NORTH ORANGE COUNTY
REGIONAL OCCUPATIONAL PROGRAM
ACS WASC MID-CYCLE
SCHOOL PROGRESS REPORT

385 N. Muller Street

Anaheim, California, 92801

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Accrediting Commission for Schools
Western Association of Schools and Colleges

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NOCROP INSTITUTIONAL INFORMATION

North Orange County Regional Occupational Program (NOCROP) has been providing high-quality Career Technical Education (CTE) in northern Orange County, California, since 1971. As a premier CTE provider in California, NOCROP's impact has been enormous, training nearly 500,000 students over the last fifty years. Regional business and industry partners recognize NOCROP students as highly prepared and eagerly seek them for employment, thus creating a pipeline for regional labor market needs. NOCROP serves as a catalyst for workforce development by collaborating with local, county, and state governmental agencies, community organizations, business partners, post-secondary institutions, and school districts to leverage resources and remove barriers for student success.

NOCROP operates under a Joint Powers Authority (JPA) agreement between five local educational agencies (LEAs) with a governing board consisting of seven members who are elected trustees from each participating LEA. District partners in the NOCROP JPA include:

- Anaheim Union High School District
- Brea Olinda Unified School District
- Fullerton Joint Union High School District
- Los Alamitos Unified School District
- Placentia-Yorba Linda Unified School District

NOCROP strives to meet the needs of the ever-changing workforce by preparing highly skilled applicants for in-demand jobs. This is accomplished through sequenced career pathway courses and regulated training programs embedded within the school day at twenty-five high and junior high schools, offered as regional course offerings after-school and during the weekends, and through NOCROP's Adult Career Education Program. These pathways and training programs give secondary and adult students the opportunity to earn advanced placement or articulated credit at community colleges, industry-recognized certifications, credentials, or licensure.

All NOCROP CTE instructors have a minimum of three years of industry experience and are recruited for their expertise. They earn their clear teaching credentials through on-the-job training, instructional coaching, and state-approved credentialing programs. NOCROP instructors provide relevance and rigor to the CTE learning experience by equipping students with the specific vocational knowledge and skills to navigate the world of work and succeed in their future careers.

NOCROP also offers a variety of specialized services. It serves as the LEA for five state-approved apprenticeship programs. Since 2009, NOCROP provides transition services to high school students in special education under the WorkAbility I Program for three of its five school district partners. This California Department of Education (CDE) funded grant supports services in comprehensive pre-employment training, employment placement, and follow-up for students who are making the transition from school to work while acquiring independent living skills and postsecondary education or training. And through various grant funds, NOCROP provides career exploration programs for elementary school students, hosts a K12 Pathway Coordinator for the North Orange County Community College District, and is developing staff development

workshops for middle and junior high school teachers on how to implement career ready practices within the core curriculum.

OUR MISSION

NOCROP equips and empowers tomorrow's innovative, civic-minded professionals through career technical education.

OUR VISION

NOCROP will be recognized as the premier CTE provider in California. All students will have access to a sequence of rigorous and relevant career technical courses. These courses, taught by experienced and engaging instructors, will enrich students' learning experience and provide them with the career compass needed to navigate a challenging future.

OUR LEARNER OUTCOMES: CAREER READY PRACTICES (CRPS)

NORTH ORANGE COUNTY ROP

STUDENT LEARNING OUTCOMES: CAREER READY PRACTICES

01 Apply appropriate technical skills and academic knowledge.

05 Utilize critical thinking to make sense of problems and persevere in solving them.

09 Work productively in teams while integrating cultural and global competence.

02 Communicate clearly, effectively, and with reason.

06 Practice personal health and understand financial literacy.

10 Demonstrate creativity and innovation.

03 Develop an education and career plan aligned with personal goals.

07 Act as a responsible citizen in the workplace and the community.

11 Employ valid and reliable research strategies.

04 Apply technology to enhance productivity.

08 Model integrity, ethical leadership, and effective management.

12 Understand the environmental, social, and economic impacts of decisions.

OUR ENROLLMENT

NOCROP annually serves 12,000 to 18,000 students including 7th and 8th graders, high school students, and adult students within the region. During the global, COVID-19 pandemic, NOCROP worked hand-in-hand with its partner districts provide continuity in learning by transitioning all CTE programs to online, distance learning during the 2019-2020 school year. This continued

through the summer of 2020 and through a hybrid format for the 2020-2021 school year. Over the last three years, NOROP maintained the scope and sequence of its CTE pathways, courses, and training programs despite the unprecedented challenges due to the pandemic.

Total Number of Courses/Section Count with Five Partner Districts

Year	Number of Courses	Number of Sections
2019-2020	74	462.8
2020-2021	73	462.8
2021-2022	73	454.8

While providing instruction through a mix of distance learning and hybrid learning during the 2019-2020 and 2020-2021 school years, the total student enrollment declined by 1,061 students. With on-campus instruction returning during the 2021-2022 school year, NOCROP saw an increase of 564 students. This fluctuation in student enrollment was a trend seen throughout Orange County and California due to the pandemic. As of the start of the 2022-2023 school year, NOCROP continues to see a steady increase in student enrollment, with a current total of 13,728 students.

Enrollment/Section Count by District

Year	Anaheim	Brea Olinda	Fullerton	Los Alamitos	Placentia Yorba Linda	Adult Education	Totals
2019-2020	7,143 253.8 sections 28.1 average students per section	785 27 sections 29.1 average students per section	3,675 100 sections 36.75 average students per section	289 8 sections 36.1 average students per section	1,922 74 sections 26.0 average students per section	309	14,123
2020-2021	6,983 255.8 sections 27.3 average students per section	729 24 sections 30.4 average students per section	3,081 101 sections 30.5 average students per section	171 8 sections 21.4 average students per section	1,810 74 sections 24.5 average students per section	288	13,062
2021-2022	7,256 254.8 sections 28.5 average students per section	570 20 sections 28.5 average students per section	3,476 101 sections 34.4 average students per section	150 5 sections 30.0 average students per section	1,849 74 sections 24.9 average students per section	325	13,626

STUDENT DEMOGRAPHICS

The following table shows the diverse population served by NOCROP. A majority of students served by NOCROP are Hispanic/Latino followed with a sizable White and Asian minority. The ethnicities of NOCROP students are reflective of the population in the surrounding communities and have remained constant over the past three years.

Keeping in mind that the percentages below represent the total student population of the five partner school districts, not all students take NOCROP courses, total student enrollment varies by district, and some districts are unified and their student population includes elementary students.

NOCROP student ethnicity demographics nearly mirror those of its largest district, AUHSD, which accounts for more than one-half of NOCROP's student enrollment.

Student Ethnicity by District

| School District	Hispanic	American Indian	Asian	Pacific Islander	Filipino	African-American	White	2 or more Ethnicities	Not Reported
NOCROP	65.0%	1.0%	11.0%	4.0%	0.6%%	3.0%	16%	0.5%	N/A
AUHSD	66.8%	0.5%	12.9%	0.5%	4.3%	2.3%	10.3%	2.3%	0.0%
BOUSD	36.4%	0.2%	21.5%	0.4%	3.5%	1.6%	33.4%	3.0%	0.1%
FJUHSD	55.7%	0.2%	18.5%	0.4%	3.4%	2.2%	17.1%	2.3%	0.2%
LAUSD	25.4%	0.2%	12.9%	0.6%	2.9%	2.8%	48.2%	7.0%	0.0%
PLYUSD	41.7%	0.2%	14.8%	0.2%	2.1%	1.3%	36.7%	2.5%	0.3%

Please Note: Data collected from each District's 2022 LCAP

Additionally, male students accounted for 51% (6,200 total) and female students 49% (5,898). Male students have been the slight majority over the past three years. Gender data by pathway has been analyzed and continues to show a gender gap for females in the following non-traditional pathways: Engineering Design; Emergency Response; Residential and Commercial Construction; Structural Repair and Finishing; Systems Diagnostics; and Repair and Service. A gender gap for males continues in the following non-traditional pathways: Child Development Education; and Patient Care. NOCROP holds meetings with counselors from its five partner districts on a monthly basis to provide data and foster dialogue to address implications from gender data and support closing the gender gap in targeted pathways.

STAFF DEMOGRAPHICS

While staff ethnicity does not match the overall NOCROP student population and is more representative of the population of Orange County at large, diversity is valued by the organization as it is an equal opportunity employer. New hires since 2019 have reflected growth in minority ethnic group representation. Over the past three years, the total percentage of employees identifying as Hispanic has increased 3.3%, African American 2.1%, and Asian 1.0%. The percentage of employees identifying as White has decreased by 9.3%. The three tables below show the changes over the past three years.

2021-2022 NOCROP Staffing Ethnicity
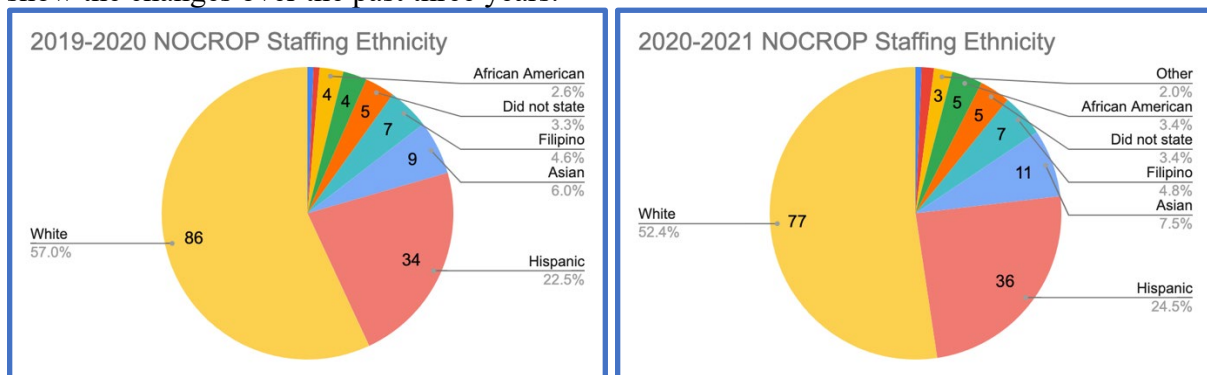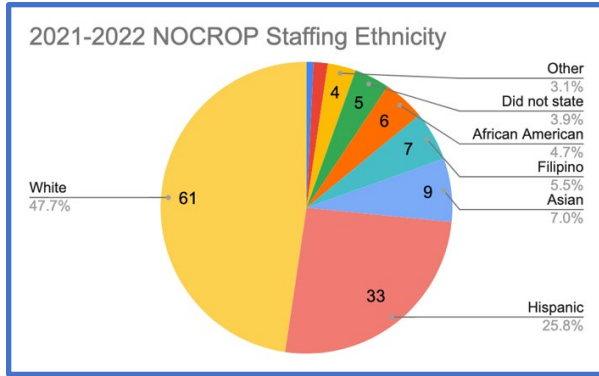
STUDENT LEARNING DATA

NOCROP collects student learning data from a variety of sources. Student success is measured by student enrollment, course grades, and pathway completion, and student survey results.

