

NORTH
ORANGE
COUNTY **ROP**

SLICE  **F SUCCESS**

**2019
SELF-STUDY
REPORT**

Western Association of Schools and Colleges
April 28 - May 1, 2019



Mission Statement

North Orange County
Regional Occupational Program equips
and empowers tomorrow's innovative,
civic-minded professionals through
career technical education.

PREFACE



The North Orange County Regional Occupational Program (NOCROP) 2019 WASC Self-Study Process has been a collaborative effort over the last eighteen months involving various stakeholders. During this time, the WASC Leadership Team facilitated opportunities to reflect on NOCROP’s mission of student success and the Career Technical Education experience we offer.

NOCROP’s self-study process began in October 2017 with the review of accreditation criteria by Dana Lynch, Assistant Superintendent of Educational Services. In December 2017, the WASC Executive Team was formed to facilitate the process and Jennifer Prado, Patient Care Pathways Instructor was selected to serve as the 2019 Self-Study Coordinator.

The self-study process was officially launched with a WASC Executive Team Meeting in February 2018, where Focus Group Chairs and Co-Chairs were assigned, and timelines were established. Focus Group work related to students and instruction commenced via Professional Learning Community (PLC) meetings during March, April, and May 2018. Individual meetings for the remaining Focus Groups were held during those same months. The focus on reviewing data and reflecting on its meaning has become more important and work was started early. The Educational Services Department provided data updates to instructional staff at the start of PLC meetings and guided them to reflect on its meaning, impact on them individually, and impact to the organization. Further review of data took place during NOCROP’s Back-to-School In-Service in August 2018 and at Spring In-Service in January 2019, which resulted in the implications identified in Chapter 1 of this document.

The NOCROP self-study paid attention to the process, adhering to the five overarching expectations addressed below. The WASC Leadership Team, a subgroup of the WASC Executive Team, and representative of all NOCROP operations, was created to discuss and design all facets of the self-study process with respect to the criteria below including how data would be reviewed at the Back-to-School In-Service, recruitment of Focus Group members within the PLC Groups, Focus Group meeting agendas, and the identification of Action Plan items.

The involvement and collaboration of all stakeholders in the self-study process.

The WASC Executive Team for the self-study process consisted of the Superintendent, the Assistant Superintendent, Educational Services, and the Self-Study Coordinator. The NOCROP Leadership Team was identified as the WASC Leadership Team along with the PLC Lead Instructors. The WASC Executive Team is a subset of the Leadership Team.

Focus Groups for Criterion 4, 5, 6, and 7 had members comprised of blended PLC teams. The Co-chairs for each group was a Leadership Team member and a PLC Lead instructor. Focus Groups for Criterion 2, 3, 8, and 9 were created from the WASC Leadership Team and are made up of a variety of NOCROP stakeholders.

The clarification of the institution's mission and Schoolwide Learner Outcomes (SLOs).

NOCROP periodically reviews its mission statement and, as detailed later in Criterion 1, is minimally reviewed as part of the accreditation self-study process. The SLOs were reviewed, and it was determined they needed to be updated. The Standards for Career Ready Practices were adopted as NOCROP's SLOs.

The assessment of student learning with respect to the institutional mission, Schoolwide Learner Outcomes, and the WASC Postsecondary Criteria.

A timeline was first developed using a backward mapping process starting with the WASC visitation date. Meetings were held regularly for the WASC Leadership Team and Focus Groups. The WASC Executive Team attended a kick-off study session. A Google Drive was used to organize all aspects of the Self-Study, including documents needed for review and reference, as well as evidence collection, review, and discussion. Detailed agendas were provided to Focus Group chairs including background information, tasks to conduct, and questions to discuss. The Leadership Team discussed the process, developed meeting agendas and established work targets to achieve benchmarks. All team chairs were responsible for posting their meeting highlights on Google Drive.

The creation of an Action Plan that develops programmatic plans to address identified areas of growth

After the Focus Groups met, their information was synthesized by the WASC Leadership Team and revised to include the WASC Action Plan components. Once completed the draft Action Plan was disseminated to NOCROP stakeholders for review. The NOCROP Leadership Team met and assessed all input submitted. The Action Plan was created and refined over the course of several WASC Leadership Team meetings between November 2018 and March 2019 when it was finalized for the self-study report. During these meetings, guidelines were established and consensus sought to identify key issues which were to become part of the Action Plan. The Action Plan will be presented at the April 2019 NOCROP Board of Trustees meeting. After the accreditation visit April 28 through May 1, 2019, the WASC Leadership Team will incorporate the visiting Committee feedback, make recommended revisions, and submit the final Action Plan to the NOCROP Board of Trustees for approval and adoption on May 8, 2019.

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

The NOCROP Leadership Team discussed the accountability system to monitor the implementation of the Action Plan as listed below:

- 🍊 The annual *Board of Trustees/Superintendent Priorities* will reflect related goals and targets.
- 🍊 An annual progress report to the Board of Trustees with periodic updates will be provided throughout the year.
- 🍊 Progress and outcome data will be reviewed with stakeholders through various channels including In-Services, monthly PLC meetings, partnership breakfasts, school/district planning meetings, and via a published annual report.

We offer many thanks to the PLC Lead teachers for facilitating numerous Focus Group meetings and leading essential activities and discussions. Their efforts led to the identification of the critical needs of our students and the subsequent Action Plan. These teacher leaders are Lourdes Amador, Maile Leonard, Reid Peterson, and Amy Jensen.

Our sincere appreciation and gratitude go to the WASC Executive Team and those stakeholders who participated in the self-study process and demonstrated a commitment to our improvement efforts including our Board of Trustees, teachers, business and industry partners, district and high school administration, counselors, parents, and students. Also, special thanks to Leadership Team members who accepted responsibility to facilitate Focus Group meetings. Special acknowledgment goes to the following staff for their leadership in coordinating and writing the criterion sections: Joshua Behnke, Kenia Cueto, Ph.D., Julie Dentler, Gail Kairis, Kathi Kent, Michael Le, Dana Lynch, Jennifer Prado, Lupe Rodriguez, Linda Skipper, and Tonia Watkins.

At the core of this process was a group of people who could always be counted on to get the job done. Our distinct appreciation is extended to the Educational Services, Fiscal Services, Human Resources, and Technology/Facilities Maintenance support staff. Special shout-outs go to Christina Campbell, Wendy Giacoma, Sandy Lane, Kim Mai, Jenifer Reddick, Natasha Perera, Michele Schirmers, and Jenilee Umali, Allison Bradley for their support.

The advance support and encouragement provided by WASC Visiting Chair, J.S. Coke, was sincerely appreciated and helped assure a timely process and quality product. And thank you to the Visiting Committee members in advance for the giving of their time, commitment to the cycle of ongoing improvement espoused through the self-study process, and for the constructive feedback which is so essential for moving us forward.

A handwritten signature in black ink that reads "Theresa M. Giamarino". The signature is written in a cursive, flowing style.

Theresa M. Giamarino, Ed.D.
Superintendent

Board of Trustees



Meg Cutuli, President

Serves on the Board of Trustees for the Los Alamitos Unified School District



**Annemarie Randle-Trejo,
Vice President/Clerk**

Serves on the Board of Trustees for the Anaheim Union High School District



Marilyn Buchi, Member
Serves on the Board of Trustees for the Fullerton Joint Union High School District



Karin Freeman, Member
Serves on the Board of Trustees for the Placentia-Yorba Linda Unified School District



Al Jabbar, Member
Serves on the Board of Trustees for the Anaheim Union High School District

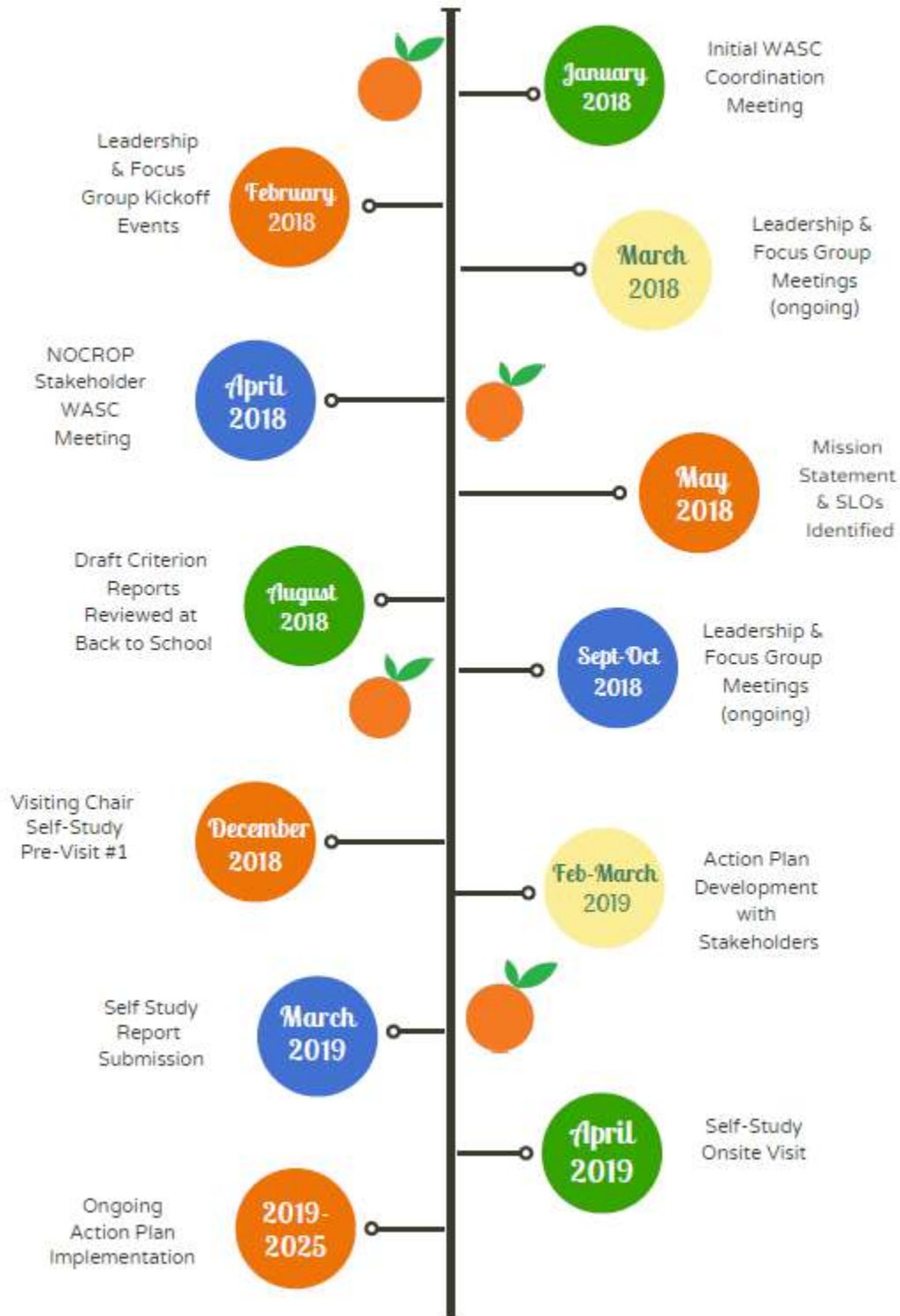


Gail Lyons, Member
Serves on the Board of Trustees for the Brea Olinda Unified School District



Andrew Montoya, Member
Serves on the Board of Trustees for the Fullerton Joint Union High School District

WASC Self-Study Timeline





**WASC Self-Study
Executive Team**

Terri Giamarino, Ed.D.
Superintendent

Sandy Lane
Executive Assistant

Dana Lynch
Assistant Superintendent,
Educational Services

Christina Campbell
Executive Assistant

Jennifer Prado
Self-Study Coordinator



**WASC Self-Study
Leadership Team**

Josh Behnke
Director of Fiscal Services

Kenia Cueto, Ph.D.
Business & Innovation Specialist.

Terri Giamarino, Ed.D.
Superintendent

Gail Kairis
Administrator of Instructional
Programs

Kathi Kent
Administrator of Instructional
Programs

Sandy Lane
Executive Assistant

Michael Le
Director of Technology & Facilities
Maintenance

Dana Lynch
Assistant Superintendent of
Educational Services

Jennifer Prado
Instructional Programs Manager

Lupe Rodriguez
Instructional Programs Manager

Linda Skipper
Administrator of Instructional
Programs

Tonia Watkins
Human Resources Manager



**WASC Self-Study
Focus Groups**

Criteria 1: Institutional Mission,
Purpose and Objectives

Criteria 2: Organizational
Infrastructure and Leadership

Criteria 3: Faculty and Staff

Criteria 4: Curriculum

Criteria 5: Instructional
Program

Criteria 6: Use of Assessments

Criteria 7: Student Support
Services

Criteria 8: Resource
Management

Criteria 9: Community
Connection

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CHAPTER 1

Institutional, Community,
and Student Characteristics








CHAPTER I: INSTITUTIONAL, COMMUNITY, AND STUDENT CHARACTERISTICS

Introduction to North Orange County Regional Occupational Program

North Orange County Regional Occupational Program (NOCROP) has been providing Career Technical Education (CTE) in northern Orange County, California, since 1971. As one of the premier providers of CTE in California, NOCROP annually serves 12,000 to 18,000 high school and adult students within the region.




NOCROP operates under a Joint Powers Authority (JPA) agreement between five local educational agencies (LEAs) with a governing board consisting of seven 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

The purpose of NOCROP is to prepare students to enter the workforce with the skills and abilities necessary to succeed or to pursue advanced training in postsecondary institutions. NOCROP offers fee-based courses to adult students within the region and provides programs designed to enhance student income and employment potential and facilitate the transition to further education.

For the past twenty years, NOCROP has provided transition services to high school students in special education under the Workability I Program. 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.

Lastly, NOCROP services the Orange County Department of Probation by offering courses in Career Training for Transition at the following county locations:

-  Joplin Youth Center
-  Otto Fisher School (Juvenile Hall)
-  Rio Contingo High School

NOCROP strives to meet the needs of the ever-changing workforce by preparing highly skilled applicants for in-demand jobs. NOCROP offers a variety of pathways consisting of sequenced courses that are integrated within the school day on the junior and high school campuses of its partner districts in grades seven through twelve. Postsecondary, non-credit courses are also available to graduates and other adults through fee-based programs.

OUR MISSION

North Orange County Regional Occupational Program equips and empowers tomorrow's innovative, civic-minded professionals through career technical education.

OUR REACH

NOCROP serves portions of Los Angeles and Orange Counties, and the cities of Anaheim, Brea, Buena Park, Cypress, Fullerton, La Habra, La Habra Heights, La Mirada, La Palma, Los Alamitos, Placentia, Rossmoor, Seal Beach, Stanton, Whittier, and Yorba Linda.

OUR VISION

North Orange County Regional Occupational Program will be recognized as the premier Career Technical Education provider in California for high school students. Every high school student in each of our five districts will have access to a sequence of rigorous and relevant career technical courses. These courses, taught by experienced and engaging instructors, will enrich students' high school experience and provide them with the career compass needed to navigate a challenging future.

Locations

NOCROP serves the majority of our students on 27 high school and junior high school campuses. In addition, NOCROP courses are available at three Orange County Probation sites, one regional educational campus at the Trident Education Center, and at the Knott's Berry Farm Educational Facility. Administrative offices are found at the NOCROP Education Center, 385 N. Muller Street, Anaheim, CA 92801.

The facility is known as Trident Education Center (TEC) is located at 1800 West Ball Road, Anaheim, CA 92804 on the southeast portion of Anaheim Union High School District's Gilbert High School campus. Trident Education Center primarily offers day and evening adult, fee-based courses. In addition, there are four NOCROP courses offered for Gilbert High School students during the school day and several high school regional courses offered in the evenings.

School Location & Sites	
North Orange County Regional Occupation Program Education Center (Administrative Offices)	385 N. Muller Street, Anaheim, CA 92801
Trident Education Center	1800 W. Ball Road, Anaheim, CA 92804
Anaheim Union High School District	
Anaheim High School	811 W. Lincoln Avenue, Anaheim, CA 92805
Cypress High School	9801 Valley View Street, Cypress, CA 90630
Gilbert High School	1800 W. Ball Road, Anaheim, CA 92804
Katella High School	2200 E. Wagner Avenue, Anaheim, CA 92806
John F. Kennedy High School	8281 Walker Street, La Palma, CA 90623
Loara High School	1765 W. Cerritos Avenue, Anaheim, CA 92804
Magnolia High School	2450 W. Ball Road, Anaheim, CA 92804
Oxford Academy	5172 Orange Avenue, Cypress, CA 90630
Savanna High School	301 N. Gilbert Street, Anaheim, CA 92801
Western High School	501 S. Western Avenue, Anaheim, CA 92804
Brea Olinda Unified School District	
Brea Junior High School	400 N. Brea Boulevard, Brea, CA 92821
Brea Canyon High School	689 Wildcat Way, Brea, CA 92821
Brea Olinda High School	789 Wildcat Way, Brea, CA 92821
Fullerton Joint Union High School District	
Buena Park High School	8833 Academy Drive, Buena Park, CA 90621
Fullerton Union High School	201 E. Chapman Avenue, Fullerton, CA 92832
La Habra High School	801 E. Highlander, La Habra, CA 90631
La Sierra High School	951 N. State College, Fullerton, CA 92831
La Vista High School	909 N. State College, Fullerton, CA 92831
Sonora High School	401 S. Palm Street, La Habra, CA 90631
Sunny Hills High School	1801 Lancer Way, Fullerton, CA 92833
Troy High School	2200 E. Dorothy Lane, Fullerton, CA 92831
Los Alamitos Unified School District	
Los Alamitos High School	3591 W. Cerritos Avenue, Los Alamitos, CA 90720
Orange County Department of Probation	
Joplin Youth Center	19480 Rose Canyon Drive, Trabuco Canyon, CA 92678
Otto Fischer School (Juvenile Hall)	331 City Drive South, Orange, CA 92668
Rio Contiguo High School	3030 N. Hesperian Street, Santa Ana, CA 92706
Placentia-Yorba Linda Unified School District	
El Camino Real High School	1351 E. Orangethorpe, Placentia, CA 92870
El Dorado High School	1651 N. Valencia Avenue, Placentia, CA 92870
Esperanza High School	1830 N. Kellogg Drive, Anaheim, CA 92807
Valencia High School	500 N. Bradford Avenue, Placentia, CA 92870
Yorba Linda High School	19900 Bastanchury Road, Yorba Linda, CA 92886

History of North Orange County Regional Occupational Program

NOCROP began operation in **1971** as a Joint Powers Authority (JPA). Elected representatives from four school districts, including two from Anaheim Union High School District (AUHSD), two from Fullerton Joint Union High School District (FJUHSD), and one each from Brea Olinda Unified School District (BOUSD), and Placentia-Yorba Linda Unified School District (PYLUSD) were appointed to serve on the NOCROP Board of Trustees. NOCROP staff, working in a trailer at the rear of the AUHSD offices formerly at 2360 W. La Palma Avenue in Anaheim, opened that year with one class in Masonry. Retail classes soon followed and in its first year, NOCROP trained 1,675 students. Ten years later, students numbered 17,473, and NOCROP added one more district, Los Alamitos Unified School District (LAUSD), and one more board member for a total of seven.

