coordinators attended two three-day intensive courses offered by Marilyn George through the UC-Riverside Extension. These courses, respectively entitled "Data-Driven Self-Analysis of Student Performance" and "Analysis of Program Effectiveness Based on Student Performance Using Research-Based Approaches," focused on ways to assess the instructional programs and their impact on student learning with respect to WASC criteria, the schoolwide student goals and the state's academic standards. Information and methods from these professional development activities informed instructional practices and teacher training going forward.	
On May 31, 2012, and again on August 23, 2012, instructional services staff offered a workshop entitled "Get Smart-Empowering Teachers and Enhancing Student achievement Using Data." The workshop was attended by 27 teachers,	• "Get Smart" Workshop Materials and Agendas

including both direct and contracted staff. The topics and teacher learning activities included data-driven decision-making in the classroom, types of student data teachers can use to boost student success, and methods to identify and apply student data to enhance instructional practice.

On March 8, 2013, instructional program staff offered a continuation of the "Get Smart" workshop entitled "Get Smarter: Aligning Curriculum, Assessments and Competencies." Topics focused on rationale and techniques for analyzing available student data and alignment of course descriptions, curriculum, and instructional strategies. Guidance and tools will continue to be developed and offered to teachers to support their refinement of assessment tools and practices and identification of intended and actual student learning outcomes at the classroom level.

- "Get Smarter" Workshop Materials and Agenda

The Coastline ROP Student Learning Outcomes adopted in 2014 are founded on research-based standards recently adopted by the State of California. The *Standards for Career Ready Practice Standards*, *CTE Model Curriculum Standards* and the *Common Core Anchor Standards* were all reviewed by members of the cabinet, in preparation for the drafting and approval of new SLOs.

Analysis of profile data was used to determine the direction and foundation of the new Coastline ROP SLOs. In January 2014, the WASC focus group leaders, who are also members of the cabinet, participated in a training on data-based inquiry for analysis of operations and outcomes relevant to their criterion. The primary topic of that training was the gathering and analysis of meaningful data for the self-study. A research-based, academic methodology was established and implemented throughout the self-study process for identification, disaggregation and analysis of all data.

- WASC Criterion Writers Focus Group Chair Training agenda and Notes 1/10/14

The WASC leadership team also participated in a study session regarding the SLOs on January 10, 2014. During that meeting, the team reviewed general self-study responsibilities and learned more about the data-driven approach, including the means for consideration and incorporation of student learning data in formulation of new SLOs.

- WASC Leadership Training 1/10/14 Agenda and Notes

On March 14, 2014, the entire staff assembled for a WASC orientation meeting which included an overview of the same topics and the first step in determining the key elements of the

- WASC Orientation Meeting Agenda and Notes

new SLOs. At this meeting, discussions included key observations of diverse student demographics and achievement, as well as perceived needs. Direct links between the SLOs and student profile data from school districts can be seen in the language of the SLOs:

- High levels of educational achievement in the school communities served by Coastline ROP and high percentages of college-bound students in partner districts indicated that the SLOs should include "Integration of Academic and Technical Skills."
- Economic and job market indicators showing the need for highly skilled and college-educated workers in both technical and creative economy jobs led to "Demonstrate Creativity and Innovation."
- Demographic data indicating a highly diverse student population enrolled in Coastline ROP's courses demanded a SLO to address the need for students to "Communicate and Collaborate with Diverse Audiences."

- WASC Orientation Meeting 3/14/14 Agenda and Notes

Annual student exit survey data provides an ongoing measure of the extent to which students perceive that their needs and expectations are being met by their Coastline ROP classes. Since 2010, when the student exit survey was reinstituted, student responses to a question about their level of satisfaction with the courses have remained consistently high: in 2013-14, 90% of students indicated that their course met their needs well or extremely well.

- Student Exit Survey Question 11

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

Findings	Evidence
In March 2008, the California State Plan for Career Technical Education for 2008-2012 was adopted and approved by both the State Board of Education and the Board of Governors of the California Community Colleges. This plan established the state's vision, goals, and criteria defining 11 essential elements of a world-class career technical education system. Following this development, in spring of 2012, Coastline ROP cabinet members developed an assessment tool to evaluate Coastline's CTE program using the state-defined 11 elements criteria. The organization, through its departmental leaders, conducted an assessment and analyzed the results.	• 11 Elements Self-Assessment Tool
The results of the self-assessment demonstrated that Coastline ROP's organization, systems and programs included all 11 elements of a high quality program. Analysis of the self-assessment revealed that students would benefit from additional industry certifications in some programs and from participation in student leadership organizations. These findings became priorities during the following year.	• Coastline ROP Priorities 2012-13
Annually, the superintendent and assistant superintendent meet with school site administrators to gather information on shifts and developments in student learning needs and school initiatives and requirements. Information gathered at these meetings informs decisions about class and program offerings, course sequencing, and staffing.	• Interagency Meeting Agendas and Summaries
To ensure that ROP courses meet an identified labor market need as mandated by law and as reflected in Coastline ROP's mission statement, a review of ROP courses is conducted every other year by the education and business partnership specialist. This staff member gathers data from various sources reflecting projected job growth, wages, and entry-level employment requirements and compiles it in the Labor Market Study. The Labor Market Study reflects and expresses the employment outlook in the sectors and jobs targeted by Coastline ROP programs and classes, characterizing job growth on a scale ranging from "high" to "declining."	• Labor Market Study

This Labor Market Study and other broad economic indicators, including current or anticipated legislative mandates, are identified and reviewed by members of the leadership team regularly. This information is considered in the selection of course offerings.

- Leadership Team Meeting Notes
- WIB Meeting Agendas

In addition, Coastline ROP staff members attend annual industry advisory committee meetings where important data specific to industry sectors is discussed. Staff members receive advice from business and industry leaders about educational requirements and industry trends. Information gathered from these meetings is used to modify existing curricula, plan new courses, and determine programming and course scheduling.

- Advisory Committee Meeting Agendas and Minutes

Business partners have the opportunity to provide input about Coastline ROP's internship programs and student outcomes through use of the Internship Site Supervisor Evaluation form. Instructional program coordinators supervising internship classes receive and review these completed forms at the end of the internship class term and follow up on any concerns or issues as indicated.

- Internship Site Evaluation Form

The Coastline ROP Student Exit Survey, given at the end of every course term, also renders important data reflecting the extent to which Coastline's classes are meeting students' needs and expectations. Results from the 2013-14 survey show that taking Coastline ROP classes helped students to select their career path, prepare for college, obtain jobs, stay in school and be motivated to perform better in school and at work. Furthermore, 90% of students indicated that their ROP courses met their needs and expectations.

- Student Exit Survey Question 10
- Student Exit Survey Question 12

Areas of Strength

- Coastline ROP demonstrates a strong commitment to its mission and to high levels of student learning.
- Student Learning Outcomes provide a firm, appropriate foundation for organizational operations and the instructional program.
- Coastline ROP works effectively and collaboratively with education and business partners to identify and meet student learning needs.

Key Issues

- Organizational leaders should continue to develop tools and processes to use school, community and student characteristics data in strategic planning and budget development.
- Coastline ROP should continue efforts to educate and connect all stakeholders to the new SLOs.
- Coastline ROP leaders should continue to develop additional means and methods to evaluate and measure achievement of the SLOs.
- School leaders should continue to develop processes for reviewing and incorporating educational research in organizational planning and decision-making.

Criterion 2

Organizational Infrastructure and School Leadership

The institution utilizes the contributions of leadership throughout the organization to provide for continuous improvement. The organizational structure and roles of governance are clearly defined and designed to facilitate decisions that support student learning and improve institutional effectiveness. The governing body enables the administrator/director to implement policy and lead the institution effectively.

Organizational Infrastructure and School Leadership

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

Findings	Evidence
Coastline ROP operates under a Joint Powers Agreement (JPA) with five school districts: Huntington Beach Union High School District and Irvine, Newport-Mesa, Saddleback Valley, and Tustin Unified School Districts. The ROP is governed by a Board of Trustees which consists of one publicly elected board member from each partner district.	• Joint Powers Agreement
As illustrated by the reporting chart, Coastline ROP staff is organized into departments including administration, instructional services, business services, technology services, and student services. The organizational reporting structure is relatively flat. The three-member leadership team, which includes the superintendent, assistant superintendent, and director of business services, works with six cabinet members: three coordinators of instructional programs, the administrator of human resources, the manager of student services, and the manager of technology services. Cabinet members supervise employees in their respective departments.	• Reporting Chart
Supervisors hold regular meetings and have informal discussions with their staff. This leadership and reporting structure allows issues that impact students, staff, facilities, or budget to be resolved quickly and efficiently. All decisions are based on board policy and the Coastline ROP guiding premise which is *Students First!*	
The organizational structure is reviewed on a regular basis by the leadership team. The needs of the organization are identified annually or more often if necessary. Decisions are based on student learning outcome data and input from partner school district and site leaders.	• Leadership Team Summaries
In August 2011 and August 2013, the Board of Trustees approved respective proposals for reorganization. Approved changes in organizational structure resulted in a more efficient organization, improved communication between departments,	• Board Agenda Items

a better matching of job titles with responsibilities, and the preparation of staff for future promotions.

Job descriptions are updated regularly to ensure efficiency within the organizational function. They are written to meet legal requirements and compliance issues. The descriptions specify performance expectations, qualification guidelines, education, experience requirements, and working conditions. They are utilized in training new employees and help to clearly communicate job expectations and essential functions. Job descriptions are used in employee performance reviews to track progress or set goals. Coastline ROP's job descriptions were last reviewed and revised during the 2011-12 school year.

- Job Descriptions

Hiring procedures and methods are designed and implemented according to the board policies on recruitment and selection. Board policies express and articulate the board's intent to employ the most highly qualified candidate for each position. Coastline ROP's recruitment and selection procedure includes:

- Assessment of necessary credentials, skills, knowledge, and abilities
- Distribution of job vacancy announcements
- Screening of applications to identify the most qualified candidates for interview
- Interviews and selection of the most qualified candidate

- Board Policies

The superintendent recommends hiring only those candidates that meet all the qualifications established by law and the Board of Trustees, and only candidates who are approved by the board are eligible for employment.

- Board Minutes

The governing board is the policy making agency for the ROP. It delegates the development and implementation of appropriate policies and procedures that uphold the execution of instructional, management, and administrative services which are consistent with the mission statement and support the Student Learning Outcomes. It adopts policies that become the guiding vision for the ROP. The Board of Trustees develops and periodically reviews a set of fundamental principles which describes the ROP's beliefs and core values. These are set forth in Board Policies sections 0100 and 0200 and in the current Coastline ROP Core Values.

- Core Values
- Board Policies

The Coastline ROP Board of Trustees is entrusted by the community with the duty and responsibility to protect the public interest in schools and to ensure that a high quality education is provided to each student. It has demonstrated integrity in its relationship to the local community by adopting a resolution in support of professional governance standards. These standards define the board's governance role and include the following provisions:

- The board understands the distinction between board and staff roles and refrains from performing management functions that are the responsibility of the superintendent and staff.
- The board operates openly with trust and integrity.
- The board keeps learning and achievement for all students as the primary focus.
- The board ensures a safe and appropriate educational environment is provided to all students.

- January 2010 Board Package

The board conducts regular and timely evaluations of the superintendent based on the vision, goals, and performance of the ROP and ensures that the superintendent holds ROP personnel accountable. The superintendent is evaluated on an annual basis using an evaluation instrument created by the Board of Trustees. Board members individually evaluate the superintendent in July. The board president compiles the individual instruments and prepares a written evaluation of the superintendent. The board presents the written evaluation to the superintendent in August.

- Superintendent's Evaluation Form
- Superintendent's Evaluation Process

The other members of the Coastline ROP leadership team are also evaluated on a regular, timely basis in keeping with board policies. Both the assistant superintendent and the director of business services have been with Coastline ROP for more than 10 years, and, therefore are required to be evaluated every five years since their previous evaluation ratings meet or exceed standards.

- Administrative Regulation 4115(a)

Board members monitor the progress of the organization's achievement of its priorities. Twice yearly, the superintendent, with input from the staff, compiles a status report of progress made toward the completion of the annual performance indicators associated with each priority. The board reviews the midyear and final status reports at its March and June meetings annually.

- Priorities Status Reports

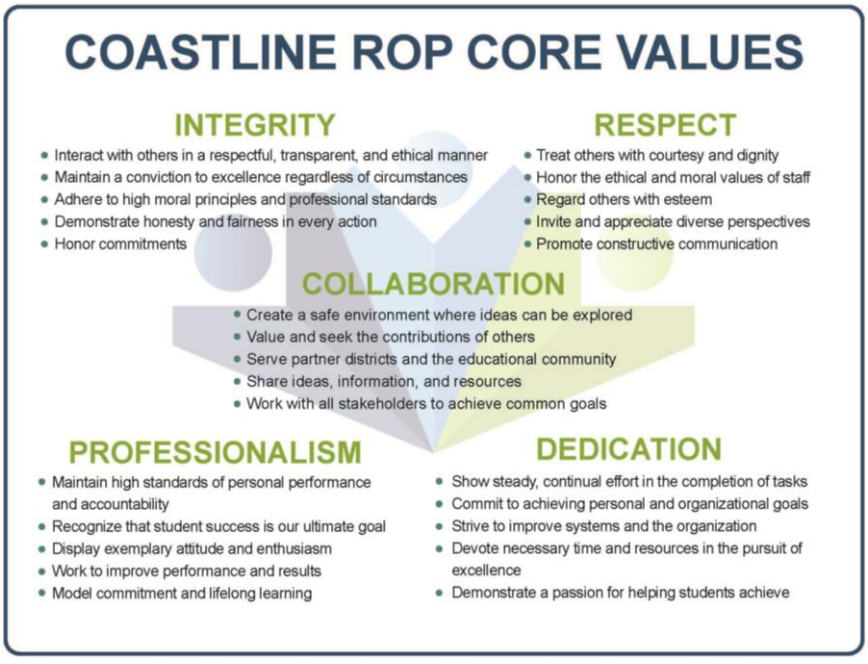
Indicator 2.2: The leadership of the institution creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement for students.

Findings

The Coastline ROP superintendent provides visionary leadership that aligns to the California Professional Standards for Educational Leaders, supports the organizational mission, and promotes success for all students.

Superintendent Darlene Le Fort is involved in leadership at the state, regional, and local level to galvanize support and resources for the ROP; to respond to the larger social, legal, and cultural environment; and to facilitate continuous improvement. Mrs. Le Fort served as the California Association of Regional Occupational Centers and Programs (CAROCP) Southern Region Coordinator for two years and exercised a greater political influence by participating on the CAROCP's executive, strategic planning, marketing, and legislative committees.

The superintendent models a personal code of ethics and maintains high standards of honesty and integrity. She provides a collegial and collaborative atmosphere and promotes the servant leadership model. The Coastline ROP Core Values reflect this paradigm:



Evidence

As a result, Coastline ROP supervisors also endorse the servant leadership model, exhibit the organizational core values in the workplace, and devote themselves to meeting the needs of those they lead. Employees benefit from professional growth activities and exposure to professional learning communities. By employing this leadership style and providing a high level of support to staff, ROP management effectively guides the school toward improvement.

- Cabinet Meeting Handouts

When asked to respond to the statement, "Coastline ROP leadership effectively guides the organization toward continuous improvement," the groups replied as follows: 100% of board members and steering committee members strongly agreed, 100% of career specialists agreed or strongly agreed, 96% of school administrators agreed or strongly agreed, and 92% of support staff agreed or strongly agreed.

- Survey Results

To further develop leadership qualities among the supervisory staff, the Coastline ROP cabinet was created in September 2011, as part of a leadership reorganization following the retirement of key organizational leaders. The cabinet members include the superintendent, assistant superintendent, director of business services, three coordinators of instructional programs, the human resources administrator, the manager of technology, and the manager of student services. The purpose of the cabinet is to institute a broader shared leadership approach that will improve the effectiveness of the ROP. Practices are developed to improve communications and unify leadership staff. This enables them to act as a collaborative decision-making body to facilitate continuous school improvement.

- Cabinet Meeting Minutes

Coastline ROP leaders promote professional development for all staff to improve organizational function and support student achievement of the SLOs. The ROP instructional staff is encouraged to participate in a minimum of two professional development activities each year. These are aimed at improving teaching methodologies, developing technical skills, and maintaining current industry knowledge. The allocation of substantial resources including provision of substitute teacher coverage to allow teachers to attend professional development activities and conferences demonstrates the Coastline ROP leadership's commitment to staff development and student achievement.

- Teacher Evaluations
- Conference Request Forms
- Professional Development Budget

Coastline ROP was named one of the Top Workplaces in Orange County by the *Orange County Register* from 2009 through 2011. The top workplaces are selected solely on the opinions of employees. They are asked to respond to 21 statements about their workplace experience. Coastline ROP consistently ranked within the top ten in the small company category.

- Top Workplace Awards

To create a congenial and collaborative environment, ROP leaders seek the contributions of all staff. Leaders treat all staff with respect and dignity and value diverse perspectives. This culture of respect creates a safe, professional environment where ideas can be explored.

- Survey Results

This leadership style was best exemplified during the 2009-10 statewide budget crisis when ROPs were designated as categorical programs and funds were cut by 20 percent in the Governor's 2009-10 budget. While it might have been easier for the leadership team to determine how best to manage this budget reduction, the leadership opted instead to convene a budget task force to act in an advisory capacity. The 14-member task force was constructed to represent the entire staff. It included one or two members from each employee classification and representatives from each department. The task force was charged with determining the method and means to accommodate the requisite 20 percent reduction of funds, nearly 2 million dollars, in the ROP's operating budget. Inasmuch as staff salary and related expenses constituted almost 90 percent of the Coastline ROP budget, the task force had to consider layoffs, salary reductions, and furlough days as measures to accomplish the budget reduction.

- Budget Task Force Meeting Agendas and Notes
- Budget Task Force Notebook

Demonstrating a considerate, collaborative approach, the task force solicited input from colleagues to identify concerns and suggestions for handling the crisis. Several meetings were convened, and the recommendation was made to avoid layoffs and to impose a five percent reduction in salary in the form of furlough days or a reduction in paid teacher preparation time. When this solution was presented to all staff by the superintendent at a staff meeting, staff in attendance responded with a standing ovation. Trust in the leadership team and the members of staff who participated in the decision-making process was apparent. Staff viewed the process as one that was collaborative, transparent, honest and fair.

When asked by survey to respond to the statement, “The Coastline ROP environment is characterized by professionalism, trust, support, and high expectations for students,” the groups replied as follows: 96% of career specialists agreed or strongly agreed, 96% of school administrators agreed or strongly agreed, and 92% of support staff agreed or strongly agreed.

- School Administrator Survey Question 5
- Career Specialists Survey Question 7
- Support Staff Survey Question 6

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

Findings	Evidence
The Board of Trustees upholds its responsibility to remain accountable to the public for the performance of Coastline ROP by monitoring progress toward achievement of the annual organizational priorities. Board members also monitor efficiency and effectiveness of the ROP instructional programs, personnel, student services and fiscal operations as they relate to improving student achievement through review of reports delivered by the superintendent, assistant superintendent, and director of business services at each board meeting.	• Board Meeting Minutes
Coastline ROP stakeholders have the opportunity to participate in the evaluation of the organization as a whole. The identification and articulation of the annual organizational priorities is a multi-tiered process involving staff from all levels and departments of the organization. Priorities are first considered and discussed by the staff at the end-of-the-year staff meeting. Collaboratively, staff makes suggestions for the priorities in the following areas: organization, instruction, student services, business, technology, marketing, and others. These suggestions are then considered by the leadership team and cabinet members during the annual strategic planning session that occurs in July. A draft of the Coastline ROP Priorities is written and presented to the board. The Board of Trustees participates in a study session in August of each year to review the proposed priorities emerging from the staff process and to provide additional input. Once the board approves the priorities, they become the organizational goals for the upcoming school year.	• Staff Meeting Agendas/Notes • Staff Input Forms • August Board Meeting Agenda and Minutes
At each board meeting, updates on the progress made toward the completion of these goals are given and thus become public information. Status reports on the completion of the priorities are also available to the educational community on the ROP website. ROP staff members receive the final status reports at the end-of-the staff meeting. Achievement of the priorities is also among the criteria included in the superintendent's evaluation.	• Board Meeting Agendas • End-of-Year Staff Meeting Agenda
Business and industry partners evaluate ROP classes, programs and/or pathways at annual advisory committee	

meetings. Advisory committee members review and approve ROP course outlines and validate local market need and trends in respective industry sectors. Advisors also provide input as to the new skills or knowledge needed in the related industry and interact with teachers and program coordinators to answer questions and provide advice.

- Advisory Committee Meeting Agendas and Summaries

A labor market study is conducted and a report is written on a biennial basis to meet the requirements of Education Code Section 52302. Information and data for the report are gleaned from a variety of sources including the U.S. Department of Labor, the Workforce Investment Board, the Orange County Business Journal, and the California Employment Development Department. Data from these sources is analyzed to identify local workforce demands and job growth projections in various industry sectors. In this way, Coastline ROP ensures that all courses meet a documented labor market demand. The labor market study is published and available to all stakeholders via the ROP website.

- Labor Market Study
- Website

District personnel and high school administrators meet with ROP staff on a consistent basis. Each year the superintendent, assistant superintendent and the district steering committee members meet with principals from each high school. These interagency meetings take place in the early spring. Attendees discuss budgets, legislative issues, enrollment data, course offerings, pathway programs, and the responsibilities of career specialists.

- Interagency Meeting Agendas and Notes

Instructional coordinators and the student services manager communicate regularly with school site administrators and frequently visit high school campuses for observations and collaboration with site personnel on an as-needed basis. They share information and gather input for decisions regarding teachers, students, and course offerings.

All supervisors in the organization maintain an “open door” policy and staff is encouraged to bring concerns forward as they arise. ROP teachers and career specialists communicate regularly with their supervisors to make suggestions or requests to augment or improve course curriculum, instruction, and support for students. This also occurs during the end-of-year review process. The leadership team, staff from instructional services, business services, student services, and technology services hold departmental meetings to assess

- End-of-Year Evaluation Meeting Agendas and Notes

accomplishment of goals, make operational decisions, discuss student-related topics, and set future goals.

Staff members are encouraged to serve on committees and become actively involved in organizational decision-making processes. Examples of these committees include: distinguished student recognition, budget task force, disaster preparedness, staff meeting planning, emerging technology, website, and marketing.

So that the voice of its students can be heard, Coastline ROP surveys students through an annual Student Exit Survey. It is used to gather perception data from ROP students to measure effectiveness of ROP programs and practices. Students are asked to comment on their perceptions of safety in the classroom, access to current technology, integration of academic skills, quality of instruction and curriculum, attainment of relevant skills and knowledge, assessment, and work-based learning opportunities. Students are also asked whether or not courses meet their needs and expectations. Comments are solicited, giving students the opportunity to make suggestions for program improvement. The results are published on Coastline ROP's website and used by teachers and supervisors to evaluate program integrity and effectiveness. The results of these student evaluations are reported to the Board of Trustees and steering committee members as well as to the community at large through the ROP website.

- Student Exit Survey
- Board agendas
- Website

Publication of the Annual Report was reestablished in the 2008-09 school year. The Annual Report is distributed to the ROP's stakeholders. It contains information on the Coastline ROP Priorities, courses and trends, enrollment indicators, student success stories, budget, and industry partnerships.

- Annual Reports

Each year, the ROP publishes a magazine entitled *Achieve!* The purpose of the magazine is to inform the school community about the success of ROP students. *Achieve!* is distributed to the Board of Trustees, school and district administrators, business partners, internship sites, teachers and students. It can also be viewed on the website or a copy is available in the lobby at the district office.

- *Achieve!* Magazine

Coastline ROP has participated in the WASC self-study process and has been continuously accredited since 1985. The rigorous WASC self-study process involves all

- Accreditation Letters from WASC

stakeholders and demands a thorough examination of programs, practices, and procedures.

As described above, the Board of Trustees, the community at large, the educational community, and business partners all have opportunities to review and evaluate the ROP governance structure, decision-making processes, and organizational effectiveness.

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

Findings

Coastline ROP maintains effective board policies which are the core of successful governance. The Coastline ROP board policies provide long-term direction and outline foundations for process. All decisions made by the Board of Trustees and the ROP leadership are based on board policies and administrative regulations. Coastline ROP has an up-to-date infrastructure of policies and procedures that ensures compliance with state and federal mandates and assists staff as they deal with key issues. One hundred percent of the Coastline ROP board members agree or strongly agree that the ROP has an established infrastructure of policies and procedures that provide stability and consistency for instructional programs.

In spring 2011, the Board of Trustees and leadership staff identified a need to review all then-existing board policies to ensure they were aligned with current law and the intended mission, goals, and expectations of the ROP and its participating districts. In July 2011, management staff participated in a three-day policy workshop led by a consultant from the California School Boards Association (CSBA) to ensure the development of a legally compliant policy manual.

From 2011-2013, every board policy was reviewed by the superintendent, committee, and/or designated staff members and necessary revisions were made. The board discussed the proposed policies and conducted a first and second reading at a board meeting before formal adoption. This transparent process enabled all stakeholders to be part of the revision and/or creation of the Coastline ROP board policies.

Evidence

- Board Policy Manual
- Board Members Survey Question 8
- CSBA Policy Services Documents
- Board Meeting Agendas and Minutes

Areas of Strength

- Coastline ROP has a high functioning governance structure that supports ethical and effective leadership.
- Coastline ROP's reporting structure promotes efficient communication and organizational effectiveness in support of student achievement.
- Coastline ROP maintains relevant board policies which provide a sound foundation for decision-making procedures, tools and functions.

Key Issues

- None

Criterion 3
Faculty and Staff

The institution employs qualified personnel to support student learning programs and services to ensure institutional effectiveness. Personnel are treated equitably, evaluated regularly, and provided opportunities for professional development that impact student learning.

Faculty and Staff

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

Findings	Evidence
Coastline ROP recognizes that the success of its students and programs depends on the hiring, continuing support, professional development, and retention of classified and certificated personnel. It desires to establish a safe and supportive work environment that will attract and retain staff members who are highly qualified and dedicated to achieving the mission of the ROP.	• Board Policy 4000
Coastline ROP assures the integrity and quality of its programs and services by employing staff who are qualified through appropriate education, training, and experience. Education requirements vary depending upon the position, and all Coastline ROP employees meet or exceed the minimum established requirements for their positions. Minimally, a high school diploma/GED is required for the majority of positions; however, 68 percent of the total staff holds two-year degrees or higher.	• Educational Attainment Chart • Personnel Records
Board policies establish standards, minimum requirements, and procedures for hiring personnel. These policies are aligned with the California Education Code and other applicable state and county laws and requirements. Additionally, state requirements for teachers and assignments are determined by the California Commission on Teacher Credentialing. All Coastline ROP teachers hold valid, appropriate credentials for their teaching assignment. Credentials and assignments are monitored every four years by the Credential Support Services Manager at the Orange County Department of Education to ensure proper personnel assignments.	• California State Education Code • Board Policy
Job descriptions are directly related to the organization's mission and goals and accurately reflect position duties and responsibilities. Job requirements for personnel are established and determined by the leadership team, according to their assessment of specific programmatic needs. In order to assure that qualifications for each position are aligned to the	• Job Descriptions • Reporting Chart

ROP mission, job descriptions are reviewed and changed as required. In 2011 and 2013, the ROP changed the job descriptions and titles of various staff members to more adequately reflect the needs of students and the organization.

Staffing and student-to-teacher ratios in ROP classes taking place within bell schedules are determined by the school districts according to the provisions of the collective bargaining agreement with each respective district. Enrollment caps (i.e. student-to-teacher ratios) for Coastline ROP courses taking place outside a regular school bell schedule are determined through analysis of factors including facility limits, equipment and technology needs and internship site availability (when applicable). Class sizes and enrollment caps are reviewed at the beginning of each course term, and adjustments are made as required.

- Class Cap Chart

Educational Attainment of Coastline ROP Staff

	Total Employees			Total Employees	
Teaching Staff			**Classified – All**		
MA/MS	4	6%	MA/MS	5	14%
BA/BS	30	50%	BA/BS	11	30%
AA/AS	7	12%	AA/AS	6	16%
H.S.	19	32%	H.S.	15	40%
	60 Total			**37 Total**	
Certificated Support			**Classified Management**		
MA/MS	3	75%	MA/MS	0	
BA/BS	1	25%	BA/BS	3	100%
AA/AS	0		AA/AS	0	
H.S.	0		H.S.	0	
	4 Total			**3 Total**	
Classified Career Specialist			**Leadership Team**		
MA/MS	5	23%	MA/MS	2	67%
BA/BS	7	32%	BA/BS	1	33%
AA/AS	4	18%	AA/AS	0	
H.S.	6	27%	H.S.	0	
	22 Total			**3 Total**	
Classified - Snyder Site			**Organizational**		
MA/MS	0		MA/MS	14	13%
BA/BS	4	27%	BA/BS	46	43%
AA/AS	2	13%	AA/AS	13	12%
H.S.	9	60%	H.S.	34	32%
	15 Total			**107 Total**	

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

Findings	Evidence
The human resources administrator supervises the recruitment and hiring of all employees and works with the hiring manager/supervisor. Criteria and qualifications for the selection of personnel are clearly and publicly advertised and address the needs of the organization. Open positions are posted to EDJOIN, a statewide website. Job flyers are emailed internally and externally to staff and local ROPs. When necessary, positions that require a specific skill set are advertised in online publications and job clearing sites such as Monster and Craigslist.	• Hiring Guidelines • Job Flyers • EDJOIN
A standardized interview procedure is conducted by the department manager/supervisor and the human resources administrator. All candidates are asked the same questions and are rated based on the same criterion which is recorded on the interview rating sheet by each interviewer. The most qualified candidate is identified, and hiring decisions are made considering all elements of the process. Top candidates may also be interviewed by school site administrators before a hiring decision is reached.	• Interview Questions • Interview Rating Forms
The human resources administrator verifies education, experience, and references provided by the prospective hires. References are asked questions designed to elicit responses that reflect the personal and professional qualities and qualifications of the candidate relevant to organizational goals and the position itself. Credentials for certificated candidates are verified through the California Commission on Teacher Credentialing (CCTC). For candidates who do not hold a credential, qualifications for a preliminary credential are determined by submitting required documentation to the recommending agency for the credential.	• Reference Form • CTE Credential Requirements
Job descriptions are updated regularly to ensure efficiency within the organizational function. They are written to meet legal requirements and compliance issues. The descriptions specify performance expectations, qualification guidelines, education, experience requirements, and working conditions. In 2011-12, the Coastline ROP Priorities included the review and	

revision of all job descriptions. Existing job descriptions were forwarded to employees for evaluation and/or updates. The human resources administrator received the revisions and forwarded suggested changes to supervisors for additional evaluation and assessment. After approval of all suggested revisions, the human resources administrator updated the job descriptions.