ENROLLMENT

The tables below show student enrollment by sector and pathway over the last three years. Variance over multiple years is shown in the tables below due to program changes, the pandemic, or student interest within a sector. As seen in the table, the Health Science and Medical Technology Industry Sector continues to have the largest overall enrollment, whereas industry sectors, including 1. Transportation, 2. Building Trades and Construction, and 3. Hospitality, Tourism, and Recreation increased in 2021-2022. These rising trends match the workforce need which was documented by the Orange County Regional Consortium (OCRC) throughout Southern California.

Enrollment by Industry Sector

Enrollment by Industry Sector
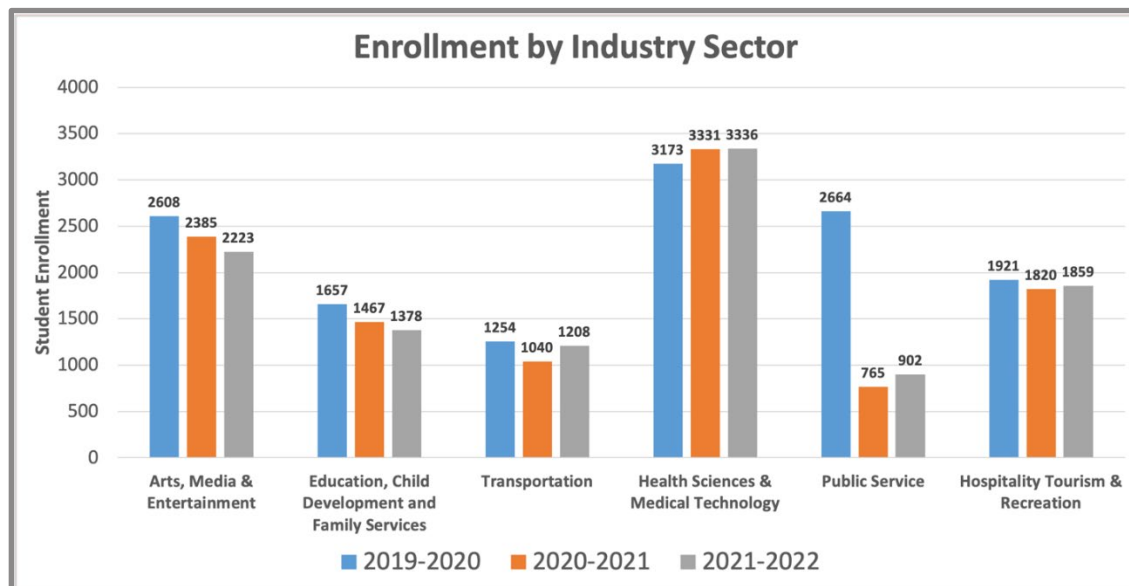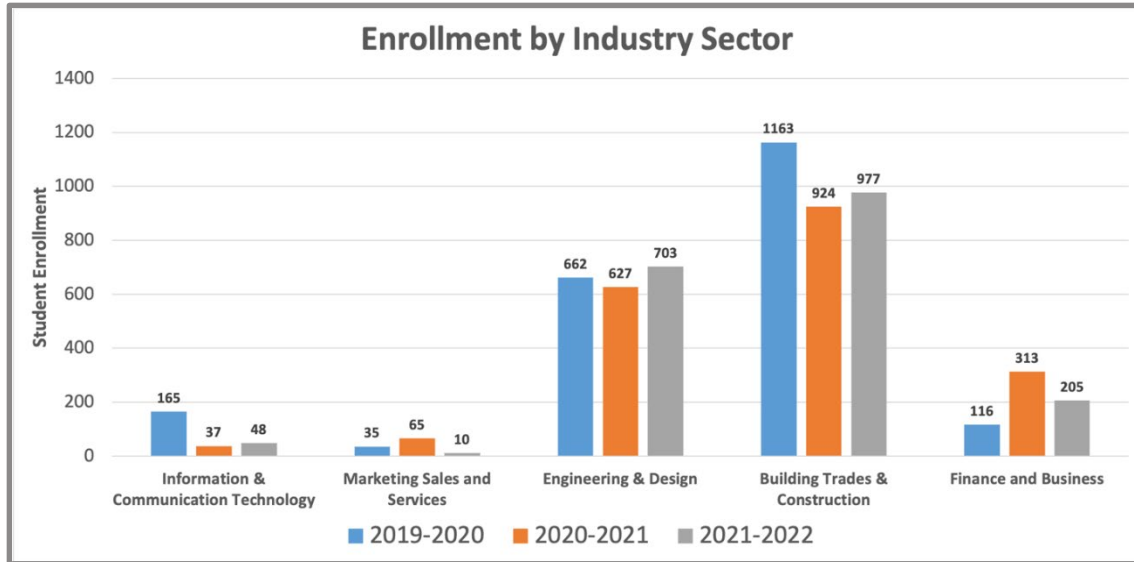
GRADES

The table below shows the distribution of student letter grades across all pathways/courses between the three years of 2019 to 2022. When instruction shifted to distance learning, teachers found creative ways to continue the project-based learning and hands-on experiences in their career technical education classes. Additionally, school districts implemented changes in grading policies and graduation requirements for the 2019-20 school year. Hold harmless, equity-based grading policies implemented temporarily during the pandemic by some of the partner school districts are most likely responsible for the low D and F grade rate in 2019-2020. Thus, the D and F grade rate increase in 2020-2021 is most likely a result of reinstituted traditional grading policies.
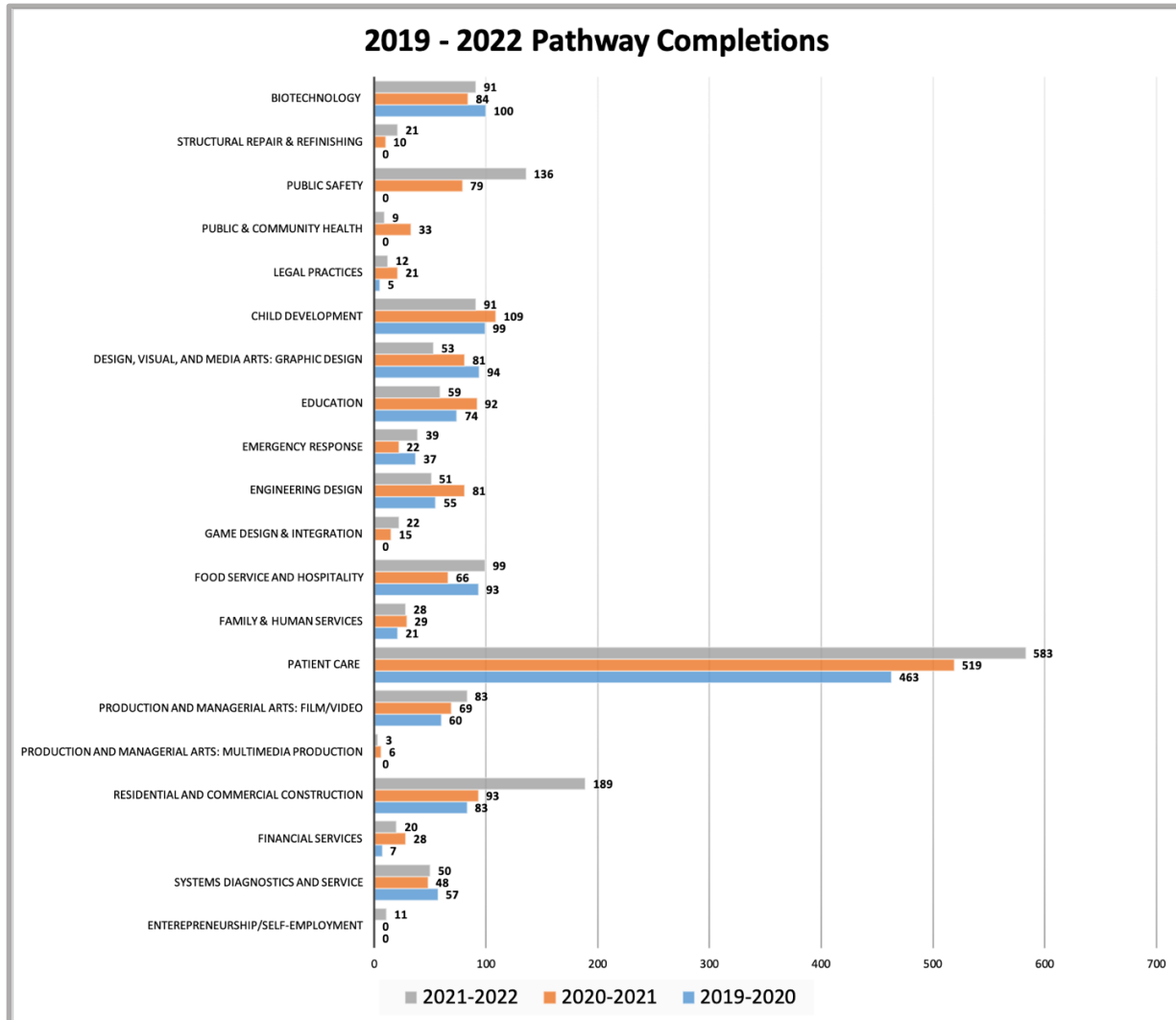