During the **1980s**, AUHSD Trident Education Center was home to most of the program's Health Sciences and Medical Technology and Culinary Arts Institute classes. In the early **1990s**, NOCROP increased its adult population programs, by opening four satellite facilities: Acacia, Woodland, Orangebrook, and East Ball Road Career and Technical Institute (EBRF). In the fall of **1992**, all health-related courses moved to the EBRF. In the fall **1997**, the Culinary Arts Institute on Orangethorpe Avenue in Fullerton replaced the Orangebrook facility.

In **2003**, NOCROP sub-leased land from AUHSD and opened what is now NOCROP Trident Education Center (TEC). It opened in the fall of **2007**, and currently houses labs for the Vocational Nursing and Dental programs as well as five other classrooms and storage. In **2006**, California passed Assembly Bill 2448, which called for the gradual reduction of adults enrolled in ROCPs throughout California to less than ten percent by the year **2013**. Since AB 2448, NOCROP has continued to serve a small population of adult students with the support of additional funding sources such as the California Adult Education Program (CAEP) formerly referred to as the Adult Education Block Grant. NOCROP's fee-based classes are designed to offer short-term career technical training to adults within the region to increase their living wage, earn certification, and/or lead to employment.

During **2007-09**, California's budget deficit and the "Great Recession" greatly impacted educational institutions across the state. Due to the declining state revenue, NOCROP had to reduce its operational budgets by twenty-one percent. NOCROP's average daily attendance (ADA) funds, including high school, adult, and out-of-district, was then reallocated to the partner districts' as base grants and subject to expenditures by them as general funds. The five partner districts indicated that they valued the CTE services provided through the NOCROP JPA and planned to continue supporting its programs

Significant Developments since the Accreditation Visit in 2013

Leadership Team

In the 2013 Self-Study, it was stated that by 2015, thirteen of the fifteen administrators and managers on the Leadership Team and thirty-two of fifty-four classified staff members would become eligible and/or plan to retire. In preparation, an administrative mentoring program was created and classified staff members were cross-trained for potential advancement in many areas. One administrative mentee eventually became an instructional administrator and multiple classified support staff advanced to higher positions. The retirement prediction became reality and greatly changed the consistency of the Leadership Team

NOCROP Leadership 2012-2019

2012-13 Leadership Team		2018-19 Leadership Team	
Superintendent	Dr. Michael Worley	Superintendent	Terri Giamarino, Ed.D.
Asst. Superintendent, Administrative Services	Howard Burkett	Asst. Superintendent, Educational Services	Dana Lynch
Asst. Superintendent, Educational Services	Karen Nelson	Administrator, Instructional Programs	Kathi Kent
Coordinator of Curriculum & Instruction	Vacant	Administrator, Instructional Programs	Gail Kairis
Administrator, Instructional Programs	Julie Dentler	Administrator, Instructional Programs	Linda Skipper
Administrator, Instructional Programs	Terri Giamarino, Ed.D.	Fiscal Services, Director	Josh Behnke
Administrator, Instructional Programs	Gail Kairis	Technology & Facilities Maintenance, Director	Michael Le
Administrator, Instructional Programs	Dee Niedringhaus	Human Resources Manager	Tonia Watkins
Educational Services Manager III	Camina Sylvestro	Business Partnerships & Innovation Specialist	Kenia Cueto, Ph.D.
Administrative Services Manager I	Cheri Fawley	Instructional Programs, Manager	Jennifer Prado
Administrative Operations Manager I	Kathy Adams	Instructional Programs, Manager	Lupe Rodriguez
Fiscal Services Manager III	Jennifer Wang		
Maintenance Operations Manager I	James Williamson		
Coordinator, Technology Services	Joel Grospe		
Public Information Manager	Patricia Hansmeyer		

***BOLD** indicates current staff members who were part of the 2012-13 Leadership Team.*

Only two members of the 2012-13 Leadership Team from the last accreditation cycle remain. Nine of eleven current Leadership Team members have been hired since the last accreditation cycle. Although organizational history, operation, and culture may have been lost with such retirements, the new Leadership Team honored the past but embraced the opportunity to re-envision and re-prioritize NOCROP's CTE initiatives and support services. Some classified and management positions were not refilled, and duties were reassigned among remaining staff members. A new strategic plan was created in September 2017 with facilitation by Frank G. Scarpaci, President of VIANOVA. The strategic plan has been married to the self-study Action Plan and has positioned NOCROP to fulfill its mission and vision in the years to come.

Fiscal Changes

Over the last six years, NOCROP like so many other Regional Occupational Centers/Programs (ROCPs) throughout the state, confronted and positioned itself to weather fundamental changes in school and CTE funding. The Great Recession beginning in 2008 led to a budget crisis and created the conditions allowing the state legislature to trigger deferrals and reductions in K-14 public education funding according to Proposition 98. The state budget crisis and unprecedented fiscal challenges resulted in legislation placing ROCPs categorical funding in Tier III, permitting governing boards to redirect or “flex” these previously restricted funds for any other purpose without penalty. In addition, the legislation suspended Average Daily Attendance (ADA) reporting for ROCPs. The impact of this change on NOCROP will be explored later in more detail.

In 2013-14, the state enacted a new public school funding formula known as the Local Control Funding Formula (LCFF). LCFF replaced an arcane, forty-year-old funding system hampered by state-controlled mandates and revenue limit calculations. It set a funding target for each district and the State announced a plan to reach those funding levels in eight years by 2021. Districts that operated Adult Education and ROPs, albeit at reduced levels, were allowed to keep the funding at the level provided in the base year; however, the 2021 targets did not include money for either ROP or Adult Education. This meant that over time, districts would lose all visibility of any dollars once committed to these programs. For ROPs, the state announced a desire to see the programs integrated with other CTE programs, collaborations, and partnerships. With LCFF, NOCROP’s ADA funds (including high school, adult, and out-of-district) were reallocated to the partner districts’ base grants and subject to expenditure by them as general funds. The five partner districts indicated that they valued the CTE services provided through the NOCROP JPA and planned to continue supporting its programs.

The LCFF created a base, supplemental, and concentration grants in place of previously existing K–12 funding streams, including revenue limits and most state categorical programs, such as ROP. Until full implementation; however, local educational agencies (LEAs) received roughly the same amount of funding received in 2012–13 plus an additional amount each year to bridge the gap between current funding levels and the new LCFF target levels.

To protect student programs during this time of transition, California instituted a Maintenance of Effort (MOE) requiring districts who received a ROP block grant in 2012-13 to fund their ROP in 2013-14 and 2014-15 based on the 2012-13 funding level without redirecting those funds for other purposes. NOCROP entered into agreements with its JPA member districts to implement the MOE for two years. The LCFF also provided a grade-level supplement for grades 9-12 to provide CTE. Over the eight-year period ending in 2021, the State intends to gradually increase the amount provided with the expectation that at full implementation, the CTE adjustment would be approximately equal to the ROP funding received in 2012-13. This funding would be provided for CTE, but there are no specific requirements for districts to use it

in any prescribed manner, which forces ROPs to compete with other district programs and needs for funding.

In 2015-16 the California State Budget also discontinued lottery funding to ROPs which resulted in a loss of approximately one million dollars annually for NOCROP. In anticipation of funding changes after MOE, Schools Services of California was hired in 2014 to assist with the research and development of a new, equitable funding model for the NOCROP JPA. Ron Bennett, Chief Executive Officer, and Debbie Fry, Director, Management Consulting Services, facilitated a series of meetings with the partner districts' superintendents and chief budget officers. Data on enrollment and funding were provided for district staff to review. From their research and feedback from meetings with the partner district Superintendents in the fall of 2014, they presented three funding model proposals to NOCROP's Board of Trustees on May 15, 2015. The equalized per section funding model option was selected for a three-year implementation (2016-17, 2017-18, and 2018-19) and approved by the five partner districts' governing boards over the 2016-17 school year.

It is important to note that the initial per section cost under the new funding model was determined to be \$23,217.06 based upon a total of 502 sections from 2013-14 and that per section cost did not include the separate CGS Agreement which was meant to be supported by the funding associated with the adult ADA. As indicated on page 9 of the Schools Services of California "Development of an Equalized Funding Model" report from March 31, 2015, districts which had that funding included in their base were expected to pass that money through to ROP before any equalized funding model was determined. But in May of 2016, one of the three partner districts which had the NOCROP-generated adult and out-of-district ADA added to their base informed NOCROP that it would not pass back the NOCROP-generated adult and out-of-district ADA funding as assumed; instead, it would gradually decrease the adult ADA pass-through funding over four years (2016-20). The same approach was applied to the remaining two districts which had NOCROP-generated adult and out-of-district ADA funding in their base grants.

Under the ADA funding model, NOCROP reported both high school and adult student ADA through its JPA member districts. The member districts then passed through that ADA-generated revenue to NOCROP. NOCROP's adult and out-of-district ADA revenue was reported and passed through the three member districts where ROP facilities for these students' classes were held (i.e. AUHSD, FJUHSD, and PYLUSD). NOCROP utilized this adult and out-of-district ADA revenue to provide over two million dollars to subsidize guidance counselor services for the partner districts through a separate, annual Career Guidance Specialist (CGS) agreement. This agreement covered the cost for two-thirds of the salary and benefits for these district-employed counselors, one for each high school.

ADA Generated Revenue

District	NOCROP-Generated Adult ADA	NOCROP-Generated Out-of-District ADA	Cost/ADA 2012-13	Total Funding to JPA
AUHSD	1,611	0	\$2,152.21	\$3,467,120
BOUSD	0	0	\$2,100.62	
FJUHS	491	281	\$2,387.56	\$1,843,196
LAUSD	0	0	\$2,370.98	
PYLUSD	3	0	\$2,719.21	\$8,158
NOCROP	2,105	281	\$2,229.15	\$5,318,741

“North Orange County Regional Occupational Program - Development of an Equalized Funding Model” page 9

Now in the final year of the 2016-19 three-year, per section funding model, Schools Services of California has been hired once again for consultation, facilitation, and development of a revised JPA funding model. At the center of the discussions:

Reduction of NOCROP sections and the CGS agreement. The reduction of 46.2 sections from the per section funding model’s base year of 2013-14 represents a ten percent decrease. Even with NOCROP’s cost-saving measures, total expenditures would have to be spread across fewer sections resulting in a higher per section cost for a new funding model.


NOCROP Sections by District

District	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
AUHSD	225	231	237	246.6	248.4	250.8	250.8
BOUSD	21	20	20	22	27	27	27
FJUHS	168	167	187	187	170	135	100
LAUSD	28	21	24	12	12	8	8
PYLUSD	60	70	70	74	76	70	70
Total	502	509	538	541.6	533.4	490.8	455.8
(+/-) from base year 2013-14	+7	+36	+39.6	+39.6	31.4	-11.2	-46.2

Other funding threats include declining enrollment in most of the JPA partner districts which would reduce their ADA funding in the future. Fewer students would ultimately result in district staff cuts as well as the reduction of NOCROP section requests.

Notable Cost-Cutting Measures

In the post-ADA funding era, NOCROP worked diligently to reduce direct and indirect expenses. Cost-cutting measures included:

-  Culinary Arts Institute (CAI): The lease for the facility housing the CAI at 201 W. Orangethorpe Avenue in Fullerton was not renewed, closing this program to adults and high school students in 2015. Food Service and Hospitality Pathway classes and instructors were shifted to high school campuses in classrooms originally housing home economics cooking classes. Adult culinary programs were discontinued. This measure saved approximately \$600,000/year.

- 🍊 Vocational Nursing Program (VN Program): As the last adult program which was not entirely fee-based and self-funded, the VN Program was significantly reduced to serve only one-half of its approved student total (60 of 120). The long-standing model of overlapping class cohorts for this fourteen-month program ended in December 2015. Job descriptions were rewritten and the program restructured. Staff had to reapply for limited instructor positions. The program was to become an entirely self-funded, fee-based model as all other NOCROP adult programs. Tuition increased from \$4,000 to \$15,000. Administration researched and attended training in Washington, DC and New Orleans, LA to explore what was necessary to become a federally qualified and accredited program in which students could qualify for federal student aid. After learning what measures would be required to obtain and maintain accreditation through the Council of Occupational Education Accreditation (COE) for federal student aid, NOCROP administration estimated that the student a tuition for the program would need to more than double. Along with such increased costs to students as well as many other concerning factors, the decision was made not to pursue seeking COE accreditation.

- 🍊 Staff Reductions: Classified and management staff reductions were implemented through lay-offs and retirement attrition. In June 2016, seven full-time classified staff positions were laid-off along with two part-time positions. The Student Information Services wing of the NOCROP Education Center was emptied and remaining staff was moved to the administrative wing. While most responsibilities of departing staff were reassigned to the remaining staff, non-essential services were cut such as testing, letters of competencies, follow-up surveys, and other data collection and disaggregation. Two management position were not filled after retirement.

- 🍊 Workforce Innovation and Opportunity Act (WIOA): After 2016-17 NOCROP ended servicing adult students through the WIOA program as previously contracted by the City of Anaheim. Classified staff positions were reduced.

- 🍊 Retiree Benefits: Board Policy 4154.1/4254.1/4354.1 gave employees who worked with NOCROP at least eight years, the option to retire at age 58 with their health benefits covered until age 65. This policy also generously covered the health benefits of the employee's spouse and dependents. In April 2017, this policy was revised to cover only the retiree's health benefits, raised the years of service necessary to work with NOCROP to 20, and increased the retirement age to 62. This measure saved hundreds of thousands of dollars of other post-employment benefits (OPEB) for the organization.

- 🍊 Health Benefits: Prior to July 2017, NOCROP had what was called a "Cadillac" health benefits plan which paid the entire health insurance premium for an employee, spouse, and dependents. With increasing health insurance costs, NOCROP could no longer afford such a plan. While NOCROP was able to cover the full cost for employees, they were asked to contribute towards the premium

for spouses (\$200/month) and dependents (\$300/month). Employees were given various levels of coverage from which to choose. Employees opting for any plans with premiums higher than the standard were to pay any additional costs for the higher level. Although budget savings were achieved, some employees left the organization because they could not afford the payroll deduction.

- 🍊 East Ball Road Facility (EBRF): The lease for the NOCROP Career and Technical Institute (a.k.a EBRF) at 1617 E. East Ball Road in Anaheim was not renewed in August 2017. This measure saved approximately \$750,000 per year. For twenty-five years, the EBRF was a marquee facility housing many adult programs, including the Vocational Nursing Program, as well as regional high school course offerings in the evenings and weekends. Existing classes were relocated to the Trident Education Center at 1800 W. Ball Road (if space permitted), reassigned to high school campuses, or closed. The impact has been fewer fee-based, adult courses and a decrease in tuition revenue.

Organizational Restructuring

In 2017-18, a Business Partnership and Innovation Specialist and Career Technical Education Specialist position were strategically added to further develop connections to community partnerships. Upon the retirement of the Assistant Superintendent, Administrative Services, this position was not filled. With the retirement of an Administrator, Instructional Programs in August of 2018, the Educational Services team was restructured. Rather than maintain four instructional administrators, a new model was developed. Schools, staff, and program responsibilities were reallocated among the three remaining instructional administrators. Two new, entry-level management positions, Instructional Programs Managers, were created to assume program responsibilities which were shifted from the instructional administrators who had to assume more instructors and schools. These changes coincided with the retirement of two classified support staff members. Duties were redistributed requiring new or revised job classifications including Instructional Programs Administrative Assistant, Executive Assistant I, and Executive Assistant II. Although new positions were created, cost-savings was achieved with the restructuring since there are less management and classified staff positions in total.