- Job Descriptions

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

Findings	Evidence
Board policies provide the foundation for all human resource and personnel documents, policies, and procedures. During the 2011-13 school years, the leadership team and the human resources administrator worked collaboratively with designated staff members to review and revise all board policies. The Board of Trustees approved and adopted the revised board policies over this same two-year period. By August 2013, all board policies had been reviewed and approved by the Board of Trustees. The board policies were published and distributed to all classified managers and certificated administrators in August of 2013. The board policies are available on the Coastline ROP website as well.	• Board Policy Manual
The supervisor of each department works directly with the human resources administrator to implement internal procedures specific to the functions of that department. General personnel policies and procedures are published in the Coastline ROP Employee Manual which is distributed to every new employee. The employee manual is revised and updated periodically when law, board policy, or organizational change necessitate a revision. The last revision, completed in 2013-14, has been distributed to all current employees.	• Coastline ROP Employee Manual
Important changes, updates and/or reminders about organization-wide human resources functions or practices are addressed at staff meetings and also at monthly on-site staff meetings on the Snyder site ("SSC" meetings).	• SSC Calendar and Meeting Notes • Staff Meeting Agendas
Global changes in operations, budget, personnel policies or practices are reviewed and ratified at board meetings; and summaries of the proceedings are distributed to staff by way of an email memorandum entitled "Instant Replay." Individual supervisors also provide employees with summaries, updates and further information on specific policies, practices, and requirements applicable to them.	• Instant Replay
Teachers are provided with the Teacher Handbook summarizing key policies, practices and expectations. The Teacher Handbook is revised periodically due to changes in the law, board policy, or organizational practices. The Teacher	

Handbook was last revised on August 11, 2014. A separate handbook for contracted teachers is distributed to every new contracted instructor. This handbook contains information and instructions about procedures that apply specifically to contracted teachers. The Contracted Teacher Handbook was last revised in September 2014, and the latest edition was distributed to all contracted teachers in October 2014.

- Teacher Handbook
- Contracted Teacher Handbook

Career specialists are provided with a handbook entitled Best Practices which sets forth a complete job description, specific policies, practices, and expectations for that position. This manual is updated annually. Updates and revisions are distributed to student services staff at career specialists' meetings which take place six times per school year.

- Best Practices Manual
- Career Specialist Meeting Calendar
- Career Specialist Meeting and Agenda

Informal meetings are held with business services staff following leadership team or board meetings. Updates specific to business department staff are discussed.

Individual issues, updates, or changes in personnel or human resources matters are addressed directly and confidentially by the human resources administrator and the staff member(s) involved via email, regular postal service, and/or individual phone conferences or meetings.

Personnel practices and procedures are administered and conducted consistently and equitably according to board policy. All supervisors have updated Board Policy Manuals. The human resource administrator monitors and works with management regularly to ensure that policies and procedures are administered fairly.

- Board Policy Manual

Board Policy 4119.21 (Professional Standards) provides that Coastline ROP employees shall maintain the highest ethical standards, exhibit professional behavior, follow all Coastline ROP policies and regulations and abide by state and federal laws. Professional standards of conduct are included in the employee manual under Compliance with Laws and Ethical Conduct. Additionally, in 2012 the staff collectively developed the Coastline ROP Core Values and in 2013 wrote the core value statements.

- Board Policy and Administrative Regulation 4119.21
- Employee Manual

Pursuant to Administrative Regulation 4112.6 (a), all personnel files are confidential and shall be available only to the employee, persons authorized by the employee, and those authorized by the superintendent or his/her designee. Official employee files are maintained and secured in the Coastline ROP human resources office. According to the administrative regulation, the contents of personnel records relating to the employee's performance or to any grievance concerning the employee shall be made available to the employee at reasonable intervals. Any employee wishing to inspect his/her personnel record may contact the superintendent or his/her designee.

- Administrative Regulation 4112.6
- Labor Code 1198.5; Education Code 44031

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

Findings

Board Policies 4115, 4215 and 4315 specify the general procedure, intervals and timelines for evaluations of Coastline ROP employees. These board policies are aligned to applicable federal and state laws governing employment and employee rights and obligations. The Coastline ROP Employee Handbook provides all employees with a general summary of the evaluation process and requirements.

The classified evaluation form has been revised to better articulate specific job performance criteria and to align with current board policies, the new mission statement and student learning outcomes, and organizational initiatives. The new evaluation form is being "field tested" by the director of business servicest, and if successful, will be implemented in all departments.

Certificated employees are evaluated at intervals in accordance with board policy, also using a uniform evaluation tool, which is provided to them annually at the beginning of the school term. Evaluation intervals are established on the basis of years of employment and satisfactory job performance, as follows:

- At least once each year for the first three years of employment.
- At least every other year commencing at the beginning of the fourth year of employment.
- At least every five years if the employee has been employed by Coastline ROP for at least ten years, has received a satisfactory evaluation on his/her last evaluation date, and the employee agrees to this interval for evaluation.

Supervisors and employees may request more frequent evaluations at any time. Any employee receiving an unsatisfactory performance evaluation is evaluated at least annually until such time as he/she receives a satisfactory job performance evaluation or until he/she separates from employment by Coastline ROP.

Effectiveness of teachers is evaluated based on evidence of their achievement and demonstration of mastery of the

Evidence

- Board Policies 4115, 4215, 4315
- Classified Evaluation Form
- Teacher Evaluation Template
- Administrative Regulation 4115

California Standards for the Teaching Profession (CSTPs). This collegial and collaborative process involves a review of a teaching portfolio maintained by every teacher which contains artifacts that evidence the teacher's achievement of the CSTPs. The portfolio serves as a basis for conversation and self-evaluation by the teacher, as well as evaluation of the teacher's practice by the instructional program coordinator. Together, at the evaluation meeting, the teachers and coordinators discuss the evidence of mastery in the teacher portfolio. Other evidence discussed include classroom observations conducted by the coordinator over the course of the last evaluation period and learning outcome data such as the teacher's gradebook, test results, and feedback from internship site managers (if applicable.) Together, the coordinator and the teacher assess the teacher's mastery of the standards and set professional growth goals for the coming term.

The evaluation document is provided to every teacher at the beginning of the school year. In this way, evaluation serves as a motivational, self-reflective, collegial process that initiates and promotes action toward attainment of growth goals. When this conversation and evaluation indicates a need, teachers are identified for assignment to a mentor teacher, who then works with the teacher to improve and move toward achievement of growth goals. In cases where more formalized support and documentation of improvement needs and goals are necessary, certificated administrators utilize the FRISK documentation method.

- Teacher Portfolio
- Teacher Evaluation Instrument

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

Findings

Beginning in the 2013-14 school year as part of the self-study process, Coastline ROP reviewed its former organizational Expectations for Students (ESs) and revised them to be articulated as Student Learning Outcomes (SLOs), in accordance with the new classification as a postsecondary educational institution by WASC. Discussion began with the leadership team and cabinet members who decided that the new SLOs should incorporate the newly adopted Standards for Career Ready Practice.

As a first step in the formulation of the new SLOs, staff members were asked to review the Standards for Career Ready Practice and identify key words and phrases that should be included in the new SLOs. Staff was asked to focus on the verbs, which would express the primary desired functional student outcomes. From that initial investigation and staff input, different drafts of proposed SLOs were published and voted on by staff at the WASC orientation meeting held on March 14, 2014. The WASC leadership team reviewed drafts and proposed iterations of the SLOs. The final draft of the new SLOs were approved and adopted by the leadership team in July 2014, and the new SLOs were unveiled to staff in August 2014, at the opening staff meeting.

It is anticipated that assimilation of the new SLOs into the organizational functions and the instructional practice of staff at Coastline ROP will be a major initiative and focus of professional development and organizational culture-building in the coming years. Instructional staff meets annually with their program coordinators to discuss their student learning outcomes. As the new SLOs are incorporated into course outlines, curriculum and instruction will be updated, adjusted, and augmented to incorporate the SLOs. Assessments used in courses will likewise be adjusted and augmented to measure student achievement of the SLOs.

Evidence

- ESs and SLOs
- Standards for Career Ready Practices

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

Findings	Evidence
The Coastline ROP Priorities provide guidance and direction for professional development of staff. The priorities are established based on data indicators and perceived needs within the organization to improve service to students and partner districts and ultimately student learning outcomes.	
All professional development activities either produced or funded by Coastline ROP are evaluated prior to funding for potential positive impact on student learning. These activities are presented by in-house staff or professional trainers and are designed to improve organizational function and support student achievement of the SLOs. Staff completes evaluations of workshops at the conclusion of the activities. Feedback from these evaluations provides quality control measures and guidance for planning of future events.	• Professional Development Binders
In 2013-14, professional development workshops and colloquia focused on prioritized initiatives and organizational goals. Coastline ROP expended approximately $30,000 on professional development, allowing staff to participate in more than 70 workshops, conferences, and seminars apart from those produced by Coastline ROP.	• Professional Development Budget
In addition, Coastline ROP supports individual professional development activities requested by teachers or as indicated on their evaluation as an area of need. The ROP also supports and encourages teachers to participate in appropriate professional development activities provided on their school sites. For certificated personnel, professional development activities are focused on supporting teachers in remaining up-to-date and qualified to teach current technology and practice in their industry sector. A secondary focus of professional development activities is the enhancement of teaching practice, through improved teaching strategies and curriculum development.	• Conference Requests
Coastline ROP has been instrumental in the formation and continuous growth of CTEoc, a county-wide organization dedicated to providing professional learning community forums and activities for the professional growth of all CTE teachers. CTEoc organizes and facilitates annual advisory committee	• Advisory Committee Meeting Minutes

meetings, and teachers are encouraged to attend these meetings; 64% of teachers indicate that they attend annual advisory meetings as a means of ensuring that materials and content in their courses are accurate and relevant.

- Teacher Survey Question 13

For non-teaching personnel, professional development activities are job specific and focus on supporting and enhancing the ROP educational program. Classified personnel attend internal and external training and workshops and utilize Keenan Safe Schools online training modules.

- Keenan Safe Schools

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

Findings

Classified employees are evaluated annually by their supervisors using an evaluation form that is uniform for all employees of that same classification. The evaluation process for classified employees, like that of certificated personnel, is founded on the organization's goals of collegiality, mutual support, and continuous improvement. Career specialists, like teachers, maintain a portfolio of work product and other evidence of meeting their work performance goals and expectations, as set forth in their manual, Best Practices. The student services manager meets annually with the career specialists to review their portfolios and conduct an interactive review of their work performance for the year, including discussion of the ways in which they met their individual, prior-year performance goals. The evaluation is completed using a standardized evaluation form. This form is aligned to the descriptions of job duties and examples of work products included in the Best Practices Manual.

The director of business services completes an individual annual performance review with employees, using a standardized form. The process involves discussion of areas in which the employee has excelled, performed adequately, or failed to meet the required performance level. Examples of each level of performance are given to enable the employee to fully comprehend work standards. When an employee is cited for substandard work performance, he or she is given specific examples of what is expected and specific ways in which he or she can improve performance. In addition to discussion of work performance, the director reviews with the employee the accomplishment of their individual goals that were set for the year and sets new goals for the upcoming year.

Due to the small size of the classified departments and the ongoing, regular communication and interaction of managers with classified employees, job performance issues are quickly and easily addressed as they arise. In situation where support and documentation of improvement are necessary, supervisors employ the Frisk documentation method along with a performance improvement plan. Meetings are scheduled as appropriate to review progress toward improvement goals.

Evidence

- Classified Evaluation forms
- Best Practices Manual

In addition to individual department meetings, staff working on the Snyder Site is included in monthly meetings called SSC meetings, which stands for “Snyder Siters Communicate.” These meetings provide a means and a forum for communication from organizational leaders on events, changes, and developments affecting the staff and the organization. Staff members are all individually encouraged to share important developments in their department, their own individual work functions, or their personal lives. Student and staff success stories are frequently shared and highlighted at these site meetings. SSC meetings support connection, communication and collegiality among the site staff and provide an important forum for discussion of topics affecting our site and our community.

- SSC Meeting Notes

As part of the self-study process, all staff was asked to participate in a classroom observation and to complete an observation record of what they saw, heard and experienced in the classroom.

- Classroom Observations

Areas of Strength

- Coastline ROP has qualified personnel who support student learning programs and services to ensure organizational effectiveness.
- The ROP invests in their employees by providing professional growth opportunities that impart knowledge and facilitate learning that translates directly to students.

Key Issues

- None

Criterion 4
Curriculum

The institution demonstrates a conscious effort to support student learning through the development of a challenging, coherent, and relevant curriculum that allows all students the opportunity to reach Schoolwide Learner Outcomes (SLOs).

The school's curriculum reveals its mission and SLOs and connects directly to current student learning needs.

The school pursues current, research-based curriculum development information to keep its programs relevant and effective.

Curriculum

Indicator 4.1: The institution has a documented curricular map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations.

Findings	Evidence
Coastline ROP provides readily accessible, comprehensive information about its program to all stakeholders.	
A complete schedule of course offerings including meeting times and locations are listed in the Coastline ROP Schedule of Classes which is published three times annually. The schedule is published in hard copy and digital forms. The hard copy schedule is distributed to high school students via the career specialist on each high school campus. It is also distributed to local libraries, community colleges, One-Stop Centers, and other sites in the community. The digital schedule is published on the Coastline ROP website.	• Schedule of Classes
The schedule contains the mission statement, the SLOs and a brief description of each course and prerequisites so that students can best understand the requirements. More comprehensive course descriptions are available on the website. Both the hard copy schedule and the website provide contact information so that students can obtain further information from the appropriate Coastline ROP personnel.	• Course Descriptions
Forty-six percent of students indicate that they obtained information about ROP programs from their ROP career specialist, 20% directly referenced the Coastline ROP schedule of classes, and 7% credit the Coastline ROP website.	• Student Survey Question 25
Additional communication of course offerings is done through the course sequence matrix. Coastline ROP maintains a course sequence matrix for each school site outlining the sequence of classes that a student would follow to complete a CTE pathway involving one or more Coastline ROP courses. At least 90 percent of the course offerings are part of an occupational course sequence that leads to postsecondary training and/or high-wage, high-demand jobs as required by AB 2448. The course sequence matrices are updated approximately every other year. A copy is given to each site administrator at the annual interagency meetings. The course sequence matrix is	• Course Sequence Matrix

also included in the Coastline ROP Counselor's Guide handbook which is distributed to high school counselors by the manager of student services.

Curriculum for all Coastline ROP courses is based on course outlines. Teachers are provided with the course outlines specific to their assignment when they are hired; outlines are revised when changes are made. Outlines are reviewed and updated to reflect input and suggestions received from advisors at annual advisory committee meetings and from teachers attending professional development activities and conferences.

- Course Outlines

Course outlines contain comprehensive information about each course including a full course description, course topics and the approximate number of hours of instruction for each topic, and course competencies. Course topics listed on each course outline are aligned to California CTE Model Curriculum Standards. Course outlines are currently undergoing revision to align to the new California CTE Model Curriculum Standards, the Standards for Career Ready Practice, the Common Core Anchor Standards, and the SLOs.

- California CTE Model Curriculum Standards
- New CTE Model Curriculum Standards
- Standards for Career Ready Practice
- Common Core Anchor Standards
- SLOs

Teachers develop their curricula for their classes based on the course outlines: 85% of teachers indicate that they use course outlines to determine course-specific student learning outcomes. State or industry certifications, industry licensure requirements (when applicable), UC/CSU admission requirements, and CTE standards also provide important and substantial resources and reference points for curriculum development. Teacher surveys indicate that 61% of teachers use state or industry certification standards, and 33% use licensure requirements to determine course curriculum and student learning outcomes. Health and public service courses such as CNA and EMT are examples of courses for which curriculum maps are provided by state or national regulations and licensing requirements.

- Teacher Survey Question 9
- Daily Nurse Assistant Training Program Schedules
- Orange County Emergency Medical Services *Scope of Practice*

Thirteen percent of teachers surveyed indicated their course learning outcomes could be found on a curricular map. A program group discussion confirmed the survey findings that the ROP does not have an organization-wide practice of curriculum mapping. Instructional administration recognizes the importance of curriculum mapping as it assures standardization among teachers and equity for students. Additionally it guides instruction to reach stated outcomes, licensure requirements, or certificate expectations.

- Teacher Survey Question 11

In an effort to standardize the curriculum, in February 2014, two instructional coordinators and seven teacher leaders attended the Standards Alignment Training: Moving CTE into Quadrant D, presented by the Colton-Redlands-Yucaipa ROP. The workshop presented models and methods for aligning course content and instruction with the new California CTE Model Curriculum Standards, the Standards for Career Ready Practice, and the Common Core Anchor Standards. Teachers attending the workshop adjusted course content to provide for standards alignment, and they developed key assignments and assessments for their courses, emphasizing rigorous, project-based learning experiences. Planning has begun to continue the training received at the workshop with teachers. The result will be an increase in the standardization of curriculum and instruction in classes across similar programs and more clearly defined learner outcomes. Additionally, four of the teacher leaders have begun developing "global assignments" focused on the Coastline ROP SLOs, which will become core lessons incorporated into all courses.

- Standards Alignment Training: Moving CTE into Quadrant D Flyer
- Global Assignments
- Planning Session Agenda

The communication of intended student learning outcomes is effective. Teachers synthesize the course outline and course description on syllabi and publish syllabi and student learning outcomes in a variety of ways for students. Additionally, the SLOs are displayed on posters in each classroom. Seventy-seven percent of teachers indicate that they articulate student learning outcomes on individual assignment and project handouts that are distributed to students throughout the course term. Ninety-six percent of students indicate that they know and understand the expectations of their ROP classes, and that their teachers clearly communicated the requirements for their Coastline ROP courses. In addition, 80% of students surveyed indicate that they understand the Coastline ROP expectations for students.

- Syllabi in Teacher Portfolios
- SLO Posters
- Teacher Survey Question 11
- Student Survey Questions 5 and 13

Finally, course competencies are stated on course descriptions and Certificates of Recognition which are provided to all students who successfully complete an ROP course with a grade of A, B, or C. Students' personal achievement of course competencies is noted on the certificate he or she receives at the end of the course.

- Certificates of Recognition

Teachers and instructional coordinators communicate throughout the semester regarding curriculum and resource needs and requirements. All instructors meet annually with their

instructional coordinator to review developments and progress from the prior year and to plan curriculum and resource needs for the upcoming semester/year.

- End-of-Year Evaluation Agenda

Indicator 4.2: The institution regularly reviews curriculum in order to ensure that the content taught in the classrooms is accurate and relevant.

Findings	Evidence
Coastline ROP's mission is to exemplify an innovative career technical education program that prepares students for college and career success and contributes to the economic development of the community. To meet this mission, organizational leaders and instructors work collaboratively to review and adjust curriculum to ensure accuracy, rigor, and relevance.	
The superintendent and assistant superintendent meet annually in the spring with school site administrators to review and discuss all courses and programs and to identify needs and course offerings for the upcoming term. Identified needs are addressed through coordinated communication and action by the instructional services staff, including the assistant superintendent, student services manager, and the instructional program coordinators, together with school and district-level administrators.	• Interagency Meeting Agendas and Follow-Up Letters
One very significant resource used by teachers and instructional program coordinators for curriculum monitoring and development is information obtained at annual advisory committee meetings. Advisory panels made up of local business and industry experts review course outlines and provide feedback and guidance on course content, equipment and instructional resource needs and competencies. Advisory committee recommendations are recorded in meeting notes and incorporated as modifications to the course outlines and curriculum, as appropriate and feasible. Eighty percent of teachers attend advisory committee meetings at least occasionally, with 47% attending them annually. Eighty percent of teachers indicate that they use information gathered from advisory panel meetings to modify curriculum.	• Advisory Committee Meeting Agendas and Summaries • Teacher Survey Questions 14 and 15
In addition, each year Coastline ROP teachers are invited to meet with the community college instructors to discuss articulation of their high school course with the entry-level community college course. Both instructors discuss curriculum to ensure that the software, textbooks or other instructional materials are up-to-date. They also verify the ROP class is	• Articulation Agreements

equivalent in nature, and, therefore, meets the articulation requirements. Agreements are generally in effect for one year. Two semesters of an articulated high school course is equivalent to one semester of the corresponding community college course. ROP students must successfully complete the ROP class with a grade of “A” or “B” to qualify for articulation credit.

As a course review measure and in fulfillment of Education Code 52302.3, Coastline ROP conducts a labor market study on a biennial basis. The report provides employment outlook projection data for the occupations related to the courses Coastline ROP offers and helps guide discussion about the relevance of current courses and future course offerings. The labor market study is shared with Coastline ROP board members, steering committee members, and partner school site administrators.

- Labor Market Study 2013 – 2014

Teachers and instructional program coordinators maintain ongoing communication throughout the semester regarding curriculum and resource needs and requirements. All instructors meet annually with their program coordinator to review developments and progress from the prior year and to plan curriculum and resource needs for the upcoming semester/year.

- End of Year Evaluation Agenda

Resource allocations are driven by the needs of students, teachers, and school sites that emerge through analysis of program and student learning outcome data. All formal curriculum review and planning processes including classroom observation and curriculum monitoring by instructional program coordinators, annual interagency meetings, annual advisory committee meetings, professional development workshops, and annual teacher review and evaluation meetings render findings that are used to make allocation decisions. Additionally, identified needs and teacher requests for training, curriculum, or materials requirements are communicated to the instructional program coordinators and the assistant superintendent, who make budget allocation decisions accordingly.

- Coordinator Meeting Agendas
- Evaluation Document
- End of Year Evaluation Agenda

To ensure accuracy and relevance of materials and course content used in their classes, teachers participate in a variety of activities including yearly evaluation meetings with their program coordinators; classroom observations and feedback meetings with coordinators; and professional development workshops, seminar and/or webinars. In addition, teachers

- Teacher Survey Questions 13, 18 and 35

consult data and other resources including student profile information (38%), student performance data (59%), student feedback from class surveys or questionnaires (47%), and input from colleagues and Professional Learning Communities (PLCs).

Since 2009, Coastline ROP has prioritized the development and implementation of innovative new curriculum in courses that meet UC/CSU admission requirements. In 2010, two members of the instructional staff and one teacher participated as fellows of the University of California Curriculum Integration Institute (UCCI), learning and working with other institute fellows to develop model curriculum in two courses that blend academic and CTE content. Those courses, *Designing the American Dream* and *Integrated Marketing and English*, are now part of the UCCI program available to all schools and ROPs for adoption and implementation. One of the UCCI fellows remains on the instructional staff of Coastline ROP and serves as a collaborative leader and mentor to other teachers in developing innovative, integrated CTE curricula.

- Coastline ROP Priorities Final Reports
- UC Curriculum Integration (UCCI) Website

Teachers and instructional program coordinators collaborate in revising existing course outlines and developing new curricula as necessary to meet requirements of the UC/CSU systems. Since 2009, 16 new courses with innovative, integrated curricula in three different industry sectors have been developed and taught during one or more semesters.

Coastline ROP UC "a-g" Approved Courses as of November 2014

Elective "d"	Elective "f"	Elective "g"	Total
Sports Medicine	Art of Animation	Engineering Design & Development	
	Art of TV & Video Production	Introduction to Product Design & Engineering (IPDE)	
	Computer Graphics	Entrepreneurship	
	Entertainment Art	Principles of Engineering	
	Film & Digital Media Studies	Virtual Enterprise	
	Multimedia Communications Design		
	Music Technology		
	Theater Technology		
	Visual Imagery		
	Visual Imagery - Advanced		
1	**10**	**5**	**16**

The course outlines for the newly UC/CSU approved courses such as Entertainment Art, Art of TV and Film Production, Advanced Visual Imagery, and Film and Digital Media Studies were either augmented or originally written to enhance the integration of academic and CTE knowledge and skills and to meet the increasing student demand for classes that meet UC/CSU admission requirements.

Additionally, new and innovative classes such as the Manufacturing Engineering Technology course offered at the Haas Technical Education Center at Trabuco Hills High School and the Coastline ROP Auto Tech Academy courses at Golden West College are examples of Coastline ROP's effective collaboration with business and community college partners, demonstrating leadership and excellence in curriculum development across different pathways and programs.

- Newspaper Articles on New Manufacturing Engineering Technology Course and Open House (Orange County Register and Saddleback Valley News)

In 2013, the position of project specialist was changed to education and partnership development specialist to further develop and enhance communication and collaboration with community college partners, four-year universities, businesses and other community organizations. One primary goal and outcome of that position was the development of cutting-edge curriculum and instructional programs. Examples of new curriculum and learning experiences developed include the UC Davis C-STEM Program (Computing, Science, Technology, Engineering, and Math) and UC Irvine Performance Engineering, a year-long collaborative learning experience through its Mechanical Engineering Program. Students had opportunities to participate in the HackUCI, a hack-a-thon organized by UCI undergraduate students. Students also benefitted from faculty who were provided externship opportunities at Allergan, Red Digital Camera, Belkin, and Kaiser Permanente.

- Photos of Students: UCI Performance Engineering and UCI Energy Invitational

The school pursues current, research-based information to keep its programs relevant and effective. The assistant superintendent and instructional program coordinators read literature to help inform curriculum decisions and instructional practices across its course offerings. As an example, one of the coordinators used current literature to assist in the development of online curriculum for the Pharmacy Technician Internship course. This course is offered as the capstone course for the Health Science Careers Academy students at Westminster High School.

- *"Using Technology to Support At-Risk Students' Learning"*

In addition, the ROP provides teachers with professional development opportunities that focus on research-based instructional strategies and methodologies. A workshop was conducted in January 2010 entitled Formula for Top Performance: Merging CTE and Academics for Student Success. The goal was to break down conceptual and communication barriers between CTE and academic teachers, promote innovation, write integrated lessons that enhance the relevance of academic instruction and rigor of CTE courses, and increase student achievement. In April and May of 2011, Irvine Valley College hosted a workshop series open to Coastline ROP teachers. The topics were "Interactive Teaching Techniques" and "Unleash the Power of Peer Review." And in 2012 and 2013, Coastline ROP's instructional staff presented a series of workshops entitled GET SMART and GET SMARTER. The workshops highlighted the research behind and importance of using data to inform decisions regarding curriculum development and instructional and assessment practices.

- Professional Development Binders

Course outlines for new courses must be approved by an advisory committee and Coastline ROP's Board of Trustees and certified by the California Department of Education. Teachers and coordinators work collaboratively to monitor, adjust, and develop course curriculum. Sixty percent of teachers surveyed felt that they were involved in the development of curriculum for their courses to a great extent and an additional 34% to a moderate or limited extent.

- Teacher Survey Question 19

Course outlines are currently aligned with the Coastline ROP Expectations for Students (ESs) and the previous iteration of the California State CTE Standards. Course outlines are under revision to align course curricula, competencies, and assessments with the revised California CTE Model Curriculum Standards; the Common Core Anchor Standards; and the newly adopted Coastline ROP SLOs. In addition to the standards-aligned curricula, all revised and newly created course outlines will include "global" lessons and assignments that highlight the SLOs and standardized assessment tools to measure student achievement of the SLOs. The intent in developing the global assignments is to provide clarity, equity, and alignment of fundamental course content in all classes of the same title no matter where they are taught and standardized assessment of organizational SLOs in all courses.

Standardized curriculum and assessment of school-wide learning outcomes was also important to develop for our diverse

internship pathways. In an effort to provide explicit instruction in the concepts and skills represented by the Coastline ROP ESs, and clear evidence of their attainment, the Teacher on Special Assignment (TOSA) developed *The Internship Experience* curriculum and assessment tools during the 2010 – 2011 school year. Later in the summer of 2011, internship teachers were invited to attend a workshop where the TOSA instructed teachers how to integrate the lesson materials and assessment tools into their already existing curriculum. In addition, internship teachers were instructed to use the "ESs in Action" lesson plan at the beginning of the semester as a way to introduce the ROP's organizational ESs. Coastline ROP will need to revise *The Internship Experience* curriculum and assessment tools and "ESs in Action" lesson plan to reflect the new SLOs.

- *The Internship Experience* Curriculum
- Professional Development Binders

School site and district administrators communicate information about their students' needs annually to the leadership team at interagency meetings, and through ongoing communications, including monthly board meetings. The leadership team also reviews the updated school community profile periodically, and new courses and curricula are developed in response to changing needs and demands of the local economy and demographics of the school communities served by Coastline ROP.

- Interagency Meetings Agenda and Follow-Up Letters

Coastline ROP offered teacher professional development workshops on the use of data to make instructional and curriculum decisions. In spring 2013, Coastline ROP instructional coordinators presented a series of workshops entitled *Get Smart* and *Get Smarter*. These were designed to instruct teachers in the use of student demographic and learning data to adjust curriculum and instruction to target student learning needs and improve student learning outcomes. Ninety percent of teachers surveyed indicate that they have access to sufficient data to identify and understand the demographic profile of their students. Furthermore, 95% of teachers surveyed indicate that they have the tools and procedures in place to help them identify and understand the individual learning styles of their students, and 98% of teachers indicate that they plan or modify curriculum to match the learning styles of their students.

- Professional Development Binder
- Teacher Survey Questions 20, 21 and 22

Survey data from students and school site administrators supports Coastline ROP's ongoing efforts, processes and procedures for curriculum development and monitoring: 69% of

- Student Exit Survey Question 6

students indicated their teachers set high expectations and presented a challenging curriculum. This finding aligns with input from school administrators: 75% of our partner school site administrators feel that Coastline ROP provides a challenging and rigorous curriculum, and 82% of site administrators said courses on their school site provide accurate and relevant content to support college and career readiness for their students.

- School Administrators Survey Question 7

Indicator 4.3: Students have access to texts, learning materials, and information resources that are sufficient to meet the course learning objectives.

Findings	Evidence
Coastline ROP students have access to learning resources and technology that enable them to achieve the organizational SLOs and course objectives. The organization complies with all state and local codes governing selection and provision of textbooks and other learning resources for its classes. The master textbook inventory list is reviewed and updated annually and submitted for board approval in February.	• Board Policy 6161 • Textbook Inventory List
Teachers communicate regularly with instructional program coordinators who monitor curriculum and classroom needs. Through this continual monitoring, they are able to provide timely and thoughtful responses to teachers' requests for equipment, learning materials, and other necessary instructional resources.	• Purchase Requisitions
Coastline ROP's Technology Plan provides an inventory of technology resources in place and a guide for resource allocation to maintain and update technology equipment and computer software to meet course learning objectives.	• Technology Plan
Both the technology manager and education technology specialist are members of *California Educational Technology Professionals Association* (CETPA), which offers professional development, mentoring, and networking opportunities through a variety of events, regional groups, publications, among other resources. Membership helps keep the technology department informed of best practices and relevant resources. Information gained by technology staff members is communicated to instructional program coordinators and teachers to support the operation and facilitation of classroom instruction. Another added benefit to membership is the ability to take advantage of the CETPA and California Microsoft Strategic Alliance (CAMSA) member benefits, which include access by staff members, teachers, and students to the latest Microsoft Office products at below-market prices. A contract with Adobe was recently signed as well. In this way, Coastline ROP provides broad access to two industry-standard software programs.	• Membership Contracts

The majority of Coastline ROP classes take place on comprehensive high school campuses during the regular school day. This enables ROP students to access library and computer lab resources provided at the school site. Eighty-nine percent of partner high school site administrators indicate their school provides access for ROP students to computer labs, the library, and other facilities necessary to support the curriculum and instruction. Classes that meet outside the school bell schedule have access to libraries and computer laboratories on their respective campuses as needed.