Student Grades
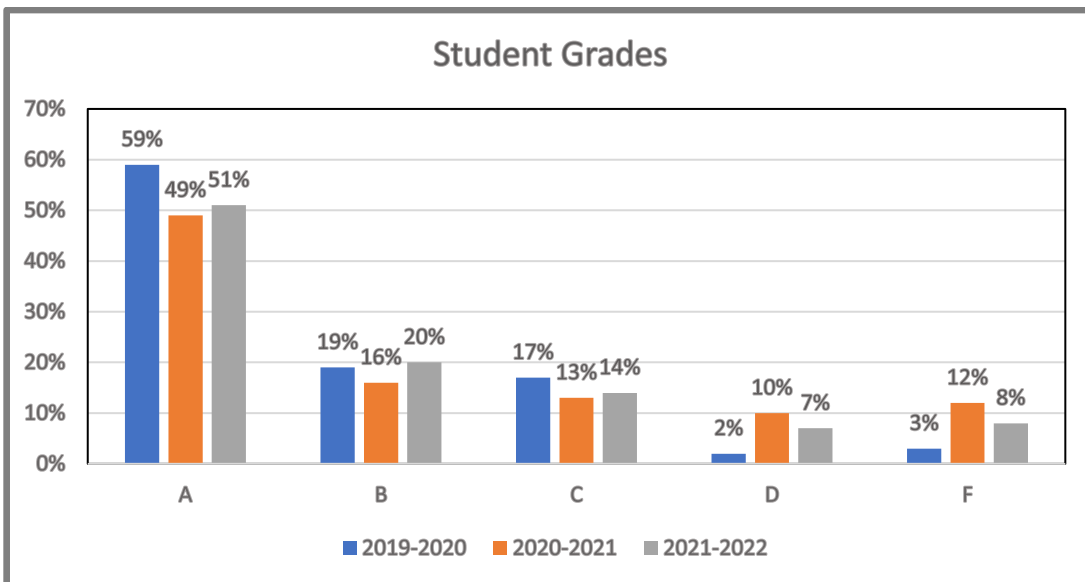
Please Note: Percentages based on Total Number of Student Participation

COMPLETIONS

A pathway completer is defined as a student who has completed a career pathway sequence which includes all required courses and work-based learning (WBL), if applicable, with grades of "C-"

or better. The table below indicates the number of student completers by pathway during the past three years. Since the 2019 Self-Study Report, four are no longer offered, including 1. Welding and Materials Joining, 2. Professional Sales, Ornamental Horticulture, and 3. Engineering Technology. Additionally, seven pathways were newly developed, sequenced, or formalized, including 1. Entrepreneurship/Self Employment, 2. Family and Human Services, 3. Legal Practices, 4. Game Design and Integration, 5. Public and Community Health, 6. Structural Repair and Refinishing, and 7. Public Safety. NOCROP administration partners with the OC Workforce Consortium to develop new pathways that support the workforce and labor demands throughout Orange County.

2019 - 2022 Pathway Completions

Pathway	2021-2022	2020-2021	2019-2020
BIOTECHNOLOGY	91	84	100
STRUCTURAL REPAIR & REFINISHING	21	10	0
PUBLIC SAFETY	136	79	0
PUBLIC & COMMUNITY HEALTH	9	33	0
LEGAL PRACTICES	12	21	5
CHILD DEVELOPMENT	91	109	99
DESIGN, VISUAL, AND MEDIA ARTS: GRAPHIC DESIGN	53	81	94
EDUCATION	59	92	74
EMERGENCY RESPONSE	39	22	37
ENGINEERING DESIGN	51	81	55
GAME DESIGN & INTEGRATION	22	15	0
FOOD SERVICE AND HOSPITALITY	99	66	93
FAMILY & HUMAN SERVICES	28	29	21
PATIENT CARE	583	519	463
PRODUCTION AND MANAGERIAL ARTS: FILM/VIDEO	83	69	60
PRODUCTION AND MANAGERIAL ARTS: MULTIMEDIA PRODUCTION	3	6	0
RESIDENTIAL AND COMMERCIAL CONSTRUCTION	189	93	83
FINANCIAL SERVICES	20	28	7
SYSTEMS DIAGNOSTICS AND SERVICE	50	48	57
ENTEREPRENEURSHIP/SELF-EMPLOYMENT	11	0	0

Please Note: There are two, three, or four courses for completion depending upon the specific pathway.

STUDENT SURVEY RESULTS

As part of the 2019 Self-Study process, the WASC Leadership Team along with stakeholders reviewed the schoolwide learner outcomes (SLOs) known organizationally as the ROP Expected Results for Students (ROPERS). An analysis by stakeholders determined that new SLOs should be adopted to accurately reflect the skills and knowledge needed to be college and career ready.

The WASC Leadership Team with stakeholder feedback chose to adopt the California Standards for Career Ready Practice (CRPs) as the new SLOs. The rationale for this choice centered on the premise that since they were the structural anchor or foundation for all state-defined career pathway standards delineated through the state-approved CTE Model Curriculum Standards, and all CTE courses were expected to be aligned to and defined by such standards, then it made sense to utilize them to promote common vocabulary, learning expectations, and assessment metrics. Additionally, each set of pathway standards were aligned to support the Common Core Curriculum Standards and other state-adopted standards and frameworks. CRPs were rolled out for implementation at the start of the 2018-19 school year through various events such as the Back-to-School and Spring In-Services, teacher Professional Learning Community (PLC) meetings, and staff development trainings. Over the past three years, instructional staff have revised assessments and lesson plans aligning them to ensure all students acquire common learning outcomes. Staff development offerings and PLC meetings have embedded strategies for instructional improvement and student attainment of schoolwide learner outcomes. The CRPs include:

1. Apply appropriate technical skills and academic knowledge
2. Communicate clearly, effectively, and with reason
3. Develop an education and career plan aligned with personal goals
4. Apply technology to enhance productivity
5. Utilize critical thinking to make sense of problems and persevere in solving them
6. Practice personal health and understand financial literacy
7. Act as a responsible citizen in the workplace and the community
8. Model integrity, ethical leadership, and effective management
9. Work productively in teams while integrating cultural and global competence
10. Demonstrate creativity and innovation
11. Employ valid and reliable research strategies
12. Understand the environmental, social, and economic impacts of decisions

Student surveys were aligned to the CRPs and California Standards for the Teaching Profession (CSTPs) and administered as a mid-year, formative assessment, as well as an end-of-year, summative assessment. The survey results provide overall organizational metrics measuring how students perceive what they learn and how they learn it. In addition, mid-year survey results data is disaggregated by individual teacher and then shared with each teacher at the annual Spring In-Service. The results are color-coded (green for targeted results, yellow for average results, and red for areas of concern. Teachers use their individual results for reflective inquiry to address any achievement gaps and improve the student learning experience before the end of the school year. The table below summarizes the end-of-year (summative) survey results from the past three school years.

Career Ready Practice (CRPs)	2019-2020 End-of-Year Student Survey Results	2020-2021 End-of-Year Student Survey Results	2021-2022 End-of-Year Student Survey Results
CRP 1 Apply appropriate technical skills and academic knowledge	91.77% of students strongly agreed/agreed they learned necessary and specific technical skills as they relate to their career pathway	91.92% of students strongly agreed/agreed they learned necessary and specific technical skills as they relate to their career pathway	92.15% of students strongly agreed/agreed they learned necessary and specific technical skills as they relate to their career pathway
CRP 2 Communicate clearly, effectively and with reason	87.25% of students strongly agreed/agreed that reading and writing were a regular part of assignments in their course	86.29% of students strongly agreed/agreed that reading and writing were a regular part of assignments in their course

81.49% of students strongly agreed/agreed they practiced communication regularly and with purpose in their course | 86.44% of students strongly agreed/agreed that reading and writing were a regular part of assignments in their course

90.39% of students strongly agreed/agreed they practiced communication regularly and with purpose in their course |
| CRP 3 Develop an education and career plan aligned with personal goals | 81.07% of students strongly agreed/agreed they learned job-seeking skills in their course

78.23% of students strongly agreed/ agreed they discussed or developed an education or career plan aligned with their personal goals. | 78.41% of students strongly agreed/agreed they learned job-seeking skills in their course

78.31% of students strongly agreed/ agreed they discussed or developed an education or career plan aligned with their personal goals. | 87.91% of students strongly agreed/agreed they learned job-seeking skills in their course

82.02% of students strongly agreed/ agreed they discussed or developed an education or career plan aligned with their personal goals. |
| CRP 4 Apply technology to enhance productivity | 88.10% of students strongly agreed/agreed they learned about and used industry-related technology to further their knowledge and skills

90.66% of students strongly agreed/agreed that technology was regularly used in the pathway class | 85.81% of students strongly agreed/agreed they learned about and used industry-related technology to further their knowledge and skills

95.08% of students strongly agreed/agreed that technology was regularly used in the pathway class | 88.84% of students strongly agreed/agreed they learned about and used industry-related technology to further their knowledge and skills

91.07% of students strongly agreed/agreed that technology was regularly used in the pathway class |