Additional Funding Sources

NOCROP has been resourceful in securing funding from other sources. These additional funds help to subsidize the high school programs and reduce organizational costs. As NOCROP owns two buildings in the Corporate Plaza complex, the one not used as the Education Center is leased to Golden State Water Company. Rental income from that building as well as the Verizon cell phone tower is an asset. Helping to offset administrative and support staff salaries (the same staff members who supervise and support high school programs), NOCROP receives federal, state, and county funding for providing CTE services for the following: California Adult Education Grant, California apprenticeship programs, CalWORKs, Carl D. Perkins CTE Act, OC Probation, and WorkAbility 1. During JPA funding model planning, the five districts

agreed to support a NOCROP CTE Incentive Grant (CTEIG) application and three districts (AUHSD, FJUHSD, and LAUSD) allocated a portion of their ADA count which allowed NOCROP to submit a CTEIG application in February 2019. NOCROP plans to apply for the California Strong Workforce Program (K12 SWP) funding for five pathway initiatives in March and has opted-in as a partner in seven of eight pathway initiatives to be submitted by OCDE.

Locally Controlled Accountability Plan (LCAP)

As part of the LCFF, all public school districts, charter schools and county offices of education are required to formulate a Locally Controlled Accountability Plan (LCAP), and actively seek community stakeholder involvement in its development. The LCAP must align with eight state educational priorities, describe the organization's vision and goals with specific actions and services it plans to provide, and the required budget to implement each action and service. Additionally, each district must assess its performance and determine whether it achieved its desired outcomes. NOCROP staff members actively participate in LCAP development for each of its five partner districts, especially in terms of LCAP Goal #1 – All students will demonstrate college and career readiness. The LCAP combined with the NOCROP per section funding model and supplemental CTE grant funding has created the need for more centralized planning directed from the partner district level. This has been a cultural shift for NOCROP's district partners previously individual school principals had more decision-making authority, especially in terms of the number of ROP sections and pathway programs offered at each campus. Now total sections and types of pathways offered at each school require district level input and approval.

Curriculum, Instruction, and Assessment

Ongoing since the last accreditation visit six years ago, NOCROP welcomed and celebrated the popular and political resurgence of interest and support for CTE at the local, state, and federal levels. The Common Core State Standards ushered in a new paradigm emphasizing not only academic preparation for college but also the imperative of career readiness. School and district accountability standards were changed to correspond with this paradigm shift. College and Career Readiness became a student assessment measure for school and district accountability via the California College/Career Indicator (CCI). Under the CCI criteria, students who complete a sequenced set of career pathway courses of 300 or more hours combined with their performance on one of a variety of other measures, may be deemed "prepared" or "approaching prepared" for postsecondary readiness. Districts report student achievement data through the California Longitudinal Pupil Achievement Data System (CALPADS). Outcomes are compiled and reflected through the California School Dashboard which provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

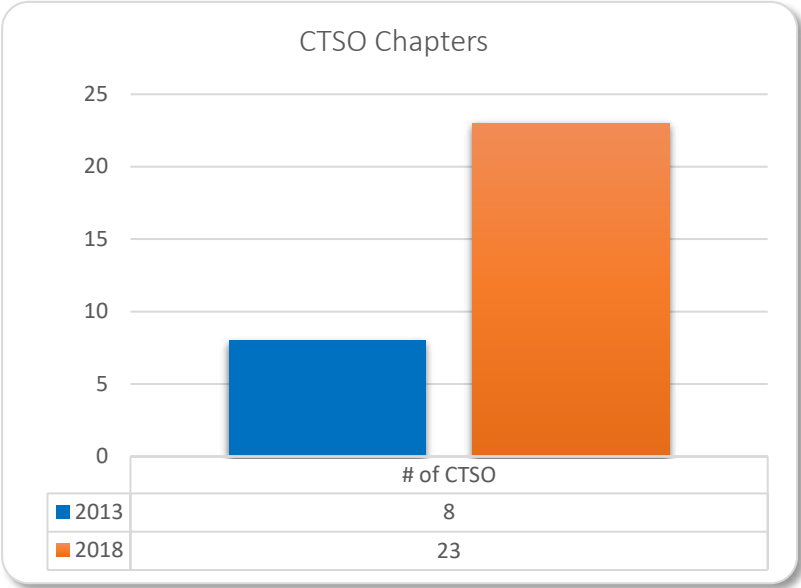
As the **first priority**, NOCROP worked closely with its partner districts to align career pathway sequences so that students have every opportunity to succeed in this new accountability measure and to support each school's CCI profile. To accomplish this, NOCROP led a coordinated assault on the "elective mentality" held by school stakeholders and replaced it with a new focus on pathways, including course sequencing and priority registration, NOCROP *Career Pathway Certificates of Completion* versus Letters of Competency, articulation and dual-enrollment opportunities with community colleges, establishment and student participation in Career Technical Student Organizations (CTSOs), and increased student exposure to activities such as work-based learning or career ready practices.

The **second priority** was to enhance stakeholder understanding of the purpose and benefits of career pathways. This was tackled through presentations, workshops, and ongoing dialogue with stakeholders. For ROP instructors, time was set aside at each In-Service, PLC meeting, and staff development workshop to underscore the benefits and "why" behind career pathways as well as supporting initiatives. Instructors were encouraged to communicate such a message to their students and help them navigate pathway coursework for completion and certification. Since 2016, NOCROP has offered and funded summer school courses so that students could get a jump start on completing a career pathway. Annual Partnership Breakfasts and monthly CGS meetings provided a forum for building shared knowledge about the "value added" to schools and the student learning experience by ROP career pathway programs. Stakeholders were challenged to embed ROP and CTE within their "school and district narrative" via Back-to-School Night, Open House, Family Information Nights, Course Selection Assemblies, Parent Teacher Organization meetings, LCAP meetings, Parent Institutes, English Learners Advisory Committee (ELAC) meetings, and District English Learners Advisory Committee (DELAC) meetings. Course selection materials, school websites, and NOCROP marketing materials were reviewed for accuracy, clarity, and effectiveness in CGS and district/school planning meetings. Monthly CGS meetings have time set aside specifically for counselors to collaborate with their NOCROP administrators and peers as well as to share and celebrate best practices supporting career pathways and student achievement.

The **third priority** was to target staff development offerings to enhance instruction. NOCROP's long-standing Certificated Professional Growth Program was designed to support instructors as they grew professionally by providing financial incentives through the salary schedule levels and steps. After completing fifteen-semester units or equivalent or pre-approved college course work, related work experience, or other designations pre-approved by the Professional Growth Committee, instructors could move into a higher paying column. As for moving into a higher paying step each year, instructors needed to complete a minimum of twenty hours of staff development workshops or training which was pre-approved by their instructional administrator. NOCROP offered many staff development workshops to support and keep teachers relevant and informed of changes in pedagogy, technology, subject matter, and student needs. No matter how useful the workshops may have been, there was no accountability regarding the application of the topic or the analysis of its impact on student achievement; hence, the "2+2+2" method of staff development was instituted for internal NOCROP workshops: two hours for the workshop presentation; another two hours for the classroom implementation; and the last two hours for

a debrief session where the teacher participants would demonstrate how they applied the strategy and share student learning results. The “2+2+2” method was all or nothing in terms of the amount of staff development hours awarded. Another major change was the promotion of best practices with colleagues. Many instructors were asked to present staff development or in-service workshops to showcase and share their talents with their peers. This movement has reinforced the culture of teacher collaboration to improve student achievement, the necessity to focus on student learning results, and the expectations set forth in the Eleven Elements of a High-Quality CTE Program.

The **fourth priority** centered on the incorporation of service-learning within the curriculum to complete the newly minted mission statement “to equip and empower tomorrow’s civic-minded professionals through CTE” as well as the adoption of new Schoolwide Learner Outcomes (SLOs). In July 2017, the NOCROP Board of Trustees approved an educational partnership agreement with WE.org, a multi-national non-profit dedicated to promoting community service both locally and globally through schools.



CTSOs were the logical starting point for the service learning initiative because student leadership development is the primary goal of CTSO chapters. As NOCROP expanded CTSO chapters across the schools it serves, NOCROP CTSO advisors and other pathway teachers were introduced to the service learning concepts through in-service training and ongoing support from WE.org partners. The service learning concept blended well with project-based learning (PBL) and the newly adopted SLOs which were approved by stakeholders after cross-walking the previous SLOs (a.k.a. ROP Expected Results for Students, or ROPERS) against the California Standards for Career Ready Practice (CRPs), and the “Five Cs” (communication, character, collaboration, creativity, and critical-thinking) established by AUHSD. The logical conclusion made through in-depth discussion and feedback was to adopt the CRPs. The CRPs are the organizational framework for both the Career Technical Education Anchor and Pathway Standards while also being aligned to the Common Core State Standards.

2,096

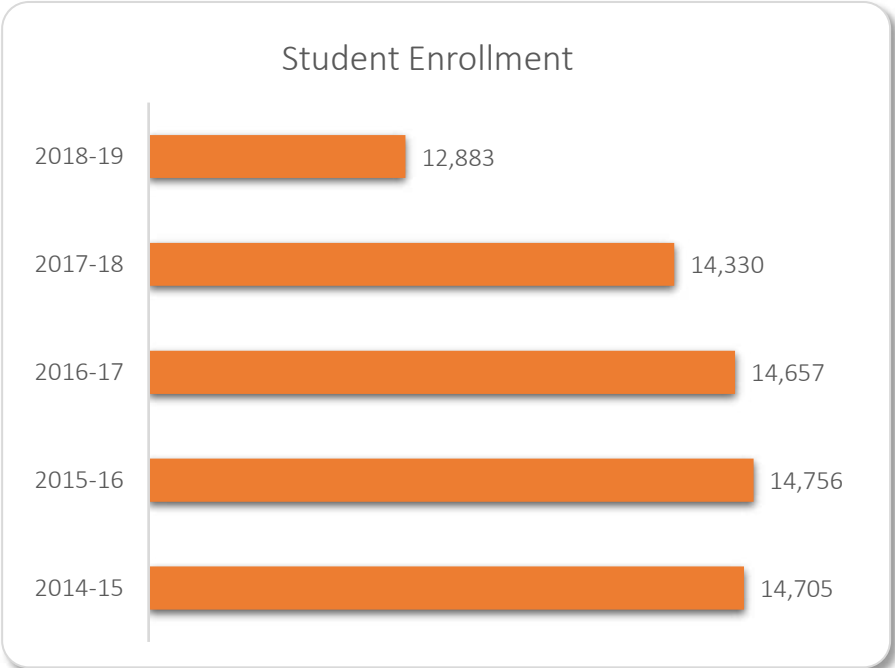
Students indicated they participated in a service learning project according to the 2018-19 Mid-Year Student Survey from (9,313 responses/72.3 %.) The previous year, only 1,377 students reported they participated in a services learning project according to the 2017-18 End-of-Year Student Survey (12,782 responses/89.2 %.)

The **fifth priority** was to create a systematic process for collecting, analyzing, and sharing quantitative data on student learning assessment outcomes. With the need to update the twenty-year old student database system, AIM, which was soon to become unsupported and obsolete by its parent company Harris Solutions. NOCROP reviewed other systems to find one which could support a data-driven CTE program. Rather than relying on qualitative survey data regarding student learning experiences in NOCROP classes, ClassMate CTE by Harris Solutions was chosen as the organizational tool for teachers to track student achievement within the career pathway. The student learning assessment data could then be used in PLCs to target essential standards and skills, identify students needing remediation and enrichment, and demonstrate student achievement of CRPs via an employability profile documentation. Bringing this goal to fruition has been difficult. Now in year two of a three-year contract, ClassMate CTE has yet to fully deliver its intentions to expand, enhance, and simplify the functionality of student data for NOCROP. Due to the limitations and structure of the software, many challenges need to be overcome. Harris Solutions and NOCROP are working closely together to maximize ClassMate CTE’s present capabilities and develop its capacity to deliver upon its intended functionality.

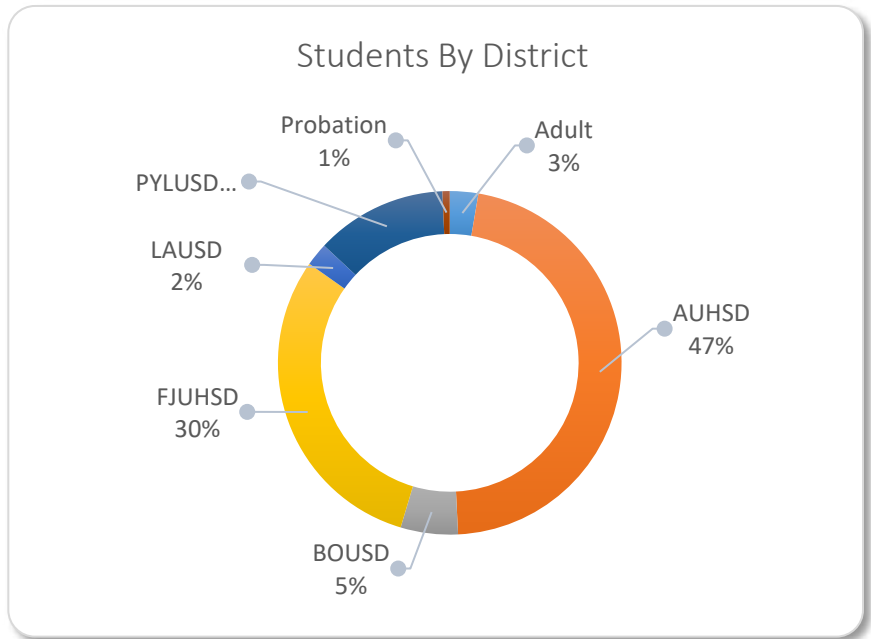
Student Demographics

Enrollment

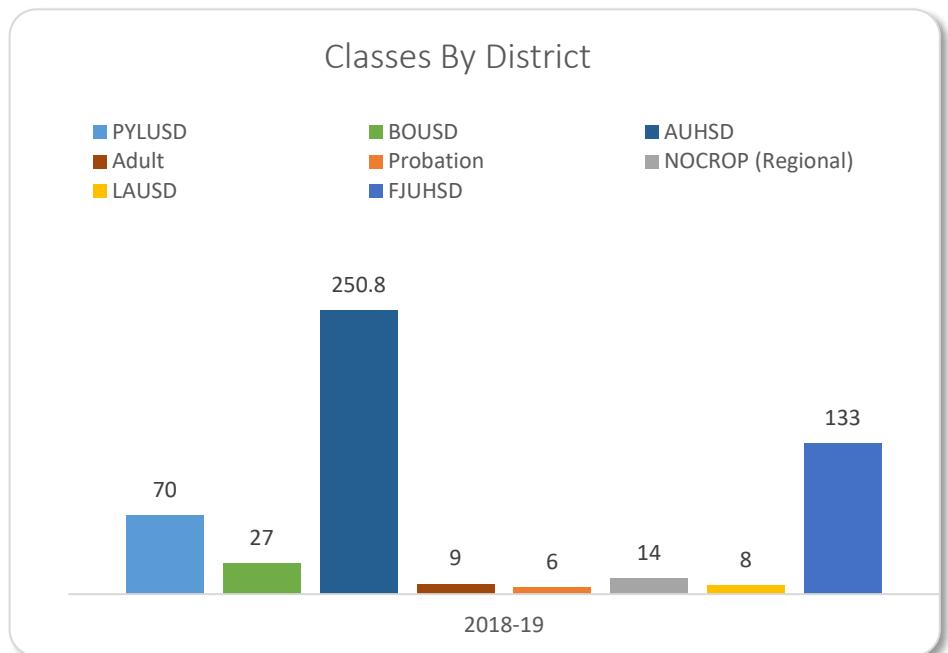
Current enrollment for the 2018-19 school year is 12,883 students which include junior high, high school, adult, and probation students. Students include 96% high school and junior high, 3% adult and 1% OCDE Probation. The chart to the right shows a gradual decrease in student enrollment in NOCROP courses and pathways over the last five years due to section cuts.



The decline can be explained by decreased enrollment in partner districts, fewer NOCROP course sections available in school site master schedules, and a reduction of the total number of after-school, regional course options for students due to reduced NOCROP funding. AUHSD, the largest partner district accounts for nearly one-half of the total NOCROP student population. The other four districts account for nearly the other one-half. The average number of students in all classes in the 2018-19 school year equals 21.9 students. This number is misleading because many NOCROP pathway courses have multiple levels taught during the same period. There could be 40 students in a class period, with three levels represented; however, this one class period would be three sections not one in this calculation.



The typical load for students enrolled in NOCROP pathways is one section however; this may vary by student. A small number of students are enrolled in a block schedule to support the work-based learning component of capstone pathway courses. This figure must be taken into consideration since one course may have twice as many hours as a typical high school period.



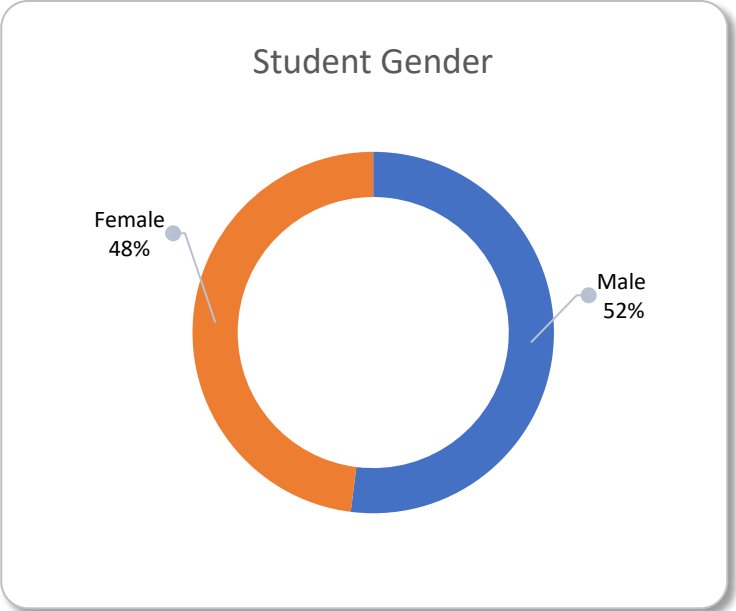
The data shows a diverse population served by NOCROP. The ethnic breakdown indicates the majority of students' are Hispanic/Latino followed by White and Asian. The ethnicity of NOCROP students are reflective of the population in the surrounding community. The ethnic breakdown of the largest city served by NOCROP, Anaheim, is 54.7% Hispanic, 24.2% White, and 16.2% Asian.