- School Administrators Survey Question 9

Coastline ROP collaborates effectively with school districts and sites to allocate resources and equip ROP learning environments with specialized industry-specific tools, equipment and materials to support delivery of the highest quality, industry-standard career technical education. Notable examples include the state-of-the-art kitchen used by culinary arts students at Laguna Hills High School; the Auto Tech Academy shop at Goldenwest College, and the Haas Technical Education Center at Trabuco Hills High School, which houses the Manufacturing Engineering Technology classes.

- Photos of Notable Facilities

The ROP is part of a countywide consortium that received funding from the Career Pathways Trust Grant. Coastline ROP will receive over $368,000 to implement three new classes: Engineering Innovations, Programming and Robotics, and Advanced Manufacturing Engineering Technology. The grant will fund the lab and equipment necessary for all three programs.

In addition, Coastline ROP provides internship and cooperative community ("co-op") classroom sites that provide students with real-world learning environments and experiences that enable them to achieve and demonstrate mastery of the SLOs. High pass rates on industry licensure and certification examinations demonstrate that Coastline ROP provides appropriate, relevant and high quality curriculum and all necessary resources, tools and environments to support student success.

- Internship and Co-op Site List
- Student Community Profile: *ROP Student Performance on Industry-Based Certifications*

Coastline ROP's process for monitoring of curriculum and allocation of resources to support high levels of student achievement is highly effective: 97% of students indicate that they have access to materials and resources they need to be successful in their ROP class, and 90% of teachers agree that they have the necessary means to help students who might not have the materials or resources to be successful in their ROP

- Student Survey Question 7
- Teacher Survey Question 25

class. This data was further validated through the Student Exit Survey results from the 2013 – 2014 school year which indicate that 94% of students had access to the equipment and supplies they needed to complete assignments, 85% said equipment was in good working order and 79% noted the technology used was up-to-date and appropriate.

- Student Exit Survey Question 3

Areas of Strength

- Coastline ROP provides clear course schedules, descriptions, outlines and course syllabi that accurately reflect course competencies and organizational SLOs.
- Coastline ROP has an appropriate and effective review process in place that ensures accuracy and relevance of curricula in all classes.
- Students have access to curriculum, materials, equipment, and resources necessary for success in all courses.
- A high percentage of courses offered by the ROP are part of an occupational course sequence that leads to postsecondary training and/or high wage, high demand jobs.

Key Issues

- Coastline ROP should continue efforts to develop comprehensive curriculum mapping for all courses and programs to support standardization of curriculum and instruction and to ensure equity and smooth matriculation to postsecondary education for students.
- Coastline ROP should develop methods and tools to assess achievement of organizational SLOs in all courses.
- Coastline ROP should continue initiatives to develop new course outlines, curriculum and assessments aligned to current CTE standards.

Criterion 5
Instructional Program

The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve Schoolwide Learner Outcomes and course objectives. Faculty members are given ongoing training in various instructional strategies that allows them to address the varied learning styles of students in their classrooms.

Instructional Program

Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses.

Findings	Evidence
Coastline ROP uses multiple means to monitor and improve classroom instruction to ensure the highest quality of career technical education for students.	
All teachers hold the appropriate credentials that qualify them to teach their respective courses. The quality of classroom instruction is monitored and continuously evaluated through ongoing communication among Coastline ROP instructional program coordinators, teachers, school district administrators, and business partners. At the program level, the superintendent and assistant superintendent meet annually with school site personnel to discuss the school's ROP classes, teacher performance, student achievement in ROP classes, and CTE program needs. Feedback from these meetings is used for both teacher evaluation and program planning.	• Teacher Credentials • Interagency Meeting Agendas and Follow-Up Letters
The overall quality of instruction is measured and evaluated through review of data by teachers and instructional program coordinators. Data used includes student achievement and course grades, licensure or certification exam results (when applicable), and student perception data generated through the Coastline ROP Student Exit Survey. The student exit survey is administered to all students at the end of their ROP course. Survey results are reviewed annually by the instructional program coordinators, and results are available to teachers after the spring semester. Teachers meet annually with their instructional program coordinators to discuss the data as it relates to student outcomes.	• Student Exit Survey • End-of-Year Meeting Agenda • Evaluation Form
Teachers use a variety of resources and activities to measure the effectiveness of their instruction, including regular review of student performance on course assessments. Student achievement data is used to evaluate instruction and curriculum, and to make adjustments and improvements to instruction, when indicated. Ninety-five percent of teachers indicate that they examine learning data to determine and adjust instruction.	• Teacher Survey Question 4 • Teacher Survey Question 28

Trained mentor teachers coach new teachers in instructional strategies and practices according to a protocol established by the CTE Teach program. The CTE Teach training program offers new CTE teachers support through various modalities, including assignment of a mentor teacher and professional development training modules. Mentor teachers conduct regular informal observations of teacher and provide non-evaluative feedback, support, guidance and resources to enable new teachers to quickly master their new roles. Professional development training module topics include:

- Introduction to Teaching
- Scope & Sequence Plans
- Learning Styles
- Class Syllabi
- Classroom Management
- Authentic Assessment
- Integrated Curriculum
- Grading Policies & Practices
- Lesson Planning

- CTE Teach Memorandum Of Understanding

Instructional program coordinators support teachers by maintaining continuous communication. Informal classroom visitations, annual formal observations and mandated evaluations are conducted in an ongoing effort to maintain high-quality instruction. Formal observations are documented and both verbal and written feedback to teachers is provided following the observation. When necessary, recommendations for improvement are made and targets are set and monitored by the instructional program coordinator.

- Formal Observation Form

All direct teachers are formally evaluated by the instructional program coordinators at intervals established by board policies. Contracted teachers are evaluated by school site administrators pursuant to applicable collective bargaining agreements in place in respective districts. Direct teachers are evaluated on demonstrated achievement of the California Standards for the Teaching Profession (CSTPs) as evidenced by the formal evaluation and a collaborative review of the teacher's portfolio of evidence. Teachers build their portfolios throughout the school year by gathering evidence of their practice and their achievement of the CSTPs. The portfolio is reviewed by the teacher and instructional program coordinator at the time of the formal evaluation. All teachers maintain the portfolio of their practice; teachers not on track for formal evaluation submit their

- Board Policy 4115
- Formal Evaluation Form
- Teacher Portfolio

portfolio to the program coordinator at the time of the annual formal observation or a year-end review meeting which includes discussion of classroom observations, student learning outcome data, gradebooks and other student learning outcomes, when applicable. During these meetings, resources and curriculum needs are reviewed; and goals for the next school year are set.

In situations where additional support and documentation are required, instructional program coordinators employ the FRISK documentation model along with a performance improvement plan.

Courses are sequenced and embedded in pathways and academy structures to facilitate students' matriculation and smooth transition to the next step. Pass rates on industry certification and/or licensure exams administered as part of an ROP course, indicate high levels of student success on objective competency assessments.

- FRISK Documentation Model

Further evidence of the rigor and relevance in Coastline ROP courses is found in the steadily increasing number and breadth of UC/CSU approved courses offered. Since the last self-study, UC/CSU-approved courses have increased by 17% and broadened to include the Sports Medicine and Athletic Training course approved for biological science credit ("d"), as well as additional courses in the Visual and Performing Arts ("f") area. In total, 16 courses representing 48% (122 sections) of Coastline ROP class sections meet the UC/CSU admission requirements. Currently, approximately 3,600 ROP students are enrolled in these courses.

- Course Sequencing Matrix
- Certification Pass Rates SCSCR p. 32
- UC/CSU Approval List
- Student Community Profile

Additionally, articulation agreements for ROP courses have increased dramatically since the last self-study, evidencing not only increasing focus on and improvement in the rigor and relevance of ROP course work, but also greatly enhanced relationships with the local postsecondary education community. The enhancement of relationships, and increase in communication, cooperation and collaboration with education partners provides exceptional opportunities for students to transition to the next step in their personal education or career goals. Seventy courses articulate with local community colleges, allowing students to receive advanced placement in impacted classes and programs at various postsecondary institutions.

- Articulation Agreements

Student participation and success in industry-sponsored competitions also provide evidence that Coastline ROP courses

provide high-level instruction. Competitions in which Coastline ROP students participate and excel include, but are not limited to:

- FHA-Hero
- UCI Performance Engineering (static design review and presentation at Youth Expo)
- UCI Energy Invitational (performance of vehicles at timed trial)
- OC Maker Challenge
- Virtual Enterprise Trade Shows and other various competitions
- C-STEM (RoboPlay Challenge Competition and RoboPlay Video Competition)
- Sacramento State Fair (Industrial and Technology Education competition)
- Orange County Auto Dealers Association Competition
- Academy of Performing Arts, various competitions
- Blink student art show
- Student Television Network

Another important measure of the relevance, rigor and high quality of instruction lies in the positive student experiences reflected in student outcome and perception data. Survey results indicate that students are both highly successful and highly satisfied with their Coastline ROP experience: over 93% of students surveyed during the self-study process indicated that they received high quality instruction in their ROP class. Students indicate that their ROP courses provide support to help them achieve their postsecondary education goals: 51% indicate that their ROP class helped them to prepare for college, 41% indicate that their ROP class helped them stay in school, and 64% indicate that their ROP course helped them be motivated to do better in school and/or work. Overall, 86.5% of students surveyed in 2012-13 indicated their intention to attend either a community college or a 4-year college or university after high school graduation. Results from the 2008-2012 Student Follow-Up Surveys indicate that in 2011-12, 83% of students were pursuing postsecondary education following graduation. Furthermore, 98% of students found that their Coastline ROP class met or exceeded their expectations.

- Classroom Observations Forms
- Student Survey Question 8
- Student Exit Survey Question 12 (2013)
- Student Exit Survey (2014)

Coastline ROP provides ongoing support and resources for teachers to obtain professional development to ensure that course content remains current and relevant, and teachers

remain proficient in using effective instructional strategies.

Professional development is provided to Coastline ROP teachers through annual advisory committee meetings, professional learning community (PLC) activities, externships, business and industry visits, and field trips. The ROP has been instrumental in the formation and growth of CTEoc, a county-wide organization dedicated to providing professional learning community forums and activities for CTE teachers. CTEoc organizes and facilitates annual advisory committee meetings, and teachers are encouraged to attend these meetings; 64% of teachers indicate that they attend annual advisory meetings as a means of ensuring that materials and content in their courses are accurate and relevant.

Teachers also have opportunities to attend professional development workshops hosted by Coastline ROP, partner school districts, local colleges, and nearby businesses. This diverse range of professional development opportunities serves to connect teachers with business and education partners and resources that provide up-to-date information and education related to pedagogy, postsecondary educational requirements and pathways, as well as industry needs for entry-level workers. Teacher survey responses show that teachers access these various resources to maintain proficiency in their instructional practices and provide high-level, rigorous and relevant instruction to students.
ROP teachers have industry experience in the area in which they teach. Some continue to work in industry and are able to include relevant experiences in their instruction as well as share with their colleagues at PLC meetings.

- Conference Requests and Approvals
- Teacher Externships
- Professional Development Binders
- CTE OC Agenda and Minutes
- Advisory Meeting Minutes
- Teacher Survey Questions 13, 26, 27

Indicator 5.2: The institution uses a variety of delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Findings	Evidence
Coastline ROP classes encompass a wide variety of different learning experiences that meet diverse student learning needs, and support students' success in academic courses. Coastline ROP students experience learning beyond the classroom walls through job shadowing, internships, clinical rotations, field trips, guest speakers, industry mentoring and participation in industry-sponsored events or competitions. Internship sites and community classroom programs provide work-based instruction in specialized business and industry environments.	• Student Exit Survey Question 10 (2013) • Internship and Co-Op Affiliations List
Teachers differentiate instruction by utilizing a variety of instructional strategies including cooperative learning, direct instruction, independent and group projects, and hands-on skill practice. Instruction includes a wide variety of industry-standard methods, technology and tools to meet special needs in the classroom.	
Coastline ROP teachers use a variety of resources, including but not limited to, Parent Notification Letters (PNLs) and Special Needs Referral Forms to collect and communicate students' needs among career specialists, parents, resource teachers, school administrators and guidance staff and, when applicable, special education case carriers.	• PNLs • Special Needs Referral Forms
Coastline ROP teachers hold the appropriate education and credential to address the needs of English language learners. From 2008 to 2010, all bell-schedule teachers were trained and received SDAIE certification to teach EL students, if they did not already possess an appropriate qualifying credential or certificate. SDAIE training is now embedded in the new credentialing coursework. SDAIE pedagogy highlights the effectiveness of visual aids, demonstration, cooperative learning and hands-on, explicit language instruction for second-language learners The hands-on nature of the curriculum and instruction in Coastline ROP classes supports understanding and learning for English learner and special populations students, as evidenced by the high levels of course completion.	• List of Teachers that Completed SDAIE Training

Coordinators and teachers regularly access and apply student demographic and learning outcome data to vary instruction to students' diverse needs. Over 94% of the teachers indicated that they examine learning data to determine and adjust instruction:

- Over 94% of instructors said that they have the tools to identify and understand individual learning styles
- Over 90% of teachers have sufficient data to identify and understand student demographics
- Over 86% of teachers said they receive timely information regarding the special needs of students

- Teacher Survey Question 4
- Teacher Survey Question 20
- Teacher Survey Question 22
- Teacher Survey Question 53

Teachers of classes meeting during the regular bell schedule on a school campus have access to data, resources, personnel and communication tools provided by the school and/or school district to help them assess, understand and address students' special learning needs. ROP teachers may participate in IEP meetings as a means to better support the needs of the student. Likewise, they have access and means for communication with school resource teachers, school site counselors and administrators, and/or case carriers to discuss individual student needs. Teachers of classes that convene after school rely on the Coastline ROP Special Needs Referral Form, which is provided to them based on student information provided by the student's case carrier. This alerts teachers if the student needs an accommodation to better perform in their ROP class. This also provides contact information for the teacher to utilize to obtain additional information or communication if necessary.

- Special Needs Referral Form

Coastline ROP has a long-standing relationship with the Orange County Department of Education's Deaf and Hard of Hearing program. Students in their Adult Transition Program attend the Diversified Service Careers course which is now located on the campus of Orange Coast College. There is an additional section offered at Marina High School for high school students. The curriculum focuses on professional behavior in the workplace. Students participate in an unpaid internship to further their transition to independence. In an effort to support the program, the instructional program coordinator has attended professional development activities pertaining to special education requirements.

Coastline ROP provides instructors with multiple, diverse opportunities for professional development that includes pedagogical and curriculum development strategies to address diverse student needs. Professional development is provided by

school districts and school sites, professional organizations specific to industry sectors, professional learning community activities, and workshops produced by Coastline ROP.

A variety of workshops, in-service training, and professional development activities, as well as staff meetings and professional learning community activities, provide numerous and diverse opportunities to discuss pedagogy, student learning outcomes and strategic approaches to continuous improvement in classroom practice.

Coastline ROP teachers are encouraged to participate in their respective professional learning communities (PLCs). The teachers meet and share lesson plans, resources and best practices with fellow educators. Teachers in the Digital Media Arts PLC participated in a series of five professional development activities including tours of Post Factory, a post-production company in Orange and Column Five Media in Newport Beach. They also participated in an industry presentation on “Medical Illustration and Animation” and two follow-up workshops to develop lesson plans on the topic ofmedical illustration and animation.

Participants in the Hospitality and Culinary PLC shared lesson plans with fellow educators from the middle school, high school, community college and university levels. The PLC also sponsored a tour of culinary facilities for instructors, knife skills competitions for students and cooking demonstrations at Cypress College and Tustin High School.

A Coastline ROP instructor hosted the first countywide Music Technology PLC meeting. In addition to learning about the Academy for Performing Arts at Huntington Beach High School, attendees networked with fellow educators, representatives from business and industry and from postsecondary institutions.

In addition, teachers communicate regularly with their instructional program coordinators, mentor teachers and the instructional program specialist to discuss and obtain support in changing or improving instruction to address special student needs as they arise.

- Professional Development Binders

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

Findings

Under the direction of the manger of technology services, the education technology specialist provides site-based support to maximize the use of technology in the classroom, enhance teacher instruction and accelerate student learning.

The Coastline ROP technology department is responsible for the Technology Plan, which provides a general guideline for updating, replacing and repairing computer technology. The technology department supports and equips many ROP classrooms, labs with current industry-based technology. Teachers surveyed indicated adequate support in regard to technology.

In 2013, the job title and duties of the technology specialist were amended. The new position became "education technology specialist," and job responsibilities were expanded to include providing guidance and leadership in the use of emerging technology in classrooms and to enhance instructional practices through providing professional growth opportunities for teachers.

At various SSC (Snyder Siters Communicate) meetings, presentations were given on using the advanced features of the district telephone system and the new Smart TV. In January, 2013 seven staff members received iPads. Group training and one-on-one training as needed has been provided by IT staff. Career specialists have been trained on the newest version of Adobe Acrobat. Google Drive is now being used by some of our staff members to share pictures, videos, and documents with teachers and/or career specialists off-site. At various high schools, teachers have been trained to use Apple Remote Desktop to manage student use of computers.

Recent technological enhancements have been made to our dental classes. Patterson's Digital Imaging is a digital dental xray program that has been installed in the classroom. Additionally, Dentrix, a comprehensive dental practice management software package, has been installed in one of our on-site computer labs. Together they allow instructors to provide marketable, cutting-

Evidence

- Coastline ROP Technology Plan
- Coastline Hardware and Software Inventory
- Teacher Survey Question 34

edge dental skills for Dental Front Office, Dental Chairside, and Dental Radiology students.

Coastline ROP classes are equipped with technology appropriate to their instructional and curricular needs. Examples include: digital cameras and related-software programs for digital media classes; electronic testing equipment in Automotive Technology; and industry standard computer software in computer classes. In addition, students gain hands-on experience with industry technology and equipment through work-based learning opportunities. Classes offering an internship component include: Animal Health Care, Auto Technology, Banking and Financial Services, Business, Careers with Children, Culinary Arts, Dental Assistant Back Office, Diversified Service Careers, Emergency Medical Technician, Floral Design, Hotel and Tourism, Medical Assistant Back Office, Medical Assistant Front Office, Medical Nursing Careers, Nursing Assistant Pre-Certification (CNA), Pharmacy Technician, and Retail Sales and Merchandising.

- Internship and Co-Op Affiliation Agreements

Coastline ROP teachers continuously integrate new and emerging technology to deliver their instruction. Over 80% of teachers surveyed said that they use varying technology to teach course content, and more than 70% of students indicated that their teacher uses technology in instruction. Eighty-eight percent of teachers surveyed said that Coastline ROP provides them with adequate equipment and technology to meet instructional needs. More than 97% of teachers include industry specific knowledge and skills, as well as tools and technology in the classroom. Eighty-two percent of students reported they developed skills using tools and technology for the industry. The 2012-13 Student Exit Survey results reflect that over 93% of students feel that they had access to the equipment and supplies needed to complete assignments.

- Teacher Survey Question 2
- Student Survey Question 10
- Teacher Survey Question 66
- Teacher Survey Question 42
- Student Survey Question 14
- Student Exit Survey Question 3

Professional development opportunities specific to technology use are provided to teachers by Coastline ROP. When individualized training in emerging or developing software is available, teachers are trained by technology services staff. However, teachers surveyed indicated a need for more information about new technology.

- Professional Development Binders
- Teacher Survey Questions 33 and 34

Areas of Strength

- Teachers, career specialists and counselors have the tools and organizational means and procedures to communicate with each other in regard to student needs and progress.
- Professional development opportunities provide teachers with adequate training and resources to differentiate instruction for diverse students.
- Professional Learning Communities affords teachers the opportunity to collaborate on instructional strategies and industry trends.
- Student participation in competitions bring rigor and relevance to the student experience.
- Advisory meetings inform teachers of latest workplace trends, requirements, salary history.

Key Issues

- Instruction would be enhanced through additional training to support teachers in addressing needs of EL students and special populations, and implementation of emerging instructional and industry-specific technologies.

Criterion 6

Use of Assessment

Criterion: The instructional staff uses established assessment procedures to design, administer, deliver, and evaluate courses, programs, and student learning levels. The institution recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school. Assessment is used to measure student progress, to modify learning approaches, and to carry out institutional planning and ongoing school improvement.

Use of Assessment

Indicator 6.1: Clear learning outcomes are developed for each course so that success can be measured and students who are struggling can be identified and helped.

Findings	Evidence
Clear expectations and specific student learning outcomes are established, articulated, and effectively communicated to teachers, students and to the greater educational community.	
The Coastline ROP Student Learning Outcomes (SLOs) developed in 2013-14 and implemented in the fall 2014, articulate the global learning outcomes that all Coastline ROP students are expected to experience and achieve. These SLOs provide the broad foundation for individual course competencies and student learning outcomes. The Coastline ROP SLOs are based on the Standards for Career Ready Practice.	• Student Learning Outcomes (SLOs)
Prior to the development and publication of the SLOs, from 2008-2013, Coastline ROP's broad learner outcome statements were articulated as the Coastline ROP Expectations for Students, or ESs. The current organizational SLOs, like the ESs before them, are widely published and easily accessed by all stakeholders. The SLOs appear on the Coastline ROP website, the schedule of classes, the annual report, posters displayed in classrooms and offices, and course syllabi.	• Expectations for Students (ESs) • Website • Posters • Class Schedule
Course descriptions found on the website briefly summarize course content and articulate the specific ESs covered and assessed in the course. Individual course competencies and intended learning outcomes for each course are derived from the course outlines and the course descriptions. Intended learning outcomes are described on course syllabi, and specific course competencies achieved are listed on the Certificate of Recognition received by students who successfully complete an ROP course.	• Course Descriptions • Certificates of Recognition • Course Outlines • Course Syllabi
Course outlines are currently aligned with the Coastline ROP ESs and the previous iteration of the California State CTE Standards. Course outlines are currently under revision to align course curricula, competencies, and assessments with the revised California CTE Model Curriculum Standards; the	

Common Core Literacy Standards for Technical Subjects, and the newly adopted Coastline ROP SLOs. This revision project is a key area for growth in coming years. In addition to the standards-aligned curricula, all revised and newly created course outlines will include "global" lessons and assignments that highlight the SLOs and standardized assessment tools to measure student achievement of the SLOs. The intent in developing the global assignments is to provide clarity, equity, and alignment of fundamental course content in all classes of the same title no matter where they are taught and standardized assessment of organizational SLOs in all courses.

Courses are monitored and evaluated on an annual basis for content, curriculum, relevance, and effectiveness through different processes and procedures at the administrative and classroom levels.

Course outlines are reviewed annually by industry professionals at advisory committee meetings. Feedback and suggestions are recorded and incorporated in course outlines as appropriate. Approximately 80% of teachers indicate that they attend advisory committee meetings at least occasionally and that they use information gathered from those meetings to modify curriculum (80%), plan instruction and identify learning materials and resources (68%), as well as to determine intended student learning outcomes (60%) for their courses.

- Advisory Committee Meeting Notes
- Teacher Survey Questions 14 and 15

Instructors also consult and utilize a plethora of other resources to evaluate and update intended learning outcomes and course competencies. Resources used include the Coastline ROP ESs (SLOs), CTE standards, state and industry certification and licensure requirements (when applicable), and UC/CSU qualifying admission requirements. To ensure appropriate rigor, depth, and breadth of curriculum in their courses, teachers use resources such as student performance data (58%), input from colleagues and program administrators (52%) and students' feedback (47%).

- Teacher Survey Questions 9 and 11

All directly employed teachers also meet with their instructional program coordinators at least once per year to review and discuss curriculum, resources, and student progress. Teachers and instructional program coordinators work collaboratively to review course content and learning outcomes and to monitor instruction and professional development needs to continuously improve instruction, curriculum, and learning outcomes for each class.

- End-of-Year Meeting Agenda
- Formal Observation Form

The superintendent and assistant superintendent meet annually in the early spring with administrators from each school site in partner district “interagency meetings.” During these meetings, ROP and school site administrators review the ROP courses offered at the school site and generally assess the effectiveness of ROP course content and CTE programs in place at the school.

The self-study revealed that Coastline ROP can continue to develop tools and practices to incorporate analysis of demographic and student learning outcome data in instructional program planning and decision-making.

- Interagency Meeting Documents

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

Findings

Coastline ROP gathers data reflecting community and student demographics; educational attainment levels and trends; economic and business conditions and trends; and student achievement indicators from multiple diverse sources. Data providers include local and state governmental agencies, partner school district School Accountability Report Cards (SARCS) and business partners. In addition, student profile data, enrollment trends, and student achievement data for Coastline ROP programs is generated internally through a variety of methods and tools.

Raw data is compiled and stored in the data repository file. Some student learning data is disaggregated and reported in the School, Community and Student Characteristics Report (SCSCR) (formerly the Student Community Profile). The most recent School, Community and Student Characteristics Report has been reviewed and analyzed by cabinet members. Focus groups in the self-study also utilized data from the SCSCR to analyze program and organizational functions. Conclusions and implications emerging from data analysis have been used to inform decisions at the organizational and classroom levels.

For example, state, county, and district-level data included in the SCSCR show that the families served by Coastline ROP's five participating school districts consistently sustain higher educational attainment and annual household income but must pay higher housing costs than families and communities in Orange County and the state of California as a whole. Student achievement in participating schools is also exceptionally high, with graduation rates and school APIs substantially exceeding that of the surrounding counties and overall state averages. This data reflects high levels of expectation in the school communities served by the ROP. It demonstrates the need for Coastline ROP to prepare students for admission into colleges and other post-secondary education and training opportunities that lead to high-demand and high wage careers. As a result, Coastline ROP has focused on the development of new UC/CSU approved course offerings and other high-level, rigorous courses and programs.

Evidence

- Labor Market Study
- Data Repository
- Instructional Services Staff Meeting Notes
- Cabinet Meeting Notes
- Focus Group Meeting Notes
- School, Community and Student Characteristics Report

Since 2009, the number of UC/CSU approved courses offered by Coastline ROP has increased from 8 to 16, and the number of sections of UC/CSU approved courses has increased. At least one new UC/CSU approved course has been added to the Coastline ROP schedule annually since 2009. Currently, 48% of course offerings are UC/CSU approved. Likewise, offerings of STEM-related classes have increased by 27%, including classes such as computer programming, AP computer programming, manufacturing engineering technology, engineering design and development, and engineering innovations. Conversely, "stand alone" courses and programs not aligned with pathways leading to postsecondary education or industry licensure or certification have been reduced from 4% of courses in 2009 to 1% in 2014.

- Coastline ROP Class Schedules
- Coastline ROP UC/CSU Approved List

Coastline ROP also generates a semi-annual labor market study as part of the biennial course review process required by Education Code section 52302.3. The Labor Market Study includes abundant data reflecting economic drivers and trends in different industry sectors. The study helps to identify the employment outlook for students in different Coastline ROP courses and pathways. The Labor Market Study is reviewed and used by the superintendent and the assistant superintendent when working with school site administrators to determine the classes and programs that will be offered in the coming school year. Information from the labor market study is also considered by the instructional program coordinators to monitor current class offerings and identify new classes and programs needed to serve emerging businesses and job trends.

- Labor Market Study 2013-14
- Interagency Meeting Notes
- Coordinators Meeting Agendas and Notes

Resource allocations are driven by the needs of students, teachers, and school sites that emerge and are identified through analysis of program and student learning outcome data. The director of business services continuously assesses the fiscal outlook for the organization and monitors and adjusts the budget by reviewing data and information from state and local agencies. A key source of economic information and budget data is the Orange County Department of Education's "Budget Advisory" report. The advisory report includes state and local economic trends and education budget information. The Budget Advisories relate key information on relevant legislation, developments, and conditions affecting local districts and ROPs. Secondary sources of budget and state economic data and information include professional organizations including CASBO (California Association of

- Budget Advisories

School Business Officials), CSBA (California School Boards Association) and CAROCP (California Association of Regional Occupational Centers and Programs). The director of business services makes recommendations to organizational leaders for budget determination and resource allocation based on the assessment of relevant data.

- Leadership Team Meeting Agendas and Notes

Coastline ROP also collects and generates student learning data internally as part of its ongoing efforts to assess and enhance organizational effectiveness, instructional programs, and student services. Data generated and processed internally is archived in the data repository.

- Data Repository

Data used regularly by instructional leaders includes enrollment numbers and trends, course completion rates, student course-specific achievement such as course grades and licensure/certification pass rates (when applicable). Instructional program coordinators work directly with teachers to recommend and execute changes at the classroom level as indicated by data. Members of the cabinet review available relevant data and make recommendations for change as indicated at cabinet meetings and through the strategic planning process annually.

- Year-end Evaluation Agenda
- Teacher Evaluation Agenda
- Cabinet Meeting Agendas and Notes
- Strategic Planning Meeting Agendas and Notes

Additional feedback and assessments from business and community classroom partners is generated by way of the Internship Program Evaluation form completed by internship site supervisors at the end of every internship class term. Feedback from site supervisors is used to monitor and adjust internship curricula and program functions, as indicated.

- Internship Program Evaluation Form

Student learning data is also analyzed and applied by teachers and program administrators to improve programs, curricula, and instructional practices. Coastline ROP teachers have received training in data analysis and assessment of student learning outcomes. On May 31, August 23, and November 9, 2012, the instructional services staff conducted workshops for teachers entitled “Get Smart: Empowering Teachers and Enhancing Student Achievement Using Data.” At this workshop teachers received training in basic concepts and practices in “data-driven decision-making.” Teachers also learned how to identify and apply data, including demographic, perception, and student learning data, to improve instructional practices. A follow-up workshop entitled “Get Smarter: Aligning competencies, Assessments and Curriculum” was conducted in March 2013.

- Get Smart and Get Smarter Workshop Materials

Teachers attending “Get Smarter” worked with course outlines, curriculum, and course assessment tools to create and enhance alignment among those course elements.

Data-driven concepts and use of student learning data are applied in various ways by teachers. Frequent assessment, both formative and summative, generates useful learning and achievement data that helps teachers monitor students’ progress and attainment of course competencies. Teachers indicate that they employ frequent formative assessment of student behavior and work product, attendance, performance data, and student requests for help to identify students who are struggling with course content or skills. Teachers identify and address the needs of those struggling students in a variety of ways, including one-on-one communication with students (91%) and communication and collaboration with resource teachers (73%).

- Teacher Survey Questions 36, 37, 38 and 39

Responses to the teacher survey indicate that approximately 90% of Coastline ROP teachers regularly review available data to identify and understand their students’ learning needs, and 95% of teachers modify their instruction or assessment practices based on student data.