CRP 5 Utilize critical thinking to make sense of problems and persevere in solving them	91.90% of students strongly agreed/agreed that they learned and practiced solving problems that would typically occur on the job	90.42% of students strongly agreed/agreed that they learned and practiced solving problems that would typically occur on the job	91.53% of students strongly agreed/agreed that they learned and practiced solving problems that would typically occur on the job
CRP 6 Practice personal health and understand financial literacy	82.50% of students strongly agreed/agreed that they learned how physical and emotional health are related to personal well-being and career success 82.47% of students strongly agreed/agreed they learned how financial literacy leads to a secure and successful future	83.93% of students strongly agreed/agreed that they learned how physical and emotional health are related to personal well-being and career success 71.69% of students strongly agreed/agreed they learned how financial literacy leads to a secure and successful future	85.60% of students strongly agreed/agreed that they learned how physical and emotional health are related to personal well-being and career success 78.81% of students strongly agreed/agreed they learned how financial literacy leads to a secure and successful future
CRP 7 Act as a responsible citizen in the workplace and the community	91.75% of students strongly agree/ agree that they learned how individual behaviors, actions, decisions, and values impact others in the workplace	91% of students strongly agree/ agree that they learned how individual behaviors, actions, decisions, and values impact others in the workplace	92.03% of students strongly agree/ agree that they learned how individual behaviors, actions, decisions, and values impact others in the workplace
CRP 8 Model integrity, ethical leadership and effective management	82.98% of students strongly agreed/agreed they learned and discussed ethical issues in the workplace in their course 90% of students strongly agreed/agreed that they learned how personal ideals, principles, values, decisions, and actions can impact workplace productivity, morale, and organizational culture	83.70% of students strongly agreed/agreed they learned and discussed ethical issues in the workplace in their course 89.17% of students strongly agreed/agreed that they learned how personal ideals, principles, values, decisions, and actions can impact workplace productivity, morale, and organizational culture	85.71% of students strongly agreed/agreed they learned and discussed ethical issues in the workplace in their course 90.11% of students strongly agreed/agreed that they learned how personal ideals, principles, values, decisions, and actions can impact workplace productivity, morale, and organizational culture
CRP 9 Work productively in teams while integrating cultural and global competence	94.18% of students strongly agreed/agreed that they learned the importance of respectful social skills in a diverse workplace setting 92.26% of students strongly agreed/agreed that they worked as a team member on projects	92.54% of students strongly agreed/agreed that they learned the importance of respectful social skills in a diverse workplace setting 78.50% of students strongly agreed/agreed that they worked as a team member on projects	93.87% of students strongly agreed/agreed that they learned the importance of respectful social skills in a diverse workplace setting 92.92% of students strongly agreed/agreed that they worked as a team member on projects

CRP 10 Demonstrate creativity and innovation	93.95% of students strongly agreed/agreed that they were encouraged to be creative and practice new, innovative ideas and methods to find solutions to workplace problems	90.57% of students strongly agreed/agreed that they were encouraged to be creative and practice new, innovative ideas and methods to find solutions to workplace problems	92.84% of students strongly agreed/agreed that they were encouraged to be creative and practice new, innovative ideas and methods to find solutions to workplace problems
CRP 11 Employ valid and reliable research strategies	90.60% of students strongly agreed/agreed that they learned how or were required to locate relevant and valid information from different sources such as manuals, text or the internet	89.69% of students strongly agreed/agreed that they learned how or were required to locate relevant and valid information from different sources such as manuals, text or the internet	91.32% of students strongly agreed/agreed that they learned how or were required to locate relevant and valid information from different sources such as manuals, text or the internet
CRP 12 Understand the environmental, social, and economic impacts of decisions	85.42% of students strongly agreed/agreed that they learned how organizational decisions, policies, and technology may have an economic, environmental, and social impact beyond profitability 73.58% of students strongly agreed/agreed that they learned and discussed the implications of cyberbullying and cybersecurity	83.53% of students strongly agreed/agreed that they learned how organizational decisions, policies, and technology may have an economic, environmental, and social impact beyond profitability 71.15% of students strongly agreed/agreed that they learned and discussed the implications of cyberbullying and cybersecurity	85.11% of students strongly agreed/agreed that they learned how organizational decisions, policies, and technology may have an economic, environmental, and social impact beyond profitability 73.16% of students strongly agreed/agreed that they learned and discussed the implications of cyberbullying and cybersecurity
Total Number of Students Surveyed	5,499	7,233	6,049

Reviewing the student survey results for the past three years, the WASC Leadership Team noticed a few important points. First, although statistically relevant, the students surveyed over the past three years only represent about half of the total enrollment of students participating in NOCROP classes. An action item is to have students understand that their voice matters and that the survey results are utilized to improve their learning experience. The goal is to get 90-100% of all students to participate in both the mid-year and end-of-year surveys. Secondly, the survey percentages and overall results remain consistent over the three years in each of the twelve CRPs. This highlights that the questions in the survey set are reliable. Finally, and more importantly, the WASC Leadership Team will continue the staff development and PLC opportunities for classroom teachers to revise assessments and lesson plans ensuring all students acquire these learning outcomes. Teachers are encouraged to discuss the CRPs with students, incorporate metacognitive reflection into student learning activities and assessment, and reinforce how the CRPs relate to the world of work. Students are recognized by teachers for CRP achievement through "Student of the Month" certificates. A student-designed CRP poster is displayed prominently in all classrooms. Smaller, individual CRP cards are posted with student work samples to help students and other

stakeholders see tangible examples of career ready practices.   Finally, pathway teachers meet monthly through PLCs to engage in reflective inquiry on student learning and share best instructional practices.

II: Significant Changes and Developments

Since the 2019 Self-Study Report, there have been significant changes and developments that have had a major impact at NOCROP. First and foremost, the global COVID-19 pandemic forced the educational system to pivot and move to online, distance learning. Teachers had to transform their curriculum, instruction, and assessment to fit a new paradigm. Making this happen required major logistical support via staff development and instructional coaching, online tools for student engagement, technological tools for remote instruction, and clear, consistent communication. The critical areas previously identified through the self-study process and action plan were no longer the most critical areas to address. Offering high-quality CTE through the virtual realm was the most significant challenge NOCROP had ever faced; nevertheless, NOCROP staff powered forward by working collaboratively with the Orange County superintendents, Orange County Health Agency, students, parents, schools, JPA districts, regulatory agencies, WBL partners, and other stakeholders to ensure learning continuity, promote equity and access, and provide students and teachers with the tools and support necessary for success. Although the traditional learning experiences for students were curtailed and drastically different, students and staff were resilient. NOCROP successfully navigated the unprecedented challenges of the pandemic and has made progress towards its pre-pandemic action plan goals, albeit not as quickly as it would have been expected without such obstacles. NOCROP is committed to the ongoing improvement process and the Action Plan goals and desired outcomes remain aligned to its mission, vision, and the adopted priorities and goals of the Board of Trustees.

DISTANCE LEARNING

All NOCROP career pathway courses and training programs were transitioned to total distance learning beginning in March of 2020 for the remainder of the 2019-2020 school year, summer of 2020, and depending upon the partner district, most of the 2020-2021 school year. Google Classroom and Zoom were utilized by all five partner districts to offer both synchronous and asynchronous instruction. Students were able to access websites, articles, online assessments and other interactive resources to help support their achievement. Additionally, the Zoom platform enabled teachers to provide real-time, direct instruction, and additional intervention and enrichment as needed.

In May 2020, NOCROP updated its Board Approved Priorities and Goals to align with the demands of both distance and hybrid learning. Extensive professional development on distance learning and instructional logistics was provided throughout this time by teacher leaders, administrators, and third-party vendors so that teachers gained the skillset needed to provide the best instruction possible in all CTE classes through a digital platform. Teachers were encouraged to obtain Google Educator Certifications. As a result, 19 teachers earned the Google Level 1 certification and 7 teachers earned the Level 2 certification. Whether in distance or hybrid learning, NOCROP's mission and vision remained focused on engaging students through rigorous,

relevant and meaningful CTE and equipping them with a career compass to navigate a challenging and ever-changing future.

FISCAL CHANGES/ADDITIONAL FUNDING SOURCES

NOCROP has been resourceful in securing revenue beyond the funding provided by its five district partners. These additional funds help to defray the overhead costs associated with high-quality CTE. Through NOCROP's membership in the state-wide CTE ROP JPA Coalition, lobbyists were hired to help ROPs work with state legislators to secure pandemic relief funding that was provided to school districts but not to ROPs. It was not until December of 2021 when NOCROP received $13,882,125 from the State as part of AB 130 Covid-19 Supplemental Funding for ROCPs. These funds offset previous costs associated with keeping classroom instruction and training programs open during the pandemic. This amount was unanticipated, thus NOCROP plans to use these funds strategically over the next few years and work closely with its five district partners to do the following: (1) allocate two-thirds to upgrade classroom facilities, furniture, and technology and (2) restructure employee compensation and benefits to recruit and retain talented, student-centered employees in the highly volatile and competitive labor market.

Grants have been another additional revenue stream to provide high-quality CTE. In the summer of 2018, the California legislature introduced the K12 Strong Workforce Program (K12 SWP) as an ongoing statewide funding opportunity. It is designed to support K–12 LEAs in creating, improving, and expanding CTE, course sequences, programs of study, and pathways for students transitioning from secondary education to postsecondary education to living-wage employment. NOCROP has applied independently and in collaboration with the Orange County Department of Education (OCDE) for K12 SWP grant funding for the past five years.

During K12 SWP Round 1 (2018-2019), NOCROP partnered with OCDE on an application. The K12 SWP Round 1 application focused on building CTE dual enrollment in Orange County, creating industry certification opportunities for students, creating career-based student leadership through Career Technical Student Organizations (CTSOs), enhancing pedagogies, and forming integrated pathway teams. NOCROP received $277,224 in funding.

During K12 SWP Round 2 (2019-2020), NOCROP wrote a consortium application with four of its five partner districts and was funded $1,628,379. This application focused on upgrading lab equipment in 1. Advanced Manufacturing, 2. Energy, Construction, Utilities, 3. Health, 4. ICT and Digital Media, 5. Life Sciences and Biotechnology, and 6. Retail, Hospitality, and Tourism. In addition, the grant provided additional opportunities for students to earn certifications in those industries. The grant also brought electronic vehicles to the automotive classrooms, as well as instituted two Curriculum and Assessment Coordinator positions. Additionally, a strong focus was placed upon work-based learning (WBL).

During the K12 SWP Round 3 (2020-2021), NOCROP once again partnered with OCDE on an application. The K12 SWP Round 3 application focused on developing professional development training that supports CTE principles in general education K-7 and K-8 classrooms. NOCROP secured $143,335 in grant funding.

During the K12 SWP Round 4 (2021-2022), NOCROP wrote two applications and was awarded a total of $1,454,000. The K12 SWP Round 4 application was an extension of initiatives from K12 SWP Round 2 in that it provided opportunities to upgrade lab equipment in classrooms that were not upgraded in Round 2. It provided additional opportunities for students to participate in industry certifications and extended one of the Coordinator of Curriculum and Assessment positions to help facilitate efforts to expand WBL opportunities for students.

The CTE Incentive Grant (CTEIG) program administered through CDE is another additional revenue stream that NOCROP has secured in partnership with the five JPA school districts. Starting with Round 4 (2018-2019) and ending with the latest Round 8 (2022-2023), NOCROP has been successful in obtaining $2,187,146 which has or will support new career pathway programs, upgraded technology, and support staffing. When leveraged with CTEIG funding awarded to NOCROP's five partner school districts, a total of $49,370,027 has been or will be invested in CTE.