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%

Gender

The chart to the right shows the percentage of female students enrolled in NOCROP courses compared to the number of male students. Male students accounted for 52% (6,634 total) and female students 48% (6,127) of the total. The chart below shows how male students have been the slight majority in all but one of the last five years. Gender data by pathway has been analyzed and shows 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, Repair and Service; and Welding and Materials Joining. A gender gap for males has been noted in the following non-traditional pathways: Child Development; Education; and Patient Care.

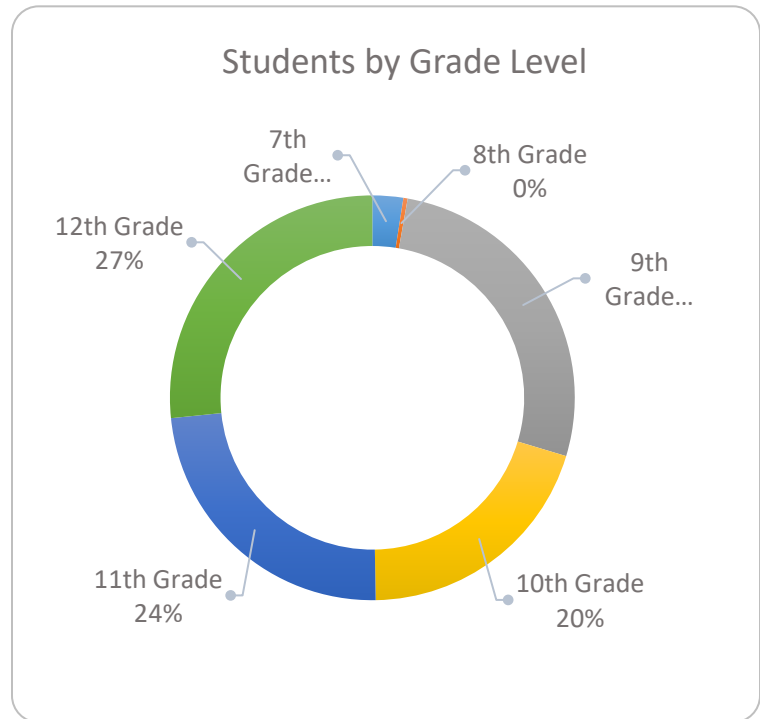


Grade Level

The chart below represents the percentage of NOCROP student's by grade level in the 2018-19 school year. Surprisingly, high school student enrollment is almost equally divided among each grade level nine through twelve. Only two percent of students are from the junior high.

This data represents our efforts since the last self-study to promote pathway course sequences starting with ninth and tenth-grade course selection as well as exploratory CTE courses in 7th and 8th grades. NOCROP has worked diligently to articulate pathway sequencing in order to generate more pathway completers. Trying to prevent first-year

ROP pathway courses from being used as stand-alone or credit recovery electives has been a struggle in many schools. Pathway articulation has been prompted in order to align with the college and career readiness efforts to have high school graduates meeting the "prepared" level on the College and Career Indicator (CCI) and School Dashboard.



Calendar

NOCROP operates on a 183-day instructional calendar for certificated staff and students. In addition, a 247-day non-instructional calendar is followed by classified and leadership staff. Calendars are approved by the Board of Trustee prior to the start of each school year. The 2018-19 instructional and non-instructional calendars can be found on the NOCROP website. At the February 13, 2019 Board of Trustees meeting, a new 242-day non-instructional calendar, for twelve month employees, was adopted for the 2019-20 fiscal year. During the months of June and July, twelve month employees work a 9/80 schedule. This means they work 80 hours over 9 work days.

Governance Structure

NOCROP is established under authority granted by the State of California and is a legal entity formed to provide career technical education programs. NOCROP has a clearly defined governance structure which originates from the Board of Trustees, the ultimate policy-making body of the organization. The chart to the right showcases the NOCROP Board of Trustees made up of seven trustees, each representing partnering school districts. Each Board of Trustee serves as a state official and operates within the legal authority as specified in the JPA, the Constitution of the State of California, the Education Code, the Government Code, the Rules and Regulations of the State Board of Education as contained in the California Administrative Code of Regulations, Title 5.

The Board of Trustees has the responsibility to support the organization mission, vision, and student goals; therefore, the Board continually evaluates Board Policies (BP) and Administrative Regulations (AR) to ensure that they are consistent with the needs of the student's organizational values and the rule of law.

Trustees are sworn in at the annual organizational meeting held each December. NOCROP Trustees shall hold their respective title for a period of one or two years beginning at the organizational meeting, or until their successors shall be appointed by their respective district's governing board.

Trustees meet on the second Wednesday of each month at 4:00 p.m. in the NOCROP Board Room located at the Educational Center unless otherwise noted. All Board meetings are open to the general public for address, follow the Brown Act, and are run using Robert's Rules of Order.

The Board President along with the Superintendent oversees implementation of BPs and ARs and is responsible for the overall administrative governance of the organization. The Superintendent seeks recommendations from the Leadership Team staff consisting of Assistant Superintendent, Educational Services, three Administrators of Instructional Programs, one director of Fiscal Services, one Director of Maintenance of Operations & Technology, two Instructional Program Managers, one Human Resource Manager, and one Business and Partnership Innovation Specialist. Per Board Policy 2100 Administrative Staff Organization, the Superintendent shall organize the administrative staff in a manner which best enables the organization to provide an effective program of instruction. Through the Superintendent, authority and responsibilities are delegated to the administration and staff. The Superintendent may adjust staff responsibilities to accommodate workload, individual capabilities, or the needs of the organization. NOCROP's *Organizational Chart* is published and posted on the NOCROP website.

Staff

Approximately 140 employees work at NOCROP during the 2018-19 school year. Over one-half of NOCROP employees are certificated instructors (70%) followed by classified support staff (16%), instructional assistants (4%), job placement specialists (2%), and leadership staff (8%). NOCROP staff is made up of 61.4% female versus 38.6% male. The ethnic breakdown of staff employed at NOCROP is 29.9% Hispanic/Latino, 70% Non-Hispanic, and 0.7% declined to state.

Schoolwide Learner Outcomes

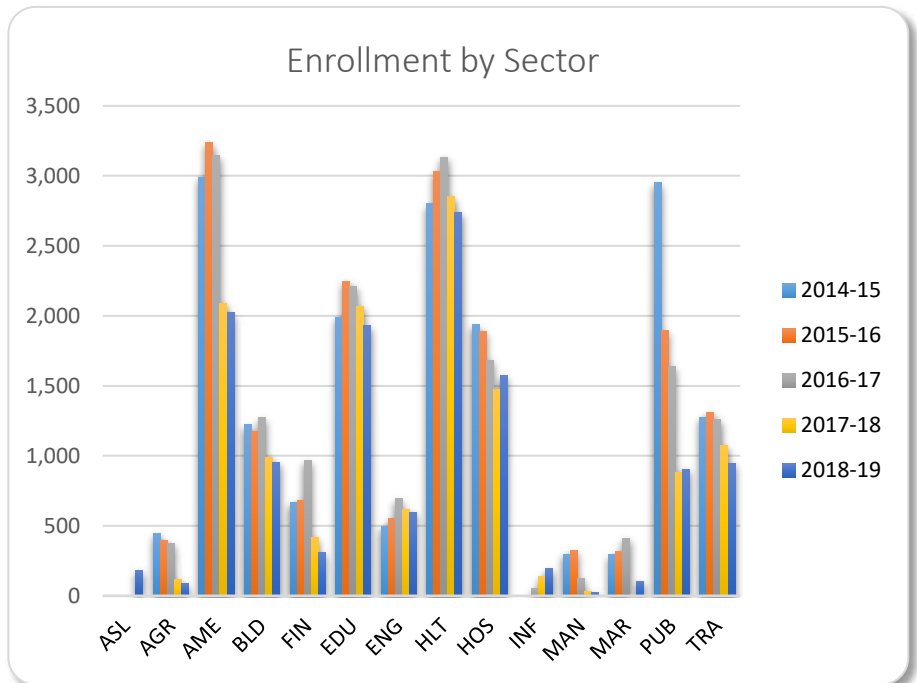
As part of the self-study process, the WASC Leadership Team along with stakeholders reviewed the SLOs known organizationally as ROP Expected Results for Students (ROPERS). An analysis by stakeholders determined that new SLOs should be adopted to accurately reflect the skills and knowledge needed to be 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. Career Ready Practice implementation began at the start of the 2018-19 school year and at various events such as Back to School and Spring In-Service in addition to various PLC meetings. To ensure an effective transition, instructional staff analyzed and began the revisions of assessments to make sure all students acquire these new learning outcomes. Students were also introduced to the new CRPs by their instructors through various lesson plans. Staff development offerings for the 2018-19 school year embedded strategies for instructional improvement and student attainment of the SLOs. The CRPs include:

- 🍊 Act as a responsible citizen in the workplace and the community
- 🍊 Apply appropriate technical skills and academic knowledge
- 🍊 Apply technology to enhance productivity
- 🍊 Communicate clearly, effectively, and with reason
- 🍊 Demonstrate creativity and innovation
- 🍊 Employ valid and reliable research strategies
- 🍊 Model integrity, ethical leadership, and effective management
- 🍊 Practice personal health and understand financial literacy
- 🍊 Understand the environmental, social, and economic impacts of decisions
- 🍊 Utilize critical thinking to make sense of problems and persevere in solving them
- 🍊 Work productively in teams while integrating cultural and global competence

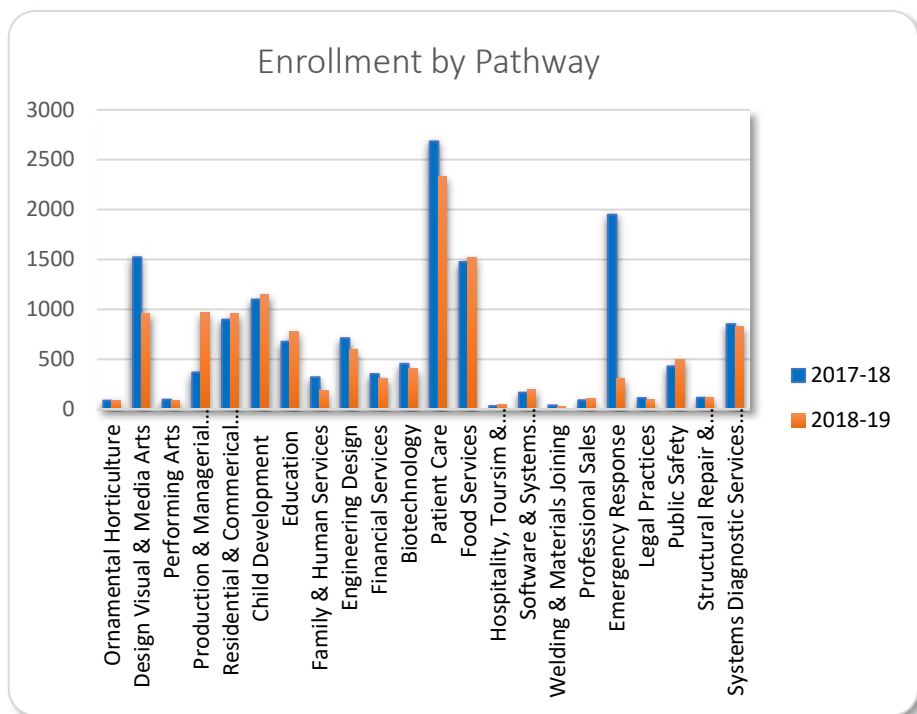
Enrollment

The charts below show student enrollment by sector and pathway over the last two years. Student enrollment data by pathway is limited, due to the change in student information system, as the previous system tagged students by industry sector. Variance over multiple years is shown in the chart below due to program changes, economic downturn, or student interest within the sector. It is important to compare student enrollment in

various sectors and pathways to the labor market demand in Orange County, CA to consider resources available in planning programs offerings.



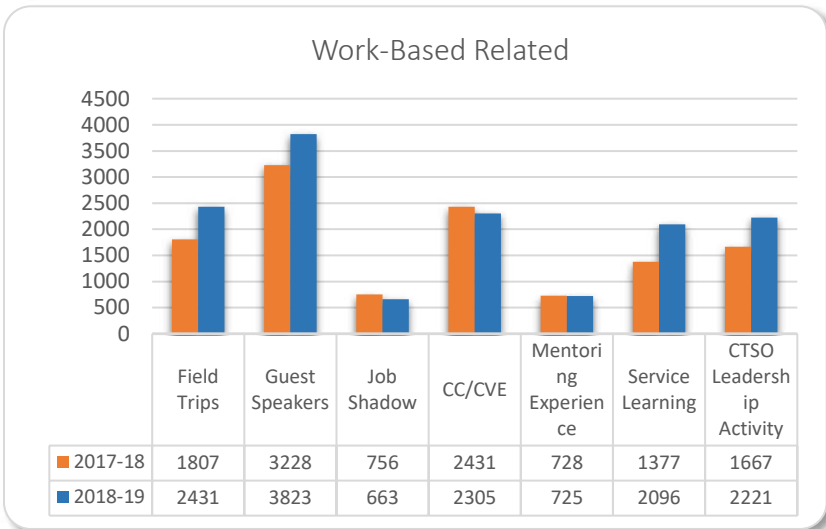
NOCROP students who enroll in one or more classes reflect possible duplicated counts where any one student may, and often does, enroll in multiple pathway courses during any given academic year. As the graph indicates, the Patient Care Pathway generates the largest amount of students enrolled as consistent with our previous self-study report findings.



Work-Based Learning

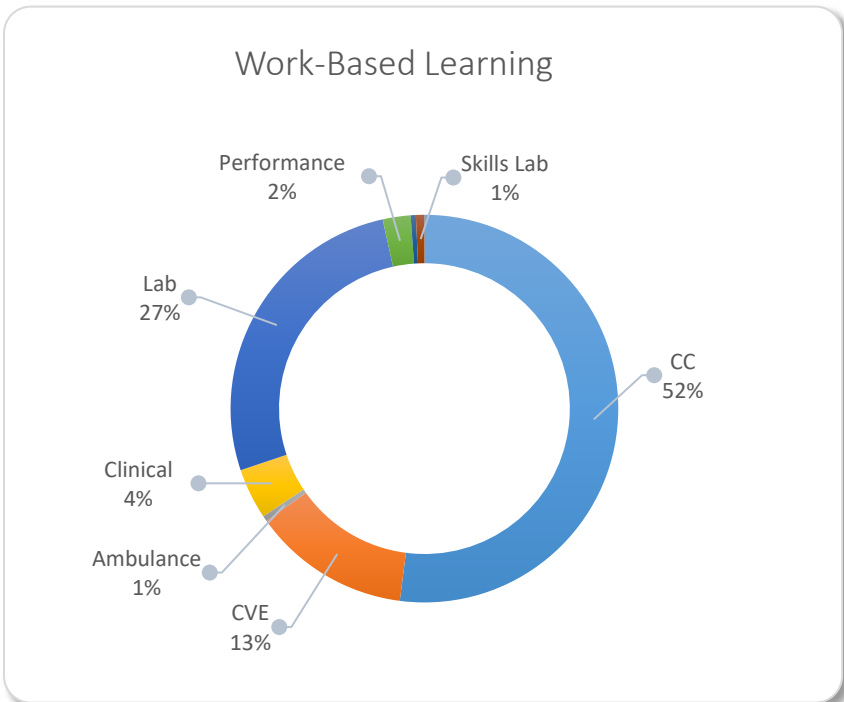
NOCROP offers Work-Based Learning (WBL), or a “*Career Learning Experience*” as a strategy that relates classroom instruction to career-related experiences. Real-world-career experience increases a students' ability to become college and career ready and support mastery of CRPs. According to the 2017-18 End-of-Year Student Survey results (based on 12,782 responses/89.2%) and the 2018-19 Mid-Year Student

Survey results (based on 9313 responses/72.3%), the number of students reported they had the opportunity to participate in career experience learning as indicated in the chart to the above



Student responses collected from the Mid-Year Student Survey indicate a lower number of students that have participated in WBL due to the fact that WBL traditionally does not begin until after the end of the first semester, which was after the survey was distributed. Multiple pathways offered by NOCROP incorporate up to 120 to 240 hours of Community Classroom (CC) or Cooperative Vocational Education (CVE.) Hours are outside the regular classroom hours and sometimes referred to as externship. CVE are paid hours

outside the regular classroom hours. Students who participate in CC and CVE are required to have related instruction within the classroom. NOCROP also offers career training laboratories and clinical rotation experiences for both high school and adult students. In 2017-18 NOCROP students completed a total of 93,405 WBL hours. The chart above indicates the percentage of WBL assignments in which students participated.