- Teacher Survey Questions 22, 23 and 24

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

Findings	Evidence
Student learning, perception and outcome data are analyzed annually by the leadership team, cabinet, instructional coordinators, and instructors. Implications suggested by various data sets inform decisions and action steps at the organizational, instructional program, and classroom levels.	
State and local departments of education, community college partners, business partners, participating school districts and sites, and Coastline ROP itself all generate and analyze different data sets to identify the CTE learning needs of students and formulate strategies to meet them. Data received from outside sources deemed relevant to Coastline ROP's operations and delivery of services and class offerings is archived in the data repository, and some is included in the School, Community, and Student Characteristics Report in Chapter 1 of this report. Data from partners outside the organization is considered by Coastline ROP leaders in collaborative discussions and deliberations.	• Data Repository • School, Community and Student Characteristics Report
Course offerings are determined on an annual basis by the superintendent and assistant superintendent in collaboration with school site and district-level administrators. Students' needs for CTE classes and programs are identified after consideration of a variety of factors, some of which are unique to each district. The annual schedule of classes reflects changes in class offerings and programs from year to year; changes are made in response to different data, including student enrollment and demand and student achievement.	• Schedule of Classes • Interagency Meeting Agendas and Notes
Student exit survey results have consistently demonstrated that over 85% of students in Coastline ROP classes intend to enter a college or university after high school graduation. Correspondingly, results of the student follow-up survey demonstrate that the majority of students responding are enrolled in a college or university one year after their graduation. As a result of this data and input from education partners, Coastline ROP has increased the number of UC/CSU approved courses. As of November 2014, Coastline ROP offers 16 UC/CSU approved courses in three different categories, including science ("d"), fine arts ("f"), and college-	• Student Exit Survey Results from 2011-12 through 2013-14 • Student Follow-up Survey Results 2011-12 through 2013-14 • Coastline ROP UC/CSU Approved List

preparatory electives (“g”).

The schedule of classes also reflects that stand-alone courses not corresponding to a sequence or pathway, or courses showing a poor employment outlook such as floral design, have been reduced. Likewise, courses with diminishing levels of student interest or job-prospects, such as web site development, or low student achievement, such as video game design, have been reduced and/or discontinued.

- Schedule of classes 2010-11 to 2014-15

Input from community college partners and the state and local departments of education indicating a need for courses that articulate with local community college programs has resulted in significant increase in articulation agreements. At the current time, Coastline ROP maintains 70 articulation agreements with local community and private colleges. This represents an increase of over 30% since 2009.

- Articulation Agreements

Other organizational changes and shifts in student services have been made in response to student learning data. A notable example includes the institution of a basic language and math skills assessment test (TABE) prerequisite for enrollment in medical classes including Nurse Assistant Pre-Certification Internship (CNA), Dental Back Office and Dental Radiology, Medical Front Office, and Medical Back Office. The basic skills assessment test was instituted in 2011 in response to data evidence including attrition rates, course non-completion, and input from instructors. The data indicated that students were struggling with course curriculum and performing poorly on required assessments due to insufficient academic skills. The requirement for prospective students to pass the TABE skills assessment has increased course retention and pass rates.

- TABE Assessment Test
- Industry Sector Course Completion and Grades Earned Matrix Data

Since 2010, Coastline ROP has focused initiatives on increasing the use of student learning data to enhance instruction. In June 2011, an instructional program coordinator attended a three-day course at UC Riverside Extension entitled Analyzing Student Data for Program Improvement taught by Marilyn George, Associate Executive Director of the WASC. In November 2011, the same coordinator participated in a follow-up intensive course at UC Riverside extension entitled Data-Driven Self-Analysis of Student Performance, also taught by Marilyn George. Information and processes gathered from those courses were brought back to the instructional administrative staff and were applied in the development of

- Conference Request Records

various tools and methods of gathering and analyzing student data for program and instructional improvement.

First, teachers received training to enable them to transition to data-driven instructional practice. Workshops entitled “Get Smart” and “Get Smarter” were offered at various times from May 2012 to March 2013, providing teachers with methods and tools for using student data to enhance curriculum, instruction, and assessment. Surveys and observations demonstrate that teachers are both empowered to and do, in fact, utilize data to modify and enhance their teaching methods and tools:

- Get Smart Workshop Materials

- 90% of teachers agree or strongly agree that they have access to sufficient data to identify and understand the demographic profile of their students.
  - Teacher Survey Question 22
- 89% of teachers agree or strongly agree that they regularly review available data to identify and understand the demographic profile of their students.
  - Teacher Survey Question 23
- 77% of teachers use student performance data to identify students who are struggling with course content or skills.
  - Teacher Survey Question 36
- 99% of teachers use the results of summative assessments to modify their approach, methods or curriculum materials; 89% use formative assessment results similarly.
  - Teacher Survey Questions 38 and 39

Teachers indicate that they employ data from formative assessment of student behavior and work product, attendance, performance data and student requests for help to identify students who are struggling with course content or skills.

- Teacher Survey Questions 36 and 38

Teachers receive necessary data and information about students with special needs at the beginning of each class term. Students with special needs in ROP classes during the school bell schedule are identified through the systems and procedures in place on their particular school site. Students in courses that take place outside of the regular school day are identified by the ROP career specialist who registered them in the course. Career specialists use the ROP Special Needs Referral Form to initiate and facilitate the communication of information about students to teachers.

- Special Needs Referral Form

Teachers identify and address the needs of struggling students in a variety of ways, including one-on-one communication with

- Teacher Survey Question 37

students (91%) and communication and collaboration with resource teachers (73%). Through the self-study process, a need for enhanced tools and means for obtaining and communicating data about students with special learning needs emerged, along with a need for additional training for teachers to address special learning needs.

Consistent in the results of student exit surveys over the years are responses indicating that students have diverse goals in taking ROP classes. ROP courses help them to reach those goals: select a career path, persevere and excel in high school, and gain admission to colleges and universities. Ninety-eight percent of students indicate that their ROP courses met their needs and expectations.

- Student Exit Survey Questions 1,10 and 11 (2013-14)
- Student Exit Survey Question 12 (2013-14)

Indicator 6.4: Assessment results are reported regularly to all stakeholders so that accountability can be maintained and that student learning remains the focus of the school.

Findings	Evidence
Coastline ROP employs a variety of different tools, methods, and procedures for reporting student achievement data to appropriate stakeholder groups. Accountability is maintained through open communications and timely reporting of student achievement data.	
Student perception data is also generated by the Student Exit Survey, which was reinstituted and administered in its current form beginning in May 2011. Students complete the exit survey at the end of every class term. Survey results reflect students' goals and perceptions of their experiences in ROP classes. Results of the survey are posted on the ROP website for review by students, community members, teachers, and program administrators, and distributed to the cabinet and Board of Trustees annually.	• Student Exit Surveys • Student Exit Survey Results • Website
Student exit survey data is considered annually by the cabinet as part of the strategic planning process. This data helps the organizational leaders to monitor the extent to which students' individual needs and expectations are being met by Coastline ROP programs and course experiences. The Student Exit Survey provides a broad assessment of instructional program and student services annually. Results disaggregated by teacher were among the training materials used by teachers attending the "Get Smart" workshops in 2012.	• Cabinet Meeting Agendas and Notes • Get Smart Workshop Agendas and Materials
Coastline ROP also reports completer-placement data to the California Department of Education annually on the 101 E2 report filed on March 15 of every year. The data for this report is gathered by way of telephone and online student follow-up surveys. Student follow-up survey results show what Coastline ROP students are doing six months after completion of their ROP course. The results are compiled and reported to the cabinet and to the Board of Trustees for review.	• 101 E2 Reports 2010-2014 • Board Meeting Agendas
Prior to the creation of the current School, Community and Student Characteristics Report, the Student Community Profile, which includes some student achievement data as well	• Student Community Profiles 2010-2013

as demographic data, was updated periodically and archived in the data repository and the instructional services computer files.

Achieve! magazine is published and distributed to school site personnel and community members annually. This publication documents and summarizes outstanding student achievements in various Coastline ROP programs and classes. The magazine is distributed at school sites to parents, administrators, and other community members.

- *Achieve!* Magazines

Student success stories are posted on the Coastline ROP website and the CAROCP website on an on-going basis. These success stories evidence and report outstanding student achievement.

- Coastline ROP Website
- CAROCP Website

At the classroom level, student progress information and grades for each course are reported and available to students, parents, school site administrators, and appropriate ROP administrators on an on-going basis. For classes taking place during the regular school bell schedule, student assignments and grades are posted by teachers on the school's information system, Aeries, according to the school's policies and requirements. For the majority of classes in the bell schedule, all student grades, including grades on individual assignments, must be posted as they are earned. Students and families have access to this information at all times through online portals provided on each school's website. For Coastline ROP classes that meet after regular school day hours ("out-of-bell schedule"), teachers post grades on the Coastline ROP student information system, which is separate from those maintained by partner schools.

- School Site Websites
- Teacher Survey Questions 50 and 51

Until fall 2014, the Coastline ROP student information system (SIS), called AIM, did not allow for publishing of a gradebook or other ongoing evidence of student progress. The AIM system did not provide a portal or other means for students and parents to gain access to teacher-maintained records such as attendance data and assignments/grades. Under the AIM system, teachers were responsible for publishing grades and notifying students individually about their learning progress and grades. Teachers did so at different intervals using different methods. Only quarter and semester grades were reported to students' home schools and entered in the schools' SIS system by the Coastline ROP career specialists.

Beginning in fall 2014, Coastline ROP implemented the Aeries SIS, which is the same system in place in all of our partner school districts. This alignment of systems, once fully implemented, will allow for sharing of student information between school districts/sites and Coastline ROP. Implementation of the new SIS began in fall, 2014, and use of systems and data sharing methods is still in development. One goal in adopting the Aeries SIS is to provide even greater access to grades and achievement data to students and other community stakeholders.

At the classroom level, individual course performance expectations and student learning outcomes are reported regularly and clearly to students and parents: 92% of teachers indicate that they communicate student learning outcomes and competency expectations at the start of the term; 86% restate learning outcomes before or during each lesson; 79% indicate that they use rubrics and/or other grading tools to communicate individual learning outcomes to students. The primary means of communication of student learning outcomes is the course syllabus, as indicated by 95% of teachers and 68% of students. Seventy-seven percent of teachers indicate that they communicate course-specific student learning outcomes to students through individual project/assignment handouts and 33% include them on a course website.

- Teacher Survey Questions 11 and 12

Student survey results validate the teachers' statements: the majority of students cite the course syllabus as a source for information regarding course competencies and expectations (68%). Students also regularly consult individual assignment handouts (43%), the school or class website (42%), rubrics or other assessment tools (31%), and licensure or state certification requirements to understand intended course outcomes. Most importantly, 95% of students indicate that their teacher clearly communicated the requirements and grading policy and learning standards for their class.

- Student Survey Questions 12 and 5

All directly employed teachers also submit their gradebooks to their program coordinators annually as part of the year-end evaluation process. The gradebooks provide evidence of the course curriculum, assessment tools and practices used by the teacher, and student achievement in each course. Curriculum and teachers' instruction are evaluated in part on the basis of the analysis of teachers' gradebooks.

- Gradebooks
- End-of-Year Evaluation Agenda

- Data Repository
- SCSCR

Student achievement data, including course completion and grades earned by industry sectors is also compiled and archived in the data repository. Only data representing course completion rates by industry sector is included in the SCSCR. All data included in the data repository and the SCSCR is available for review by stakeholders, organizational and instructional leaders upon request.

Several ROP classes provide coursework that prepares students for industry certification and/or licensure primarily within the health sciences and medical technology sector, as set forth below:

Course Title	Certification/Exam
Careers with Children Internship	Child Development Assistant Permit
Computer Aided Drafting	CAD SketchUp Pro Certificate
Construction Technology	National Center for Construction Education & Research (NCCER)
Culinary Arts Hotel and Tourism Internship	ServSafe
Dental Assistant/Radiology	Dental Radiology License
Emergency Medical Technician	E.M.T. National Registry
Emergency Medical Responder	CPR
Introduction to Product Design & Engineering	SolidWorks CSWA
Medical Assistant Back Office	CA Certified Medical Assistant
Medical Assistant Front Office	CA Certified Medical Assistant
Nurse Assistant Pre-Certification Internship (C.N.A.)	Certified Nursing Assistant

Source: Technology Services

Information on overall student achievement (pass rates) for each exam is published by the test/exam administrators and made available to the course instructor and program administrator. Data on pass rates is compiled in the SCSC Report, which is archived in the data repository and available to all organizational leaders as needed.

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

Findings	Evidence
The leadership team comprised of the superintendent, assistant superintendent, and director of business services conducts the institutional planning and decision-making for the organization, including identification and execution of the annual Coastline ROP Priorities. Coastline ROP Priorities are based on input from a broad cross-section of the staff including staff and student performance and perception data and feedback from business and school district leaders.	
The leadership team is supported by the six-member cabinet, which consists of three instructional program coordinators, the human resources administrator, the manager of student services, and the manager of technology services. Classified staff is represented in the decision-making process through their managers; teachers and students are represented through their instructional program coordinators. The leadership team and the cabinet meet periodically throughout the year to review organizational function and procedures, course offerings, programming and scheduling, curriculum and instruction, and student services policies and practices.	• Cabinet Meeting Agendas and Notes
Individual cabinet members assess performance of staff members and their respective departmental functions per board policy. Information and assessments conducted by each cabinet member are used to inform decisions at the departmental level and to inform the leadership team on organizational decisions.	• Board Policies • Evaluation Documents (Classified and Certificated)
Instructional program effectiveness and needs are monitored and assessed on a regular basis by the assistant superintendent and instructional program coordinators. Coordinators meet annually with teachers to review program and classroom needs and to evaluate classroom practice, curriculum, and use of resources. Instructional coordinators also work closely with teachers throughout the year, communicating regularly by email, classroom visits, and staff meetings as well as the annual year-end evaluation meetings with directly employed teachers. Information gathered through these communication and collaboration processes is reviewed by the coordinators, communicated to leadership, and	• End-of-Year Meeting Agenda • Teacher Evaluation Form • Teacher Evaluations • Staff Meeting Agendas/Sign-in Sheets, etc.

implemented in the decision-making process. In addition, the assistant superintendent communicates with the instructional program coordinators on a regular basis to discuss and assess resource and budget needs for all programs and classes. The assistant superintendent works directly with the director of business services to monitor and adjust the organizational budget and expenditures in support of instructional programs.	• Coordinator Meeting Agendas and Notes • Leadership Team Meeting Notes
Information, feedback, and suggestions from business and educational partners is gathered through internship evaluation feedback forms and through attendance by instructional program coordinators at annual industry-sector business advisory meetings.	• Internship Evaluation Forms • Advisory Documents/Folder
Data and information reflecting the effectiveness of courses and programs at each school site is gathered from school site administrators at the annual interagency meetings attended by the superintendent and assistant superintendent in the early spring.	• Interagency Meeting Notes
Broad data indicating overall student achievement and program effectiveness is gathered and published in the School, Community, and Student Characteristics Report (formerly the Student Community Profile). New data sets and appendices have been added to the student community profile report in response to needs and perceptions of the leadership team. One example is the “crosswalk” showing the correspondence between the Standards for Career Ready Practice and the Coastline ROP ESs.	• School, Community, and Student Characteristics Report
Student perception data is generated annually through the Student Exit Survey results, which are reviewed by the cabinet annually. Student achievement and pass rates on applicable licensure and/or certification examinations are also reviewed by instructional services personnel during annual meetings with instructors, per course.	• Student Exit Survey Results
Effectiveness of student services is assessed through various means including monitoring of student enrollment numbers and trends and feedback gathered from school site administrators and students. The student services manager monitors enrollment and trends each term. School administrators provide feedback on career specialists’ performance annually. Student Exit Survey results and student follow-up survey results which indicate student satisfaction and postsecondary activities and success are reviewed by the cabinet annually.	• Administrator Feedback Form • Administrator Survey • Student Follow-Up Study

In these various ways, student learning data and internal assessment of staff and organizational effectiveness is a regular part of Coastline ROP's decision-making process, including budgeting and formulation of the annual Coastline ROP Priorities.

Areas of Strength

- Coastline ROP has adopted a data-driven approach to instruction and program development.
- Teacher evaluations are grounded in self-assessment and analysis of student learning outcomes.

Key Issues

- Coastline ROP can continue to develop tools and practices to incorporate analysis of demographic and student learning outcome data in instructional program planning and decision-making.
- Coastline ROP should develop means and tools to measure student achievement of the organizational SLOs and course competencies.
- Coastline ROP can continue to develop procedures to provide available, relevant student learning data to teachers on an annual basis.
- Coastline ROP can continue to train teachers in analysis and application of learning data to improve instruction, curriculum and assessment practices.

Criterion 7
Student Services

The institution recruits and admits students who are able to benefit from its programs. Student support services address the identified needs of students and create a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using Schoolwide Learner Outcomes, faculty, staff, and student input and other appropriate measures in order to improve the effectiveness of these services.

Student Services

Indicator 7.1: The institution provides sufficient student support services that enhance the learning environment and encourage the achievement of Schoolwide Learner Outcomes.

Findings	Evidence
Coastline ROP provides ample support to enable students to explore, understand, and achieve success in ROP classes. Services are provided to students through a collaborative effort involving the ROP student services staff, ROP support staff, teachers, district counselors and personnel, and business partners. The ROP student services staff consists of the manager of student services, the student services program assistant, an administrative assistant/receptionist, and 22 career specialists.	• Job Descriptions
Coastline ROP provides the services of a career specialist on each high school campus within its five partner school districts. Career specialists are located in the college and career center or in close proximity to the counseling office. Students have convenient access to the career specialist and to the resources provided in the career center. A number of support services to students, school site personnel, and teachers are offered by the career specialists. Primary duties and services include: • Recruitment and marketing for ROP classes • Career and course guidance • Support to school guidance personnel in the placement of students in ROP classes • Attention to student performance and attendance • Recognition of students for their achievement • Aid in the retention of students • Communications between school sites and ROP administration and teachers •	• Best Practices Binder
Services are provided by career specialists to all ROP high school students whether they enroll in classes during the school day or after school. These services support student achievement and include: • Disseminating ROP course information • Providing academic advisement and career planning • Coordinating career fairs	• Student Survey Questions 10,13 and 27

- Providing appropriate course placement information
- Registering students
- Assisting district guidance staff
- Providing information on UC/CSU admission requirements
- Reviewing course articulation information
- Attending Individualized Education Plan (IEP) meetings and 504 meetings
- Monitoring student attendance and grades

- School Administer Survey Questions 16 and 17
- Student Exit Survey 2013-14
- Career Specialists Calendar of Events

District employed counselors and guidance technicians are responsible for scheduling students in ROP classes that take place within the school's regular school day ("bell schedule"). The manager of student services, the student services program specialist, and the ROP career specialists provide high school guidance staff with current, relevant ROP information to assist them as they counsel their students in ROP bell schedule classes. Students interested in enrolling in ROP classes that meet *outside* the regular school day are provided with information, guidance, and registration information directly through the ROP career specialists. Fifty-two percent of students indicated that they learned about ROP from their high school guidance counselor. Forty-six percent of students indicated that they were informed about ROP by their career specialists.

- Counselor's Guide
- Career Specialist's Presentation Materials
- Career Units
- Career Specialist's Portfolios
- Student Survey Question 25

Support services are also offered to students with special needs. Career specialists participate, at various levels, in Independent Education Plan (IEP) meetings and other special education monitoring and support activities. They gather information about students with identified special needs and provide it to teachers using the Special Needs Referral form. They work with on-site resource teachers and assistants, and provide communication tools and other support designed to help teachers meet designated student needs. This assistance aids in curriculum and instruction alignment to IEPs, 504s, or other requirements of students with special needs.

- Special Needs Referral Form
- Career Specialists Survey Questions 10, 14, 15 and 16
- School Administrators Survey Question 18
- Teacher Survey Questions 53, 54, 55 and 56

To assure the quality of its services, Coastline ROP sets annual goals and priorities and monitors progress toward their achievement semi-annually. As part of this process, the student services staff set goals for their department. These goals are a part of the Coastline ROP Priorities and as such are monitored by the superintendent and the Board of Trustees. At each board meeting, updates on the progress made toward the completion of these goals are given and thus become public information. Status reports on the completion of the priorities

- Coastline ROP Priorities
- Board Meeting Agendas and Notes

are also available to the community on the ROP website. In addition, board members monitor efficiency and effectiveness of ROP student support services through review of reports delivered by the manager of student services at each board meeting.

Coastline ROP student services personnel are evaluated annually based on criteria aligned to their job descriptions. During their review and evaluation, career specialists develop individual goals for the following year and are assessed on the completion of those goals. Further, the supervising school administrators at their high school sites are asked to complete an evaluation that assists in their overall evaluation.

- Site Administrator Evaluation Form
- Career Specialists Evaluation Form
- Career Specialists' Portfolios

The services students receive help support their learning in a variety of ways, many of which are discussed above. In addition, teachers and career specialist encourage the achievement of Schoolwide Learner Outcomes (SLOs) by recognizing and rewarding student accomplishments through various methods.

- Promoting perfect attendance and/or outstanding student designations on competence certificates and perfect attendance contests.
  - Perfect Attendance Winners
- Showcasing student success in Coastline ROP's magazine, *Achieve!*
  - *Achieve!* Magazine
- Highlighting ROP students on high school campuses including: ROP Student of the Month, school newsletter articles, campus announcements, posting student work, and Certificates of Recognition.
  - Career Specialists' Portfolios
- Nominating distinguished students for the Distinguished Student Recognition (DSR) event. Coastline ROP proudly showcases the success of students at the annual Distinguished Student Recognition event held every May. Over 100 students are acknowledged for their accomplishments, many receiving scholarships to assist in their post-secondary endeavors. Students are nominated by either their ROP teacher or the career specialist. A committee carefully paper-screens each nomination packet. Semifinalists are then chosen to be interviewed, and students are selected for special awards and sector winners. Effective written and oral communication skills and job readiness skills are demonstrated by students through the completion of the DSR nomination packets and interview process.
  - DSR Nomination Packets
  - DSR Nomination and Scholarship Lists

To further support student learning and success in meeting expected outcomes, career specialists monitor student performance and attendance. When a student's performance falls or threatens to fall below the minimum acceptable standard in any way, instructors take various actions to address the issue. Struggling students enrolled in ROP classes during the regular school day ("bell schedule classes") benefit from the various academic and student support services offered at their school site. Students in ROP classes meeting outside their regular school schedule are supported according to the Coastline ROP Classroom Management Guidelines. The protocol for student performance issues requires that teachers generate a Parent Notification Letter (PNL) which is mailed to the student's home to inform parents of missing attendance, poor performance, and/or behavior issues. Student Services staff assist teachers by facilitating the documentation and distribution of PNLs. Career specialists receive an electronic copy and immediately notify the student's school guidance department of the problem so they can evaluate the situation and intervene as appropriate. Ninety-six percent of students surveyed either agreed or strongly agreed that they were confident they could be successful in their ROP class. Ninety-six percent of students also agreed or strongly agreed that they had access to everything needed to be successful in their class.

- Classroom Management Guidelines (CMG)
- Parent Notification Letter (PNL)
- Student Survey Question 20 and 21

Career specialists are primarily responsible for disseminating information about Coastline ROP classes to school site personnel, parents, and students. They provide course information and recruit students for the ROP classes that best fit the student's educational and career goals. Many resources are provided to career specialist that can easily be accessed while advising students. In their offices, they keep copies of course descriptions, specific course syllabi, and a variety of handouts designed to better educate students about ROP classes. In addition, career specialists participate with the partnering schools in outreach events aimed to inform students and families about the education programs available to students.

- Best Practices Binder
- Course Outline Binder
- Course Sample Syllabi Binder
- Career Flyers

Informational and recruitment activities include:

- Class presentations
- Parent presentations
- Middle school student and/or parent presentations
- College and Career Fairs
- PTA/PTSA meetings

- Career Specialists Survey Question 13
- School Administrator Survey Questions 16 and 18

- English Language Advisory Committee meetings
- Back to School/Open House
- Community Organizations (service groups, scholarship committees, etc.)
- ROP student success highlights (e.g., student of the month, principals' newsletters, ROP Honor Roll, school site website)
- Distributing Coastline ROP literature (e.g., Annual Report, Achieve! magazine, marketing materials, etc.)
- Utilizing the school website

Adult students use a variety of sources to obtain information about Coastline ROP classes and student services. Thirty-eight percent of adult students surveyed indicated that they learned about Coastline ROP from another student, 34% from the website, and 27% from the class schedule. Potential adult students are welcome to visit the Coastline ROP district office and campus where the on-site student services staff is available to answer questions during office hours.

- Student Survey Questions 26

Adults interested in enrolling in Coastline's fee-based courses for Nursing Assistant Pre-Certification (CNA) Internship, Medical Back Office Internship, Medical Assistant Front Office Internship, and Dental Assistant Back Office & Radiology Internship are required to take a basic English and math skills assessment. The results of the pre-assessment serves as an indicator of students' readiness to access and benefit from the course content. Adult students testing below the required scores are referred to other institutions for remediation in literacy and/or mathematics as identified by their assessment results. This process has resulted in higher completer rates in these courses.

- TABE Assessment Test

Student services personnel maintain lists of resources and local community agencies who offer support and services such as public health providers, personal counseling, mental health support, and other learning resources to meet needs which are outside the purview of Coastline ROP's programs and services. Information on these outside resources are also available on the ROP website.

- Adult District Resource Handout

Indicator 7.2: The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success in the transition to further education or employment opportunities.

Findings	Evidence
The Coastline ROP Student Learning Outcomes call for students to develop personal, educational, and career goals for success after high school or after completion of their ROP course of training. All Coastline ROP course outlines and course work include instruction and student outcomes related to the understanding of careers in the sector or pathway in which the class is included. Career specialists familiarize themselves with courses by regularly visiting classes and referring to the course outline when advising students. They interact with students regularly as they are integrated on their campuses and are a part of every-day student life.	• Course Outlines • Student Services Questions 14 and 16 • Student Exit Survey Question 4
Coastline ROP serves both adult and high school students with their broad, diverse college and career goals. The vast majority of students surveyed indicate they plan to attend either a four-year college or university or a community college. Coastline ROP courses add value for college-bound students: • 54% indicated that their ROP class helped them to prepare for college. • 44% indicated that their ROP course helped them to stay in school. • 65% indicated that ROP helped them be motivated to do better in school and/or work.	• Student Exit Survey Question 10
The results of the 2013-14 Student Exit Survey support Coastline ROP's contribution to student achievement in college and career planning: • 87% of students indicate that they learned skills specifically related to a career. • A majority of students indicate that they learned and used specific job-search skills including searching for a job, how to complete a resume; how to apply for a job, and how to interview for a job. • 54% indicated that their ROP experience helped them to select their career path.	• Student Exit Survey Questions 4, 7 and 10
Coastline ROP courses help students pursue their long-term	

education and career goals by assisting students with their transition to advanced educational and employment opportunities. Students surveyed indicated that Coastline ROP resources and personnel helped them learn about careers, college majors, and available education or further training.

- Student Survey Questions 16 and 19
- Teacher Survey Questions 44, 45 and 52

Career specialists provide students with instruction on career guidance, exploration, and planning to help them discover their passions and talents.

- 100% provide career guidance, exploration, and planning
- 95% provide career assessments and surveys
- 95% advise students regarding post-secondary options

- Career Specialists Survey Question 10

The student services manager and career specialists keep up to date on labor market information and changes in university admissions requirements so that they may effectively advise students on careers, selection of universities, community colleges, technical and apprentice programs, and financial aid opportunities.

All members of the Coastline ROP student services department are qualified to effectively serve in their roles. In addition to their education and experience, career specialists receive ongoing professional development training to further their knowledge and skill in guiding students in their choice of pathways, classes, and post-secondary options.

- Career Specialists' Portfolios
- Career Specialists' Meeting Notes

Professional growth activities accessed by career specialists include:

- Periodic meetings on site at Coastline ROP which include professional growth elements and training
- UC/CSU college readiness conferences
- ACT career readiness workshops
- Community College counselor events
- Vital Link Events
- Staff development workshops offered through ROP and the school districts where they work
- Advisory committee meetings
- Educating for Careers Conference
- Externships

- Career Specialists' Portfolios
- Career Specialists Survey Question 12

Indicator 7.3: The institution provides support for all students from the recruitment and admissions phase to the successful completion of the school program of choice.

Findings	Evidence
Coastline ROP supports students from recruitment to enrollment, through the completion of their course, and into the workforce or post-secondary education.	
Career specialists recruit students and provide information and support for placement of students in ROP classes based on their interests, needs, and educational goals. Recruitment methods that increase community awareness of ROP include class presentations, parent-group presentations, participation in college and career fairs, etc., as discussed in 7.1. Student exit survey responses consistently indicate that students receive guidance before selecting their ROP classes from career specialists and guidance counselors on their school campus, as well as from their ROP teachers.	• Career Specialists Survey Question 13 • Student Survey Questions 25 and 27 • Career Specialists' Job Description • Best Practices Binder • ROP Marketing Materials
Coastline ROP excels in providing meaningful learning experiences beyond classroom instruction. The organizational SLOs are based on the College and Career Readiness Practice Standards and specifically communicate that students will develop personal, educational, and career plans. Coastline ROP's strength lies in providing students with hands-on learning that leads to industry-specific competencies in all classes. Teachers focus on current, industry-specific knowledge, skills, and career prospects to give students meaningful, relevant learning experiences.	• Career Specialists Survey Question 13 • School Administrators Survey Question 18 • Teacher Survey Question 9 and 13 • Student Exit Survey Question 9
All classes provide real world activities and experiences beyond the confines of classroom instruction. Students benefit from internships, job shadowing, clinical rotations, field trips, guest speakers, mentoring, and participation in industry-sponsored events.	
• 93% of students agreed or strongly agreed they received high quality instruction and lab experiences. • 75% of students had the opportunity to gain industry-specific knowledge and skills.	• Student Survey Question 8 • Student Survey Question 14
Coastline ROP courses help students pursue their long-term education and career goals by assisting students with their	

transition to advanced educational and employment opportunities.

Career specialists also provide important, meaningful guidance to students regarding their post-secondary options and opportunities:

- 92% facilitate college visits.
- 95% advise students regarding post-secondary options.
- 90% advise students regarding financial aid for post-secondary options.

- Career Specialists Survey Question 10

Coastline ROP has consistently prioritized partnership, communication, and articulation of its courses with post-secondary institutions, focusing on local community colleges. At present, Coastline ROP maintains 70 articulation agreements spanning 11 industry sectors. In addition, 48% of Coastline ROP course offerings meet the UC/CSU "a-g" admissions requirements.

- Articulation Matrix
- Class Schedule
- Student Exit Survey Results

Coastline ROP conducts an annual student follow-up survey and submits a 101 E2 "Placement Report on CTE Program Completers" report to the California Department of Education on March 15 of each year. Coastline ROP collects responses from a minimum of 30% of the high school graduates who completed one or more ROP courses in the previous spring. Results over the past five years consistantly indicate that 75% to 80% of surveyed students are enrolled in postsecondary education. The report and survey results are reported to the Board of Trustees annually and provided to the cabinet and career specialists for review.

- Follow-up Survey
- 101 E2 Report

High school students enrolled in ROP courses within their regular school day are provided with guidance services, code of conduct policies, and attendance policies in accordance with the protocols in place at the school site. Coastline ROP teachers who teach during the school's bell schedule adhere to the school and district protocols. In addition, 92% of teachers provide students with expectations regarding ROP policies and procedures.

- Teacher Survey Question 58

Students in classes meeting outside the school's regular bell schedule receive and sign a copy of the Coastline ROP Classroom Management Guidelines (CMG). Guidelines address rules, procedures, and consequences. The Rules of ROP Student Conduct are also provided to students in every

- Classroom Management Guidelines

class and are published in the schedule of classes. Student survey responses indicate that communication is effective: 95% of students surveyed indicated they agree or strongly agree that their teacher clearly communicated all requirements, rules, and grading policies.