The Adult Career Education (ACE) Program has benefitted from consortium funding through the North Orange County Regional Consortium (NOCRC) as part of California's Adult Education Program block grant. Since 2018, NOCROP has secured $2,007,159 from the NOCRC to enhance the adult, fee-based course offerings and training programs. These funds have been used for additional staffing, advanced technology, classroom expansion, marketing, data collection, tutoring services, staff development, conference/travel expenses, curriculum development, and much more.

No matter the source, NOCROP has diligently, prudently, and strategically leveraged such grant funding, always with a focus on student learning experiences. The following graph depicts the number of certifications students earned by pathway over the past three years.

Certifications By Pathway
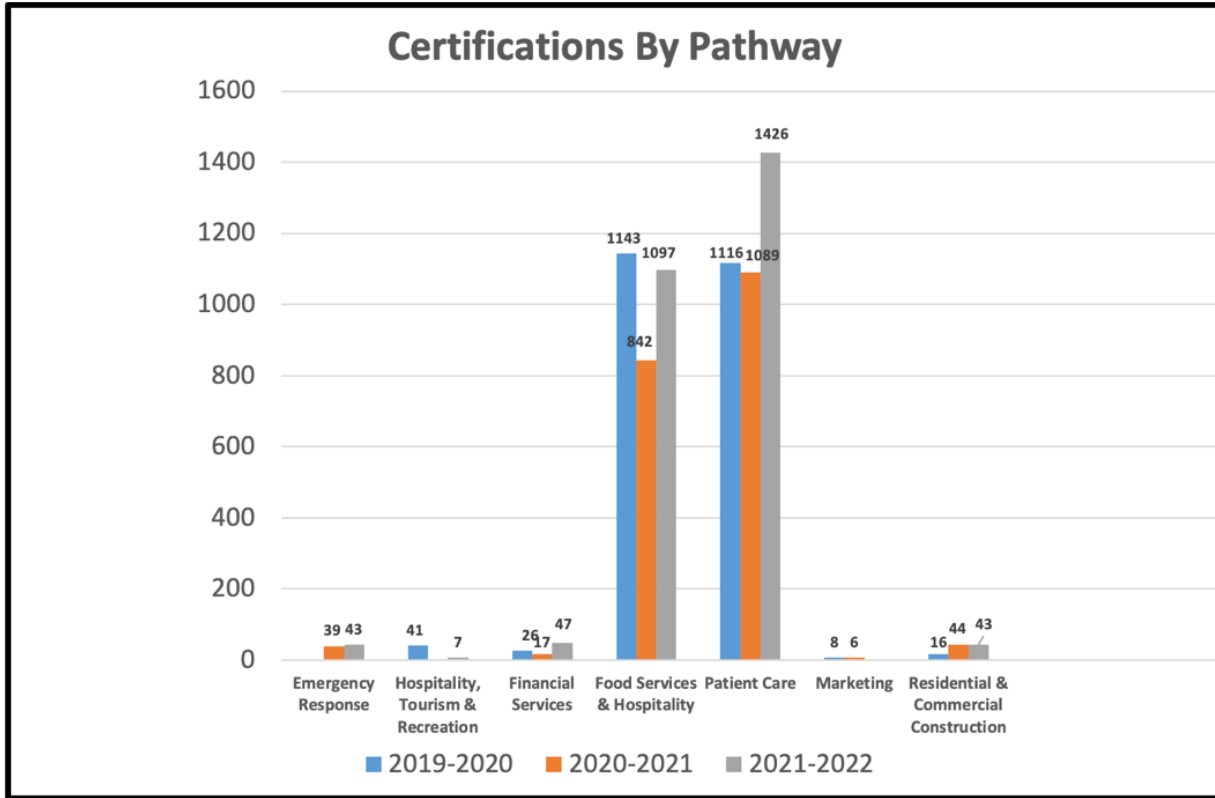
As future grant opportunities present themselves, like the K12 SWP Round 5 (2022-2023) and the K16 Collaborative Grant, NOCROP will submit applications to develop cutting-edge, innovative CTE programs, and expand support services for of student learning.

NOCROP LEADERSHIP 2018-2022

Since the 2019 Self-Study Report, only five members of the 2018-2019 Management Team remain. Under new leadership, there has been organizational restructuring, new job positions have been created, and new staff members have been acquired to be more responsive to the changing nature of CTE and to help move the organization demonstratively forward.

2018-2019 Management Team		2022-2023 Management Team	
Superintendent	Terri Giamarino, Ed.D.	Superintendent	Dana Lynch
Assistant Superintendent, Educational Services	Dana Lynch	Assistant Superintendent, Educational Services	Kelly Kennedy, Ed.D.
Director, Fiscal Services	Josh Behnke	Assistant Superintendent, Business Services	Michelle Owen, Ed.D.
		Administrator, Instructional Programs	Ligia Hallstrom, Ed.D.
Administrator, Instructional Programs	Gail Kairis	Administrator, Instructional Programs	Gail Kairis
Administrator, Instructional Programs	Kathi Kent	Administrator, Instructional Programs	Kathi Kent
Administrator, Instructional Programs	Linda Skipper	Administrator, Instructional Programs	Linda Skipper
		Administrator, Instructional Programs	Jennifer Pesavento, Ed.D.
Director, Technology & Facilities Maintenance	Michael Le	Director, Technology, Maintenance & Facilities	Joe Beaudion

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Human Resources Manager	Tonia Watkins	Director, Human Resources	**Tonia Watkins, Ed.D.**
Instructional Programs Manager	Jennifer Prado	Coordinator, Curriculum & Assessment	Thom Metcalf
Instructional Programs Manager	Lupe Rodriguez	Coordinator, Curriculum & Assessment	Casey Riggs
		Manager, Fiscal Services	Yani Segoro-Nguyen
Business Partnerships & Innovation Specialist	Kenia Cueto, Ph.D.	Manager, Human Resources	Michelle Proulx

NOCROP Management 2018 and 2022
***BOLD** indicates current staff members who were part of the 2018-19 Management Team.*

Additionally at the start of the 2022-2023 school year, two classified positions (Partner Engagement Specialist and Marketing/Communications Specialist) and one management position (Administrator, Instructional Programs) were restructured or created to further develop connections to business and community partnerships, promote the success and achievements of students, staff, stakeholders, and the organization, and create new programs.

The Management Team holds the responsibility of implementing and monitoring the Board Approved Priorities and Goals. In November 2022, the Board of Trustees updated their priorities and goals, which have been integrated into the revised WASC Action Plan, positioning NOCROP to continue to fulfill its mission and vision in the years to come.

III: Engagement of Stakeholders in Ongoing School Improvement

The stewardship and implementation of the Action Plan have been a collective effort of the Management Team, teacher leaders, and classified staff members. Communication and updates of the Action Plan have taken place consistently through the Cabinet, Leadership Team, teacher PLCs, PLC Guiding Coalition, and Board of Trustees meetings and presentations.

- Cabinet meets every Monday morning and consists of three members: Superintendent, Assistant Superintendent, Educational Services, and Assistant Superintendent, Business Services.
- The Leadership Team meets every Wednesday morning. It consists of all staff members who work within the Education Center, including the Superintendent, Assistant Superintendents, Administrators of Instructional Programs, the Director of Human Resources, Coordinators of Curriculum and Assessment, Administrative Assistants, IT Specialists, Partner Engagement Specialist, Teachers, Instructional Coach, Marketing and Communication Specialist, and Managers from both the fiscal and maintenance departments.
- NOCROP teachers are assigned by subject pathway to a PLC Team which meets monthly for two hours (usually the first week of each month). There are currently four PLC Teams, each with approximately twenty to thirty teachers and led by the Curriculum and Assessment Coordinator and supported by pathway managers (five administrators and director of nursing programs). Additional meetings are held as necessary to focus on specific pathway initiatives.
- The PLC Guiding Coalition meets monthly on the Thursday before PLC Team meetings. It currently consists of nine members including the Curriculum and Assessment Coordinator; the five Administrators of Instructional Programs; the Assistant Superintendent, Educational Services; and, the one Teacher on Special Assignment (TOSA) serving as an Instructional Coach.

Since the WASC 2019 Self-Study Report was validated, implementation of the Action Plan has continued on a regular basis. Beginning at the Back-to-School In-Service in August 2019, the Visiting Committee findings and Action Plan were once again shared with all staff members, including both classified and certificated staff members. In addition, the WASC Leadership Team integrated the Board's Strategic Plan with the WASC Action Plan, creating a seamless integration of the priorities and goals for the entire organization.

At the Spring In-Service in early March 2020, the WASC focus groups met and compiled previous practices, current practices, and goals/plans for future progress relating to each critical area for follow-up.

As previously stated, the pandemic put the original Action Plan on hold and forced NOCROP and its district partners to reinvent traditional education to work via a virtual platform. After most districts returned to in-person or continued hybrid instruction during the months of January 2021 to March 2021, the WASC Leadership Team continued to meet as well as the PLC teams to discuss data and continue to look at the critical areas for follow-up involved in the Action Plan.

NOCROP prepared for the start of 2021-2022 school year by focusing on the critical areas of follow-up. In June 2021, an Action Plan review was conducted during a PLC meeting. The staff discussed the theme of "Elevating the Student Learning Experience." Together, staff members evaluated and documented the progress made to the following goal areas:

- 1.1 Articulate the pathway development and evaluation process
- 1.2 Provide online access to pathway curriculum and instructional resources for all pathway instructors
- 1.3 Leverage business and community partnerships to provide deliberate learning and growth opportunities for students
- 1.4 Expand career-based learning opportunities for students
- 2.1 Utilize student experience and performance outcomes to inform stakeholders about the depth and value of NOCROP-provided CTE services
- 2.2 Publish organizational impact narratives and outcome data to engage stakeholders and convey the depth and value of NOCROP-provided CTE services

NOCROP continued to work on the Action Plan during the monthly PLC Meetings, and relished the opportunities to meet in person as a united team. NOCROP continued to look at student learning data from a variety of sources, including, student enrollment, course grades, pathway completion, and student survey results. Looking at the critical areas for follow-up, the NOCROP Leadership Team set goals and timelines for progress monitoring.