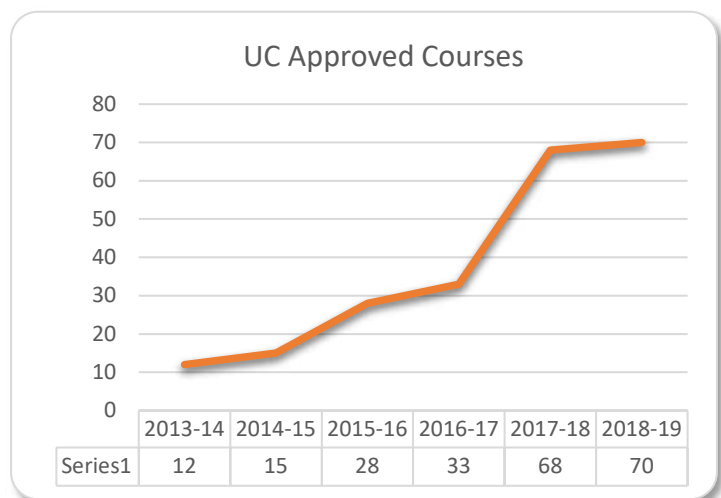
Program Data

PATHWAY INFORMATION

NOCROP offers classroom instruction at 27 junior and high schools, 3 juvenile probation sites, 1 additional educational facility known as Trident Education Center. NOCROP offers 12 out of the 15 industry sectors classified by California Department of Education (CDE) including 22 pathways and 78 courses. Strengthening pathways involved a multi-faceted approach with NOCROP’s partner districts. One of the first priorities established was to increase the number of University of California/California State University (UC/CSU) “a-g” approved high school courses offered by NOCROP. The “a-g” requirements establish a student’s eligibility for applying to a UC/CSU institution.

Due to the long-standing, middle-class myth that all students must go to college, students often had to sacrifice taking CTE coursework to complete graduation requirements. Unintentional institutional bias often led school stakeholders to steer some students away from taking ROP courses in order to be academically competitive for college admission. NOCROP courses were promoted for the non-college bound, under-motivated students who needed general electives and could benefit from hands-on, relevant, CTE exposure. Since the last self-study, the UC/CSU course submission process and its institutional philosophy progressed significantly in terms of advocating for more CTE and CTE-based interdisciplinary electives.

NOCROP capitalized on this movement and responded to its partners’ requests for more UC/CSU approved courses in laboratory science, visual/performing arts, and general electives. With a set of 12 UC/CSU “a-g” approved courses in 2013-14, NOCROP expanded its collection six-fold to 74 in 2018-19. Almost every NOCROP course offering is now UC/CSU approved except BITA 4 (which will be submitted by the Building Industry Technology Academy) and two of four auto body courses. The UC/CSU designation has served as a perceptual litmus test for rigor and academic integrity. As all NOCROP career pathway courses are based upon the CTE Model Curriculum Standards which are aligned to the Common Core State Standards, Next Generation Science Standards, and the Social Studies State Framework, rigor and relevance should no longer be in question.



Industry Sector: (AGR) AGRICULTURE AND NATURAL RESOURCES		Class Hrs	WBL Hrs	Level	UC/CSU a- g	Certifications & Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles, & Codes							
Ornamental Horticulture (105)	Introduction to Floral Design (7161)	180	Eligible	Concentrator 9th – 12th	G	1st Year FFA Green Hand Degree	Fullerton HS
	Floral Design (7162)	180	Eligible	Capstone 10th – 12th	G	Golden West College; ROP Career Pathway Completion Certificate; 2nd Year FFA	

Industry Sector: (AME) ARTS, MEDIA, AND ENTERTAINMENT		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications & Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles, & Codes							
Design, Visual, & Media Arts (111) Sub-Pathway: Graphic Design (111A)	Digital Design and Illustration (7211)	180	Eligible	Concentrator 9th – 12th	F	Coastline Community College, Fullerton College, Orange Coast College, & Westcliff University	Brea Olinda HS El Camino HS Esperanza HS Gilbert HS Katella HS La Habra HS Regional Course
	Visual Communications (7211 or 7212)	180	Eligible	Concentrator or Capstone 10th – 12th	F	Fullerton College & Westcliff University	Brea Olinda HS Buena Park HS Esperanza HS La Habra HS Sonora HS ROP Regional Course Offering

Industry Sector: (AME) ARTS, MEDIA, AND ENTERTAINMENT		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications & Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles, & Codes							
	Art in Animation (7214)	180	Eligible	Concentrator 9th – 12th	F	Westcliff University	Sonora HS
	Digital Design & Illustration (7211)	180	Eligible	Concentrator 9th – 12th	F	Coastline Community College, Fullerton College	
	Visual Communications (7211)	180	Eligible	Capstone 10th – 12th	F	Fullerton College & Westcliff University	
	Honors Graphic Design (7212)	180	Eligible	Capstone 10th – 12th	F Honors	Honors Graphic Design (7212) UC/CSU approved	El Dorado HS
	Advanced Graphic Design (7212)	180	Eligible	Capstone 10th – 12th Grades	F	Advanced Graphic Design (7212) UC/CSU approved	
	Art in Animation (7214)	180	Eligible	Concentrator 9th – 12th	F	Westcliff University	
	Advanced Graphic Design (7212)	180	Eligible	Capstone 10th – 12th Grades	F		
Design, Visual, and Media Arts (111) Sub-Pathway: Animation (111B)	Art in Animation (7214)	180	Eligible	Concentrator 9th – 12th	F	Westcliff University	

Industry Sector: (AME) ARTS, MEDIA, AND ENTERTAINMENT		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications & Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles, & Codes							
Performing Arts (112) Sub-Pathway: Dance/Choreography (112A)	Professional Dance I (7230)	180	Eligible	Introductory 9th – 12th	F	Westcliff University	Western HS
	Professional Dance II (7231)	180	Eligible	Concentrator 10th – 12th	G	Articulated with Westcliff University	
	Professional Dance: Commercial (7232)	360	Eligible	Capstone 11th – 12th	F	ROP Career Pathway Completion Certificate	
	Professional Dance: Production (7232)	180	Eligible	Capstone 11th – 12th	F	ROP Career Pathway Completion Certificate	
Production and Managerial Arts (113) Sub-Pathway: Film/Video Production (113B)	Art of Video Production (7244)	180	Eligible	Concentrator 9th – 12th	G	Articulated with Westcliff University	Brea Olinda HS Buena Park HS Fullerton HS La Vista HS Sonora HS Sunny Hills HS
	Video Production I (7244 or 7245)	180	Eligible	Capstone 10th – 12th	F	Articulated with Orange Coast College Westcliff University; ROP Career Pathway Certificate	Buena Park HS Fullerton HS La Vista HS Sonora HS
	Introduction to Digital Photography (7217)	180	Eligible	Concentrator 9th – 12th	F	Articulated with the Art Institute, Coastline Community College, Westcliff University	Magnolia HS
	Photography: Traditional and Digital (7217)	180	Eligible	Concentrator 9th – 12th	F	Coastline Community College, & Westcliff University	Brea Olinda HS Sunny Hills HS Valencia HS

Industry Sector: (BLD) BUILDING AND CONSTRUCTION TRADES		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications & Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles, & Codes							
Residential and Commercial Construction (123)	BITA 1 Residential & Commercial Construction (7340)	180	Eligible	Introductory 9th – 12th	G		Anaheim HS Brea Olinda HS Katella HS La Habra HS Magnolia HS Savanna HS Valencia HS Western HS
	BITA 2: Modern Craftsmanship & Infrastructure (7341)	180	Eligible	Concentrator 10th – 12th	G		
	BITA 3: Energy Efficiency & Construction Techniques (7342)	180	Eligible	Capstone 11th – 12th	G	Fullerton College; ROP Career Pathway Completion PACT Certificate	
	BITA 4 Emerging Construction Advances and Changes (7342)	180	Eligible	Capstone 11th or 12th	Submit 2019	Fullerton College, Orange Coast College, & Westcliff University; ROP Career Pathway Completion	

Industry Sector: (FIN) BUSINESS AND FINANCE		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications & Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles, & Codes							
Financial Services (180)	Business, Finance, & Careers (7421)	180	Eligible	Concentrator 10th – 12th Grades	G		Buena Park HS Fullerton HS La Habra HS
	Business, Finance, & Careers (7421)	180	Eligible	Concentrator 10th – 12th Grades	G		Loara HS
	Financial Services/ Marketing Banking (7422)	180	≤ 240	Capstone 10th – 12th Grades	G	Westcliff University	

Industry Sector: (EDU) EDUCATION, CHILD DEVELOPMENT		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications & Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles, & Codes							
Child Development (130)	Child Development (7500)	180	Eligible	Supplemental 9th – 12th	G	Santiago Canyon College & Westcliff University	Cypress HS Katella HS Loara HS Los Alamitos HS
	Careers with Children: Preschool Assistant 1 (7510)	180	LAB	Concentrator 9th – 12th	G	Santa Ana College & Westcliff University	Anaheim HS Cypress HS Katella HS Loara HS Los Alamitos HS
	Careers with Children: Preschool Assistant 2 (7511)	180	LAB	Capstone 10th – 12th	G	Santa Ana College and Westcliff University; ROP Career Pathway Completion Certificate; Child Development Assistant permit/CTC	

Industry Sector: (EDU) EDUCATION, CHILD DEVELOPMENT		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications & Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles & Codes							
Education (132)	Child Development (7530)	180	Eligible	Supplemental 9th – 12th	G	Santiago Canyon College and Westcliff University	Esperanza HS Kennedy HS Magnolia HS Troy HS Valencia HS Western HS
	Principles of Teaching & Learning (7531)	180	≤ 240	Capstone 9th – 12th	G	Santiago Canyon College and Westcliff University; ROP Career Pathway Completion Certificate; Child Development Assistant permit/CTC	
	Teaching Students with Special Needs (7531)	180	LAB	Capstone 10th – 12th	G	ROP Career Pathway Completion Certificate	Esperanza HS Kennedy HS

Industry Sector: (ENG) ENGINEERING AND ARCHITECTURE		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications & Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles & Codes							
Engineering Technology (153)	Computer Integrated Manufacturing (7721)	180	Eligible	Capstone 11th – 12th	G	ROP Career Pathway Completion Certificate	Anaheim HS
Engineering Design (152)	Design and Modeling (7700)	90	n/a	Exploratory 7th	n/a		Oxford Academy
	Introduction to Engineering Design (7700)	180	Eligible	Introductory 9th – 12th	G	Westcliff University	Buena Park HS Oxford Academy Sunny Hills HS
	Principles of Engineering (7730)	180	Eligible	Concentrator 10th – 12th	G	Westcliff University	
	Engineering Design & Development (7731)	180	Eligible	Capstone 11th – 12th	G	ROP Career Pathway Completion Certificate	

Industry Sector: (HLT) HEALTH SCIENCE AND MEDICAL TECHNOLOGY		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications & Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles & Codes							
Biotechnology (196)	Medical Detectives (7900)	45	n/a	Exploratory 7th	n/a		Oxford Academy
	Principles of the Biomedical Sciences (7910)	180	Eligible	Introductory 9th – 12th	D		
	Human Body Systems (7911)	180	Eligible	Concentrator 10th – 12th	D		
	Biomedical Innovation (7912)	180	Eligible	Capstone 11th – 12th	G	ROP Career Pathway Completion Certificate	
Patient Care (198)	Exploring Medical Careers (7900)	90 or 180	n/a	Exploratory 7th – 8th	n/a		Brea JHS
	Medical Careers (7920)	180	Eligible	Introductory 7th – 8th Grades 9th – 12th	G	Coastline Community College	Anaheim HS Brea Olinda HS Buena Park HS Cypress HS Esperanza HS Gilbert HS Katella HS Kennedy HS La Habra HS Loara HS Magnolia HS ROP Regional Course Offering Savanna HS Sonora HS Sunny Hill

Industry Sector: (HOS) HOSPITALITY, TOURISM, AND RECREATION		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications & Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles & Codes							
	Body Systems and Disorders (7921)	180	Eligible	Concentrator 10th – 12th	D		Esperanza HS Katella HS Magnolia HS ROP Regional Course Offering Savanna HS Sonora HS
	Dental Core (7922)	180	Eligible	Capstone 10th – 12th	G	ROP Career Pathway Completion Certificate	Anaheim HS
	Medical Assistant, Clinical & Administrative (7922)	270	120-160	Capstone 10th – 12th	G	Coastline Community College American Heart Association: Basic Life Support for Healthcare Providers; Eligibility for California Certified Medical Assistant (CCMA) ROP Career Pathway Completion	Esperanza HS Magnolia HS ROP Regional Course Offering Savanna HS Sonora HS
	Nursing Assistant, Long Term Care (7922)	220	120	Capstone 11th – 12th	G	American Heart Association: Basic Life Support for Healthcare Providers; Eligibility for National Nurse Aide Program Exam Required for State Certification; ROP Career Pathway Completion Certificate	Katella HS ROP Regional Course Offering Savanna HS
	Sports Medicine & Therapy (7922)	180	90	Capstone 10th – 12th	G	ROP Career Pathway Completion Certificate; National Federation of State High School Assn.	Brea Olinda HS Buena Park HS Cypress HS La Habra HS Loara HS Savanna HS Sonora HS Sunny Hills HS

Industry Sector: (HOS) HOSPITALITY, TOURISM, AND RECREATION		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications & Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles & Codes							
Food Service and Hospitality (201)	Introduction to Culinary Arts (8110)	180	≤ 360	Introductory 9th – 12th	G	California Food Handlers Card	Anaheim HS Buena Park HS Gilbert HS La Habra HS ROP Regional Course Offering Savanna HS Sonora HS Valencia HS Western HS Yorba Linda HS
	Culinary Arts (8111)	180	≤ 360	Concentrator 10th – 12th	G	California Food Handlers Card	Anaheim HS Buena Park HS La Habra HS Savanna HS Sonora HS Valencia HS Western HS Yorba Linda HS
	Culinary Arts and Hospitality Management (8112)	180	≤ 360	Capstone 11th – 12th	G	Art Institute & Culinary Institute of America and Orange Coast College; California Food Handlers Card	Buena Park HS La Habra HS Sonora HS Yorba Linda HS
	Retail Restaurant/Food Service Marketing Occupations (8112)	180	≤ 540	Capstone 11th – 12th	G		ROP Regional Course Offering Yorba Linda HS
Hospitality, Tourism, and Recreation (202)	Entertainment Park/Tourism Careers (8031)	180	≤ 270	Capstone 10th – 12th	G	Westcliff University; California Food Handlers Card	ROP Regional Course Offering Knott's Berry Farm

Industry Sector: (INF) INFORMATION AND COMMUNICATION TECHNOLOGIES		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications & Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles & Codes							
Software & Systems Development (174)	Exploring Computer Science (8133)	180	n/a	Exploratory 7th – 8th	n/a		Brea JHS
	Sub-Pathway: Web and Social Media Programming and Design (174B)	180	Eligible	Concentrator 9th – 12th	G		Buena Park HS

Industry Sector: (MAN) MANUFACTURING AND PRODUCT DEVELOPMENT		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications & Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles & Codes							
Welding and Materials Joining (213)	Welding Technology, I	180	Eligible	Introductory 9th – 12th	G	Fullerton College & Westcliff University	Esperanza HS ROP Regional Course Offering
	Welding Technology II (8230)	180	Eligible	Concentrator 10th – 12th	G	Fullerton College, Orange Coast College, Santa Ana College, & Westcliff University	
	ROP Advanced Welding (8231)	180	Eligible	Capstone 11th – 12th	G	Fullerton College & Westcliff University; ROP Career Pathway Completion	

Industry Sector: (MAR) MARKETING, SALES, AND SERVICE		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications & Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles & Codes							
Professional Sales (243)	Retail Sales and Marketing (a.k.a. Retail Careers) (8321)	180	≤ 520	Capstone 9th – 12th Grades	G	Westcliff University; ROP Career Pathway Completion Certificate	Gilbert HS

Industry Sector: (PUB) PUBLIC SERVICES		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications & Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles & Codes							
Public Safety (232)	Criminal Justice (8411)	180	Eligible	Concentrator 9th – 12th	G		Kennedy HS Magnolia HS
	Forensic Sciences/Crime Scene Investigation (8411)	180	Eligible	Concentrator 9th – 12th	G	Westcliff University	
Emergency Response (233)	Fire Technology (8421)	180	Eligible	Concentrator 9th – 12th	G	Westcliff University	La Habra HS Los Alamitos
	Medical Careers (8420)	180	Eligible	Introductory 9th – 12th	G	Coastline Community College	La Habra HS Regional Course
	Emergency Medical Responder (8421)	180	Eligible	Concentrator 10th – 12th	G		La Habra HS Los Alamitos Regional Course
	Emergency Medical Technician (8422)	168	24	Capstone 11th or 12th	G	AHA. Basic Life Support for Healthcare Providers; National Registry of Emergency Medical Technicians Exam; OCEMS Accreditation; ROP Career Pathway Completion	La Habra HS ROP Regional Offering
Legal Practices (231)	Introduction to Criminal Justice (8400)	180	Eligible	Introductory 9th – 12th	G		Cypress HS El Dorado HS