- Class Schedule
- Student Survey Question 19

Indicator 7.4: The institution regularly evaluates student needs in order to provide support services that increase the likelihood of success for all students.

Findings

The Coastline ROP Board of Trustees is comprised of board members representing each of Coastline ROP's partner districts. Similarly, the steering committee is comprised of district administrators and curriculum leaders who communicate the needs and goals of the students in their respective district. The Coastline ROP leadership team consults with both the board and the steering committee to identify and meet the CTE needs of the student population of its partner districts.

In addition, the superintendent and assistant superintendent meet with school site leaders annually in the early spring to identify and plan CTE programs and ROP courses at that school for the following school year. At these meetings, student needs, CTE goals, and program needs are discussed and classes for that school site are planned accordingly.

At the classroom level, ROP students with special learning needs are identified and supported by the school site guidance team through processes and procedures in place at the student's home high school. ROP teachers of these "bell schedule" classes have access to the school's resources, records, and special education personnel, which enable them to adjust instruction to meet the prescribed special needs of their students.

ROP teachers who teach outside the bell schedule use a system developed by Coastline ROP to identify and accommodate the needs of students with special needs. Career specialists identify students with special needs during the registration process for these "after bell" classes. The career specialist is then charged with the responsibility of contacting special education resource teachers, school psychologists, nurses, or other qualified school staff to complete a Coastline ROP Special Needs Referral form (SNRF). The form is then distributed to the ROP teacher. If it is determined that the referral form does not provide sufficient information to enable the teacher to understand the special needs of the student, the career specialist will follow-up to obtain the needed information. Every attempt is made to provide reasonable accommodations to ensure student success.

Evidence

- Board Meeting Agendas and Notes
- Interagency Meeting Agendas
- Special Needs Referral Form (SNRF)
- Special Needs Referral Form Binder
- Career Specialists Survey Questions 10, 14, 15 and 17
- Teacher Survey Question 30

Information about adult students with special learning needs is gathered from the registration forms, and adults are encouraged to voluntarily identify and disclose that information. If an adult identifies a special need on the enrollment form, a member of the student services staff then communicates with the student to gather more information and identify any necessary accommodations in instruction or curriculum. Student services staff then communicates that information to the course instructor.

- Adult Registration Form

The process in place for identifying and addressing the special learning needs of students in Coastline ROP classes is adequate. ROP teachers respond positively about the timeliness, usefulness, and effectiveness of the special needs referral form and process:

- 87% agreed or strongly agreed that "the information I receive regarding the special learning needs of my students is timely."
- 88% agreed or strongly agreed that "the information I receive regarding the special learning needs of my students is adequate."
- 92% agreed or strongly agreed that "the Special Needs Referral Form (SNRF) provides me with the necessary information to meet the learning needs of students with special needs."

- Teacher Survey Questions 55 and 57
- Teacher Survey Questions 53, 54 and 56

Teachers have additional means and tools for identifying special needs students. They obtain information about the special learning needs of students from student services staff, instructional staff, school site administrators and counselors, special education teachers, and parents.

In addition to identifying and accommodating specifically identified special learning needs of students, 91% of Coastline ROP teachers agree or strongly agree that they have tools and procedures in place to help them identify and understand the individual learning styles of students. Ninety-nine percent agree or strongly agree that they plan or modify curriculum when necessary to match the learning styles of students.

- Teacher Survey Question 55

Career specialists and instructors communicate regularly to share information about student progress and to provide effective advice and support to struggling students that helps them stay on track and successfully complete their classes.

- Teacher Survey Questions 20 and 21

Career specialists surveyed in 2013-14 indicate that:

- 100% monitor student attendance and progress.
- 100% monitor and communicate regularly with ROP instructors regarding students' grades and attendance.
- 95% communicate with ROP instructors regarding course content and requirements.

- Teacher Survey Question 37
- Career Specialist Survey Question 10

In addition, career specialists communicate with the following stakeholders when they become aware of a student having a problem in their ROP class:

- 100% frequently communicate with the student.
- 95% frequently communicate with the school guidance counselor, 5% occasionally.
- 81% frequently communicate with the ROP teacher, 19% occasionally.
- 10% frequently communicate with the student's parents, 67% occasionally, 23% rarely.
- 91% contact the appropriate person to help students who might not have the materials or resources to be successful in their ROP class.

- Career Specialists Survey Questions 11 and 20

When a student's performance falls or threatens to fall below the minimum acceptable standard in any way, instructors take various actions to address the issue. Struggling students enrolled in ROP classes during the regular school day benefit from the various academic and student support services offered at their school site. Students in Coastline ROP classes meeting outside their regular school schedule are supported according to the Coastline ROP Classroom Management Guidelines. The protocol for dealing with student performance issues requires that teachers generate a Parent Notification Letter (PNL) as described in Indicator 7.1.

- Classroom Management Guidelines
- Parent Notification Letter

Student survey responses also illustrate this cooperative approach to student support: 90% of students report that they "received support and assistance that has helped me to succeed in my ROP class" from their teacher, and 24% report they received support/assistance from the career specialist on campus.

- Student Survey Question 28

Extra-curricular and co-curricular activities connect students' learning to the real world and provide them with an understanding of the relevance of what they are learning in the

- Student Exit Survey Question 9

classroom. In contrast to working within the classroom, students present their product or performance to an outside or external audience. Some of the competitions or field trips students participate in are listed below.

- Student Survey Question 14 and 30

Industry Competitions

- Field Trip Requests
- Board Minutes

California ProStart Cup
C-STEM Day
Doodle for Google
FHA-HERO State Leadership Meeting/Competition
National High School Dance Festival
RoboPlay Challenge and RoboPlay Video
Student Television Network Convention (STN)
UCI Energy Invitational
UCI Performance Engineering
Virtual Enterprise – National Business Plan Competition, California International Trade Show, Long Beach Trade Show, San Francisco Area Entrepreneurship Conference and Trade Show.

Field Trips

Administration of Justice – Orange County Superior Courthouse
Animal Health Care Internship – Friends of the Sea Lions Rehabilitation Center
Automotive Technology – Pomona Raceway
Business Internship – Sony Picture Studios
Careers with Children Internship – California Future Educators Association (CFEA) Conference
Computer Graphics – The Los Angeles Museum of Contemporary Art
Crime Scene Investigation – Orange County Crime Lab, Westminster Police Department and Community Center, Orange County Superior Courthouse
Culinary Arts – Cal Poly Pomona Collins School of Hospitality, Le Cordon Bleu (Las Vegas)
Dental Back Office Internship, Dental Front Office – California Dental Association (CDA) presents "The Art and Science of Dentistry", Glidewell Dental Laboratories
Entertainment Art – Dodge College of Film/Media and Post Factory, DreamWorks Studio, L.A. Zoo,
Floral Design Internship – Los Angeles Flower Mart
Food Services Cooperative – Medieval Times
Hotel & Tourism Internship – The Fairmont Hotel
Introduction to Medical Careers – Saddleback Memorial

Hospital Medical Careers in Action, Saddleback Memorial Hospital Blood Bank Donation Center and Lab, Hoag Irvine, Hoag Orthopedic Institute, UCI Stem Cell Research Open House, UCI "Robots R Cool: Surgeons of the Future" Event
Professional Dance – Youth America Grand Prix (NYC)
Virtual Enterprise – UCI Ropes Course
Visual Imagery and Multimedia Communications Design – Disney Studios, STEM and Arts Career Showcase (OC Fairgrounds)

Student services staff registers all adults in-person for classes, including fee-based classes. This method provides one-on-one interaction including sharing of information and answering questions to best inform and prepare adult students for their course selection. Mail-in registration for adult classes was offered prior to 2011. The high interest from adults versus the limited availability of space in courses raised issues and concerns that affected both the ROP and students. The adult mail-in registration process was evaluated, and it was decided to implement in-person registration instead.

- Registration/Enrollment Meeting Notes 11/14/11

Off-site student support services are provided by the career specialists at each high school campus as referenced in Indicator 7.1. Careers specialists are informally evaluated by their high school administrator and formally evaluated by their supervisor every year. They maintain a portfolio of work samples throughout the year specific to their site assignment.

- Site Administrator Evaluation Form
- Career Specialists Evaluation Form
- Career Specialists' Portfolios

Indicator 7.5: The institution maintains student records permanently, securely, and confidentially with provision for secure backup of all files.

Findings

Coastline ROP recognizes that the maintenance, security, and confidentiality of student records are a high priority. The ROP publishes and follows Board Policy 5125(a) which addresses the release of student records in accordance with Education Code 49063. The policy requires that safeguards be established to protect the student and the student's family from invasion of privacy in the collection, maintenance, and dissemination of student information. This policy is provided on the Coastline ROP website.

Student records are stored safely and securely with proper back-up systems in place. The manager of technology services is responsible for the security of student records. Most are kept in an electronic format maintained and serviced by the technology staff. Student records are stored on the ROP network system and are password protected. Attendance records are maintained through the ROP's attendance data base. The Orange County Department of Education, which has a highly sophisticated security system, houses the ROP student information database.

Student records are accessible to students and all appropriate stakeholders. High school students are able to obtain records for grades and attendance through their home high school. ROP students may also request an official transcript from the Coastline ROP attendance assistant. Information about adult students can only be released to the student unless he/she has signed a release of information form.

ROP student records have been electronically stored since the 1999-2000 school year. Records prior to 1999 are kept securely in locked storage. Coastline ROP contracts with Zetta for off-site back-up of student records.

Evidence

- Board Policy 5125(a)
- Release of Information Form
- Zetta Contract

Indicator 7.6: Institutional information is easily accessible to all stakeholders and prospective students and is free from misrepresentation or false promises.

Findings	Evidence
Coastline ROP publishes a variety of documents, reports, schedules, and informational resources both in hard copy and online that provide relevant, precise, accurate, and current information for all stakeholders. Informational documents and publications are available in digital form on the Coastline ROP website: www.coastlinerop.net. This website was updated in 2014 to provide an easy-to-use format for viewers. The current website contains the following: • The mission statement • Schedule of classes • Course descriptions • Student Learner Outcomes • Registration information • Annual Report • *Achieve!* magazine • Survey results • Success stories • Priorities and status reports • Board Policies • WASC accreditation reports	• Website
Coastline ROP publishes its comprehensive schedule of classes each fall and spring semester in both a hard copy and digital format The schedule contains the following: • ROP contact information – including the other ROPs in Orange County • Career specialist contact information • Courses offered – including a brief description, location, day and time • Credits, prerequisites, fees and material costs as applicable • Registration information – adult and high school • Policies for adult fee-based classes • Courses accepted for UC/CSU “a-g” admissions requirement • Rules of ROP student conduct • Frequently asked questions • Orange County One-Stop Centers	• Class Schedule

- High School location map
- Mission Statement
- SLOs

Hard copies of the schedule are distributed at high schools throughout the region by career specialists. These are also mailed to libraries, community agencies, ACCESS schools, and local private schools. The website lists updates to the schedule to keep students apprised of all changes.

- Class Schedule Distribution List

Policies and procedures can be accessed through a variety of resources including:

- Coastline Teacher Handbook – provided to all new instructors. It includes policies for attendance, enrollment and discipline.
- Career Specialists' Best Practices binder – provided to all career specialists and updated annually.
- Coastline Employee Manual – provided to all employees. It contains information such as employment classifications, standards of conduct, work rules, and benefits.
- Rules of ROP Student Conduct – This is published in the schedule of classes and on the website. In addition, all after-bell-schedule students receive a copy of the Rules of Conduct. Students and parents agree to abide by ROP policies by signing an acknowledgment form.
- Coastline Board Policies – updated and board approved in 2014.

- Teacher Handbook
- Best Practices Binder
- Employee Manual
- Class Schedule
- Board Policy Manual

Coastline ROP makes every effort to assure that students benefit from the program. High school students receive guidance from ROP career specialists and high school guidance counselors to properly place students in classes based on interest and ability, as set forth in detail under Indicator 7.4.

Career specialists attend after-bell-schedule classes held on their campuses on the first or second day of each semester to verify enrollment. This timely verification of attendance and absences enable career specialists to offer support and guidance during the first week of school.

As the semester progresses, career specialists continue to monitor student attendance and student success. Additionally, they assist teachers with student performance issues. Teachers generate a Parent Notification Letter (PNL) to inform parents of missing attendance, poor performance, and/or

- Parent Notification Letter

behavior issues. Student services staff facilitate the documentation and distribution of the PNLs. Career specialists notify the student's school guidance department so they can evaluate the situation and intervene as appropriate.

Career specialists and teachers also work closely with special education personnel to ensure that students with special needs benefit from ROP programs. They are available to attend IEP (Individualized Education Plan) meetings to describe classes, provide course descriptions, discuss student learner outcomes, and offer information regarding the ROP's ability to provide reasonable accommodations.

To assure the success of our adult students, the TABE (Test of Adult Basic Education) is administered to students who wish to enroll in the Nursing Assistant Pre-Certification (CNA) Internship, Medical Back Office Internship, Medical Front Office Internship, and Dental Back Office and Radiology Internship programs. Students must achieve a grade level of 8.0 in math and 8.0 in English to be eligible to enroll. Students that do not pass the assessment are given a list of resources for remediation. Information about this requirement and the test are published in the schedule of classes. Since Coastline ROP has begun eligibility testing, completion rates have increased.

- TABE Test

The results of the 2013-14 Student Exit Survey indicated that students benefited from the Coastline ROP's program of study they entered:

- 87% learned skills specifically related to job or career.
- 77% used up-to-date technology that helped improve knowledge and skills.

- Student Exit Survey Question 4

The ROP documents student's success in a variety of ways. When students successfully complete a class with a grade of A, B or C, they are issued a Certificate of Recognition. This certificate lists the specific competencies students attain.

- Certificate of Recognition

At the end of the semester, students complete the Student Exit Survey. Students are asked to comment on a number of course-related items, and they are asked whether or not courses meet their needs and expectations. The results are used by teachers and supervisors to evaluate program integrity and effectiveness. They are reported to the Board of Trustees and steering committee members as well as to the community at large through the ROP website. Results from the 2013-14

- Student Exit Survey Question 10

survey show that taking Coastline ROP classes helped students to select their career path, prepare for college, obtain jobs, stay in school, and be motivated to perform better in school and at work. Furthermore, 90% of students indicated that their ROP courses met their needs and expectations.

A student follow-up survey is also completed to document the success of the program. Six months after seniors graduate and six months after adult students complete a class, they receive a survey which asks them to mark all that apply of the following options:

- Enrolled in Higher Education (related to class)
- Enrolled in Higher Education (unrelated to class)
- Employed (related to class)
- Employed (unrelated to class)
- Active in the Military
- None of the above

For the past five years, the results of the follow-up study indicate that 75-80% of surveyed students are enrolled in postsecondary education—a true indicator of success!

Finally, Coastline ROP documents, highlights, and publishes evidence of extraordinary student success through such means as the annual Distinguished Student Recognition event (DSR) and publication of *Achieve!* magazine. At the DSR event more than 100 students each year are acknowledged for their extraordinary success in ROP classes . The *Achieve!* magazine is used to inform the school community about the success of ROP students. *Achieve!* is distributed to the Board of Trustees, school and district administrators, business partners, internship sites, teachers and students.

- Student Follow-up Survey
- DSR Program
- *Achieve!* Magazine

Areas of Strength

- Career specialists maintain a consistent ROP presence on each high school campus, supporting ROP instructors and the school site guidance department in accomplishment of the schools SLOs.
- Coastline ROP recognizes and rewards student achievement through a variety of student recognition activities, including the annual Distinguished Student Recognition event which awards approximately $10,000 annually.
  Career specialists and teachers focus on career guidance, exploration, and planning to help students discover their passions and talents, encouraging commitment to the completion of their ROP classes and longer-term education and career goals.
- Coastline ROP offers precise, accurate, and current information that allows students to make well-informed decisions and choices of courses that are in alignment with their career interests and objectives.

Key Issues

- Develop and utilize new and improved marketing methods through social media to recruit students and build community awareness.
- Continued training and additional resources for after-bell teachers to accommodate students with special needs.

Criterion 8

Resource Management

Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

Resource Management

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

Findings	Evidence
Despite constant waves of change affecting public education, specifically ROPs, during the six years since the last self-study, Coastline ROP has pursued a steady course of conservative fiscal management practices. As a result, they remain fiscally stable, with healthy reserves and viable, revitalized relationships with each of its school district partners.	• New JPA Agreement (effective 7/1/15)
At the present time, Coastline ROP and its partner school districts are in the process of transitioning from the former state apportionment funding to the new Local Control Funding Formula (LCFF). Under the LCFF model, ROP funding flows directly from school districts to the ROP, according to the terms of the Joint Powers Agreement (JPA). The new agreement provides that each of Coastline ROP's five school district partners will continue to fund Coastline ROP at the 2012-13 level. Any future adjustments or amendments can be made with prior notice to Coastline ROP and are subject to approval by the board members of the funding partner.	• JPA Agreement
Coastline ROP has the necessary funds, assurance of future funding, and ample reserves to ensure sufficient resources are available to continue its current educational program. Coastline ROP has stayed within budget for the past two years.	• Annual (July 1) Budget for 2014-15 with Multi-year Projections for 2015-2017
Coastline ROP had an excess of expenditures ($74,483) over revenue in 2011-12, but nonetheless ended the year with a strong total reserve and a reserve for economic uncertainties of 6.9%. The excess expenditures were planned and primarily associated with the use of district pass-through funds received in a prior year, which were used for startup costs associated with a new culinary program in the Saddleback Valley Unified School District.	• Annual Budgets and Unaudited Actuals for 2011-12, 2012-13, and 2013-14
For fiscal year 2012-13, reserves increased by $25,843,	

further strengthening our total reserve; the reserve for economic uncertainties was 6.8%. Although the ROP originally budgeted for an excess of expenditures over revenue in 2013-14, not all expenditures materialized. Therefore, the ROP stayed within budget and ended the year with an excess of revenue over expenditures, which increased reserves by $40,611.

- Annual Budgets and Unaudited Actuals for 2011-12, 2012-13, and 2013-14

As part of the annual fiscal planning process, the ROP considers the organization's mission and reviews the intended student learning outcomes, as well as the organizational needs and ongoing initiatives during annual strategic planning sessions.

- Strategic Planning Meeting Agendas and Related Documents

Survey results indicate that 93 percent of teachers either strongly agree or agree and 90.48 percent of career specialists either strongly agree or agree that the allocation of the ROP's resources support the accomplishment of the ROP's mission and ESs/SLOs.

- Teacher Survey Question 59
- Career Specialist Survey Question 34

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

Findings	Evidence
Coastline ROP has had no audit findings or exceptions during the six years since its last self-study. This fact, and review of financial records and practices, reveal that Coastline ROP maintains records and personnel management systems that provide sufficient, clear policies and procedural mechanisms to ensure consistently sound fiscal practices and outcomes.	• Audited Financial Statements for 2009-14
Coastline ROP conducts all business and financial operations in accordance with board policies that align with all federal, state, and local laws governing the ROP. The board policies pertaining to business and finance were updated and approved by the board in May 2012. Notable updates to the policies reflect changes in fund balance management, and include new policies associated with safety and risk management. Additionally, the policy for capital threshold designation was revised on August 20, 2014, to provide for a more accurate identification and accounting of fixed assets.	• Board Policy 3000 Series • Board Minutes
Although the Board of Trustees retains fiduciary responsibility to oversee the prudent expenditure of ROP funds, Board Policy (BP) 3300 provides expenditure authority for the Superintendent or designee, thus allowing for the purchase of supplies, materials, equipment and services. However, as part of its fiduciary responsibility, the Board of Trustees reviews and approves all budget adjustments and transfers, expenditures, and payment orders. In addition to board policy, the Administrative Regulations (AR) 3300 further define the role and responsibilities of the purchasing department, the procedures for requesting goods and services (by staff), the receipt of goods (from vendors), and for the allowable use of the ROP credit card for purchases.	• BP 3300 • AR 3300 • Board Minutes
Coastline ROP does not maintain or follow an independent process or schedule for formal review of board policies. However, it does participate annually in the California School Board Association (CSBA) Gamut Online service, which provides updates to board policies when the California Education Code is updated or when other issues arise that warrant board review and possible policy amendments. Additionally, the director of business services participates in	• CSBA Gamut Online Subscriptions • CASBO Membership • CAROCP Membership

professional organizations and activities to stay apprised of current developments in governance and best practices related to the financial management of Coastline ROP. The director is then able to make recommendations to the leadership team and the Board of Trustees to ensure the ongoing stability and smooth functioning of the ROP.

- CBO Meeting Agendas
- CAROCP Meeting Registration(s)

Financial updates and decisions are reported to stakeholders through a variety of means and methods. The annual budget is published and placed on the agenda for public hearing prior to adoption by the board. The director of business services presents information about the proposed budget, interim financial reports, and unaudited actual financial reports at Board of Trustees' meetings. The information presented is then posted in the staff locker on the Coastline ROP website. ROP trustees and steering committee members share ROP financial reports with their respective district personnel and administrators.

- Board Agendas
- Board Presentations

The annual budget is determined as a result of annual strategic planning sessions that involves all staff, either directly or indirectly. Current school district partner needs, as revealed in interagency meetings, communications, and board meetings are considered as well. Priorities from the prior year that have not been completed may be carried over to the new fiscal year. In addition to the identified strategic priorities, determining course offerings each year takes budgetary precedent as funds are allocated for teacher and support staff salaries and benefits, along with operational costs.

- Staff Input Document for Annual Priorities
- Strategic Planning Meeting Agendas and Related Documents

Certificated and classified staff members have the opportunity to give direct input and feedback on the annual priorities, and therefore the budget, through participation in staff meetings. At the June staff meeting, staff members participate in an activity to brainstorm and identify preliminary areas for consideration for the annual priorities.

- Staff Meeting Agendas and Related Documents

The ROP cabinet reviews the outcomes from the staff meeting at its strategic planning meeting and then formulates and presents the recommended priorities at the August staff meeting. The priorities are then submitted to the Board of Trustees for official approval and adoption for the coming year.

- Board Meeting Agendas and Notes

The Coastline ROP Priorities provide the broad foundation for

allocation of resources and budget within established parameters and budget categories. The close association between the budget formation and the determination of the annual priorities ensures that resources are allocated strategically in alignment with the organization's mission, SLOs, and district partner needs. The participation of staff in activities to identify preliminary strategic priorities, and the multi-layered vetting of the priorities up to and including the final step of board approval, demonstrates that the process is transparent and inclusive of a broad stakeholder base.	• Approved Priorities from 2011-14
Survey data demonstrate that 80 percent of teachers and 62 percent of career specialists understand the process by which the ROP makes decisions regarding resource allocation.	• Teacher Survey Question 60 • Career Specialist Survey Question 35
Eighty-one percent of teachers indicate that they have the opportunity to provide input in the allocation of ROP resources through meetings with their instructional program coordinators regarding program needs for the upcoming school year. Furthermore, student exit survey results indicate that approximately 90 percent of students say that their ROP course met their needs and expectations well, indicating that the allocation of ROP resources is focused in support of its mission.	• Teacher Survey Question 63 • Student Exit Survey Question 12 (2013-14)
Information pertaining to teacher and/or staff purchasing procedures is disseminated by the applicable coordinator and/or supervisor. A "purchasing procedures" document with sample purchase requisition is provided to many new employees, while others receive verbal instructions from their coordinator or supervisor, with the directive that a new employee should contact their coordinator for all supply and equipment requests. The best method, based on individual employee needs, is determined by the coordinator/supervisor.	• "Purchasing Procedures" Document
Ninety-three percent of teachers indicate that they are aware of the procedures to acquire and maintain necessary supplies and equipment for their classes.	• Teacher Survey Question 65
Coastline ROP has sufficient cash flow and reserves to maintain school programs and respond to emergencies and budget shortfalls. As part of the annual budgeting process and interim financial reporting, the ROP is required to prepare and submit cash flow projections for the current and next two fiscal years. The projections include estimated revenue and	• Annual budget (2014-15, 2013-14, 2012-13) • Interim financial reports (2014-15, 2013-14, 2012-13)

expenditures for each year, including the timing of receipt of revenue and/or payment of expenditures. Estimating the timing of cash flowing in and out of the ROP is an important part of financial planning. It can alert the ROP to possible future cash shortfalls and serve as a means to strategically plan for large purchases that significantly impact the ROP's available cash. When estimating cash flow we consider the prior year timing of revenue and expenditures, the planned expenditures for the current year, and projected increases and/or decreases for both revenue and expenditures in future years. The future year revenues and expenditures are based on the multi-year projection performed by the director of business services. The multi-year projections are based on information from several sources, including the Orange County Department of Education (OCDE) budget advisories, results of meetings with high school principals, grant terms, and planned one-time purchases. The accounting/budget specialist prepares the cash flow projection based on information provided by the director of business services. The director of business services reviews and approves the cash flow projection prior to its inclusion in financial reports.

- OCDE Budget Advisories
- District Invoice Schedule
- Annual Budgets
- Interim Financial Reports
- Board Agendas/Minutes

Coastline ROP provides sufficient liability and property insurance to underwrite facilities, operations and personnel functions through the Northern Orange County Liability and Property Self-Insurance Authority. In addition, the ROP provides professional liability insurance for all internship classes and participants in the health and medical industry classes.

- Evidence of Insurance

The oversight of grants is the responsibility of the education and partnership development specialist (EPDS). The EPDS references board priorities and consults with the assistant superintendent to determine potential grant opportunities. The EPDS writes grant proposals, which are reviewed by the assistant superintendent and, if applicable, by the superintendent. Grant allocations always have reporting requirements and desired outcomes; therefore, with input and support from the assistant superintendent, the EPDS executes the grant requirements and submits the report to the funding agency for final review.

The ROP's contractual relationships include interagency agreements with partnering districts (use of district personnel and the district's use of ROP personnel) and agreements with vendors for operations and other professional services. The

- Interagency Agreements

assistant superintendent has primary oversight of interagency agreements for instructional purposes, working with the districts to secure arrangements for district teachers to teach ROP classes. The business department personnel oversee the accounting of interagency agreements. The director of business services and the purchasing agent oversee operational contractual relationships. The Board of Trustees approves all contracts.

- Operating Contracts
- Board Minutes

The ROP's funds are deposited with the Orange County Treasurer; the funds are then invested in the Orange County Educational Investment Pool. Board Policy 3430 governs the ROP's investment policy. The director of business services reports, on a quarterly basis, to the Board of Trustees on the status of investments, including the cash flow projections for the investment pool. The investment policy is reviewed annually by the Board of Trustees.

- BP 3430
- Investment Reports
- Board Minutes

The director of business services oversees all fixed assets. The ROP does not own land and/or buildings; however, it does own several portable classrooms, computer labs, and other equipment that are recorded as fixed assets. The purchasing agent ensures ROP equipment is tagged, maintains an inventory control log, and conducts annual and random inventory inspections throughout the year to guarantee protection of ROP equipment at all sites. Furthermore, all inventory deletions are approved by the Board of Trustees.

- Inventory File
- Fixed Assets File
- Inventory Audit
- Tracking Log

The ROP does not participate in financial aid programs and/or have auxiliary organizations.

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

Findings	Evidence
The director of business services reports the financial condition of the ROP to the board of trustees at the August, December, March, and June board meetings. Additional financial reports are given when warranted. The superintendent ensures the board of trustees stay informed of legislative action that may or will affect the ROP.	• Board Presentations
The ROP cabinet holds annual strategic planning sessions to determine strategic priorities and organizational objectives which guide short-term financial planning for the following school term and fiscal year. The superintendent facilitates the planning session, sets the agenda, and brings information to the group. The cabinet considers the information, such as legislative and/or district changes, expected to impact the ROP. The cabinet identifies and discusses the ROP's strengths, weaknesses, opportunities and possible threats to the program, resulting in recommendations for strategic priorities and annual performance objectives. The superintendent presents the recommended strategic priorities and performance objectives at a board of trustees study session that is held in conjunction with the August board meeting.	• Strategic Planning Agendas and Meeting Summaries
Coastline ROP leaders collaborate with district personnel and high school administrators throughout the school year to assess and monitor the CTE needs of students and to continuously adjust and respond to those needs with appropriate resources and support. For instance, the ROP's Technology plan is for July 1, 2011 – June 30, 2016. The plan contains data for information technology priorities and cost estimates for 2011-12; however, the plan is not updated on a regular basis to reflect current information and/or revised long-range planning needs.	• Interagency Agreement Documents • Interagency/principal meeting agendas • Technology Plan
The ROP is a member of the Orange County Career Pathways Partnership (OCCPP) Program, and as such, entered into a partnership agreement with the Orange County Department of Education which will conduct the program and serve as the fiscal agent for the California Career Pathways Trust Grant (CCPT). The term of the agreement is July 1,	• OC Career Pathways Partnership Program Agreement No. 40921

2014, through June 30, 2018. The OCCPP is a regional consortium that includes fourteen school districts, two charter schools, nine community colleges, four ROPs, two state universities, three Workforce Investment Boards, the Orange County Business Council, as well as a number of business partners. The intended purpose of the CCPT and OCCPP is to establish partnerships and create kindergarten through community college career pathways programs. The ROP's allocation of grant funds, to be received over the term of the agreement, is $368,976. The ROP has plans to support several new courses over the next two to three years with funds from the Career Pathways Trust Grant. The CCPT is important to the ROP as it will provide a source of funding to successfully implement three new programs which typically have high startup costs. The three programs are: Engineering Innovations, Programming and Robotics, and Advanced Manufacturing Engineering. Approximately 68 percent of the grant will be received in the first two years and will be used primarily for salaries, supplies, and equipment. The final two years of the grant will see funding taper off which will result in the ROP absorbing all program costs beginning in the 2018-19 fiscal year. Therefore, the ROP will need to include the additional costs as part of its long-range financial planning.

- CCPT Budget (Expenditure Plan) 2014-15 through 2017-18

The ROP's long-range financial plan is fairly straightforward in that it is based primarily on current year revenue and expenditures with estimated future increases and/or decreases. In previous years, the ROP's revenue stream remained at a fairly constant level since 2009-10, with the exception of the annual receipt of one-time revenues, commonly referred to as excess property taxes, which fluctuated from year to year. Currently, due to categorical flexibility under the old funding formula, and now the maintenance of effort language in the current state budget, the ROP's funding stream is set to end June 30, 2015. However, the ROP worked with its partner districts to put in place a Joint Powers Agreement securing a funding stream for the ROP for 2015-16 and beyond. The new agreement, effective July 1, 2015, would set the class offerings per district at the 2014-15 level. Therefore, the ROP will need to plan accordingly, since costs will typically increase due to salary increases and other inflationary factors while the revenue will not adjust automatically. The ROP's long-range planning does not include funding streams from the issuance of debt, such as bonds or certificates of participation (COP),

- Joint Powers Agreement

nor does it control investment decisions. The ROP's funds are on deposit with the Orange County Treasurer and as such are invested in the Orange County Educational Investment Pool (OCEIP); the treasurer makes investment decisions for OCEIP.

The ROP leases its main facility, located on Presidio Square, from Newport-Mesa Unified School District. The lease includes a provision for maintenance. In addition, the ROP annually budgets $15,000 for deferred facility maintenance costs per lease agreement with Newport-Mesa Unified School District. The majority of Coastline ROP classes are held on the high school campuses of partner school districts, with no related costs for classroom or facilities use.