Finally, the Action Plan was and continues to be aligned with the annual Board Approved Priorities and Goals. Progress is reported through Board meeting presentations, staff in-services, partnership breakfasts, and PLC meetings. The initial Action Plan of 2019 was formally approved and the 2022 Progress Report, along with the revised Action Plan, will be formally approved in January of 2023 by the Board of Trustees and submitted to WASC. Additionally, annual status reports will be submitted for Board review and approval. Ownership of and progress made towards

implementing the Action Plan should be understood and celebrated by all stakeholders formally each year. This progress will be conveyed and reinforced through an annual report, staff in-services, Leadership Team meetings, PLC meetings, partnership breakfasts, CTSO leadership training, and social media.

IV: Progress on the Implementation of the Schoolwide Action Plan

NOCROP recognizes the power of teacher leadership to impact student learning. The Board has invested heavily to support teacher collaboration through PLCs. For the last ten years, teachers have been paid to collaborate monthly. The PLCs have been the linchpin to increasing student achievement and modeling the continuous improvement cycle. At the Education Center, collaboration time has been set aside on Tuesdays for departmental collaboration and Thursdays for interdepartmental "Project Team" collaboration. h the main focus on student learning, the needs of student learners and career pathway programs were purposefully analyzed in the WASC Action Plan on an ongoing basis. Three identified growth areas in the 2019 Self Study Report included the CTE pathway experience, career education experiences, and data collection and analysis. As a result of these three identified growth areas, two overarching goal areas were identified, along with clear objectives developed to achieve the goals. These two goal areas and objectives included:

Goal 1.0 – Enhance NOCROP Students Pathway Experience
- Create a formalized process for pathway development
- Improve access to industry standard curriculum and pathway resources
- Develop and enhance business and community partnerships
- Increase the number of students that participate in work-based learning "experience"

Goal 2.0 - Identify and Develop Processes to Measure, Collect, Analyze, and Disseminate Data
- Develop a process to collect, analyze, and publish organizational data
- Develop a process to collect, analyze, and publish student outcome data

During this self-study review of the progress made towards the WASC Action Plan, each of the identified objectives were evaluated. A summary of the progress made was highlighted, evidence was documented, and next steps were identified in the revised 2022 Action Plan.

GOAL 1.0 – ENHANCE NOCROP STUDENTS PATHWAY EXPERIENCE

Growth Area:	CTE Pathway Experiences			
Rationale:	North Orange County Regional Occupational Program Equips and Empowers Tomorrow's Innovative, Civic-Minded Professionals through Career Technical Education			
Goal 1.0 :	Enhance NOCROP Students Pathway Experience			
Objectives	**Action Steps**	**Expected Outcomes**	**Timeline**	**Responsible Party**
Create a formalized process for pathway development and enhancement	Establish criteria for pathway measurement	Identify criteria for pathways measurement	May 2019	▪ Educational Services
	Develop needs assessment of all pathway	Identified pathway needs	May 2019	
	Establish a process for new pathway development and implementation	Created pathway development and implementation guide	February 2019-Ongoing	
	Establish processes to measure and support the continuous improvement of existing pathways	Created pathway measurement and enhancement guide	January 2020 - Ongoing	

SUMMARY OF PROGRESS/NEXT STEPS

Utilizing the cycle for continuous improvement, the Educational Services Team has made great strides in achieving the objective, "Create a formalized process for pathway development and enhancement." At this time, the identification criterion titled, Career Pathway Health Report has been developed for pathway measurement, though progress of formally assessing all pathways using this identification criterion. As PLC teams begin utilizing the criteria at their monthly meetings, the PLC Guiding Coalition will look at fine-tuning the criteria based on the feedback from not only the results of the assessment, but the growth and development of each individual pathway. Whereas PLC teams include all classroom teachers, the PLC Guiding Coalition includes teacher representation, the Assistant Superintendent of Educational Services, the Coordinator of Curriculum and Assessment, and all five of the Administrators of Instructional Programs.

During the June 2021 PLC Guiding Coalition meeting, an online Padlet platform was developed to gather feedback from all team members. Ideas generated on the Padlet included: pathway flowcharts; pathway workplan templates; and considerations for opening or closing an established pathway program. Institutionalized practices that were also highlighted included PLC Guiding Coalition Pathway progress monitoring as an ongoing agenda item with progress documented through the minutes on each pathway. Below are two snapshots from classroom teachers who provided feedback on the Padlet regarding this objective.

Pathway Development and Evaluation Process

David Block 1yr

Teachers work to develop course curriculum and assignments that mirror the needs of the industry. The evaluation process includes reviewing key assignments, comparing student results with the desired outcome.

PLC

Bird Potter 1yr

Time is taken during the PLC for teachers to update course information sheets and look at standards for their pathway. They discuss necessary skills and standards for their pathway during this time.

At the August 2021 Back-to-School In-Service, the Educational Services Team highlighted the student survey data from the 2021-2022 school year. The student survey data indicated that 92% of students agreed or strongly agreed that they learned necessary and specific technical skills as they relate to their career pathway. With clear focus on the needs of student learners, PLC teams utilized the pathway needs assessment and rated their pathway using the identification criterion. After the completion of the pathway needs assessment, the PLC teams documented topics to address during their monthly meetings, including pacing guides, common assessments, and integration of the CRPs. Along with these documented topics, an "exit ticket" Google feedback survey is expected at the end of every PLC meeting from each pathway. The PLC Guiding Coalition then reviews the individual progress in support of improving the learning the needs of the students and strengthening the instructional practices in each and every pathway. This process directly aligns with the cycle for improvement process, purposefully providing the time and structure to strengthen the pathways, which in turn, will positively impact student success.

Additionally, in August of 2021, the established process for new pathway development was piloted for an innovative Drone Technology Program. This collaborative, year-long process allowed NOCROP teachers and Curriculum and Assessment Coordinators to engage stakeholders from Loara High School, Ball Junior High School, and Fullerton College to establish this career pathway program. On November 10, 2022, a ribbon-cutting event was held to launch this program.

This successful pathway development process will be utilized for all future pathways, and the Educational Services Team plans on establishing an enhancement guide for all new pathways. The enhancement guide will allow the Educational Services Team, along with the stakeholders, to

evaluate the new pathway as it evolves during its first implementation year, thus allowing for changes and enhancements all focused on the learning needs of the students.

GOAL 1.0 – ENHANCE NOCROP STUDENTS PATHWAY EXPERIENCE (CONTINUED)

Improve access to industry standard curriculum and pathway resources	Develop needs assessment for structure and content for *Teacher Toolkit*	Assembled PLC Committee for Teacher Toolkit Review	May 2019	▪ Educational Services
	Assemble *Teacher Toolkit* and plan implementation process	Developed Teacher Toolkit & 2019-20 Implemented Plan	August 2019	▪ Pathway Leads

SUMMARY OF PROGRESS/NEXT STEPS

As a part of the Action Plan for the objective, "Improve access to industry standard curriculum and pathway resources," a PLC Committee was assembled during the 2019-2020 school year to develop Teacher Toolkits and design the implementation plan. The PLC Committee was comprised of the two Coordinators of Curriculum and Assessment and the TOSA Instructional Coach that met virtually during distance learning. Teacher Toolkits were assembled and the Google-based structure is housed in a digital format, which is posted on the organization's website under the Teacher Resources tab as seen in the following image.
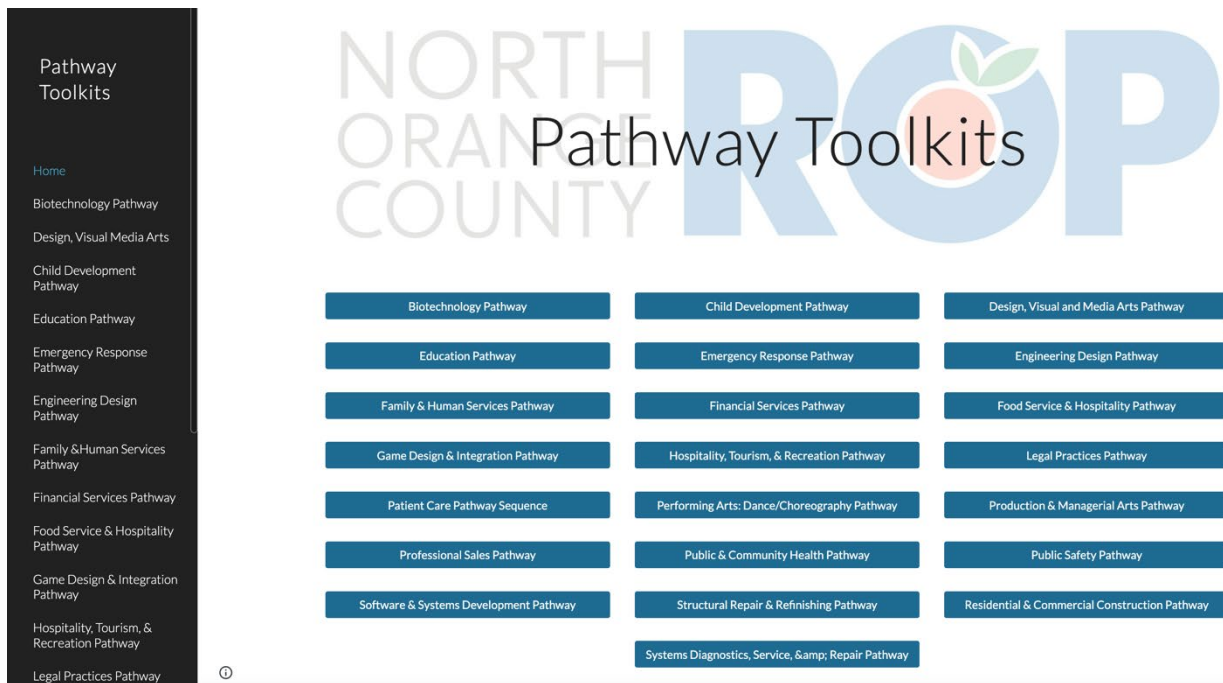
Additionally, the Teaching Students with Special Needs course, umbrellaed under the Education Pathway, served as the exemplar Teacher Toolkit. The Teacher Toolkits are regularly updated during monthly PLC meetings as part of the ongoing improvement cycle; however, revision of the Google-based structure is needed according to the pathway and teacher needs assessment indicated by data collected from other WASC Action Plan initiatives. Challenges faced by the current Google-based structure include sharing privileges, access, and the expectation from teachers to upload intellectual property. Teacher feedback on the Padlet included a staff member stating, "When everyone is in charge, no one is in charge. Identification of a single, high-performing, instructor to load curriculum is genius! Teachers are the keepers of the daily lesson plans. Teachers

need to share so the PLC Pathway team has an initial draft to work from and further develop lessons, projects, common assessments."