Industry Sector: (TRA) TRANSPORTATION		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications & Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles & Codes							
Structural Repair and Refinishing (220)	Introduction to Auto Body Repair (8520)	180	Eligible	Introductory 9 th – 12 th Grades	---		ROP Regional Course Offering Fullerton HS Regional Course Offering
	Auto Body Repair (8521)	180	Eligible	Concentrator 9 th – 12 th Grades	G	Articulated with Westcliff University	
	Advanced Auto Body Repair (8521 or 8522)	180	Eligible	Capstone 10 th – 12 th Grades	G	Eligible for I-Car Pro Level 1: Refinishing and I-Car Pro Level 1: Non-Structural Repair; ROP Career Pathway Completion Certificate	
Systems Diagnostics and Service (221)	Introduction to Automotive Technology (8530)	180	Eligible	Introductory 9 th – 12 th	G	Articulated with Fullerton College and Westcliff University; Automotive Service Excellence (ASE Student Certification): Braking; Engine Repair	Buena Park HS Katella HS La Habra HS Loara HS ROP Regional Offering Savanna HS Sunny Hills HS
	Automotive Technology (8531)	180	Eligible	Concentrator 10 th – 12 th	G	Articulated with Westcliff University; ASE Student Certification: Electrical/Electronic Systems; Suspension and Steering; Engine Performance	
	Advanced Automotive Technology (8532)	180	Eligible	Capstone 11 th – 12 th	G	ASE Student Certification: Heating and Air Conditioning; Manual Drive Train and Axles; Automatic Transmission/Transaxle; ROP Career Pathway Certificate of Completion	

STAND-ALONE ELECTIVES (NOT PART OF A SEQUENCED CTE PATHWAY)		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications & Articulation	Locations Offered
	American Sign Language I	180	Eligible	9th – 12th	E	Articulated with Westcliff University	Fullerton HS
	American Sign Language II	180	Eligible	10th – 12th	E	Articulated with Westcliff University	
	American Sign Language III	180	Eligible	11th – 12th	E	Articulated with Westcliff University; ROP Career Pathway Completion Certificate	
	Business, Finance, and Careers	180	Eligible	9th – 12th	G	May be available for third-year math credit	Buena Park HS Fullerton HS La Habra HS
	Career Training for Transition	180	≤ 180	Special Program for OCDE Probation Sites	---	ROP Certificate of Completion	OCDE Access Probation Sites Only

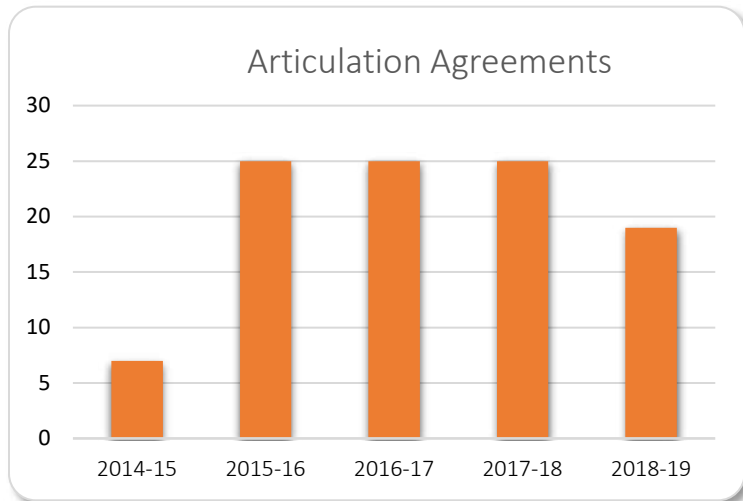
Certifications and Licensures

NOCROP offers 41 courses in which students are able to earn an industry certification or license. Students who complete a NOCROP career pathway sequence including all required courses and work-based learning (if applicable) with grades of “C- “or better will earn a NOCROP Career Pathway Completion Certificate. A NOCROP Career Pathway Completion Certificate is recognized by regional business and industry partners. In addition, the following certifications or licensures are available to students who complete the necessary course requirements in various course/pathways:

- 🍊 Adobe Certified Assistant
- 🍊 Adobe Illustrator Certification Exam
- 🍊 Adobe In-Design Certification Exam
- 🍊 Adobe Photoshop Certification Exam
- 🍊 American Heart Association: Basic Life Support for Healthcare Providers
- 🍊 ASE Student Certifications
- 🍊 California Certified Medical Assistant Exam (CCMA)
- 🍊 California Food Handlers Card
- 🍊 Certified Nursing Assistant Licensing(CNA)
- 🍊 Child Development Assistant Permit
- 🍊 First Year Future Farmers of America Green Hand Degree
- 🍊 I-Car Pro Level 1: Non-Structural Repair
- 🍊 I-Car Pro Level 1: Refinishing
- 🍊 National Federation of State High School Associations
- 🍊 National Nurse Aide Assessment Program Exam Required for State Certification
- 🍊 National Registry of Emergency Medical Technicians Exam
- 🍊 National Restaurant Association ServSafe Food Protection Manager
- 🍊 OCEMS Accreditation
- 🍊 Registered Dental Assistant Certification (RDA)
- 🍊 Second Year Future Farmers of America Chapter Degree
- 🍊 ServSafe Certification
- 🍊 Vocational Nursing Licensing (NCLEX)

Articulation

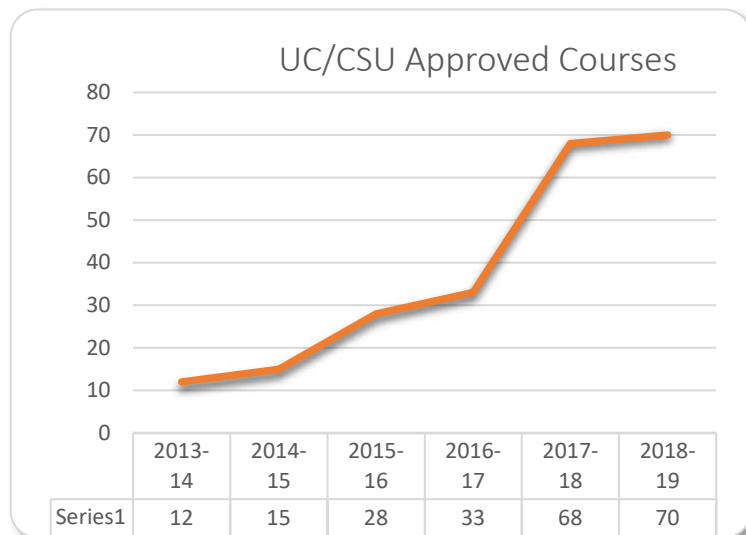
Several courses offered by NOCROP collaborate with various community colleges. Articulation allows a student to earn advanced placement and/or college credit for courses. Several new agreements have been added to the since the 2013 WASC Self-Study. Currently, 19 articulation agreements in place in 2018-19. The chart to the right indicates the number of articulation agreements in place each year since the previous self-study.



list
are

UC/CSU Course Approval

NOCROP has worked diligently in developing new courses for the University of California (UC) and California State University (CSU) approval. In the 2013-14 school year when the previous self-study was conducted, only 12 courses were UC/CSU “a-g” approved. Of the 78 courses NOCROP offers, 74 meet the UC/CSU “a-g” requirement. This is an increase of 62 courses since the last report.



Community Profile

NOCROP provides services to students in the suburban of Southern California, south of the extended Los Angeles metropolitan area. Orange County (OC) is made up of a culturally diverse population and is the sixth most populous county in the United States. Known for its tourist destinations and coastline of beaches, it is heavily urbanized and fairly dense. With 3,220,451 people, an area of 790.9 square miles, and a population density of 4,033.9 people per square mile.



region

OC has

Orange County, CA

Orange County is becoming increasingly diverse, with no one race or ethnicity comprising a majority:

- 🍊 43% White,
- 🍊 37%, Hispanic and
- 🍊 20% Asian.

30% of residents are foreign born and 46% of all residents over age five speak a language other than English at home. The median age in OC is 37.2.

Orange County Socioeconomic Statistic

Households in Orange County, CA have a median annual income of \$83,837 which is more than the median annual income in the United States which is \$59,039. On the other hand, the median property value in OC is \$654,400. Data shows that 12.5% of Orange County residents live in poverty, including 1 in 6 children and 30% of neighborhoods have a high concentration of financially unstable families. 15% of adults over age 25 have less than a high school diploma and 40% of adults over age 25 have a Bachelor's degree or higher.

Orange County Economy

Robust employment trends are expected in OC over the next decade. Orange County, employs 1.59 million people and the unemployment rate as of September 2018 was 2.8%. New middle-skill jobs are thriving in Orange County. As many as 41 of the 50 occupations projected by California's Employment Development Department (EDD) will create the most jobs in OC, over the next decade. These jobs will not require a four-year degree and many are middle-skill jobs offering upward mobility and paying above-average wages. Examples include; Registered Nurses, Dental Hygienists, Laboratory Technicians, Web Developers, Computer Systems Analysts, and advanced manufacturing jobs in aerospace, medical devices, and computer electronics. Orange County educational demographics projections indicate a declining school-aged population which could have an impact on local school systems. While overcrowded classrooms

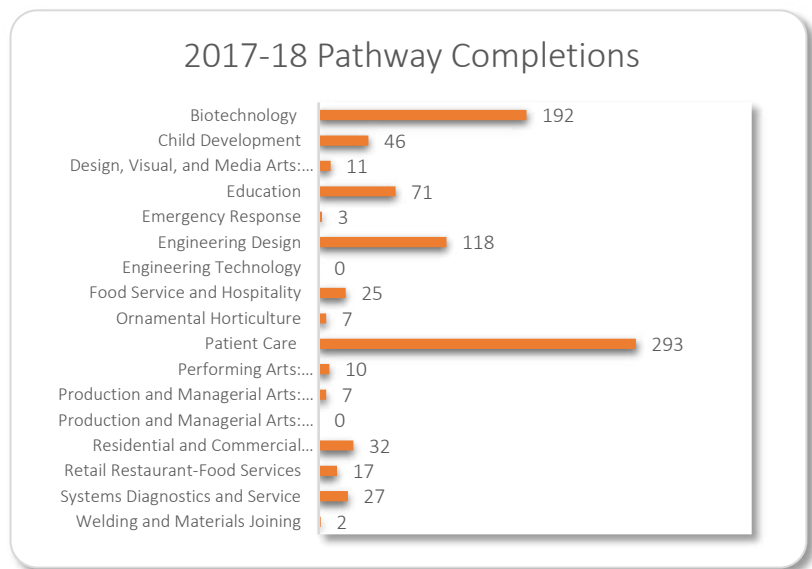
were a major concern in the last decade, smaller class sizes will likely put downward pressure on school funding. These declines are expected evenly throughout OC. This trend alone could worsen the already significant skills gap in the county.

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.

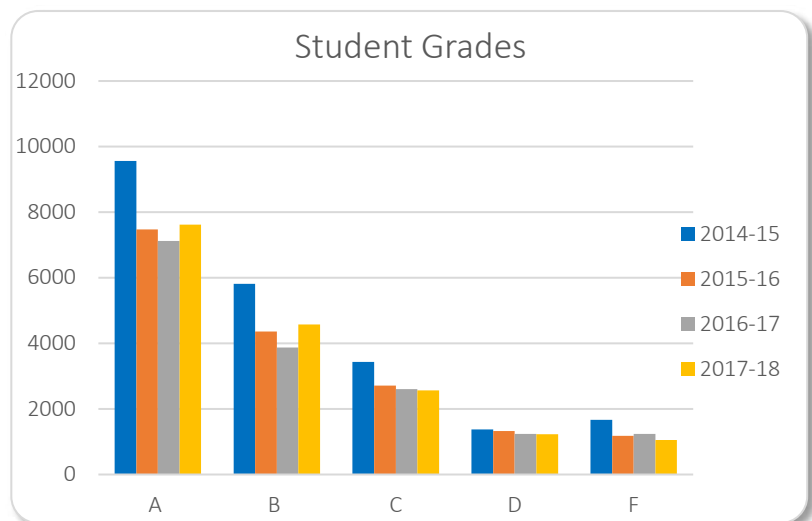
Completions

A student who has completed a career pathway sequence which includes all required courses and work-based learning (if applicable) with grades of “C- “or better. The chart to the right indicated the number of student completers by pathway in the 2017-18 school year. Prior year data is unavailable as the previous student information system did not track student completions as defined above.



Grades

The table to the right shows the distribution of student letter grades across all pathways/courses between 2014-18.



Schoolwide Learner Outcomes

ROPERS (Previous SLOs)	Career Ready Practice (New SLOs)	2017-18 End-of-Year Student Survey Results	2018-19 Mid-Year Survey Results
Achieve career technical and academic standards	Apply appropriate technical skills and academic knowledge	<p>89.5% of students indicated their NOCROP course used industry-related technology to further their knowledge and skills in this career pathway.</p> <p>89.3% students indicated they learned specific skills related to their pathway.</p>	<p>88% of students indicated their NOCROP course used industry-related technology to further their knowledge and skills in this career pathway.</p> <p>91% students indicated they learned specific skills related to their pathway.</p>
Communicate effectively through listening, reading, writing, and speaking	Communicate clearly, effectively and with reason	90.8% of students indicated reading and writing were a regular part of assignments in their course.	87% of students indicated reading and writing were a regular part of assignments in their course.
Research and identify career and college pathways	Develop an education and career plan aligned with personal goals	87% of students learned job-seeking skills in class (e.g. how to create a résumé, complete a job application, and successfully interview.	77% of students learned job-seeking skills in class (e.g. how to create a résumé, complete a job application, and successfully interview.
Identify, prioritize, and solve problems with predictable and unpredictable outcomes	Utilize critical thinking to make sense of problems and persevere in solving them	<p>91% of students practiced solving problems that would typically occur on the job.</p> <p>88.7% of students reported their NOCROP course was challenging and required them to think critically and problem solve.</p>	90.8% of students practiced solving problems that would typically occur on the job.

ROPERS (Previous SLOs)	Career Ready Practice (New SLOs)	2017-18 End-of-Year Student Survey Results	2018-19 Mid-Year Survey Results
Participate and contribute to the local and global community	Act as a responsible citizen in the workplace and the community	92.6% of students indicated their NOCROP course taught them the importance of respectful social skills in a diverse workplace setting. 80.4% of students stated they learned and discussed the implications of cyberbullying and cybersecurity.	93.6% of students indicated their NOCROP course taught them the importance of respectful social skills in a diverse workplace setting.
Collaborate towards a common goal	Model integrity, ethical leadership and effective management	89.4% of student indicated they learned and discussed ethical issues in the workplace.	85% of student indicated they learned and discussed ethical issues in the workplace.
Use respectful social and cross-cultural skills	Work productively in teams while integrating cultural	94.7% of students indicated they worked as a team member in class.	93% of students indicated they worked as a team member in class.
Create, implement, and assess ideas	Demonstrate creativity and innovation	89.5% of students indicated NOCROP course used industry-related technology to further their knowledge and skills in this career pathway.	87.3% of students indicated NOCROP course used industry-related technology to further their knowledge and skills in this career pathway.
Comprehend technical, professional, and internet resources	Employ valid and reliable research strategies	90.6% of students indicated technology was regularly used during instruction, such as computers, Chromebooks, tablets, Google Classroom, or Haiku in this course.	87% of students indicated technology was regularly used during instruction, such as computers, Chromebooks, tablets, Google Classroom, or Haiku in this course.
Consider the ethical issues of decisions	Understand the environmental, social, and economic impacts of decision	93.6% of students indicated their ROP course taught them the importance of respectful social skills in a diverse workplace.	86.3% of students indicated their ROP course taught them the importance of respectful social skills in a diverse workplace.

CHAPTER II

Progress Report on Schoolwide Action Plan



CHAPTER II: PROGRESS REPORT

NOCROP's procedures for the implementation and the monitoring of the Schoolwide Action Plan. Include how annual progress reports, as well as this third-year report, have been prepared.

Stewardship and implementation of the action plan have been a collective effort of the Leadership Team and teacher leaders. Communication and updates of the Action Plan have taken place through the Cabinet, Council, Leadership Team, Professional Learning Communities (PLCs), PLC Guiding Coalition, and Board of Trustees meetings and presentations.

- 🍊 Cabinet meets every Monday morning and consists of two members: Superintendent and Assistant Superintendent, Educational Services. Until May 2018, it also included the Assistant Superintendent, Administrative Services.
- 🍊 Council meets twice a month on the first and third Monday mornings after the Cabinet meeting. It consists of five members including two from Cabinet and the three Administrators, Instructional Programs.
- 🍊 The Leadership Team meets in the morning twice a month on the second and fourth Tuesdays. It consists of all eleven managers including members of Council, the Director, Fiscal Services, Director, Technology and Facilities Management, Human Resources Manager, Instructional Programs Managers, and the Business Partnership and Innovation Specialist.
- 🍊 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 three PLC Teams, each with approximately thirty teachers and a PLC Lead Teacher who serves as the facilitator. 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 three PLC Team Lead Teachers; the three Administrators, Instructional Programs; the Assistant Superintendent, Educational Services; and, the two Instructional Program Managers (since August 2018). From 2013-16, it also included the Coordinator, Curriculum and Instruction, a defunct position. And in 2016-18, it included Teachers on Special Assignment (TOSAs) who were serving as instructional coaches.

In addition, the Action Plan is aligned with the annual Superintendent/Board of Trustees Priorities. Progress is reported through Board meeting presentations, staff in-services, partnership breakfasts, and PLC meetings. The initial Action Plan of 2013 and the third year progress report of 2016 were formally approved by the Board of Trustees and submitted to WASC. Starting with the new Action Plan of 2019, not only will the initial action plan be submitted for Board approval, but also 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 can be conveyed and reinforced through an annual report, staff in-services, partnership breakfasts, CTSO leadership training, and social media.





Progress on all critical areas of follow-up (or major recommendations) carried out within the school-wide action plan section. Comment on any additional areas that were addressed within the action plan. Indicate what impact the action plan has had on the quality and level of student learning.