- Lease Agreement

Currently, the ROP provides health benefits to eligible retired employees. The benefit, commonly referred to as "retiree health benefits," is considered other post-employment benefits (OPEB) which is in addition to the STRS and/or PERS pension plans available to most employees. The OPEB for retiree health benefit costs creates an unfunded liability for the ROP. The most recent actuarial report dated May 16, 2013, for the current retiree health benefit plan, indicates the ROP's actuarial present value of total projected benefits (APVTPB) as of April 1, 2013, was $789,537. Of that amount, $426,460 is due to the amortization of the unfunded actuarial accrued liability for the shortfall that has accumulated for past years since funds have not been accrued or set aside. The actuary determined Coastline ROP's annual required contribution to be $60,855. Due to the eligibility criteria and the high turn-over rate of teachers and staff, many employees will not qualify for retiree health benefits. Therefore, Coastline ROP currently funds OPEB on a pay-as-you-go basis, meaning the ROP pays the current year costs for retiree health benefits in the year in which they occur.

- OPEB Actuarial Report

The ROP does not have long-term debt other than the OPEB liability stated above and a liability for compensated absences, payable for earned, but unused vacation time accrued at the time of an employee's separation from the ROP.

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

Findings

The safety, functionality, and maintenance of classrooms at all sites are primary to the ROP's ability to meet the basic educational needs of our students. Therefore, the ROP has implemented policies and procedures to ensure a functional and safe learning and working environment for students and staff. Coastline ROPs classrooms and other learning environments are clean, safe, well-maintained, well-equipped, and appropriate for the delivery of high-level, industry-specific career technical instruction.

Coastline ROP delivers CTE instruction in classrooms on both the Snyder Site and on the twenty-six high school sites in the region covered by our JPA. The ROP leases the facility at the Snyder Site from the Newport-Mesa Unified School District. Repairs are provided by the district per the lease agreement, with the exception of the HVAC units, electrical upgrades, and improvements to create or upgrade classrooms. The majority of classes are conducted on high school campuses which are maintained by the respective districts.

Coastline ROP conducts classes which include internship components within the scope of the instruction. Internship instruction is provided by various business and industry sites appropriate to the class industry sector. Safety, security, working conditions and facilities of these internship sites is monitored by teachers and instructional program coordinators throughout the course of the instructional term. Teachers visit the internship sites on a regular basis and maintain communication with internship site supervisors and with students. Observations are recorded in internship training plan documents. Questions and concerns about students' internship environment or facilities are addressed immediately with site personnel and/or ROP administration.

The ROP sends an annual questionnaire to teachers and staff addressing facility and safety concerns. The ROP attempts to respond immediately to concerns on the ROP site. For concerns submitted by teachers and career specialists located on high school campuses, the ROP works

Evidence

- BP/AR 3514 – 3517
- School Safety Plan (Emergency Preparedness Plan)
- Injury and Illness Prevention Plan (IIPP)
- Custodial Contract
- Security Guard Contract
- Lease Agreement
- District Facility Use Agreements
- Internship and Co-op Sites Document
- Training Plans
- Questionnaires:
  - Fall 2012
  - Spring 2013
  - Fall 2013
  - Spring 2014

with the designated person for the district/school site to resolve any issues.

The ROP purchasing agent, who performs risk management duties, and representatives from the ROP's insurance administrator, Keenan and Associates, conduct annual facility/classroom and hazardous materials inventory on the ROP main site and at applicable ROP classrooms on high school campuses.

- Keenan / ReLIEF inspection Reports

Emergency drills for the ROP's main site, the Paul E. Snyder Administrative Center, are held twice a year. Classes on the high school sites follow the applicable district/school procedures. In addition, over the past several years the ROP has held the following specific training for staff located on the ROP's main site:

- 01/28/2010 – Severe weather safety
- 05/26/2011 – Emergency preparedness orientation and incident command system
- 01/22/2013 – Lockdown tabletop exercise
- 03/21/2013 – Safety: Preventing slips and falls
- 10/31/2014 – Safety: Preventing strains and sprains

The following training was held for all teachers:

- 06/04/2010 – Crisis management in the classroom

- Training Documents

Additional safety measures undertaken by the ROP over the past several years have been the installation of a new security/alarm system in December 2012; the development of lockdown, safety hold, and radiation safety procedures in April 2013; the installation of a "Lock Blok" on all classroom and office exterior doors in April 2013; a revision of the "Emergency Flip Chart" located inside each classroom and office space; and revised incident command system (ICS) position checklists.

- Lock Bloks
- Lockdown, Safety Hold and Radiation Safety Procedures
- Emergency Flip Charts
- ICS Position Checklists

The ROP has written instructions and forms for reporting incidences, injuries and accidents involving students and/or staff.

- Emergency Procedures/Forms for Student Accidents or Incidents

Teachers indicate high levels of satisfaction with the resources provided by Coastline ROP, their classroom environments, and working conditions:

- Ninety-seven percent agree or strongly agree that their classroom facilities are adequate, clean, and well-maintained.
- Ninety-six percent agree or strongly agree that they understand their site's safety and emergency procedures.
- Ninety-seven percent agree or strongly agree that their classroom environment is safe and comfortable for them and their students.
- Ninety-seven percent agree or strongly agree that they feel safe on their teaching site and parking area.
- Ninety-four percent agree or strongly agree that Coastline ROP provides them with adequate instructional supplies, and 88 percent agree or strongly agree that they have adequate equipment and technology to meet their needs.

- Teacher Survey Questions 66, 67, 68, 72, 76 and 77

Similarly, students express high levels of satisfaction and perceptions of safety and security in their ROP learning environments:

- Eighty-two percent of students indicate that restroom facilities are clean and accessible.
- Eighty-two percent of students are aware of the safety and emergency procedures for their ROP classrooms.
- Ninety-one percent of students have adequate parking at their ROP class or training site, and 97 percent feel safe in the parking lot at their ROP class site.

- Student Survey Questions 32, 33, 34 and 35

Coastline ROP manages resources and facilities to support student success and achievement of the Coastline ROP SLOs: Ninety-six percent of students indicate that they have access to everything they need to be successful in their ROP class.

- Student Survey Question 22

Areas of Strength

- Coastline ROP is financially strong.
- Coastline ROP's mission and goals are the foundation for fiscal planning.
- Coastline ROP collaborates with district personnel and high school administrators to identify the future specific CTE needs of each high school, thereby providing a focused approach to the student CTE needs of each campus.
- Classrooms and other learning environments are clean, safe, well-maintained, well-equipped and appropriate for the delivery of high-level, industry-specific career technical education.
- Coastline ROP has clear policies on safety and risk management.
- Coastline ROP maximizes opportunities to utilize classroom space on districts' high school campuses.

Key Issues

- Technology Plan is not updated annually.
- Coastline ROP employees lack awareness and understanding of the process by which the ROP makes decisions regarding resource allocation.

Criterion 9
Community Connection

The institution seeks to enhance its educational effectiveness by developing close partnerships and relationships with community members. Connections within the community provide students with expanded learning experiences, including additional educational or vocational opportunities.

Community Connection

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

Findings

Making connections to industry and other organizations has always been a priority at Coastline ROP. Currently, more than 300 local businesses partner with the ROP in a variety of ways to support student achievement of the SLOs.

Business partners serve as guest speakers, host field trips, participate in career fairs, donate equipment, and sponsor student recognition scholarships. They serve on industry advisory committees to review curricula, share current and future employment opportunities, and discuss industry trends to support Coastline ROP teachers in providing rigorous, relevant career technical education programs.

Business partners who provide internship training and other work-based learning opportunities such as cooperative classroom venues are key contributors to the achievement of Coastline ROP's mission as they support students in the acquisition of skills and competencies in real-world settings.

Local business partners provide professional development opportunities for teachers by hosting teacher externships or workshops. The following businesses hosted secondary and postsecondary teachers and career specialists for externships and workshops: Red Digital Camera, Post Modern, Column Five Media, Allergan, Brighton Best, Belkin, Sony, Kaiser Permanente, Sandvik Coromant, Post Factory, and Microsoft Technology Education Center.

In the 2013-14 school year, the organizational theme was Creating College and Career Connections. In that year, Coastline ROP connected with Haas Automation which provided approximately $160,000 worth of state-of-the-art equipment and that equipment is the foundation for a new class: Manufacturing Engineering Technology. In addition, Haas Automation donated $10,000 for scholarships that were awarded to Coastline ROP students.

Evidence

- Business Partner Database
- Advisory Committee Meeting Agendas and Minutes
- Global Trade and Logistics Mini Grant Proposal
- Haas Technical Education Center Trabuco Hills High School

In fall 2014, Coastline ROP made a connection with the Orange County Auto Dealers' Association and Golden West College to form the Auto Tech Academy on the campus of Golden West College. Students from Huntington Beach, Edison and Fountain Valley high schools have the opportunity to apply for admission to the academy and take the Coastline ROP Auto Technology course. From there, students may advance to upper-level courses in automotive technology offered by Golden West College.

- Schedule of Classes

Coastline ROP has increased its focus and efforts to collaborate with education partners to apply for and administer grants. Notable examples of recent grants include: the "Career and Educational Opportunities in Medical Illustration and Animation," "Summer Externships for Teachers," "Restoration 66: Connecting Students with Cars, History, Family and Community," and the California Career Pathways Trust Grant.

- Orange County Career Pathways Partnership Press Release

In addition to its connections with local business partners, Coastline ROP maintains strong relationships with its local community colleges: Orange Coast, Golden West, Coastline, Irvine Valley, and Saddleback Valley. In conjunction with its college partners, the ROP obtains grant funds to develop and produce professional growth experiences and activities for both secondary and postsecondary instructors on new and innovative topics. Such grant-funded activities have included faculty externships, professional workshops conducted by Oakley and Column Five Media, and job shadowing for Culinary Arts students.

- Culinary Slide Show

One of the most visible products created by Coastline ROP's partnerships with community colleges is the expanding list of articulated courses. Students who successfully complete articulated ROP courses may receive college credit and/or advanced placement at the community college. Articulation encourages students to achieve their career goals in a sequential manner and promotes further education in a given career path at the postsecondary level.

- Articulation Agreements

Coastline ROP staff also participate in educational partnerships and professional organizations that promote regional collaborative efforts and enhance students' access to high quality career technical education. The ROP Superintendent is a board member of the Workforce Investment Board Orange County (WIB OC). The education and partnership development specialist attends the Orange County Business

- WIB Agendas

Council (OCBC) meetings to learn about industry and workforce development needs, grants, and scholarship opportunities.

ROP staff members have held many positions of responsibility in CAROCP (California Association of Regional Occupational Centers and Programs) and the Orange County Chapter of CAROCP. The superintendent recently completed a two-year term as coordinator of the southern region of CAROCP. The manager of technology services is president-elect for the Orange County Chapter of CAROCP, and the administrative associate has served on the southern region spring inservice committee for several years.

- Southern Region Forum Notebook

One instructional coordinator is an active member of the Orange County Music and Arts Administrators' group whose members are from the K-12, post-secondary, and industry sectors. Another instructional coordinator and the instructional program specialist are members of the Health Workforce Initiative, a collaborative coordinated by the nursing schools at the community colleges. The instructional coordinator that supervises EMT courses belongs to a county-wide organization focusing on the training of Emergency Medical Technicians. In addition, a little more than half of teachers surveyed indicated they belong to professional organizations to remain current in their practice.

- Health Workforce Initiative Agenda
- Teacher Survey Question 18

The assistant superintendent and the education and partnership development specialist have been contributing members of the Career Technical Education Orange County (CTEoc), a collaborative regional group consisting of all K-12 school districts, ROPs and community colleges in Orange County. CTEoc plans and organizes county-wide industry advisory committee meetings, bi-annual CTEoc countywide meetings, competitions, and many other events which promote CTE and connections with industry.

- CTEoc Meeting Agendas

ROP staff members have participated in local chambers of commerce in the region served by Coastline ROP, including south Orange County, Huntington Beach, Irvine, Costa Mesa, Newport Beach, and Tustin. Chamber of Commerce activities gave staff the opportunity to connect with community leaders and legislators. Two of our staff members attended the Business and Government Relations Committees at their assigned chamber of commerce, and one served as a member of the education subcommittee, sponsoring career activities

- Membership Fees

including mentoring and internships. Cuts in funding, however, necessitated the elimination of membership fees from the budget, so chamber memberships were reduced.

The ROP and district partners collaborate to offer expanded opportunities for students in community-based projects which are made possible through such partnerships. Notable examples include the UCI Performance Engineering Project and the UC Davis Computing-STEM Pilot Project. In 2010, Coastline ROP collaborated with UCI, Vital Link of Orange County, and other ROPs throughout the county to create a project-based learning curriculum and program in which students work in teams to design and build a vehicle to compete in the UCI Energy Invitational, which takes place in May of each year at the Adams Motor Sports Park in Riverside, California. The fundamental challenge of this program is to design, build, and compete with a vehicle that will travel the farthest on a dollar's worth of energy. Since 2011, Coastline ROP teams have placed in the top three in the invitational challenge. The project has been energizing and inspirational to participating high school engineering pathways students and provided rigorous, college-level learning experiences for high school students in STEM fields.

- Student Photos

In 2013-2014, Coastline ROP spearheaded a regional STEM initiative in collaboration with UC Davis. As a first step, Coastline ROP hosted Dr. Harry Cheng of the UC Davis C-STEM (Computing, Science, Technology, Engineering, and Math) Center, who presented information on an integrated math and robotics program developed by Dr. Cheng. Educators from throughout the region attended the lecture and agreed to participate in a pilot program using Dr. Cheng's curriculum. In January 2014, Coastline ROP obtained grant funds to provide training for teachers and instructional supplies, including modular robots called Linkbots and textbooks for students.

- C-STEM 2014 Training Agenda

In May 2013, the first C-STEM Day Competition was held at UC Irvine's School of Information and Computer Sciences. This competition involved students from middle schools, ROPs, high schools, and community colleges in team competitions utilizing the Linkbots that they had engineered and built. Orange County student teams outperformed the Northern California teams and placed first, second, and third in the high school division and first and second in the middle school division state-wide.

- C-STEM Day Brochure

Representatives from industry and the community also connect with students when they visit high school campuses where ROP classes are held. Guest speakers from a variety of industries make classroom presentations. In 2009, Assemblyman Jim Silva toured ROP classes, and in 2010 Martin Paine from Senator Mimi Walters' office visited classes. Also, on May 22, 2014, Martin Paine attended an open house for the Haas Technical Education Center (HTEC) at Trabuco Hills High School. Community members attend campus events and activities related to ROP classes such as the Evening of the Arts, film festivals, Retrofest, A Class Act, UC Davis Robotic Competitions, and campus career fairs.

- OC Register Article/HTEC

When asked by survey to respond to the statement, "Coastline ROP connects with community leaders, businesses, and other organizations to enhance learning opportunities for students," the groups replied as follows: 100% of steering committee members strongly agreed, 100% of career specialists agreed or strongly agreed, 96% of school administrators agreed or strongly agreed, 93% of teachers agreed or strongly agreed, and 92% of support staff agreed or strongly agreed.

- Survey Results

Indicator 9.2: The institution has outlets for students in community service or internship opportunities that are connected to student programs that will enhance their learning experiences in line with the institution's mission.

Findings

Connections to industry and the workplace are essential to student success and the achievement of the Coastline ROP SLOs. Through internship experiences and other work-based learning experiences, Coastline ROP students improve their communication and problem solving; learn to collaborate in authentic settings; and work with mentors who help them think critically, gain confidence, and understand the relevance of classroom instruction.

Approximately 28 percent of Coastline ROP classes include a paid or unpaid community classroom experience. The unpaid classroom experience, also known as an internship, allows students to train under the supervision of industry mentors. In a Coastline ROP class with a formal internship component, students attend class for the first five to nine weeks of the semester. Following the classroom instruction, they are placed in an internship for the remaining 9-13 weeks of the semester. During the internship period, students are supervised by site personnel and visited regularly by their Coastline ROP instructor. The instructor interacts with the internship site supervisor to gather feedback and monitor student performance and to offer support and advice to the student. Students return to class for related classroom instruction.

Students in the paid community classroom experience, also known as Cooperative Vocational Education or "Co-op" classes, are employed in the industry and attend class one day each week to attain additional competencies and to reinforce skills learned on the job. Co-op students also benefit from supervision by their Coastline ROP instructor who monitors students' on-the-job performance through verification of time worked and feedback from the employer. Both internship and "co-op" course models are regulated by Title V of the Education Code and include careful supervision by a qualified, credentialed teacher and mentor.

In addition to internship opportunities, Coastline ROP provides students with work-based learning opportunities outside the classroom and school campus. Examples of the diverse learning opportunities experienced by Coastline ROP students

Evidence

- Schedule of Classes

are listed below:

• Students from the Careers in Fashion classes presented marketing plans at the Wet Seal Corporate offices.	• Wet Seal Field trip
• Students from the Sustainable Urban Agriculture class at Huntington Beach High School delivered 25 – 50 pounds of fresh-picked produce from their farm to Slapfish, a local restaurant that serves sustainable seafood.	• Photos OC Register Article
• Students from Culinary Arts classes at Newport Harbor High School attended the National Restaurant Association's "Salute to Excellence" event in Chicago and worked with industry professionals.	
• Boeing Industries selected five ROP students from Tustin High School to participate in its prestigious summer high school student internship program.	• Photos
• Introduction to Health Careers students participated in the "Medical Careers in Action" event at Saddleback College and witnessed a reenactment of a laparoscopic surgery. On another occasion, these students toured Hoag Hospital in Irvine and spoke with various staff members about career paths, job responsibilities, and advantages and disadvantages of working in the health care industry.	• Photos / Medical Careers in Action
• Dental Assisting students attended the Art and Science of Dentistry conference at the Anaheim Convention Center where they attended workshops and seminars, and networked with industry professionals.	• CDA Event Photo
• Culinary students from Newport Harbor High School participated in a job shadow day hosted by Marriott Newport Beach, Wyndham Irvine and Marriott Irvine on April 29, 2014.	• Culinary Slide Show
• High school students in the Coastline ROP Careers in Education Docent Program work in teams to design lessons that support the elementary science curriculum, and then travel to nearby elementary school sites to teach the science lessons to students in first through sixth grade.	• Course Description
• Students in the Emergency Medical Technician class are required to complete 24 clinical hours. Students train with Doctor's, Lynch, Medix, and CARE ambulance services as well as at Huntington Beach Memorial Hospital and UCI Medical Center to fulfill their clinical requirement.	• Affiliation Agreements
Students in CTSOs (Career Technical Student Organizations) and Virtual Enterprise classes participate in regional contests that provide interaction with industry professionals and leadership training. Students frequently place and win in local, regional, and nationally-sponsored contests.	• Daily Pilot Article / Virtual Enterprise

Internships, cooperative classroom courses, field trips, mentorships and industry-sponsored competitions all provide vital industry connections that help prepare Coastline ROP students for post-secondary training programs in high skill, high wage, and high demand occupations.

Strong, enduring partnerships and the support for Coastline ROP demonstrated by its business and educational partners and student enrollment numbers evidence the high level of confidence and the positive reputation enjoyed by the organization.

Over 20 percent of eleventh- and twelfth-grade students in all partner high school districts enroll in Coastline ROP courses:

11th & 12th Graders Enrolled in ROP Courses – By District

Academic Year	Huntington Beach Union	Irvine	Newport-Mesa	Saddleback Valley	Tustin
2013-2014	21%	26%	30%	38%	30%
2012-2013	21%	26%	30%	38%	33%
2011-2012	22%	27%	32%	38%	34%
2010-2011	24%	28%	36%	40%	35%
2009-2010	24%	24%	35%	39%	34%
2008-2009	27%	30%	41%	39%	36%

Source: ROP Technology Services

Enrollment numbers and percentages have remained strong even though the severe economic cutbacks of 2009-10 resulted in significant cuts in programs and sections offered.

Continuing relationships and effective collaboration between Coastline ROP and its education partners is further evidence of the strong reputation earned by the organization as a reliable, effective partner in providing quality career technical education to students. When asked by survey to respond to the statement, “Coastline ROP is known in the community for providing high quality career technical education to high school students,” the groups replied as follows: 100% of board members and steering committee members agreed or strongly agreed, 93% of teachers agreed or strongly agreed, 91% of career specialists agreed or strongly agreed, and 90% of

- Survey Results

school administrators agreed or strongly agreed.

The most recent and important testament to the Coastline ROP reputation is the approval by all five partner school districts of the revised Joint Powers Agreement. When the state-required Maintenance of Effort funding agreement ends on June 30, 2015, the Coastline ROP partner districts will continue to fund the ROP!

- Joint Powers Agreement

Coastline ROP has also supported philanthropic efforts to assist families and members in our local communities. In 2012, Coastline staff members launched a community service project called "Coastline Cares," a community outreach initiative involving staff members in a variety of philanthropic activities. The intent was to inspire staff to support the community and engage with school and community partners. Some activities included: Making Strides Against Breast Cancer, Newport Harbor Heritage Run, Tustin Dinosaur Dash, Costa Mesa Community Run, participation in the Families Forward Thanksgiving food drive and Holiday Adopt-a-Family program, the GI Go Fund Jeans for Troops Day, and the American Legion Help Our Troops shipments.

- Coastline Cares PowerPoint Presentation, Photos, and Emails

Coastline ROP students also serve the community in a variety of ways:

- On Veteran's Day, ROP students from Estancia High School visited Veterans Hospital in Long Beach and delivered cards.
- Students from the Floral Design class make arrangements for community events or organizations such as the Susan G. Komen Foundation, Saddleback College, Irvine Valley College, and the Irvine Teachers' Association.
- Career Specialists host a booth at the Families Forward Community Resource Fair.
- Emergency Medical Responder students assist with taking vital signs at the Costa Mesa Community Run.
- Students in Sports Medicine classes, under the direction of their instructor, helped with Edison High School Athletic Physicals.
- Many Coastline ROP staff members make individual monetary contributions and sponsor student scholarships to the Distinguished Student Recognition fund.
- Students in the Baking and Pastry class bake cupcakes and desserts for school events.

- DSR Program

Supporting staff and student participation in creating community service connections and activities is one way Coastline ROP supports high levels of student achievement of the SLOs, helping them to “communicate and collaborate with diverse audiences,” and “act as responsible, ethical citizens.”

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

Findings

During the strategic planning process held every July, ROP cabinet members review pertinent data to determine the priorities and goals for the approaching school year. Data typically found in the School, Community, and Student Characteristics Report is analyzed and key issues identified. Many of those key issues become priorities for the school year.

Over the past six years, the volatile state economy, a reduced education budget, and several legislative changes have resulted in fluctuations and shifts in student demographics. To address those changes and connect to our community, Coastline ROP responded with several organizational changes. Some of the changes are summarized below.

- The total number of class sections offered by the ROP has decreased by approximately 10 percent in response to budget reductions. Correspondingly, the total number of students served has decreased by 10 percent.
- Classes and student enrollment in the Arts, Media, and Entertainment and the Health Sciences Technology sectors have continued to increase as business, education and job opportunities in those sectors have increased.
- As the level of educational attainment and family income has increased in the region, student demand for UC/CSU approved electives has increased. The development of classes that meet these admission requirements became a priority. A minimum of one additional UC/CSU-approved course has been added every year; and as of spring 2015, 48 percent of all ROP course offerings are UC/CSU “a-g” approved.
- As business partners suffered the effects of the severe statewide recession in 2010, classes with internship components were reduced. However, as the economy has improved, the ROP intends to develop additional work-based learning opportunities for students.
- Enrollment of adult students decreased by three percent in response to the passage of AB 2448. However, ROP pursued alternative means to maintain services and meet the needs of adult students. As a result, Coastline ROP

Evidence

- Strategic Planning Agendas and Notes
- Schedule of Classes
- Coastline ROP Priorities Final Status Reports

instituted a fee-based structure for high demand training programs, and six new courses for adults have been offered on a fee basis since 2009, including: Emergency Medical Technician (EMT); Certified Nursing Assistant (CNA) Internship; Medical Assistant Back Office Internship; Dental Assistant, Back Office and Radiology Internship; Dental Radiology; and Pharmacy Technician, Certification Exam Preparation.

- Schedule of Classes: Fee-Based

In order to determine the success of students in the community after leaving the program, Coastline ROP conducts a follow-up study. The ROP collects data regarding activities of high school seniors and adult completers through an online survey, a mailed survey, or by telephone. Six months after seniors graduate and six months after adult students complete a class, they receive a survey which asks them to mark all that apply of the following options:

- Follow-Up Study

- Enrolled in Higher Education (related to class)
- Enrolled in Higher Education (unrelated to class)
- Employed (related to class)
- Employed (unrelated to class)
- Active in the Military
- None of the above

The data is compiled not only for state reporting requirements but is also used for course evaluation and planning. Below is the Follow-up Student Survey Results from 2008-2012.

Placement / Follow-Up Survey Results	Military	Postsecondary Ed.	Unrelated Job	Related Job	Other	Total Respondents
2012 - 2013	1%	81%	19%	11%	6%	574
2011 - 2012	3%	83%	27%	15%	5%	489
2010 - 2011	1%	77%	24%	18%	9%	576
2009 - 2010	1%	74%	22%	14%	8%	597
2008 - 2009	2%	80%	23%	12%	6%	902

Source: ROP Technology Services

As indicated earlier in this criterion, Coastline ROP has made

strong connections with business partners, educational partners, and the community at large. The ROP regularly informs these groups as to the mission, purpose, and value of the organization through various methods of communication. Some of these methods include:

- Presentations provided to local service and/or community-based organizations
- Participation in Chamber of Commerce meetings
- Presentations provided to PTAs and other parent groups
- Presentations to potential internship sites
- A recently improved, user-friendly website
- Schedule of classes, flyers, and other promotional materials
- College and career fairs or career days
- Local newspaper articles
- Articles written for principals' newsletters
- *Achieve!* Magazine
- Certificates of Recognition
- The Annual Report
- Legislative visits

In April, 2010, in an effort to heighten community awareness of Coastline ROP and connect the school to its community, the ROP hosted a community forum and "open house" event entitled, *A Class Act*. The event featured Coastline ROP students demonstrating skills they acquired in classes including: music technology, careers in fashion, careers with children, virtual enterprise, video and film production, retail sales and merchandising, fire science, emergency medical technician, crime scene investigation, medical assistant back office, dental assistant chairside, and medical nursing careers. Hundreds of community members attended the event, including legislators, Boards of Trustees, mayors, district and school administrators, business partners, advisors, counselors, teachers, staff members, parents, students, and our neighbors who live in the surrounding neighborhood. Additionally, business partners attended a luncheon organized to recognize and show appreciation for their contributions and support to the students' success.

- *A Class Act* Program

The capstone community event for Coastline ROP occurs in May of each year: the Distinguished Student Recognition (DSR) event honors students from all five of Coastline's participating districts for having outstanding achievement in their Coastline ROP courses. Honored students, their teachers, families and guests, ROP administrators and Board

- DSR Program

of Trustees members, along with local elected officials, and administrators from partner districts and schools participate in the presentation of awards and scholarships to deserving students. All nominees receive medallions and certificates awarded by ROP board members and local elected officials. In addition, students deemed finalists in their industry sectors receive monetary scholarship awards. Attendance at the DSR event annually exceeds 500 and includes a diverse group of community members and educators. Students receiving awards and scholarships have been featured in local news sources, including the *Orange County Register* and the *Daily Pilot*.

Although the ROP does a good job of informing the community as to its mission and purpose, the new local control funding formula which gives all categorical funding to districts will require the ROP to strengthen its communication efforts regarding the value and necessity of career technical education.

Areas of Strength

- Coastline ROP maintains strong connections with community organizations, business and industry, school districts, and postsecondary education that provide extraordinary learning and work-based opportunities for students.
- Coastline ROP has an outstanding reputation in the community and has secured continued funding through the recent approval of the Joint Powers Agreement by member districts.
- The community recognizes students for their exemplary performance at an annual Distinguished Student Recognition Event.

Key Issues

- Continue to increase work-based learning opportunities for students.
- Strengthen communication efforts within the community as to the value and necessity of innovative career technical education for students.

Criterion 10
Action Plan Development

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

Action Plan Development

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

Findings

Coastline ROP has identified three major Key Issues covering different organizational functions which articulate areas of growth emerging from the self-study process. The action plan articulates the rationale for selection of the Key Issues, specific action steps to address the Key Issues, timelines for completion of the action steps, the person(s) responsible for completion of the action steps, the means for assessment of progress toward completion of the action steps, and reporting instruments and methods to share information about the initiatives with relevant stakeholders. The action plan document clearly reflects each of those elements.

As in previous self-study cycles, the action plan and major Key Issues will be incorporated in the annual Coastline ROP Priorities beginning in 2015 and thereafter until such time as they are completed. The cabinet establishes the annual Priorities during the strategic planning process in July of each year. The Board of Trustees approves and adopts the annual Priorities during a study session at its August meeting. The Board reviews and monitors progress of the Priorities in March and June of each year.

Each of the major Key Issues is anchored in the Coastline ROP mission to serve students by offering high quality CTE programs and services that prepare them for college and career success. The rationale for each Key Issue articulates a focus on student learning as follows:

Key Issue One addresses an identified need to expand the use of data in decision-making to enhance organizational and program effectiveness. The rationale for this Key Issue provides that consideration of relevant data is critical for evaluation and improvement of all aspects of the organization and its ability to foster student success.

Key Issue Two addresses areas of growth related to curriculum and assessment, which form the foundation of the

Evidence

- WASC Action Plan Document

organization's mission. All action items articulated in Key Issue Two are necessary to improve equity for all students and enhance accountability.

Key Issue Three identifies and addresses an ongoing need for improved communication tools and methods to strengthen connections among all stakeholders, particularly business and community partners. Effective communication is key to organizational effectiveness; strong partnerships with business and education communities will enhance and expand learning opportunities for students

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

Findings

The self-study process involved a broad and diverse cross section of stakeholders that worked in groups organized according to the WASC post-secondary protocols. The process was guided by a leadership team comprised of staff members selected to represent different departments in the organization. The leadership team was led by the WASC self-study coordinator who is also the assistant superintendent. The leadership team also included two individuals with roles not delineated by WASC: the "process chair" and the "report chair."

According to their respective roles within the organization, leaders were identified and designated to chair focus groups. Staff members from different departments throughout the organization were selected by the focus group leaders to serve on the focus groups. Their primary function was to gather and analyze data for Criteria 4, 5, 6 and 7.

Focus groups collaborated to define their respective WASC criteria and the indicators of success and to identify data and evidence to be collected. Data analyzed is included in the School, Community and Student Characteristics Report (SCCR). Input from focus groups was utilized by focus group leaders to identify and draft findings for the report. Findings were noted as either "areas of strength" or "areas for growth" within each criterion. These findings were then translated into key issues for each criterion.

The key issues were then categorized and synthesized by the WASC self-study coordinator and the WASC process chair, according to the WASC protocol outlined under Task 4, items 1-7. The entire WASC leadership team then reviewed the synthesized list of key issues and identified three overarching themes which became the action plan headings. The leadership team also identified and articulated the rationales for each of the action plans, focusing on student learning needs and outcomes. A draft of the Action Plan was then sent to all stakeholders to ensure consensus on the Action Plan.