Even with these identified challenges, the Teacher Toolkits are invaluable and are relied upon for course consistency, progress monitoring, and new teacher onboarding. Next steps for the PLC Guiding Coalition, in collaboration with the PLCs, is to evaluate the need to revise the housing structure of the Teacher Toolkits and to address the expressed need of having a "pathway captain" to input and update the Teacher Toolkits. The continued progress needed under this objective has been updated on the revised 2022 WASC Action Plan.

GOAL 1.0 – ENHANCE NOCROP STUDENTS PATHWAY EXPERIENCE (CONTINUED)

Develop and enhance business and community partnership	Establish criteria to measure business & community partnership engagement	Identify criteria for pathways measurement	May 2019	▪ Educational Services ▪ Business Partnership & Innovation
	Develop needs assessment for partnership engagement	Identified partnership needs	August 2019-Ongoing	
	Create *Partnership Toolbox* as an aid to identify business & community partnerships	Created *Partnership Toolbox*	June 2019-Ongoing	
	Establish processes to track and update partnership engagement activities across the organization	Establish processes to measure and support the continuous improvement of existing pathways	August 2019-Ongoing	

SUMMARY OF PROGRESS/NEXT STEPS

As the NOCROP team reflected on the objective, "Develop and enhance business and community partnerships," they were reminded of the challenges faced during the pandemic and positively looked ahead towards the future and the next steps for meeting this objective.

In August of 2022, under the leadership of a new superintendent, a Partner Engagement Specialist, was hired for the organization. The vision for hiring this critical position was to directly fulfill the needs documented in the 2019 WASC Action Plan. The action steps included: establish criteria to measure business and community partnership engagement; develop needs assessment for partnership engagement; create a Partnership Toolbox as an aid to identify business and community partnerships; and establish processes to track and update partnership engagement activities across the organization.

Over the past three months, the Partner Engagement Specialist has been making personal connections and establishing relationships with business and community partnerships in the region served by NOCROP. Business and community partnerships have included: Chambers of Commerce; Parent Teacher Associations; Rotary Clubs, non-profits, local businesses, members of the OC Workforce Coalition, and Fullerton College. All of these connections are documented through visibility reports provided to the Board of Trustees every month. The primary goal of these personal connections is to build shared knowledge about CTE and then collaborate with various entities to identify ways to connect students with powerful learning opportunities, expose them to the world of work and potential careers, and make a lasting impact for their future success.

Additionally, the Partner Engagement Specialist is an active member of the organization's WBL Team. The primary goal of this project team is to support the students in the Career Pathway Internship (CPI) class, along with the classroom teachers teaching this newly established course. The CPI course gives students the opportunity to apply what they have learned in their pathway in

a WBL experience. The Partner Engagement Specialist is tasked with understanding the Transeo WBL tracking ecosystem, and establish the processes needed to identify and onboard regional businesses and organizations interested in providing a WBL experience for qualified high school students. A workflow process also needs to be established to ensure that the proper documentation and articulation agreements have been completed with a business and/or organization. Additionally, as the number of students participating in CPIs increases, the organization wants to provide a "bank" of potential business and/or organizations to help match students to meet their needs best and provide them a positive
WBL experience.

Though the pandemic deterred the progress on this identified objective, the potential for significant growth in this area at this time, is immeasurable. The continued progress needed under this objective has been updated in the revised 2022 WASC Action Plan.

GOAL 1.0 – ENHANCE NOCROP STUDENTS PATHWAY EXPERIENCE (CONTINUED)

Growth Area:	Career Education Experiences			
Rationale:	North Orange County Regional Occupational Program Equips and Empowers Tomorrow's Innovative, Civic-Minded Professionals through Career Technical Education			
Goal: 1.0	Improve Student CTE Pathway Experience			
Objectives	Action Steps	Expected Outcomes	Timeline	Responsible Party
Increase the number of student that participate in work-based learning "experience"	Develop needs assessment for work-based learning "experience" model	Identified pathways needs for career experience-learning	May 2019	▪ Educational Services
	Design career experience learning opportunities across all pathways that enriches and extends course content	Established career experience continuity across all pathways	June 2019-Ongoing	
	Develop procedures to implement the work-based learning "experience" model	Established and distributed work-based learning "experience" model	August 2019-Ongoing	
	Develop procedures to evaluate and measure work-based learning experiences	Established processes to measure work-based learning experiences	January 2020-Ongoing	

SUMMARY OF PROGRESS/NEXT STEPS

Within the 2019 Action Plan, a second growth area was identified to provide students with a career education experience. Utilizing the WBL methodology of Community Classroom (CC), students would first receive related instruction in a single pathway of study, and then receive continual related instruction through an unpaid work-based learning experience at a local business or organization.

As seen in the chart below, four out of the five partner school districts had students participating in WBL during the past three years. It is also evident that during the 2020-2021 school year, the pandemic greatly impacted the number of students participating in WBL. Additionally, only two out of the five partner school districts regained any student participation during the 2021-2022 school year. It should be noted that during the 2021-2022 school year, the 376 students who participated in WBL experiences recorded 28,055 hours of experience.

Work-Based Learning Participation - Community Classroom
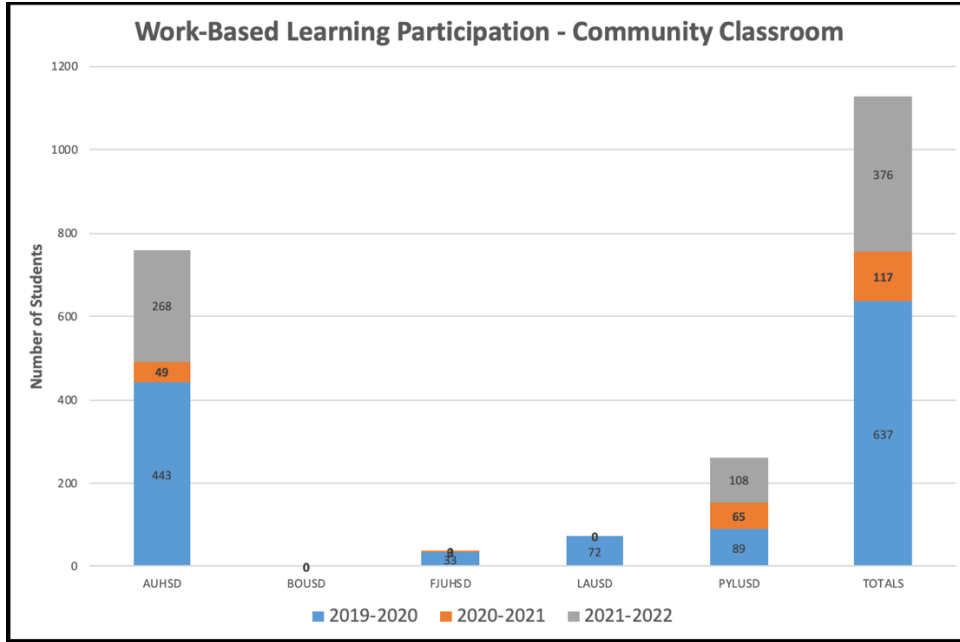
To re-establish the pre-pandemic levels of students participating in WBL, the Educational Services Team increased access to the CPI course in Spring of 2021 by offering dedicated CPI sections across all five district partners. In support of the K12 SWP grant initiatives, the CPI course was developed strategically to place qualified and interested students who are enrolled in a career pathway capstone course but whose teachers do not oversee WBL through CC or CVE models, to have a WBL experience. CPI course sections are taught by other CTE credentialed teachers who monitor each student's individualized training plan and provide targeted instruction of CRPs via online classes held throughout the student's WBL experience. These experiences allow students the opportunity to dive deeper into the CRPs and build their personal skills and experiences narrative to make them more competitive in the job market and enrich their career portfolios.

It is important to note that although BOUSD does not have any of students officially documented as participating in WBL, as seen in the graph above, NOCROP created a support plan. At the start of the 2022-2023 school year, NOCROP assigned a CPI teacher from the neighboring district, the responsibility of supporting BOUSD students and directly worked with BOUSD's ROP Counselor and classroom teachers to identify and register students for the CPI course. There are currently five BOUSD students enrolled in the CPI course.

During the summer of 2022, Transeo, an online WBL ecosystem was purchased. Transeo's suite of software tools allow students to "geo check in" into their WBL experience, track their hours, establish a work week schedule, and it allows teachers the opportunity to track their students' hours and experiences. Even though NOCROP is in the beginning stages of implementing Transeo, it has established a WBL Project Team to help support systematizing the WBL continuum. This team regularly meets one to two times a week and all progress made is documented on Microsoft SharePoint. Members of the WBL Project Team include: Assistant Superintendent of Educational Services, Coordinator of Curriculum and Assessment, Administrators of Instructional Programs, classroom teachers, Partner Engagement Specialist, and a TOSA who is an IT Specialist. The purpose of this team is to develop the procedures and workflow necessary to increase the number

of students participating in WBL continuum experiences. WBL continuum experiences include a wide-range of activities including, but not limited to the following: career fairs, guest speakers, job shadowing, mentorships, service learning, student-run enterprises, workplace tours, internships, externships, regulated clinical training, on-the-job training, and employment.

During the summer of 2022, NOCROP supported a total of fifty students who participated in a medical assistant WBL experience. Additionally, with the six CPI teachers, their students have recorded 68,000 WBL hours within the first three months. Though NOCROP has made great strides in reestablishing the WBL participation numbers seen before the pandemic, continued work is needed to fulfill this objective. NOCROP is still working on the needs assessment, the workflow procedures for enrolling students in the CPI class, the workflow procedures for onboarding new businesses, as well as, developing procedures to evaluate and measure WBL experiences. The continued progress needed under this objective has been updated on the revised 2022 WASC Action Plan.