There were no critical areas of follow-up noted by the 2013 WASC Visiting Team. The following report addresses progress and revisions made to the 2013 NOCROP Action Plan.










ACTION PLAN – USE OF DATA

1. *Train PLC Leads and administration on “Professional Learning Communities.”*
 - a. *Train administration*
 - 🍊 *July 2013 instructional administration attended Solution Tree: PLC Institute, Pasadena, CA*
 - b. *Create workshops for PLC Leads*
 - 🍊 *August 2013 instructional administration conducted a two-day ‘Boot Camp’ to introduce the concept of PLCs and model activities PLC Leads could use with their teachers. (Evidence: agenda and sign-in sheet)*
 - c. *Hire Solution Tree*
 - 🍊 *Three-year plan developed – each year to be contracted separately.*
 - 🍊 *First year contract approved September 2013*
 - 🍊 *Second year contract approved June 2014**(Evidence: contract)*
 - d. *PLC Leads hold meetings to train teachers.*
 - 🍊 *A minimum of five meetings were held commencing in August 2013. (Evidence: meeting minutes)*

e. Solution Tree training activities:




-  *Five onsite workshops were held (four for Guiding Coalition/one for all teachers)*
-  *Three video teleconferences were held for the Guiding Coalition*
-  *Guiding Coalition attended PLC Institute in January 2014, Anaheim, CA*
-  *Guiding Coalition attended PLC Institute in September 2014, Anaheim, CA*
(Evidence: related paperwork)

2. Train instructional staff on creating quality common assessments including:



-  *Developing Learning Targets*
-  *Descriptive Feedback*
-  *Protocol to Build Assessments*
-  *Protocol to Analyze Assessments*
-  *Designing for accuracy*
-  *Designing for rigor and relevance*
-  *Understanding common assessments*
-  *Understanding a balanced assessment system*
-  *Employing formative assessments successfully*

Staff will share a unit assessment, examples of student work, all scoring tools and materials for the assessment.

3. Review student achievement data in Professional Learning Communities including ROP Expected Results for Students. Identify, Gather, Analyze, and Act with Data

-  *Teachers instruct, assess, and chart achievement data*
-  *PLC reviews and discusses and sets SMART goal(s)*
-  *repeat process to validate improved student*

4. Staff will focus on the 'why' of common formative and summative assessments.

-  *Create assessments*
-  *Student involvement in the assessment process.*

Professional Learning Communities (PLCs)

Before and during the 2013 Self-Study process, many schools and districts adopted the concept of PLCs championed through Rick and Becky DuFour at Solution Tree conferences. It became evident that in order to effectively implement the action plan and establish a collaborative culture focused on improving student achievement, teacher leadership and buy-in was essential. Key teachers from various industry sectors were interviewed and selected to serve as lead teachers in the PLC endeavor. Although a few administrators were knowledgeable about PLCs, it was decided that all instructional staff needed to be trained. The instructional administrators attended a Solution Tree PLC Institute in July 2013 which was facilitated by Rick and Becky DuFour as well as Mike Mattos from Solution Tree. PLC Lead Teachers and administrators participated in a summer PLC Boot Camp to introduce the purpose, concepts, research, and process of effective PLCs. The teachers were excited about the new venture, however, struggled with how to begin working with their assigned groups of teachers.

In prior years, the administration would provide teacher leaders with a prepared agenda and review the talking points. No one had ever assigned them to engage their colleagues in a self-reflective dialogue focused on improving student achievement by reviewing data, setting goals, and adjusting instruction to achieve those goals. PLC Lead Teachers and administration soon realized that implementing PLCs was not as simple as offering a workshop and providing a book; an entire paradigm shift was required. NOCROP then contracted with Solution Tree to provide an ongoing consultant. Paul Farmer, a nationally recognized leader in PLCs, was chosen to help the PLC Guiding Coalition through a combination of on-site workshops and video teleconferences. He worked with all instructors at the January and August 2014 In-Services.

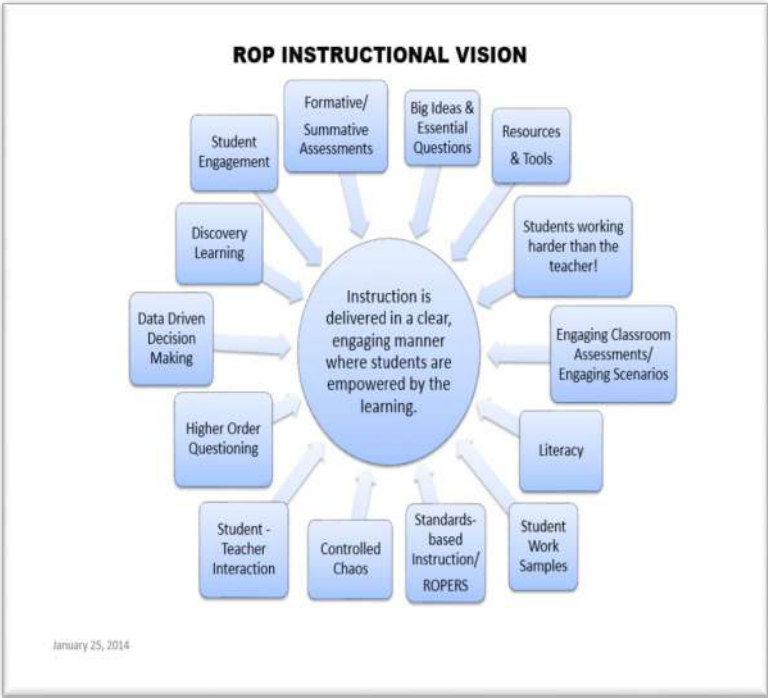
Although the implementation of PLCs has been a tremendous asset for improving communication, the process also has had its challenges. A major challenge that PLC Leads identified from the very beginning was how to work with teachers who did not attend meetings or actively participate in the PLC process. Collective buy-in was essential for a successful PLC Process. Paul Farmer promoted the development of a simultaneous “loose” and “tight” culture, one where autonomy and creativity (loose) are promoted with well-defined parameters and priorities that must be honored (tight). Building shared knowledge and a consistent, collaborative culture focused on student learning results through PLCs became the mantra. Teachers were expected to participate. To further reinforce the organizational commitment to PLC success and to nurture a collaborative culture, a series of progressive steps were taken: administration communicated the “why” and benefits to students of teacher collaboration; the expectations for PLC participation was reinforced through goal-setting and evaluation; teachers were paid for PLC meeting participation at the non-instructional rate of \$32.00/hour for 8-10 meetings starting in 2014-15; PLC

participation was added to the annual *Notice of Offer of Employment* language in 2015-16; PLC teams and meeting dates were established in advance and attached to the *Notice of Offer of Employment* starting in 2016-17; and teachers with perfect PLC attendance were recognized starting in 2016-17 through ribbons and certificates at the annual Back-to-School and Spring In-Services. Paul Farmer also helped the PLC Guiding Coalition accept the concepts of “move forward with the willing” and “ready fire aim.” And although somewhat cliché, he emphasized how the PLC process was a journey worth taking and the journey was more important than the destination.

One major “aha” resulting from the work of the PLC Guiding Coalition was the need to establish both a common vocabulary and vision regarding NOCROP instruction and student learning. The PLC Guiding Coalition was tremendously successful in solidifying instructional terminology, especially around the four big questions of a PLC:








- 🍊 What do our students need to learn/know? (essential standards)
- 🍊 How do we know if the students learned it? (formative versus summative assessments)
- 🍊 How will we respond when students do not learn it? (remediation)
- 🍊 How will we respond when students do learn it? (enrichment)

NOCROP stakeholders were involved in creating a common vision of instruction and student learning in a ROP class where student engagement was central. Feedback from these discussions was the inspiration for an instructional vision graphic which was promoted within NOCROP and to external stakeholders. Staff development decisions and topics were based upon the instructional vision— instruction delivered in a clear, engaging manner where students are empowered by the learning. And as a result of these critical conversations, the first major example of the importance of building shared knowledge was underscored. “Building shared knowledge” remains a ubiquitous catchphrase within the organization.



For each of the last three school years, there has been a minimum of twenty new teachers each cycle. This leads to the second challenge, nearly 60% of our instructors have not had formal PLC training instituted by Solution Tree from 2013-15. The PLC Guiding Coalition must take this into consideration when trying creating the roadmap for PLC work. The PLC process is embedded in New Teacher Training each summer; however, many teachers are hired after the training and only receive a PLC primer from their supervising administrator before their first PLC Team meeting. How to keep all instructors abreast of common vocabulary, shared vision, and PLC team goals is an ongoing challenge. Strategies to address this must be incorporated into the new Action Plan.

Use of Assessment

1. *Train instructional staff in the use of the new California CTE Model Curriculum standards and strategies for implementation.*
2.
 -  *Administrators, Instructional Programs and Assistant Superintendent, Educational Services attend New CTE Model Curriculum Standards Professional Development Train the Trainer.*
 -  *Develop a schedule and train teachers on new CCTE Standards.*
 -  *Work with PLC leads to develop a process to review and revise course outlines based on new CCTE standards.*
3. *Implement the use of curriculum maps and link to common assessments.*
 -  *Review curriculum maps*
 -  *Verify and review common assessments*
 - *ROP Expected Results for Students*
 - *Final*
 - *Quarter*
 - *Unit*
4. *Train instructional staff on the types of assessment and their use.*
5. *Train instructional staff to interpret summative and performance assessment results in regards to student achievement and instructional effectiveness, including the ROP Expected Results for Students.*
6. *Implement the review of common summative assessment results (final, quarter, unit), including the ROP Expected Results for Students during Professional Learning Community meetings.*
7. *Identify areas of focus for growth within each Professional Learning Community based on common assessment results, including the ROP Expected Results for Students*
8. *Review evidence of “assessing progress” and determine strengths and area for growth.*
 -  *Identify steps to address areas of growth*
 -  *Revise action plan*

As previously mentioned for the “use of data,” all steps were implemented and many lessons were learned. Training the instructors on how to use assessment was easy to achieve and was embedded within the Solution Tree consultations, workshops, and in-services; however, institutionalizing assessment data with systematic processes and teacher accountability was not. Within each PLC Team was various pathways and subjects. Some subject matter teams were more successful and advanced than others. The PLC process helped us identify some major obstacles to institutionalizing and formalizing PLC work:

- 🍊 The first obstacle encountered dealt with course outlines. Although Board approved outlines are available for each course, these documents were created many years ago without shared knowledge, purposeful articulation, or the direct alignment with other courses in the pathway and the CTE Model Curriculum Standards. Teachers found the course outlines as a basic reference tool, not a dynamic, reflective tool for delivering instruction and developing student learning. The course outlines were static documents and were saved on an internal network at the Education Center or on file in binders. Teachers did not literally or figuratively own these documents which should be the foundation of a consistent, viable curriculum. Some teachers implemented an individually devised curriculum which may have similar assignments and units as other same-subject teachers. Some teachers and subject matter teams have their own digital course outlines which have been updated and shared among themselves. Some subject matter teams have and use common, detailed day-by-day lesson plans, projects, assessments, and strategies while most do not.

In 2015-16, the Coordinator of Curriculum and Instruction reformatted the course outlines and added the pathway anchor standards as well as listed the essential pathway standards in bold. These essential pathway standards were identified and prioritized by teacher teams in PLC meetings in 2013 through 2016. Since then, there has been no Coordinator of Curriculum and no major revisions; nevertheless, since then, nearly every NOCROP course has been submitted for UC/CSU “a-g” approval.

Teachers who have submitted the curriculum and key assignments for their courses have ownership of those changes which most likely are not indicative of what is found in the static course outlines. When teachers come and go, more likely than not, there is no formal passing on of previously developed shared knowledge, common assessments, projects, or lessons. Many new teachers receive only a static course outline, as did their predecessors who had to create everything else as they developed such throughout the school year. The new Action Plan will address this issue through a digital “teacher toolkit.”

- 🍊 The second obstacle was ending or preventing a “checkbox” mentality among teachers regarding common assessments. Stressed was the importance of identifying and prioritizing essential standards as a team. Teachers were asked to make sure that the standards the team collectively identified gave students endurance, leverage, and readiness for their next pathway course. Many teams implemented common assessments without building such knowledge by using previously

established tests or projects. Getting the PLC task done overshadowed the purpose and collective inquiry.

- 🍊 The third obstacle was determining what data mattered for improving student learning or demonstrating student achievement. Student assessment data was collected in teacher gradebooks using the AERIES student information system of which NOCROP had no access. Districts sent NOCROP quarterly reports with student attendance information which was transferred to AIM (prior to 2017-18) or ClassMate. The student learning outcomes known as “ROPERS” were hard to individually measure quantitatively, but easier to do so qualitatively through perception student survey data. Nevertheless, the desire was strong to have a uniform, student information system to serve as a repository for student outcome data which could be easily obtained and conveyed by various automated reports. Searching for a new student information system to replace AIM which had been used for twenty years, ClassMate CTE by Harris Solutions was chosen. The system was supposed to make CTE data collection efficient and data reporting simple. In certain areas that is true; however, in the second year of implementation and for various reasons, the product has yet to deliver on all of the capabilities which were marketed. Yet, Classmate still has theoretical promise for providing data to teachers for informing instruction, to students for conveying learning achievement, and to our partners for validating the high-quality CTE provided.

Rather than trying to correct these issues without the proper digital tools, the PLC Guiding Coalition decided to focus on giving teachers a different type of tool, one that could help them share and analyze student work by using an established protocol. The PLC Team Lead Teachers researched and finalized a protocol for analyzing and learning from student work samples. This has been used over the last three years to keep the collaborative momentum, develop trusting relationships and a safe work space, share best instructional practices, provide constructive feedback on student learning, but most importantly, keep student learning as the central purpose of PLC work. When implemented with fidelity, the protocol is a powerful instructional practice.

CHAPTER III

Criterion 1: Institutional Mission and Schoolwide Learner Outcomes





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CHAPTER III: SELF-STUDY FINDINGS

CRITERION 1: INSTITUTIONAL MISSION AND SCHOOLWIDE LEARNER OUTCOMES

The school 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.

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.

In what ways does the Mission Statement reflect the school’s commitment to high levels of student learning?

NOCROP demonstrates a student-centered mission by articulating an overarching, organizational purpose (“equips and empowers”), a goal (“tomorrow’s innovative, civic-minded professionals”), and a vehicle (“through Career Technical Education”). Central to this mission is the belief that all students can learn and achieve at high levels. The California Standards for Career Ready Practices (CRPs) have been adopted by the organization and serve as the basis for the Schoolwide Learner Outcomes (SLOs). The CRPs define the student learning experience, serve as the foundation for assessing student achievement, and provide the foundation for how the organization measures the fulfillment and efficacy of its mission.

Mission Statement

North Orange County Regional Occupational Program equips and empowers tomorrow’s innovative, civic-minded professionals through career technical education.

NOCROP developed a mission statement that is committed to providing high-quality career technical education which ensures student success in personal and academic pursuits.

The mission statement supports innovation in teaching and learning. The mission statement aligns with the founding principles of Regional Occupational Programs as an integral part of California’s system of career preparation and workforce development. Pathways are offered based on labor market research and pathway sequences connect with postsecondary institutions.

In addition to the mission statement, NOCROP established a vision statement to further define how it wants to be viewed by stakeholders as well as the external community. The vision statement also spells out what the organization will do in order to achieve such status.

Vision Statement

North Orange County Regional Occupational Program will be recognized as the premier career technical education provider in California for high school students. Every high school student in each of our five districts will have access to a sequence of rigorous and relevant career technical courses. These courses, taught by experienced and engaging instructors, will enrich students’ high school experience and provide them with the career compass needed to navigate a challenging future.

How does the school establish learning programs and services that are aligned with its mission and that match the needs of its student population?

Courses, pathways, and services are aligned with the school’s mission and match the needs of the student population. Educational Services administration regularly meets formally and informally with partner school and district staff members to discuss student needs and outcomes. The Educational Services team considers multiple datasets when making decisions about future programs and services. As NOCROP contributes to the economic development of the region in a variety of ways, pathways are designed to align to local labor market needs. Course curricula and instructional practices are reviewed at Advisory Meetings by business and industry partners to gather information on the current labor market needs and industry standards. All pathway courses prepare students with skills necessary for employment, industry certifications, and/or post-secondary education.

What documents does the school have that proves that the school is legally authorized by the state or appropriate government agency to grant credits, certificates, or diplomas?



Through legislative declarations and intent, California Education Code (EC) Section 52300 established regional occupational centers and programs “to serve the state and national interests in providing career technical and technical education to prepare students for an increasingly-technological society in which generalized training and skills are insufficient to prepare high school students and graduates, and out-of-school youth and adults for the many employment opportunities which require special or technical training and skills.” EC 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. Student attendance and grades from NOCROP regional course offerings held outside the school day are reported to the individual schools from its partner districts. Officials from these schools then issue credits and post grades to the students’ transcripts. EC Section 52336 states that an entity establishing and operating a career preparatory program shall present pupils with a certificate of completion that shall supplement a high school diploma. All new courses and any significant changes of existing ones are submitted for approval to the NOCROP Board of Trustees and reflected in the respective meeting minutes.

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

Who was involved in the development of the mission statement and how was it accomplished?

Beginning in the fall of 2017, the Leadership Team, Board of Trustees, and classified and certification staff, began the Strategic Planning Process. During the strategic planning meetings, the committee reviewed the Mission and Vision Statements. In the spring of 2018, stakeholder groups, consisting of classified, certificated, management, students, parents, and business and industry partners, were tasked with reviewing and providing feedback on the Mission Statement. During the process, stakeholder groups participated in an activity to develop the Mission Statement.