Evidence

- WASC Organization Chart
- Roster of WASC focus groups and leadership team
- Focus group meeting agendas and meeting notes
- WASC criterion writing templates and outline drafts
- Leadership team meeting agenda

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

Findings

Following the identification of Key Issues and actions necessary to address them, selected members of the WASC leadership team met to identify the persons or departments within the ROP that would maintain responsibility for executing the action items and completing the tasks. An estimated timeline and goal for achievement of each item was also determined. The Action Plan draft was distributed to the leadership team and staff for review and comment in February, 2015. The WASC leadership team includes all persons charged with responsibility for action item completion, or their supervisor(s). All input was reviewed and considered before the action plan was finalized and submitted to the Board of Trustees.

All actions identified in the Action Plan fall within the purview and scope of normal organizational operations; staffing and budget limits are, therefore, fundable if and when approved by the Board of Trustees.

As previously explained, existing policies and organizational processes, namely the strategic planning process and identification of annual Coastline ROP Priorities, will be utilized to address, monitor and accomplish all action items set forth in the plan. The process for identification of yearly priorities is transparent and widely inclusive. Input from all levels and departments of the organization is solicited, and staff input is recorded and considered by the cabinet when it formulates the annual priorities. Furthermore, the twice-yearly progress reports on the priorities are completed in March and June respectively; those reports are delivered to the Board of Trustees and made available to all staff on the ROP website. Records of both strategic planning and monitoring of progress on the priorities are documented and reflected in meeting agendas, minutes, board meeting agendas, and in the status reports.

Evidence

- Leadership team meeting notes/email communications
- Email distribution to leadership team
- Joint Powers Agreement
- Strategic planning agendas
- Cabinet meeting agendas and notes
- Website
- Board Meeting Agendas

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

Findings

The Key Issues specify how improvement efforts will be executed and monitored. In addition to becoming part of the annual organizational priorities, the action steps will be included in the annual goals of the persons or departments charged with responsibility in the plan document. The plan document evidences the means and tools for assessing progress toward achievement of the goals and for reporting progress to stakeholders. The progress and achievement of Key Issues will be monitored and reported through a variety of means as appropriate to the action. Primary means for reporting include the midyear and final status reports on the Coastline ROP priorities, cabinet meeting notes, strategic planning agendas and notes, updated SCSCR, updated technology plan, and board meeting agendas and minutes.

Evidence

- WASC action plans

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

Findings

The WASC leadership team constructed the Action Plan document with the intent to make it concise, clear, and easy to comprehend by all staff and stakeholders. The plan document clearly states the Key Issues that emerged from the self-study process and the action steps necessary to address the issues. The plan also articulates all other elements required by the WASC protocol. All individuals who have been assigned responsibility for the action steps provided input for the plan and are members of the leadership team or represented by leadership team members. These staff members have had the opportunity to review and approve the plan as stated, and all resources named are known to and accessible to the organization.

The WASC action plan items will be incorporated into the organizational priorities beginning in July 2015, and continuing annually until they have been accomplished or completed. The WASC action plan is reviewed and considered by both the cabinet and the Coastline ROP leadership team as an integral part of the organizational planning and budget allocation processes. The director of business services, who is primarily responsible for formulation of the annual budget, is a member of both the cabinet and the organizational leadership team.

Evidence

Areas of Strength

- N/A

Areas for Growth

- N/A

COASTLINE REGIONAL OCCUPATIONAL PROGRAM
Action Plan

Key Issue 1: Use of Data

- Coastline ROP administration and faculty need to expand the use of data in decision-making to enhance organizational effectiveness

Rationale:

- Effective use of relevant data is critical for evaluation and improvement of the organization and its ability to foster student success.

Student Learning Outcomes Addressed:

- All Student Learning Outcomes are addressed.

Action Steps	Completion Timeline	Persons Responsible	Resources	Assessment of Progress	Means to Report Progress
Develop a new, comprehensive technology plan	January 2016 and annually thereafter	Technology services staff	1. Teachers 2. Instructional program coordinators 3. ROP and district data and personnel	Updated technology plan document distributed to supervisory staff	Cabinet meetings
Incorporate technology plan data and information in organizational strategic planning, including resource allocation and budgeting	July 2016 and annually thereafter	Cabinet	Updated technology plan document	1. Strategic planning agendas 2. Annual budget	Mid-year and final status reports on Coastline ROP Priorities
Update data in School, Community and Student Characteristics Report (SCSCR) and incorporate report findings in the annual organizational strategic planning process	July 2015 and annually thereafter	1. Instructional services staff 2. Cabinet 3. Technology services staff	1. Aeries SIS 2. Business and education data providers and sources 3. Technology services and data repository	1. Updated SCSCR 2. Strategic planning agenda	Mid-year and final status reports on Coastline ROP Priorities
Refine procedures and tools for obtaining, disaggregating, and using relevant student data.	June 2016 and ongoing	1. Technology services staff 2. Instructional program coordinators 3. Student services staff	1. Aeries/SIS provider 2. District data services	1. New data reports included in SCSCR 2. New and updated instructional tools and procedures.	Mid-year and final status reports on Coastline ROP Priorities

COASTLINE REGIONAL OCCUPATIONAL PROGRAM
Action Plan

Key Issue 2: Curriculum and Assessment

- Coastline ROP needs updated course outlines aligned to new CTE standards and organizational SLOs.
- Coastline ROP needs tools and processes to teach and measure student achievement of the schoolwide student learning outcomes and uniform course competencies.
- Coastline ROP needs professional development to expand and enhance their ability to use data and emerging instructional technologies to meet the needs of all students.

Rationale:

- To improve equity for students and enhance accountability for the organization.
- To provide high-quality instruction aligned to current standards and evidence of student achievement of the student learning outcomes and course competencies.

Student Learning Outcomes Addressed:

- All Student Learning Outcomes are addressed.

Action Steps	Completion Timeline	Persons Responsible	Resources	Assessment of Progress	Means to Report Progress
Develop new course outlines and course descriptions aligned to new CTE standards and new SLOs	September 2016	Instructional services staff	1. CTE standards 2. Standards for Career Ready Practice 3. Coastline ROP SLOs 4. Teachers	1. New course outlines 2. New course descriptions 3. State approval of course outlines	1. Mid-year and final status reports on Coastline ROP Priorities 2. Staff meetings 3. Coastline ROP website 4. Annual Report
Develop global assignments and assessments to teach and measure student achievement of the SLOs in all courses	September 2016	Instructional services staff	1. Updated course outlines 2. SLOs 3. ESs *in Action* curriculum	Global assignments and assessments	1. Mid-year and final status reports on Coastline ROP Priorities 2. Staff meetings 3. PLC meetings
Develop key assignments and assessments of uniform core competencies for each course	September 2016	Instructional services staff	1. Teachers 2. CTE state standards and other resources	Key assignments and assessments, per course	1. Mid-year and final status reports on Coastline ROP Priorities 2. Staff meetings 3. PLC meetings
Develop curriculum maps for all courses and programs	June 2017	Instructional services staff	1. Course sequence matrix 2. Course outlines 3. Course descriptions	Curriculum maps for all courses	1. Mid-year and final status reports on Coastline ROP Priorities 2. Staff meetings

COASTLINE REGIONAL OCCUPATIONAL PROGRAM
Action Plan

			4. School site master schedules 5. School district personnel and resources 6. Community College course and program matriculation information		3. Coastline ROP website 4. Interagency meetings 5. Community College partner meetings
Identify and implement professional development opportunities for teachers to enhance capacity and implementation of: • Analysis and application of student data • Differentiated curriculum and instruction for special populations • Emerging instructional technologies	Spring 2016 and ongoing	Instructional services staff	1. Coastline ROP and school district professional development activities 2. CTEoc and industry partners 3. Various state and local data providers 4. Coastline ROP SIS 5. Technology services staff	1. Workshop and professional growth activity evaluations 2. Teacher evaluations 3. Instructional professional development plan tracking 4. Teacher evaluations	1. Mid-year and final status reports on Coastline ROP Priorities 2. Staff meetings 3. Teacher evaluation meetings 4. Coastline ROP bulletin and/or newsletter

COASTLINE REGIONAL OCCUPATIONAL PROGRAM
Action Plan

Key Issue 3: Communication and Connection

- Coastline ROP should enhance communication tools and methods to strengthen connections among all stakeholders.

Rationale:

- Effective communication and strong connections among stakeholders enhance and expand learning opportunities for students.

Student Learning Outcomes Addressed:

- All Student Learning Outcomes are addressed

Action Steps	Completion Timeline	Persons Responsible	Resources	Assessment of Progress	Means to Report Progress
Increase work-based learning opportunities for students	June 2016 and ongoing	Instructional services staff	1. Industry advisors 2. Business partners	1. Student Exit Survey results 2. Expanded list of business partners	1. Career specialist meetings 2. Website 3. Annual Report 4. Mid-year and final status reports on Coastline ROP
Implement a structured social media plan and monitor results	July 2016 and ongoing	1. Media specialist 2. Student Services staff 3. Technology services staff	1. Social media management tool 2. Slide sharing software 3. Full Capacity Marketing 4. Approved budget allocation	Google analytics tracking social media performance	1. Status reports to cabinet at monthly meetings 2. Annual Report 3. Midyear and final status reports on Coastline ROP Priorities
Enhance communication to increase staff awareness of budgeting and resource allocation processes	August 2015 and ongoing	1. Business services staff 2. Instructional services staff	1. Approved budget allocation 2. Board presentations	Staff presentations and communications regarding budget	1. Staff meetings 2. Coastline ROP bulletin and/or newsletter 3. Coastline ROP website 4. Annual Report
Develop a mobile website	October 2016	1. Media specialist 2. Superintendent 3. Website committee	1. Full Capacity Marketing staff 2. Approved budget allocation	Google analytics tracking social media performance	Midyear and Final status reports on Coastline ROP Priorities
Develop new media and marketing materials to increase community awareness and brand value	July 2016 and ongoing	1. Media specialist 2. Instructional services staff 3. Student services staff 4. Superintendent	1. Full Capacity Marketing 2. Digital Media Instructors 3. Current marketing Media and Materials 4. Website	New and revised marketing materials	1. Annual Report 2. Midyear and Final status reports on Coastline ROP Priorities 3. Website 4. Staff meetings

COASTLINE REGIONAL OCCUPATIONAL PROGRAM
Action Plan

			5. Approved budget allocation		5. Interagency meetings 6. Distinguished Student Recognition event 7. Career specialists' Meetings 8. Counselors meetings 9. Advisory Committee meetings

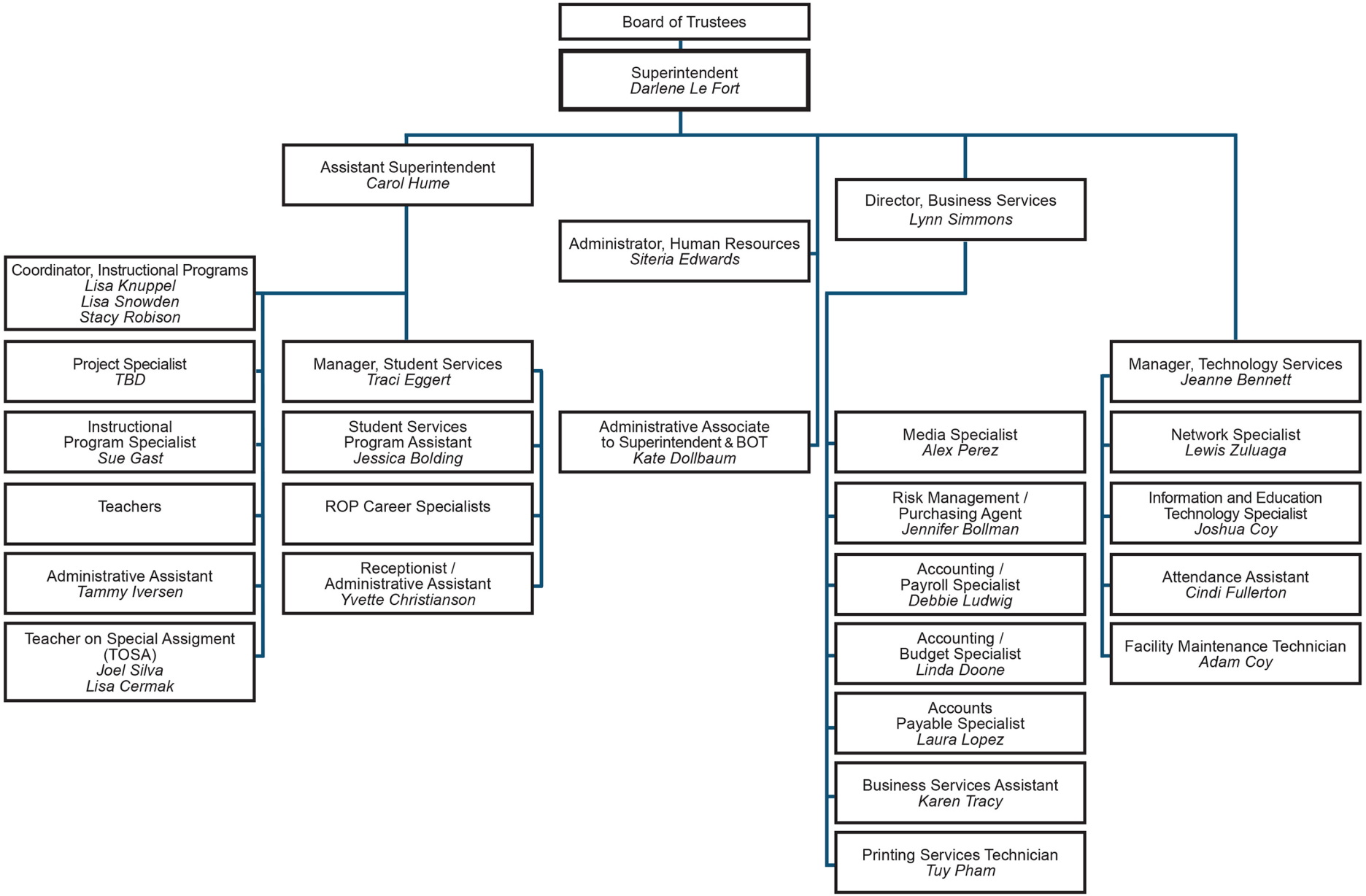
OUR MISSION

Coastline ROP is an exemplary, innovative career technical education program that prepares students for college and career success and contributes to the economic development of the communities we serve.

STUDENT LEARNING OUTCOMES

Upon successful completion, Coastline ROP students will:

COASTLINE ROP REPORTING CHART 2014-2015



2014-2015 FACT SHEET

COASTLINE
REGIONAL OCCUPATIONAL PROGRAM

Mission

- Coastline ROP is an exemplary, innovative career technical education program that prepares students for college and career success and contributes to the economic development of the communities we serve.

Organization and Fiscal Data

- Coastline ROP partners with five school districts in Orange County to strengthen and broaden the students' educational experience.
- Partner districts include: Huntington Beach Union, Irvine, Newport-Mesa, Saddleback Valley and Tustin Unified School Districts.
- Within these districts the ROP serves 21 comprehensive high schools, 5 continuation schools, and 4 alternative schools.
- The ROP is a state-funded career technical education program financed by average daily attendance (ADA).
- High School students generate 95% of Coastline ROP's ADA; adults generate 5%.

General Information

- ROP classes provide students a rich curriculum that is aligned to state standards and evaluated by industry members.
- California CTE Curriculum Standards are organized into 15 industry sectors. Coastline ROP has courses and programs in 13 of the 15 state industry sectors including:
  - Agriculture and Natural Resources
  - Arts, Media, and Entertainment
  - Building Trades and Construction
  - Education, Child Development, Family Services
  - Engineering and Design
  - Finance and Business
  - Health Science and Medical Technology
  - Hospitality, Tourism, and Recreation
  - Information Technology
  - Manufacturing and Product Development
  - Marketing, Sales, and Service
  - Public Services
  - Transportation
- More than one-third of Coastline ROP's courses meet the UC/CSU admission requirements.
- Course pathways are aligned with postsecondary programs promoting sequential skill building.
- Advanced placement and/or credit are available at local community colleges for some classes.
- Many classes include internships at local business and industry sites where ROP students improve their critical thinking skills, communication skills, and work attitudes.
- Research shows that students who take ROP courses improve their grade point averages, feel a greater connection to learning, and are more successful in college and careers once they graduate.
- ROP courses are taught by skilled teachers credentialed by the California Commission on Teacher Credentialing.
- Coastline ROP is accredited by the Western Association of Schools and Colleges (WASC).

Student Support Services

- Students have access to an ROP career specialist on every high school campus.
- Students receive counseling about CTE opportunities, courses in a program of study, postsecondary options, and career planning.
- Students move within and across districts to participate in programs.

Business and Industry Collaboration

- More than 300 local businesses partner with the ROP to provide internship training, mentoring activities, and classroom presentations.
- Business leaders serve on industry advisory committees and validate courses of study.
- Vital industry connections help prepare students for high skill, high wage, and high demand occupations.

Coastline ROP

2014-15 Priorities

Coastline ROP aspires to be recognized by its partner districts as the premier provider of innovative career technical education promoting student engagement, student achievement, and college and career readiness. The strategic priorities below will help us achieve this goal.

STRATEGIC PRIORITIES

1. Collaborate with partner districts and develop a funding solution compatible with the Local Control Funding Formula.
2. Complete the WASC Self-Study Accreditation Process and prepare for the Visiting Committee.
3. Implement tactical strategies as identified in the Marketing and Communication Plan prepared by Full Capacity Marketing.
4. Strengthen engagement, collaboration, and communication with business partners.
5. Implement the AERIES student information system.

ANNUAL PERFORMANCE OBJECTIVES

6. Improve ROP instructional programs to assist students in acquiring college and career-readiness skills.
   A. Align current course outlines with the CTE Model Curriculum Standards and Common Core State Standards.
   B. Develop three new classes as proposed in the Career Pathways Trust Grant.
   C. Apply for a Golden Bell Award.
   D. Submit at least one additional class for UC approval.
   E. Explore distance learning options.
   F. Create a presentation for the CSBA Annual Education Conference.
   G. Revise the internship orientation package to better outline business expectations and timelines; solicit regular feedback.
   H. Investigate the feasibility of offering pre-apprenticeship programs.

7. Provide a safe and supportive learning environment for students.
   A. Revise the existing student exit survey to better understand student perceptions.
   B. Develop systems to collect and publicize student and business success stories and testimonials.
   C. Develop general collateral materials with new branding and messaging.

8. Ensure that ROP business operations are conducted in a fiscally sound and transparent manner.
   A. Strengthen internal control procedures between human resources and the business services functions for payroll and budgeting.
   B. Review current eligibility requirements for students requesting bus passes, free of charge, for transportation assistance to and from an ROP class.

C. Research asset and inventory management systems to improve efficiency and strengthen internal controls for safeguarding ROP property.

9. Improve strategies that utilize technology to increase the efficiency and efficacy of the organization.
   A. Provide training and technical support in the implementation of the AERIES student information system.
   B. Upgrade appropriate computer labs with Adobe Creative Cloud and current Microsoft products.
   C. Implement improvements and upgrades to the Snyder Site local area network based on recommendations from OCDE.
   D. Administer all student exit surveys electronically by facilitating access to computer labs and maintaining sets of tablets for instructors who do not have computer access.

10. Refine human resources processes and procedures.
   A. Implement procedures and accountability measures to ensure that employee information changes are accurately reported in the HR 2.0 system.
   B. Work with management staff in the creation and maintenance of multi-year, departmental professional development plans.
   C. Research comparable district and ROP salary schedules and revise ROP compensation system as appropriate.

11. Increase visibility and community awareness using electronic methods.
   A. Gather "firmographic" data and develop an eMarketing database of business partners; investigate the use of Constant Contact as an eMarketing tool.
   B. Create business engagement presentations and increase outreach efforts. Utilize SlideShare for presentation publication.
   C. Implement a structured social media plan. Revise FaceBook page, incorporate new branding, streamline update process, and increase the number of business and student success stories.
   D. Consider development of a mobile website; obtain pricing information. Update current website with new branding, layout, and content.
   E. Develop an animated intro/outro to use in branding ROP videos, and create marketing videos for YouTube.

Coastline ROP
IUSD Enrollment
by High School
2013 - 2014

Creekside High School	
Enrollment	
Creekside students that took classes at IUSD	68
Creekside students that took classes at other districts	8
HBUHSD	0
NMUSD	0
Snyder Site	4
SVUSD	2
TUSD	2
Total Creekside Student Enrollment - ROP Classes	**76**
11th & 12th Graders Attending ROP Classes	**45%**

University High School	
Enrollment	
University students that took classes at IUSD	338
University students that took classes at other districts	93
HBUHSD	17
NMUSD	2
Snyder Site	41
SVUSD	18
TUSD	15
Total University Student Enrollment - ROP Classes	**431**
11th & 12th Graders Attending ROP Classes	**28%**

Irvine High School	
Enrollment	
Irvine students that took Classes at IUSD	384
Irvine students that took Classes at other districts	43
HBUHSD	0
NMUSD	3
Snyder Site	13
SVUSD	14
TUSD	13
Total Irvine Student Enrollment - ROP Classes	**427**
11th & 12th Graders Attending ROP Classes	**30%**

Woodbridge High School	
Enrollment	
Woodbridge students that took classes at IUSD	405
Woodbridge students that took classes at other districts	69
HBUHSD	2
NMUSD	2
Snyder Site	20
SVUSD	16
TUSD	29
Total Woodbridge Student Enrollment - ROP Classes	**474**
11th & 12th Graders Attending ROP Classes	**33%**

Northwood High School	
Enrollment	
Northwood students that took Classes at IUSD	242
Northwood students that took Classes at other districts	37
HBUHSD	0
NMUSD	1
Snyder Site	10
SVUSD	18
TUSD	8
Total Northwood Student Enrollment - ROP Classes	**279**
11th & 12th Graders Attending ROP Classes	**21%**

Totals	
Enrollment	
Total students that took classes at IUSD	**1,437**
Total students that took classes at other districts	**250**
HBUHSD	19
NMUSD	8
Snyder Site	88
SVUSD	68
TUSD	67
Total IUSD Student Enrollment - ROP Classes	**1,687**
11th & 12th Graders Attending ROP Classes	**29%**

Enrollment counts are duplicated.

IUSD Students enrolled in district Bell-Schedule classes	1,331
IUSD Students enrolled in Non-Bell-Schedule classes	356
	1,687

There were 233 students from high schools in other districts that attended classes on an IUSD campus.

Coastline ROP
TUSD Enrollment
by High School
2013 - 2014

Beckman High School		
Enrollment		
Beckman students that took classes at TUSD		230
Beckman students that took classes at other districts		72
	HBUHSD	5
	IUSD	37
	NMUSD	2
	Snyder Site	16
	SVUSD	12
Total Beckman Student Enrollment - ROP Classes		**302**
11th & 12th Graders Attending ROP Classes		**22%**

Foothill High School		
Enrollment		
Foothill students that took classes at TUSD		333
Foothill students that took classes at other districts		66
	HBUHSD	8
	IUSD	22
	NMUSD	6
	Snyder Site	21
	SVUSD	9
Total Foothill Student Enrollment - ROP Classes		**399**
11th & 12th Graders Attending ROP Classes		**31%**

Hillview High School		
Enrollment		
Hillview students that took classes at TUSD		171
Hillview students that took classes at other districts		12
	HBUHSD	3
	IUSD	4
	NMUSD	1
	Snyder Site	4
	SVUSD	0
Total Hillview Student Enrollment - ROP Classes		**183**
11th & 12th Graders Attending ROP Classes		**98%**

Tustin High School		
Enrollment		
Tustin students that took classes at TUSD		394
Tustin students that took classes at other districts		83
	HBUHSD	7
	IUSD	20
	NMUSD	7
	Snyder Site	47
	SVUSD	2
Total Tustin Student Enrollment - ROP Classes		**477**
11th & 12th Graders Attending ROP Classes		**40%**

Totals		
Enrollment		
Total students that took classes at TUSD		**1,128**
Total students that took classes at other districts		233
	HBUHSD	23
	IUSD	83
	NMUSD	16
	Snyder Site	88
	SVUSD	23
Total TUSD Student Enrollment - ROP Classes		**1,361**
11th & 12th Graders Attending ROP Classes		**31%**

Enrollment counts are duplicated.

There were 138 students from high schools in other districts that attended classes on a TUSD campus.

TUSD Students enrolled in district Bell-Schedule classes	947
TUSD Students enrolled in Non-Bell-Schedule classes	414
	1,361

Coastline ROP
NMUSD Enrollment
by High School
2013 - 2014

Alternative Ed/Back Bay	
Enrollment	
Alt. Ed/Back Bay students that took classes at NMUSD	8
Alt. Ed/Back Bay students that took classes at other districts	23
HBUHSD	4
IUSD	1
Snyder Site	14
SVUSD	0
TUSD	4
Total Alternative Ed/Back Bay Student Enrollment - ROP Classes	**31**
11th & 12th Graders Attending ROP Classes	**23%**

Estancia	
Enrollment	
Estancia students that took classes at NMUSD	649
Estancia students that took classes at other districts	137
HBUHSD	43
IUSD	16
Snyder Site	74
SVUSD	0
TUSD	4
Total Estancia Student Enrollment - ROP Classes	**786**
11th & 12th Graders Attending ROP Classes	**80%**

Corona del Mar	
Enrollment	
Corona del Mar students that took Classes at NMUSD	216
Corona del Mar students that took Classes at other districts	12
HBUHSD	2
IUSD	1
Snyder Site	6
SVUSD	1
TUSD	2
Total Corona del Mar Student Enrollment - ROP Classes	**228**
11th & 12th Graders Attending ROP Classes	**22%**

Newport Harbor	
Enrollment	
Newport Harbor students that took classes at NMUSD	307
Newport Harbor students that took classes at other districts	87
HBUHSD	13
IUSD	19
Snyder Site	41
SVUSD	5
TUSD	9
Total Newport Harbor Student Enrollment - ROP Classes	**394**
11th & 12th Graders Attending ROP Classes	**23%**

Costa Mesa	
Enrollment	
Costa Mesa students that took Classes at NMUSD	250
Costa Mesa students that took Classes at other districts	159
HBUHSD	28
IUSD	10
Snyder Site	99
SVUSD	5
TUSD	17
Total Costa Mesa Student Enrollment - ROP Classes	**409**
11th & 12th Graders Attending ROP Classes	**62%**

Totals	
Enrollment	
Total students that took classes at NMUSD	1430
Total students that took classes at other districts	418
HBUHSD	90
IUSD	47
Snyder Site	234
SVUSD	11
TUSD	36
Total NMUSD Student Enrollment - ROP Classes	**1,848**
11th & 12th Graders Attending ROP Classes	**39%**

Enrollment counts are duplicated.

NMUSD Students enrolled in district Bell-Schedule classes	1,353
NMUSD Students enrolled in Non-Bell-Schedule classes	510
	1,863

There were 81 students from high schools in other districts that attended classes on a NMUSD campus.

Coastline ROP
SVUSD Enrollment
by High School
2013 - 2014

El Toro High School	
Enrollment	
El Toro students that took classes at SVUSD	528
El Toro students that took classes at other districts	32
HBUHSD	0
IUSD	19
NMUSD	3
Snyder Site	6
TUSD	4
Total El Toro Student Enrollment - ROP Classes	**560**
11th & 12th Graders Attending ROP Classes	**37%**

Silverado / Mira Monte High Schools	
Enrollment	
Silverado / Mira Monte students that took classes at SVUSD	112
Silverado / Mira Monte students that took classes at other districts	27
HBUHSD	6
IUSD	6
NMUSD	2
Snyder Site	9
TUSD	4
Total Silverado / Mira Monte Student Enrollment - ROP Classes	**139**
11th & 12th Graders Attending ROP Classes	**43%**

Laguna Hills High School	
Enrollment	
Laguna Hills students that took Classes at SVUSD	719
Laguna Hills students that took Classes at other districts	25
HBUHSD	0
IUSD	11
NMUSD	0
Snyder Site	11
TUSD	3
Total Laguna Hills Student Enrollment - ROP Classes	**744**
11th & 12th Graders Attending ROP Classes	**58%**

Trabuco Hills High School	
Enrollment	
Trabuco Hills students that took classes at SVUSD	908
Trabuco Hills students that took classes at other districts	44
HBUHSD	0
IUSD	29
NMUSD	4
Snyder Site	6
TUSD	5
Total Trabuco Hills Student Enrollment - ROP Classes	**952**
11th & 12th Graders Attending ROP Classes	**52%**

Mission Viejo High School	
Enrollment	
Mission Viejo students that took Classes at SVUSD	538
Mission Viejo students that took Classes at other districts	60
HBUHSD	1
IUSD	24
NMUSD	1
Snyder Site	30
TUSD	4
Total Mission Viejo Student Enrollment - ROP Classes	**598**
11th & 12th Graders Attending ROP Classes	**43%**

Totals	
Enrollment	
Total students that took classes at SVUSD	**2,805**
Total students that took classes at other districts	**188**
HBUHSD	7
IUSD	89
NMUSD	10
Snyder Site	62
TUSD	20
Total SVUSD Student Enrollment - ROP Classes	**2,993**
11th & 12th Graders Attending ROP Classes	**46%**

Enrollment counts are duplicated.

SVUSD Students enrolled in district Bell-Schedule classes	1,696
SVUSD Students enrolled in Non-Bell-Schedule classes	1,297
	2,993

There were 118 students from high schools in other districts that attended classes on a SVUSD campus.

Coastline ROP
HBUHSD Enrollment
by High School
2013- 2014

Edison High School Enrollment	
Edison students that took classes at HBUHSD	125
Edison students that took classes at other districts	27
IUSD	0
NMUSD	4
Snyder Site	19
SVUSD	2
TUSD	2
Total Edison Student Enrollment - ROP Classes	**152**
11th & 12th Graders Attending ROP Classes	**9%**

Ocean View High School Enrollment	
Ocean View students that took classes at HBUHSD	255
Ocean View students that took classes at other districts	9
IUSD	0
NMUSD	1
Snyder Site	8
SVUSD	0
TUSD	0
Total Ocean View Student Enrollment - ROP Classes	**264**
11th & 12th Graders Attending ROP Classes	**27%**

Fountain Valley High School Enrollment	
Fountain Valley students that took classes at HBUHSD	502
Fountain Valley students that took classes at other districts	78
IUSD	7
NMUSD	8
Snyder Site	52
SVUSD	10
TUSD	1
Total Fountain Valley Student Enrollment - ROP Classes	**580**
11th & 12th Graders Attending ROP Classes	**28%**

Valley Vista High School Enrollment	
Valley Vista students that took classes at HBUHSD	20
Valley Vista students that took classes at other districts	4
IUSD	0
NMUSD	0
Snyder Site	3
SVUSD	0
TUSD	1
Total Valley Vista Student Enrollment - ROP Classes	**24**
11th & 12th Graders Attending ROP Classes	**8%**

Huntington Beach High School Enrollment	
Huntington Beach students that took classes at HBUHSD	304
Huntington Beach students that took classes at other districts	20
IUSD	0
NMUSD	1
Snyder Site	19
SVUSD	0
TUSD	0
Total Huntington Beach Student Enrollment - ROP Classes	**324**
11th & 12th Graders Attending ROP Classes	**19%**

Westminster High School Enrollment	
Westminster students that took classes at HBUHSD	599
Westminster students that took classes at other districts	41
IUSD	0
NMUSD	14
Snyder Site	17
SVUSD	1
TUSD	9
Total Westminster Student Enrollment - ROP Classes	**640**
11th & 12th Graders Attending ROP Classes	**39%**

Marina High School Enrollment	
Marina students that took classes at HBUHSD	361
Marina students that took classes at other districts	54
IUSD	5
NMUSD	16
Snyder Site	31
SVUSD	2
TUSD	0
Total Marina Student Enrollment - ROP Classes	**415**
11th & 12th Graders Attending ROP Classes	**25%**

Enrollment Totals	
Total students that took classes at HBUHSD	2,166
Total students that took classes at other districts	233
IUSD	12
NMUSD	44
Snyder Site	149
SVUSD	15
TUSD	13
Total HBUHSD Student Enrollment - ROP Classes	**2,399**
11th & 12th Graders Attending ROP Classes	**24%**

Enrollment counts are duplicated.