GOAL 2.0 – IDENTIFY AND DEVELOP PROCESSES TO MEASURE, COLLECT, ANALYZE AND DISSEMINATE DATA

Growth Area:	Data Collection and Analysis			
Rationale:	Use data for the purpose of decision making and improving student achievement			
Goal: 2.0	Identify and develop processes to measure, collect, analyze and disseminate data			
Objectives	**Action Steps**	**Expected Outcomes**	**Timeline**	**Responsible Party**
Develop a process to collect, analyze and publish organizational data	Establish criteria of the data to be collected	Identified datasets by department	May 2019	▪ Educational Services ▪ Fiscal Services ▪ Human Resources ▪ Superintendent ▪ Technology & Facilities Management
	Develop a procedure for data collection	Established data collection process to including a developed data collection guide	December 2019	
	Develop procedures for data analysis	Established system for data analysis	March 2020	
	Establish procedures to utilize, disseminate and publish data	Create and publish Annual Profile Report	May 2020	
Develop a process to collect, analyze and publish student outcome data	Establish criteria of the data to be collected	Identified datasets by department	May 2019	▪ Educational Services
	Develop procedures for data collection	Established systematic process(s) for collection of data	December 2019	
	Develop procedures for data analysis	Established system and procedures for analyzing student learning data	March 2020	
	Develop procedures to utilize disseminate and publish data	Disseminate student outcomes and achievement	May 2020	

SUMMARY OF PROGRESS/NEXT STEPS

Within the 2019 WASC Action Plan, a third growth area regarding data collection and analysis was identified. Over the past three years, NOCROP has identified and collected student-based datasets using a variety of sources such as the Career Pathways Activities Approval Request form through Informed K12, an online tool for automated document workflows. Data metrics have been collected from student enrollment, demographics, course grades, pathway completion, industry certifications, student survey results, WBL hours, service-learning hours, CTSO participation, and student recognition. In addition, NOCROP has developed procedures and a means for data collection, including: student survey results, initiatives, internal needs assessments via Career Pathway Health reports, grant reporting, and PLC meeting feedback.

Even though datasets were identified and procedures were implemented with the means to collect the data, the WASC Leadership Team identified organizational and programmatic challenges with data collection and analysis, much of which is associated with the student information system (SIS), ClassMate CTE from Harris Solutions, which was adopted in 2017 as the solution for these challenges, but failed to deliver as promised. The Superintendent requested that an interdepartmental project team be formed to build shared knowledge about these challenges and recommend solutions expeditiously because if a new SIS was to be adopted for the next school year, then it needed to be thoroughly vetted and submitted for Board approval no later than January 2023.

As a result, the Assistant Superintendent of Educational Services established a Data Project Team in October of 2022 and includes the Assistant Superintendent of Educational Services, Coordinator of Curriculum and Assessment, Administrators of Instructional Programs, the TOSA Instructional Coach, the TOSA IT Specialist, one Student Services Technician, two Student Services Assistants, four Instructional Programs Administrative Assistants, the Director of Technology, Maintenance, and Facilities, and two Systems Specialists. The purpose of this team is to develop joint ownership and stewardship of data collection processes and analysis, as well as to know how data, data integrity, and data governance impact every facet of the organization.

WHY:

Data, Data Integrity, and Data Governance
It touches every part of NOC ROP

The Data Project Team is evaluating the functionality and efficacy of data software systems currently utilized by the organization, including, Classmate, AIM, Orbund, and Transeo. The team will also evaluate other data management systems for potential adoption. Ultimately, the Data Project Team wants to ensure that the organization has the data software to efficiently and regularly measure, collect, analyze, and disseminate data. Then, the procedures for collecting the identified datasets can be systematically completed to capture, disaggregate, and report targeted student achievement data. The continued progress under this objective has been updated on the revised 2022 WASC Action Plan.

V: Schoolwide Action Plan Refinements

Based on the findings of the current 2022 Mid-Cycle Progress Report, NOCROP's WASC Leadership Team has refined the Action Plan as needed. Click HERE for the link to NOCROP's 2022 Action Plan, which will be posted on the NOCROP website at www.nocrop.org after Board approval. Please note that the WASC Goals and Objectives align numerically with the Board Adopted Priorities and Goals.

ACTION PLAN
DECEMBER 2022 REVISION

Goal 1.0	Enhance The Student Experience in Career Pathways

OBJECTIVES	REVISED ACTION STEPS	TIMELINE	EXPECTED OUTCOMES	RESPONSIBLE PARTY
1.1 Articulate the pathway development and evaluation process	Review the systematic process for new pathway development and identify any gaps or enhancements needed	August 2022 – ongoing	Formalized Career Pathway Development, Implementation, and Evaluation Process	Pathway Administrators or Managers Curriculum & Assessment Coordinator Pathway Lead Instructors Educational Services
	Conduct initial needs assessment for all pathways, pilot pathway review cycle, and implement two-year pathway review cycle for all pathways	August 2022 – June 2025		
	Identify and define criteria for current and new pathway measurement	August 2022 – June 2025		
	Institutionalize systematic processes to measure and support the continuous improvement of existing pathways	August 2022 – ongoing		
1.2 Provide online access to pathway curriculum and instructional resources for all pathway instructors	Revise the *Teacher Toolkit* and establish protocols for updating current curricular resources, instructional strategies, common assessments, rubrics, and student work exemplars	August 2022 – ongoing	Formalized Teacher Toolkit for each pathway course	Pathway Administrators or Managers Curriculum & Assessment Coordinator Pathway Lead Instructors Technology & Facilities Educational Services
	Create an implementation plan to assemble and revise a *Teacher Toolkit* by course for each pathway	August 2022 – ongoing		
	After the initial pilot, relaunch the *Teacher Toolkit* protocols and procedures	August 2022 – August 2023		
	Relaunch and institutionalize the *Teacher Toolkit* for all courses in each pathway via the digital platform	August 2023		

OBJECTIVES	REVISED ACTION STEPS	TIMELINE	EXPECTED OUTCOMES	RESPONSIBLE PARTY
1.3 Leverage business and community partnerships to provide deliberate learning and growth opportunities for students	Design and conduct a needs assessment for business and community engagement	Summer 2022	Formalized Business & Community Engagement and Partnership Development, Implementation, and Evaluation Process	Partner Engagement Specialist Career Technical Education Specialist Marketing & Communications Specialist Superintendent Educational Services
	Identify and define criteria to measure business and community engagement	Summer 2022		
	Develop a partnership engagement process to leverage business and community resources	June 2022–September 2025		
	Package, pilot, measure, and evaluate the partnership engagement process	September 2022 – June 2025		
	Launch and institutionalize the partnership engagement process	August 2022 – ongoing		
1.4 Expand career-based learning opportunities for students	Design and conduct a needs assessment in terms of the student learning and career readiness "experiences" through the work-based learning continuum model by pathway	June 2022 – June 2025	Formalized Career Readiness "Experiences" through the Work-Based Learning Continuum Model	Pathway Administrators or Managers Curriculum & Assessment Coordinator WBL Team Members Pathway Instructors Partner Engagement Specialist CTE Specialist Educational Services
	Engage student learning and career readiness "experiences" through the work-based learning continuum across all pathways to enrich and extend student learning and attainment of course/pathway content and skills	August 2022 – ongoing		
	Develop systematic processes and procedures to implement, measure, and evaluate the identified student learning and career readiness "experiences" through the work-based learning continuum model	August 2022 – ongoing		
	Launch and conduct the implementation, measurement, and evaluation of the identified student learning and career readiness "experiences" through the work-based learning continuum model	August 2022 – June 2025		

	Institutionalize systematic procedures to evaluate and measure career readiness "experiences" through the work-based learning continuum	August 2022 - ongoing		

Goal 2.0	Identify and Develop Processes to Measure, Collect, Analyze, Utilize, and Publish Student Achievement and Organizational Impact Data

OBJECTIVES	REVISED ACTION STEPS	TIMELINE	EXPECTED OUTCOMES	RESPONSIBLE PARTY
2.1 Utilize student experience and performance outcomes to inform stakeholders about the depth and value of NOCROP-provided CTE services	Build shared knowledge to determine which data metrics will be used to evaluate student achievement focused on the student learning outcomes and Career Ready Practices (CRPs)	October 2022 – ongoing	Reinforce the following: Common Vocabulary, Shared Vision, PLC Process, and Pathway Goals	Pathway Administrators or Managers Pathway Instructors Educational Services Student Information Team Technology & Facilities Fiscal Services
	Revise and implement the criteria for the data metrics used to evaluate achievement of student learning outcomes and Career Ready Practices (CRPs)	August 2022 – ongoing	Formalized Criteria for Data Metrics Pathway Health Report	
	Develop systematic processes and procedures for data collection, analysis, and disaggregation for each set of metrics	October 2022 – ongoing	Formalized Data Collection & Analysis Process and Protocols	
	Publish and disseminate student achievement data	Summer 2023	Annual Report School-Specific Reports	Partner Engagement Specialist CTE Specialist Marketing & Communications Specialist Educational Services

OBJECTIVES	REVISED ACTION STEPS	TIMELINE	EXPECTED OUTCOMES	RESPONSIBLE PARTY
2.2 Publish organizational impact narratives and	Build shared knowledge to determine which data metrics will be used to evaluate overall organizational impact	March 2023 – ongoing	Formalized Data Metrics Matrix	Educational Services Fiscal Services

outcome data to engage stakeholders and convey the depth and value of NOCROP-provided Career Technical Education (CTE) services				Human Resources
	Identify and define criteria for data metrics and analysis protocols by department	August 2022 – ongoing	Formalized Criteria for Data Metrics	Marketing & Communications Specialist
	Develop systematic processes and procedures for data collection and analysis	August 2022 – ongoing	Formalized Data Collection & Analysis Process and Protocols	Superintendent Partner Engagement Specialist
	Publish and disseminate organizational impact data	Summer 2023	Annual Report School-Specific Reports	Technology & Facilities

WASC Goals & Objectives align with the Board of Trustee's Adopted Priorities & Goals