HBUHSD Students enrolled in district Bell-Schedule classes	1,459
HBUHSD Students enrolled in Non-Bell-Schedule classes	947
	2,406

There were 145 students from other districts that attended classes on a HBUHSD campus.

Coastline Regional Occupational Program (ROP)

Course Descriptions

Industry Sectors

Agriculture and Natural Resources

Animal Health Care Internship
Environmental Horticulture
Environmental Horticulture (Advanced)
Floral Design
Floral Design (Advanced)
Floral Design Internship
Sustainable Urban Agriculture

Arts, Media, and Entertainment

Art of Animation
Art of TV & Video Production
Broadcast News
Computer Graphics
Computer Graphics (Advanced)
Entertainment Art
Film & Digital Media Studies
Multimedia Communication Design
Music Technology
Professional Dance
Theater Technology
Video Game Design
Visual Imagery
Visual Imagery (Advanced)
Web Site Development

Building and Construction Trades

Construction Technology

Business and Finance

Banking & Financial Services Internship
Business Internship
Computerized Accounting

Education, Child Development and Family Services

Careers in Education
Careers in Education (Docent Program)
Careers with Children Cooperative
Careers with Children Internship

Engineering and Architecture

Computer Aided Drafting (CAD)
Engineering Design & Development
Introduction to Product Design & Engineering
Principles of Engineering
Rapid Product Development

Health Science and Medical Technology

Dental Assistant Back Office
Dental Assistant Front Office
Introduction to Medical Careers
Medical Assistant Back Office Internship
Medical Assistant Front Office Internship
Medical Nursing Careers Internship
Medical Office Management & Billing
Medical Terminology
Nurse Assistant Pre-Certification (CNA) Internship
Pharmacy Technician Internship
RDA Preparation
Sports Medicine

Hospitality, Tourism and Recreation

Baking & Pastry Fundamentals
Culinary Arts
Culinary Arts (Advanced)
Culinary Arts Internship
Food Services Cooperative
Hotel & Tourism Internship

Information and Communication Technologies

AP Computer Programming
Computer Programming
Microsoft Tools

Manufacturing and Product Development

Manufacturing Engineering Technology

Marketing, Sales, and Service

Diversified Service Careers Internship
Entrepreneurship
Marketing Principles
Retail & Service Careers Cooperative
Retail Sales & Merchandising Internship
Sports & Entertainment Marketing
Virtual Enterprise

Public Services

Administration of Justice
Crime Scene Investigation (CSI)
Emergency Medical Responder (EMR)
Emergency Medical Technician (EMT)
Fire Science 101
Fire Science 102
Fire Technology

Transportation

Automotive Technology

Coastline ROP UC Approved Courses

Course Name	District(s)	Count
Art of Animation	HBUHSD	2
	NMUSD	2
	SVUSD	3
	Total Sections:	**7**
Art of TV & Video Production	HBUHSD	1
	IUSD	3
	NMUSD	3
	SVUSD	2
	Total Sections:	**9**
Computer Graphics	HBUHSD	2
	IUSD	4
	NMUSD	2
	SVUSD	9
	TUSD	5
	Total Sections:	**22**
Engineering Design and Development	TUSD	2
	Total Sections:	**2**
Entertainment Art	HBUHSD	1
	Total Sections:	**1**
Entrepreneurship	HBUHSD	2
	NMUSD	1
	TUSD	1
	Total Sections:	**4**
Film & Digital Media Studies	NMUSD	2
	SVUSD	3
	Total Sections:	**5**
Introduction to Product Design & Engineering	SVUSD	1
	TUSD	1
	Total Sections:	**2**
Multimedia Communications Design	HBUHSD	6
	NMUSD	4
	SVUSD	1
	TUSD	1
	Total Sections:	**12**

Coastline ROP UC Approved Courses

Course Name	District(s)	Count
Music Technology	HBUHSD	3
	IUSD	1
	TUSD	1
	Total Sections:	**5**
Principles of Engineering	TUSD	1
	Total Sections:	**1**
Sports Medicine	HBUHSD	3
	IUSD	1
	NMUSD	4
	SVUSD	3
	Total Sections:	**11**
Theater Technology	HBUHSD	1
	IUSD	1
	Total Sections:	**2**
Virtual Enterprise	HBUHSD	2
	IUSD	1
	NMUSD	2
	SVUSD	1
	Total Sections:	**6**
Visual Imagery	HBUHSD	4
	IUSD	6
	NMUSD	5
	SVUSD	5
	TUSD	9
	Total Sections:	**29**
Visual Imagery Advanced	IUSD	4
	Total Sections:	**4**

Total UC Approved Courses offered in Spring 2015 **122**

Forty-eight percent of course offerings are UC approved.

Articulation Agreements 2014-2015
Coastline ROP
Sorted by ROP Course Title

	Coastline ROP Course Title	College	College Course No.	College Course Title	Units
1	A+ Certification - Preparation	Coastline CC	CST C116	A+ Essentials Hardware	3
2	A+ Certification - Preparation	Coastline CC	CST C117	A+ Essentials Software	3
3	A+ Certification -Preparation	Saddleback	CMT 220	Computer Maintenance & Repair	3
4	Art of Animation	Coastline CC	DGA C110	Animation 1	1.5
5	Art of Animation	Saddleback	GD 150	Digital Animation	3
6	Automotive Technology	Golden West	Auto G101	Intro to Auto Technology	3
7	Automotive Technology	Saddleback	AUTO 100	Automotive Fundamentals	3
8	Automotive Technology Internship	Golden West	Auto G101	Intro to Auto Technology	3
9	Automotive Technology	Santa Ana	Auto Tech 002 or 006	Auto Tech 002 Essentials or Auto Tech 006	5
10	Baking & Pastry Fundamentals	Saddleback	FN 244	Baking Fundamentals 1	2
11	Broadcast News	Orange Coast	BRCT A105	Broadcasting Arts	3
12	Careers in Fashion	Saddleback	FASH 101	Intro to Fashion Careers	3
13	Careers with Children Internship	Saddleback	CD 110	Principles & Practices of Teaching Young Children	3
14	Computer Aided Drafting	Golden West	DRAF G101	Basic Comp Aid Design Drafting	4
15	Computer Aided Drafting	Saddleback	DR 50	Introduction to Computer-Aided Drafting	3
16	Computer Graphics	Orange Coast	DMAD A181	Introduction to Computer Graphics	3
17	Computer Graphics	Saddleback	GD 147	Intro to Computer Graphics	3
18	Computer Graphics	of OC	FS 122	Image Manipulation	3
19	Computer Programming	Golden West	CS G102	Comp Software Dev. Intro	4
20	Computer Programming AP	Golden West	CS G102	Comp Software Dev. Intro	4
21	Computerized Accounting	Coastline CC	ACCT C100	Introduction to Accounting	3
22	Computerized Accounting	Saddleback	ACCT 215	General Accounting	3
23	Culinary Arts	Saddleback	FN 240	Culinary Principles 1	3

Articulation Agreements 2014-2015
Coastline ROP
Sorted by ROP Course Title

	Coastline ROP Course Title	College	College Course No.	College Course Title	Units
24	Culinary Arts & Culinary Arts Internship (Complete a total of 2 years through ROP Culinary Arts Program and pass ServSafe test)	The Culinary Institute of America	ServSafe	Meet CIA's Pre-enrollment requirement of 6 months of hands-on foodservice experience and Food Safety Course. Qualify for grants and scholarships $2,500 CIA Articulation Grant. CIA application fee waiver of $50.	1.5
25	Culinary Arts* AND Advanced Culinary Arts*	Cypress	HRC 135 C	Culinary Fundamentals 1	3
26	Culinary Arts Internship	Saddleback	FN 240	Culinary Principles 1	3
27	Culinary Arts Internship OR Culinary Arts 1	Cypress**	HRC 120 C	Sanitation & Safety	3
28	Culinary Arts or Culinary Arts Internship	Orange Coast	FSM A160	Sanitation & Safety	3
29	Culinary Arts or Culinary Arts Internship	Orange Coast	CA A149	Pantry	2
30	Entertainment Art	The Art Institute of OC	MA 1112	Drawing & Anatomy	3
31	Entrepreneurship	Coastline CC	BUS C222	Entrepreneurship & Sm. Biz.	3
32	Entrepreneurship	Saddleback	BUS 160	Small Business Management	3
33	Environmental Horticulture	Saddleback	HORT 20	Introduction to Horticultural Science	4
34	Film & Digital Media Studies	Saddleback	CTVR 124	Television Production 1	3
35	Fire Science 101	Santa Ana	Fire Tech 101	Intro to Fire Technology	3
36	Fire Technology	Santa Ana	Fire Tech 101	Intro to Fire Technology	3
37	Floral Design	Golden West	FLRL G110	Basic Floral Design	2.5
38	Hotel & Tourism Careers	Orange Coast	HTT A100	Introduction to the Hospitality Industry	3
39	Hotel & Tourism Careers	Orange Coast	CA A 100	Introduction to the Hospitality Industry	3
40	Hotel & Tourism Careers	Orange Coast	FSM A100	Introduction to the Hospitality Industry	3
41	Introduction to Marketing	Coastline CC	BUS C150	Marketing 1	3
42	Medical Assistant/Admin-BO	Coastline CC	BC C145	Medical Admin Assistant 1	3

Articulation Agreements 2014-2015
Coastline ROP
Sorted by ROP Course Title

	Coastline ROP Course Title	College	College Course No.	College Course Title	Units
43	Medical Terminology	Coastline CC	BC C163	Health Info Tech - Med Term 1	3
44	Medical/Nursing Careers	Orange Coast	ALH A 115	Patient Care	2.5
45	Microsoft Tools	Coastline CC	DGA C120	Introduction to Computers	3
46	Microsoft Tools	Saddleback	CIM 120	Computer Literacy	1.5
47	Microsoft Tools	Golden West	CBA G101	Comp. Keyboarding Intro Part 1	1
48	Microsoft Tools	Golden West	CBA G145	Intro to Computers	1.4
49	Microsoft Tools	Golden West	CBA G150	Windows Introduction	1.5
50	Microsoft Tools	Golden West	CBA G155	Word Introduction	2
51	Microsoft Tools	Golden West	CBA G160	Excel Introduction	2
52	Microsoft Tools	Golden West	CBA G165	Access Introduction	2
53	Microsoft Tools	Golden West	CBA G170	PowerPoint Introduction	2
54	Microsoft Tools	Golden West	CBA G182	Office Introduction	3
55	Multimedia Communications	Coastline CC	DGA C120	Introduction to InDesign	3
56	Multimedia Communications	Golden West	DM G100	Digital Media Introductions	3
57	Music Technology*	Fullerton	MUS 108F & MUS 100	Introduction to Music Tech & Electronic Music I	2 & 3
58	Office Technology	Coastline CC	BC C112	Office Organization	3
59	QuickBooks	Coastline CC	ACCT C107	Accounting with QuickBooks	2.5
60	Rapid Production Development	Saddleback	MFG 204	3D Computer Aided Design - Solidworks	3
61	Sports Medicine	Saddleback	KNES 53	Intro to Athletic Training	3
62	Theater Technology	Orange Coast	A165	Stage Crew Activity	1
63	Theater Technology	Saddleback	ETT 40	Stagecraft	4
64	Video & Film Production	Golden West	DM G140	Media Production Intro	3
65	Video & Film Production	Orange Coast	FILM A110	Video Workshop	3
66	Video & Film Production	Saddleback	CTVR 101	Video Production Basics	3
67	Video & Film Production	The Art Institute of OC	DF 1121 & DF 1133	Fundamentals of Video Production Fundamentals of Editing	6
68	Video Game Design	Coastline CC	DGA C111	3D Simulation & Multimedias Using Maya and 3Ds	3

Articulation Agreements 2014-2015
Coastline ROP
Sorted by ROP Course Title

	Coastline ROP Course Title	College	College Course No.	College Course Title	Units
69	Video Game Design	The Art Institute of OC	GA 2201	Game Design & Game Play	3
70	Virtual Enterprise	Coastline CC	BUS C222	Entrepreneurship & Small Business	3

"When I hear applicants to top colleges bemoaning their lack of opportunities to truly stand out in a crowded admissions field, I always know that these students have not fully explored how ROP courses can help them stand out...

...ROP offers hands-on, powerful experiences with real-world applications.

I can think of very few activities that will better round out a college application than an ROP experiences.

ROP-possibly the most misunderstood and underused college admissions advantage."

Paul Kanarek
President and Founder
The Princeton Review of Orange County

The Princeton Review

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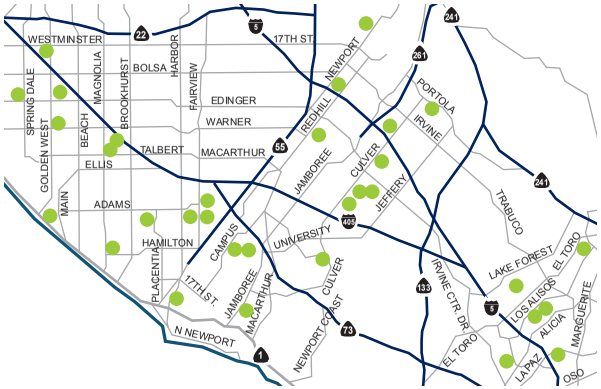
Where are ROP classes offered?

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.

COASTLINE
REGIONAL OCCUPATIONAL PROGRAM
Innovate • Educate • Inspire

INNOVATE
EDUCATE
INSPIRE

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

UC approved
Cal State approved

The following one-year ROP courses meet the UC/CSU Laboratory Science “d” requirement:

- Sports Medicine

The following one-year ROP courses meet the UC/CSU Visual and Performing Arts “f” requirement:

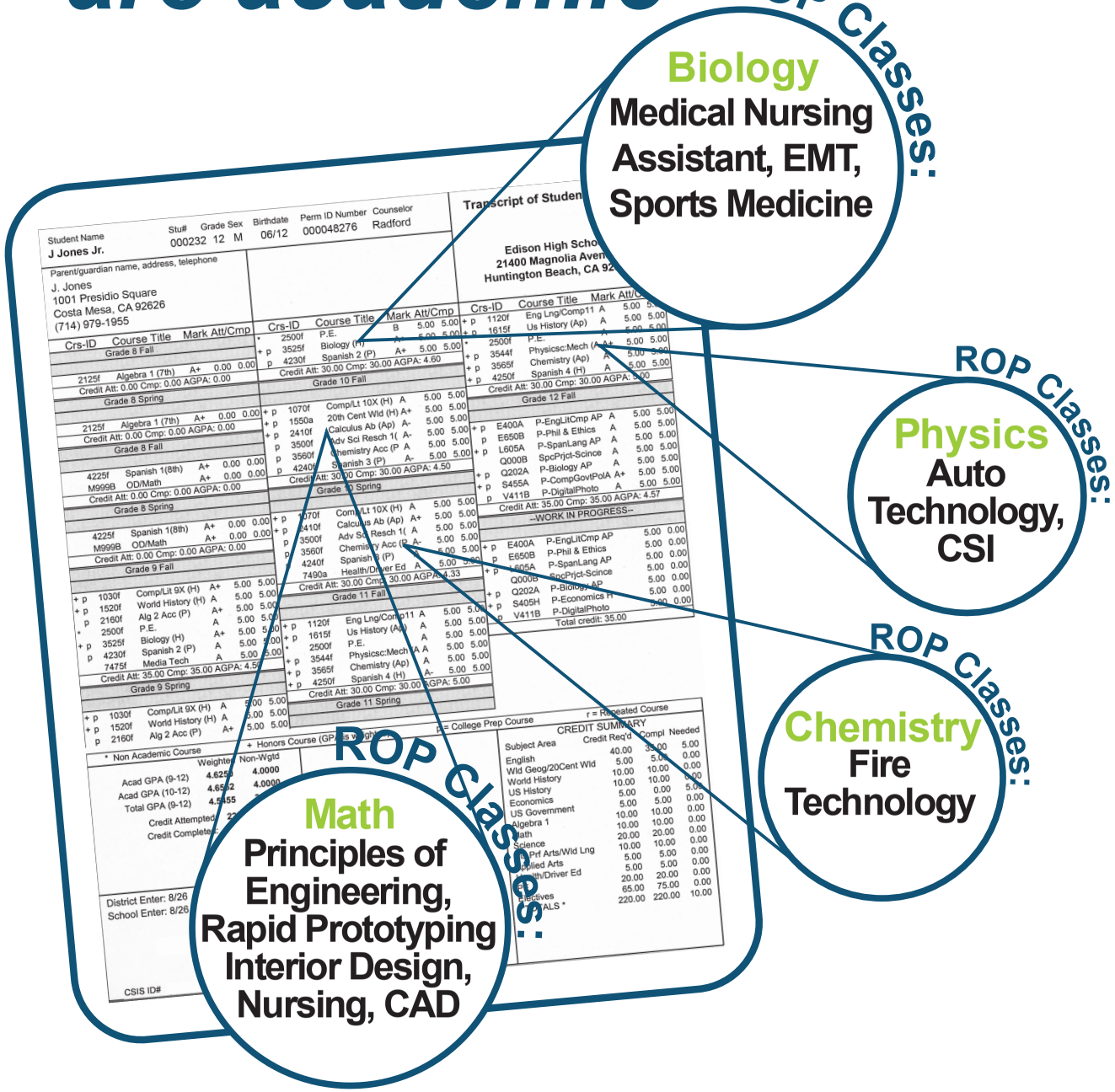
- Art of Animation
- Art of TV & Video Production
- Computer Graphics
- Entertainment Art
- Film & Digital Media Studies
- Multimedia Communications Design
- Music Technology
- Theater Technology
- Visual Imagery
- Advanced Visual Imagery

The following one-year ROP courses meet the UC/CSU College Preparatory Elective "g" requirement:

- Engineering Design and Development
- Entrepreneurship
- Introduction to Product Design and Engineering (IPDE)
- Principles of Engineering
- Virtual Enterprise (semester credit)

Check with your ROP career specialist to see if your high school has included these electives on their school's list of approved courses.

ROP CLASSES
are academic



Something to think about...

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- **Advanced Visual Imagery**

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- **Engineering Design and Development**
- **Entrepreneurship**
- **Introduction to Product Design and Engineering (IPDE)**
- **Principles of Engineering**
- **Virtual Enterprise (semester credit)**

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What's your Major?

By taking ROP classes, students are given the opportunity to investigate careers *before* they invest years in college, or their parents spend thousands of dollars on their education, only to discover it isn't the career they intend to pursue.

- **Sports & Entertainment Marketing** helps students develop an understanding of marketing concepts and theories that apply to sports, entertainment and business, covering areas such as target marketing and segmentation, sponsorship, event marketing, promotion and marketing plans.

- Students enrolled in **Careers in Education** courses explore all aspects of the teaching profession, such as the principles of learning, growth and development of children, and even have the opportunity to intern at schools.

- **Animal Health Care Internship** classes demonstrate to those students who would love to work with animals what it would be like to work in the field, study nutrition, anatomy, terminology, and animal behavior.

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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. 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. The ROP conducts a self-study that serves as the basis for review by a visiting team of educators not employed by the ROP. The Western Association of Schools and Colleges (WASC) is the accrediting institution.

Action Plan
A plan developed during the WASC self-study that addresses key issues identified by the school and the WASC Visiting Committee, which is annually reviewed and refined based on the progress made.

Advisory Committee
An annual meeting of stakeholders, comprised of ROP staff members, business representatives and industry partners, that validate the ROP program, approve course outlines, determine a labor need, and discuss changes in the job market.

Affiliation Agreement
A legal signed agreement between a community classroom internship site and the ROP that identifies the responsibilities of the site, teacher, ROP, and the students.

ALL Students
A reference to the belief that all students can learn at high levels and should have sufficient support to enable them to achieve the school-wide learning results.

Articulation
The process designed to help students advance from one course, program or educational level to the next without the unnecessary repetition of essentially similar courses for which credit has been received.

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.

Cabinet
A group of management level staff members, under the direction of the superintendent, who guide organizational decision making, improve administrative efficacy through enhanced inter-organizational communication, and expand leadership capacity among the staff instituting a shared leadership approach to improve the effectiveness of the ROP.

California Basic Education Data System (CBEDS)
Codes and titles used for approval and reporting of all California secondary career technical education courses.

California Career Pathways Trust Grant
A grant created under Assembly Bill 86, Chapter 48, Statutes of 2013 passed in July 2013 by the California Legislature and signed into law by the governor.

California Standards for the Teaching Profession (CSTP)
Standards that provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practice.

California State Plan for Career Technical Education
A plan, approved in March 2008 by both the State Board of Education and the Board of Governors of the California Community Colleges that establishes the vision, goals, and essential elements of a world-class career technical education system for the State of California.

Career Pathway
A coherent sequence of rigorous career technical and appropriate academic courses that prepares students for postsecondary transition to employment, further education or training.

Career Specialist
An ROP employee who works at one of the partnering high school campuses to recruit and support students; act as liaisons between their schools and the ROP administrative office; and assist ROP teachers in a variety of ways.

Career Technical Education Orange County (CTEoc)
An Orange County regional collaborative consisting of all career and technical education leadership from K12 School Districts, ROPs, and Community Colleges.

Career Technical Student Organization (CTSO)
A student organization which offers organized curriculum-oriented activities that help students maximize employability, gain leadership opportunities, and develop personal skills which enable them to develop into productive members of society.

Certificate of Recognition
A certificate given to students who complete an ROP course with a grade of C or better. It may include a seal for perfect attendance, outstanding student status and academic achievement (for grades of A or B).

Common Core Anchor Standards
A set of high quality academic expectations in English-language arts (**ELA**) and mathematics that define the knowledge and skills that all students should master by the end of each grade level in order to be on track for success in college and career.

Competency
A statement of a student outcome; i.e., what a student will be able to do upon successful completion of a course; a performance objective.

Completer or Leaver
A designation students are given at the end of their ROP class when they either successfully attain expected competencies with a C or better (Completer) or they exit the course before attaining the competencies or before the course has ended (Leaver).

Concurrent Enrollment
A student enrolled both in high school and the ROP.

Contracted Teacher
A teacher who is employed by a partner school district and holds the appropriate credential to teach for the ROP and whose contract is paid, in full or part, by the ROP.

Cooperative Vocational Education (CVE)
An educational opportunity that combines formal classroom instruction with regularly scheduled paid employment with teacher visitation to the worksite.

Cost-of-Living Adjustment (COLA)
Additional funding, typically authorized through legislation, to offset inflation as resourced by the Consumer Price Index.

Course Description
A brief explanation of course topics and student learning outcomes; used as a marketing tool.

Course Outline
A 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.

CTE Model Curriculum Standards
A document developed by the California Department of Education, organized in 15 industry sectors that identifies what is essential for students to master in each of the sectors.

Demographics
Statistical characteristics of human populations (such as age, gender, ethnicity, and income) used to identify markets, target populations, and trends that identify the variety of sub-populations in the ROP; populations defined by ethnicity, gender, religious affiliations/beliefs, special needs, socio-economics status, etc.

Direct Teacher
A teacher who is employed and evaluated by the ROP and holds a Designated Subjects Vocational Education Credential or its equivalent.

English as a Second Language (ESL) Students
A student whose primary language is not English and would require additional English language support to develop reading, writing, listening and speaking skills.

Expectations for Students (ESs)
Measureable outcomes achieved upon successful completion of ROP courses that include industry technical skills, personal and professional skills as required by specific industries, and career planning skills.

Evidence
Perceptive and hard data that serve as documentation of self-study findings in areas that include student progress toward meeting the ESs or SLOs and tangible validation of the clear purpose of the program.

Focus Group
An interdisciplinary committee of stakeholders convened during the self-study process for four of the WASC criteria: Curriculum, Instruction, Assessment and Support for Student Personal and Academic Growth to determine the evidence needed to validate student learning with respect to the program's expected student outcomes, WASC criteria, and determination of areas of strength and key issues that emerge during the process.

Follow-up Survey
An inquiry or survey of former students who have completed career technical courses.

FRISK
A documentation model to help supervisors identify, document, and notify employees of a performance concern. Part of the progressive discipline continuum that supports improved performance and documentation of corrective action.

Haas Technical Education Center (HTEC)
An educational classroom equipped with the latest Haas CNC machine tools and related CNC ancillary equipment, software and educational materials.

IEP (Individual Education Plan)
A plan designed and approved by stakeholders that is mandated for students enrolled in Special Education.

Interagency Meeting
Annual meetings attended by the superintendent, assistant superintendent, high school principals and steering committee members to exchange relevant student and program information and plan course offerings at each site for the coming school year.

Internship
Courses of study that combine classroom instruction with practical applications and hands-on learning in business and industry within the service area.

The Internship Experience
Curriculum and assessment tools developed for internship teachers that provide explicit instruction to help students identify and make connections between classroom learning and workplace activities.

Joint Powers Agreement (**JPA**)
A 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 student in a CVE class and the ROP that identifies the responsibilities of the employer and the ROP.

Labor Market Report
An analysis of current employment trends and skills required for particular fields.

Leadership Team
A team that consists of superintendent, assistant superintendent, and director of business services.

Local Control Funding Formula (LCFF)
The 2013–14 budget package that replaces the previous K–12 finance system. For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs.

Orange County Department of Education (OCDE)
A public education organization offering support to 27 school districts and more than 600 schools and 20,000 educators serving more than 500,000 students in Orange County.

Orange County Workforce Indicators Report.
A report highlighting the fundamental accomplishments achieved by Orange County's employers and workers, the education and workforce training system, as well as the challenges that California must address to develop a skilled workforce for the 21st century economy.

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.

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 accessed 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.

Professional Learning Communities (PLC)
A group of educators that meet regularly to share expertise, and to work collaboratively to improve teaching skills and the academic performance of students.

Program of Study
A sequence of career technical education courses that lead to certification, employment, and/or postsecondary education or training.

Self-Study
A model prescribed by WASC that leads to the development of the School Community Profile; establishment of the Student Learning Outcomes; 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 Coordinator
The facilitator of the ROP accreditation process who works in close collaboration with the WASC Leadership Team to ensure a successful self-study process.

Site Supervisor
A community classroom or internship site employee who supervises the ROP student during workplace learning and who supports student achievement of the agreed-upon training plan.

Snyder Siters Communicate (SSC)
Monthly meetings facilitated by the superintendent to facilitate inter-departmental communication among all on-site stakeholders.

Southern Region Forum
A division of CAROCP in Southern California comprised of ROP superintendents and directors that meet monthly to discuss items of administrative and legislative interest.

Special Needs Student
A student who needs additional physical, academic, economic, and/or counseling support or accommodations to accomplish the Student Learning Outcomes to their maximum potential.

Specially Designed Academic Instruction in English (SDAIE)
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.

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 for Career Ready Practice
A set of standards that describe the fundamental knowledge and skills that students need in order to transition to postsecondary education, career training, or the workforce.

Steering Committee
An appointed group of school administrators representing Coastline ROP's partner districts that serve as liaisons between their districts and Coastline ROP leadership.

Student Exit Survey
A survey administered annually to students upon completion of an ROP course designed to obtain information about students' satisfaction with a range of academic experiences and to inquire about their plans for the future.

Student Learning Outcomes (**SLOs**)
The expected level of knowledge, skills, and abilities that a student has attained as a result of their participation in an ROP class.

Tech Prep
An articulated sequence of classes that moves students into career paths that transition from high school to community college programs.

Training Plan
An outline of the skills and competencies a student should attain to become proficient in a particular job; serves as a guide to the student and site supervisors directly associated with training the student, and as an official record of the student's experiences.

UC/CSU Approved Course
A course taken to satisfy the "a-g" subject requirements of the UC and CSU systems that are academically challenging, involve substantial reading, writing and laboratory work (as appropriate).

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
A representative team of staff members who work together to complete a progress report of the action plan from the previous self-study; facilitate and monitor the self-study process; develop the Action Plan; and coordinate its implementation.

Workforce Investment Act (WIA)
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.

Workforce Investment Board (WIB)
Governing boards established to plan and oversee the administration of WIA funds.

Acronyms

ACSA	**(Association of California School Administrators)**
APA	**(Academy for the Performing Arts)**
BP	**(Board Policy)**
CAMSA	**(California Microsoft Strategic Alliance)**
CASBO	**(California Association of School Business Officials)**
CAROCP	**(California Association of Regional Occupational Centers and Programs)**
CBEDS	**(California Basic Education Data System)**
CCCS	**(California Community Colleges System)**
CCAC	**(Credential Counselors and Analysts of California)**
CCSS	**(Common Core State Standards)**
CCTE	**(California Council on Teacher Education)**
CETPA	**(California Educational Technology Professionals Association)**
COLA	**(Cost-of-Living Adjustment)**
CNA	**(Certified Nurse Assistant)**
CSU	**(California State University)**
CTE	**(Career Technical Education)**
CTEoc	**(Career Technical Education Orange County)**
CVE	**(Cooperative Vocational Education)**
EDD	**(Employment Development Department)**
ELA	**(English Language Arts)**
EL	**(English Language Learner)**
EMR	**(Emergency Medical Responder)**
EMT	**(Emergency Medical Technician)**
ESs	**(Expectations for Students)**
HTEC	**(Haas Technical Education Center)**
IEP	**(Individual Education Plan)**
JPA	**(Joint Powers Agreement)**
LCFF	**(Local Control Funding Formula)**

OCDE	**(Orange County Department of Education)**
PLC	**(Professional Learning Community)**
PNL	**(Parent Notification Letter)**
PTSA	**(Parent Teacher Student Association)**
RDA	**(Registered Dental Assistant)**
ROP	**(Regional Occupational Program)**
SDAIE	**(Specially Designed Academic Instruction in English)**
SLOs	**(Student Learning Outcomes)**
SSC	**(Snyder Siters Communicate)**
TOSA	**(Teacher on Special Assignment)**
VAPA	**(Visual and Performing Arts)**
WASC	**(Western Association of Schools and Colleges)**
WIA	**(Workforce Investment Act)**
WIB	**(Workforce Investment Board)**
UC	**(University of California)**
UCCI	**(University of California Curriculum Integration)**