Stakeholder groups provided input, the results were culled and brought back to the WASC Leadership Team for review. The Leadership Team developed two versions of the Mission Statement:

-  North Orange County ROP provides career technical education pathways which cultivate, empowered, civic-minded, students who are tomorrow’s innovative professionals.
-  Our mission is to equip and empower tomorrow’s innovative, civic-minded professionals through career technical education.

The Mission Statements were presented to the Board of Trustees for discussion and adoption at the June 6, 2018, Board Meeting.

How is the mission statement communicated to the school's constituents?

The Mission Statement is published on the NOCROP website, on the student handbook, pathway flyers, agendas, and the monthly newsletter, "Slice of Success." The new mission statement was presented at the annual 2018 Back-to-School In-Service and posted in classroom and NOCROP facilities. Every NOCROP classroom has the mission statement posted and clearly displayed.

How often is the mission statement reviewed and revised in order to maintain relevance and effectiveness?

Since 1971, the mission statement has been reviewed eight times. Minimally, the mission statement is reviewed as part of the accreditation self-study process and organizational planning meetings; however, revisions also occur as a result of other influences such as legislation or input from the Board of Trustees.

Who is involved in this review and revision process?

The process of developing a new mission statement brought key stakeholders together to articulate a clear statement of purpose at the beginning of the WASC Self-Study process. Stakeholders participated in a Mission Statement activity to review the mission statement and provide feedback. Two draft mission statements were provided to the Board of Trustees for adoption.

The adopted Mission Statement was approved by the Board of Trustees at the June 6, 2018 Board of Trustees Meeting per Board Policy 0100. The Superintendent and the Board of Trustees ensure that the mission statement reflects the core purpose of the organization.

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

How does the school consider its mission and SLOs in its planning and decision-making activities? What evidence does the school have to support the use of the mission statement and SLOs in planning processes?

The ROP uses its Mission and Schoolwide Learner Outcomes in its planning and decision-making activities. The mission statement is institutionalized and is an integrated part of planning and decision-making. The new Schoolwide Learner Outcomes (formally ROPERS) are now the *Career Ready Practices* (CRPs.) The Superintendent establishes annual priorities for the organization, *Board of Trustees/Superintendent's Priorities*, which are guided by the Mission Statement and Student Learner Outcomes. The Board of Trustees/Superintendent's Priorities and adopted by the Board of Trustees.

The CRPs will serve as a basis of planning and decision-making as staff becomes more accustomed to them. The ROP Educational Services Team is reviewing current practices and identifying opportunities to link the CRPs in this way. As with the implementation of any new initiative, the instructional staff

experience a learning curve. Professional Learning Community (PLC) Teams have already begun to develop processes to familiarize themselves and assess the CRPs.

The longevity of the organization has resulted in an institutionalized mindset that embraces the mission statement in operation and in decision-making activities. The organizational and staff reporting structure ensures support of management decisions that align with the mission statement. Meeting structures allow for dialogue and discussion for group input while an organization-wide 'open door' policy supports one-on-one exchange.

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













How were the Schoolwide Learner Outcomes (SLOs) developed and how are they measured?

Using a similar process to revise the mission statement, the WASC Leadership Team began to broaden the scope of discussion to create new Schoolwide Learner Outcomes (SLOs). The WASC Leadership Team did a crosswalk activity which compared the current SLOs and the ROP Expected Results for Students (ROPERS) to the Standards for Career Ready Practice, P21 Framework: 5 Cs of 21st of Century Education, District level SLOs.

The WASC Leadership Team, Professional Learning Community Teams, and stakeholders, determined that the adopted SLOs would be the *Career Ready Practices*, referred to as "CRPs." The adopted CRPs would allow NOCROP students to attain the fundamental knowledge and skills needed to be both career and college ready.

North Orange County Regional Occupational Program Student Learner Outcomes

Upon completion of a NOCROP pathway, students will be able to:

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

In September 2018, instructors participated in an activity facilitated by each PLC Lead teachers to encourage a successful transition to the CRPs. Instructors continued efforts will include the redesign of curriculum and lesson plans and the alignment of common assessments. Below the table identifies the current assessment strategy for the CRPs and the Student Exit Survey Results.

Student achievement is measured through a variety of assessment strategies. Student outcomes are also assessed organizationally by the distribution and collection of student surveys. Student Learning Outcomes results are listed as follows:

ROPERS (Previous SLOs)	Career Ready Practice (New SLOs)	Assessment Strategy 2017-18 End-of-Year Student Survey Results
Achieve career technical and academic standards	Apply appropriate technical skills and academic knowledge	<ul style="list-style-type: none">  Performance assessment of industry skills  Work-based learning participation  Attainment of certifications or licensures <hr/> <ul style="list-style-type: none">  89.5% of students report their NOCROP course used industry-related technology to further their knowledge and skills in this career pathway  89.3% of students reported they learned specific skills related to their career pathway
Communicate effectively through listening, reading, writing, and speaking	Communicate clearly, effectively and with reason	<ul style="list-style-type: none">  Writing assignments  Oral presentations <hr/> <ul style="list-style-type: none">  93.0% of students stated practicing communication was a regular part of this course, such as group discussions or presentations  90.8% of students reported reading and writing were a regular part of assignments in their course
Research and identify career and college pathways	Develop education and career plan aligned with personal goals	<ul style="list-style-type: none">  Career development portfolios and mock interviews  Senior culminating projects <hr/> <ul style="list-style-type: none">  87.0% of students learned job-seeking skills in class (e.g. how to create a résumé, complete a job application, and successfully interview)
Comprehend technical, professional, and internet resources	Apply technology to enhance productivity	<ul style="list-style-type: none">  Performance assessment using industry technology  Use of learning management systems (Google, Haiku) <hr/> <ul style="list-style-type: none">  89.5% of students stated their NOCROP course used industry-related technology to further their knowledge and skills in this career pathway  87.0% of students reported technology was regularly used during instruction
Identify, prioritize, and solve problems with predictable and unpredictable outcomes	Utilize critical thinking to make sense of problems and persevere in solving them	<ul style="list-style-type: none">  Case studies or critical thinking peer discussion posts  Project-based assignments <hr/> <ul style="list-style-type: none">  91.9% of students practiced solving problems that would typically occur on the job.  88.7% of students reported their NOCROP course was challenging and required them to think critically and problem solve
	Practice personal health and understand financial literacy	<ul style="list-style-type: none">  Lesson enter and exit tickets  Quizzes and exams

ROPERS (Previous SLOs)	Career Ready Practice (New SLOs)	Assessment Strategy 2017-18 End-of-Year Student Survey Results
Participate and contribute to the local and global community	Act as a responsible citizen in the workplace and the community	<ul style="list-style-type: none">  Service-learning projects  Career and Technical Student Organizations (CTSOs)
		<ul style="list-style-type: none">  93.6% students reported their NOCROP course taught them the importance of respectful social skills in a diverse workplace setting  80.4% of students stated they learned and discussed the implications of cyberbullying and cybersecurity
Collaborate towards a common goal	Model integrity, ethical leadership and effective management	<ul style="list-style-type: none">  Career and Technical Student Organizations (CTSOs)  Service-learning projects
		<ul style="list-style-type: none">  89.4% student stated they learned and discussed ethical issues in the workplace
Use respectful social and cross-cultural skills	Work productively in teams while integrating cultural and global competence	<ul style="list-style-type: none">  Project-based, Service-learning assessments  Career and Technical Student Organizations (CTSOs)  94.7% students reported they worked as a team member in class
Create, implement, and assess ideas	Demonstrate creativity and innovation	<ul style="list-style-type: none">  Design-build summative assessments  Demonstrations
		<ul style="list-style-type: none">  89.5% stated NOCROP course used industry-related technology to further their knowledge and skills in this career pathway
Comprehend technical, professional, and internet resources	Employ valid and reliable research strategies	<ul style="list-style-type: none">  Research-based projects  Performance assessment of industry skills  90.6% students reported their NOCROP course taught them how to locate information from different sources such as manuals, text, or the internet
Consider the ethical issues of decisions	Understand the environmental, social, and economic impacts of decision	<ul style="list-style-type: none">  Service-learning projects  Research-based projects
		<ul style="list-style-type: none">  93.6% students reported their ROP course taught them the importance of respectful social skills in a diverse workplace setting

NOCROP recognizes the need for significant change in how the organization collects and reports student outcomes. The Action Plan will include exploring ideas to collect both quantitative and qualitative student outcome data. Collecting quantitative data on pathway completions and industry certification attainment is vital. In addition to quantitative data, qualitative data in Career Technical Student Organizations (CTSOs) and work-based learning participation is also essential in reporting outcomes. NOCROP is dedicated to developing additional means and methods to evaluate and measure achievement of the SLOs.

How do faculty members integrate these SLOs into their lesson planning?

NOCROP instructors have begun the process of integrating the newly adopted CRPs into course guides and daily lesson plans, including alignment of common formative/summative assessments. In addition, all staff development activities offered in the current school year are aligned to support the assessment of the CRPs.

How are all stakeholders connected to the Student Learning Outcomes?

The newly adopted CRPs were developed with stakeholder input and feedback. NOCROP was purposeful in the development of SLOs, to ensure they align with our five partner districts' Schoolwide learning outcomes or expected student learning results.

The transition of the SLOs from ROPERS to CRPs has been an integral part of the 2018-19 school year. The transition started with certificated staff identifying best practices to assess each SLO and in turn align or revise the assessments. Also, as previously stated, all staff development activities have been aligned to support the assessment of the SLOs/CRPs. Classified support staff has also become more familiar with the new SLOs as they have been introduced at numerous staff meetings and in-services through collaborative discussions.

Student recognition and awards are aligned to the SLOs/CRPs including the Celebration of Success student application, learning portfolio, and award interview process. Students with the highest levels of achievement based upon these measures are chosen by the Career Education Foundation and NOCROP for scholarships and pathway awards each year at the Celebration of Success event.

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.

What is the process used to evaluate current educational literature and integrate new ideas that address current and future student learning needs?

Courses offered through NOCROP incorporate the California Department of Education's 2013 CTE Model Curriculum Standards (CTE MCS). The CTE MCSs are organized by 15 industry sectors and having two or more career pathways in each. From the CTE MCS, course outlines and lesson plans incorporate research-based instructional strategies that help ensure achievement of SLOs. The CTE MCSs are aligned to the California Common Core State Standards, Next Generation Science Standards, and History/Social Science Framework.

NOCROP staff has been introduced to current educational research and expert practitioners through in-services and staff development workshops. Classroom management strategies developed by Harry K. and Rosemary T. Wong as well as Fred Jones have been incorporated into New Teacher Training and subsequent staff development. All new instructors get a personal copy of *The First Days of School: How to Be an Effective Teacher* at New Teacher Training. The Buck Institute's Project-Based Learning strategies as well as Engaging Classroom Assessments training through the Leadership and Learning Center, have been an organizational investment for instructors and administrators. Julie Adams led teacher training and gave a keynote address to all staff at the 2016 Back-to-School In-Service. Every teacher received a copy of her book, *Game Changers: 7 Instructional Practices that Catapult Student Achievement*. Staff development workshops based on Julie Adam's strategies continued throughout that school year and have continued to be offered. Dr. Willard R. Daggett's "Rigor and Relevance Framework" research combined with Dr. Robert J. Marzano's "Nine High-Yield Instructional Strategies" have helped to shape the pedagogical practices of this organization. The research, writings, and training by Dr. Douglas B. Reeves, Larry Ainsworth, and Dr. John Hattie have been influential as well. The educational research which has had the most profound impact on the NOCROP instructional program is based upon the work of Rick and Becky DuFour regarding the implementation of Professional Learning Communities (PLCs) in order to improve student achievement.

NOCROP receives feedback from business and industry partners at annual Advisory Committee meetings, which serve as a valuable function for the organization. Several of the Advisory Meetings are coordinated through a partnership with Vital Link of Orange County, a non-profit focused on CTE promotion and collaboration. Vital Link's advisory meetings are county-wide, involving all OC school districts. NOCROP conducts an annual, End-of-Year Student Survey which has questions aligned to both the CRPs and California Standards for the Teaching Profession (CSTPs). The summative feedback from both advisory meetings and student survey results provide valuable data for program improvements of curriculum, instruction, assessment, and student support services; nevertheless, the Educational Services team decided to utilize an additional, mid-year student survey to collect data on the student learning experience prior to its annual Spring In-Service. Instructors were given disaggregated survey results at the January 12, 2019, In-Service which were collective for the organization and individualized by the teacher based on the students who responded. Although the summative survey feedback has prompted program modifications for the school year which follows, the mid-year student survey data was meant to be a formative assessment which would allow teachers to readjust and improve the student experience prior to the End-of-Year Student Survey. Evidence of support includes the minutes from these advisory meetings and student survey results.

NOCROP instructors are assigned to PLC Team which meet monthly to review student work, finalize common assessments, and develop best practices to collect common assessment and student learning outcome data. The Board of Trustees continues to support instructor attendance with budget approval each year as the PLC process provides reflection on instructional practices and the analysis of student learning outcomes to ensure student success.

75% of the certificated staff have an active PG plan (73 of 93) according to an audit by Human Resources department. NOCROP instructors also participate in ongoing professional growth (PG) and staff development (SD) opportunities. The goal of offering professional growth and staff development is to present instructors with the most recent, research-based strategies for student achievement and to support instructors with development as professional educators.

Lastly, NOCROP staff attend local, state, and national conferences as an important means to stay current with career technical education trends, instructional pedagogical approaches, and regional workforce development needs. Attending conferences allows staff to share and discuss strategies and methodologies that improve teaching and program management, thus, increasing student learner outcomes. Staff who attend such conferences and training are expected to share knowledge with their colleagues through follow-up training, PLC meeting presentations, and through written reports.

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.

How does the school use annual profile data to evaluate course and program offerings?

During planning meetings with district/school site administration, current pathways and potential pathways for the upcoming school year are discussed. Taken into consideration is student interest and regional labor market demand indicating a need in the area.

NOCROP pathway and course offerings are also reviewed by the Educational Services leadership team at the end of the first semester. When evaluating pathway success, the team reflects upon the following:

- 🍊 Enrollment trends
- 🍊 Labor market trends
- 🍊 Pathway completion rates
- 🍊 Students survey results
- 🍊 The 11 Essential Elements of High-Quality CTE

It was identified through the WASC self-study that a formalized process to evaluate current pathways needs to be established. Therefore, this focus was included as an area of growth the WASC Action Plan.

Furthermore, due to the recognized need for pathway success, we have begun the initial steps to create a more formalized process for new pathway implementation. At the start of the 2018-19 school year, the Educational Services Department began using the Pathway Design Model as a framework, resource, and guide for new pathway development. The Pathway Design Model can be found in the appendix.

Areas of Strength:

- 🍊 Widespread commitment of and support for the NOCROP mission, vision, and core values from all levels of the organization including the Board of Trustees, Leadership Team, instructors, and classified support staff.
- 🍊 Organizational goals and decisions are aligned to the NOCROP mission and vision and support high levels of student achievement
- 🍊 Schoolwide Learner Outcomes are clear, concise, and focus on student achievement.
- 🍊 Advisory Meetings and Student Surveys are aligned to

Areas of Growth:

- 🍊 Define new or refine existing metrics and processes used to systematically measure, collect, analyze, and utilize student achievement data at includes CRPs
- 🍊 Establish a new process to formally evaluate career pathways and the student experience

[Criterion 1 Evidence](#)

CHAPTER III

Criterion 2: Organizational Structure and School Leadership





Focus Group Members

INSTRUCTORS:

Patrick Axtell
Joseph Greenleaf
Sean Manning
Thomas Metcalf
Paul Okoye
Bird Potter
Lupe Rodriguez
Taylor Swaney

LEADERSHIP TEAM:

Michael Le
Dana Lynch (Co-Chair)
Tonia Watkins (Co-Chair)

SUPPORT STAFF:

Allison Bradley
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Christina Campbell
Nena Costanza
Jenifer Reddick

CRITERION 2: ORGANIZATIONAL STRUCTURE AND SCHOOL LEADERSHIP

The school utilizes the contributions of leadership throughout the organization to provide for ongoing 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 school effectively.

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

How do the organizational structure and job descriptions promote efficiency and impact school improvement?

NOCROP operated under a Joint Powers Agreement (JPA) is governed by a Board of Trustees. The Board consists of seven publicly elected members: Two Trustees appointed from Anaheim Union High School District (AUHSD); two Trustees from Fullerton Joint Union High School District (FJUHSD); one Trustee appointed from Brea Olinda High School District (BOHSD); one from Los Alamitos High School District (LAUSD); and, one trustee from Placentia-Yorba Linda High School District (PYLUSD.) Board members work collaboratively to advocate in the interests of students through the NOCROP mission and vision.

Board Policies (BP) and Administrative Regulations (AR) direct day-to-day operations. Board Policies and Administrative Regulations are reviewed and adopted by the Board of Trustees as needed. NOCROP Board of Trustees is governed under the Constitution and Acts of the Legislature of the State of California and the California State Board of Education.

An area of strength for NOCROP is the constant communication by the Superintendent and Board of Trustees to stakeholders as to the organization's priorities, activities, and achievements. Cabinet (Superintendent and Assistant Superintendent, Educational Services) work with a group of nine other Leadership Team members that direct, manage or support certificated and classified staff. The Leadership Team meets weekly to facilitate communication to all other staff members.

Strong practices surrounding communication between all staff allows for the discovery of concerns and the chance for improvements. The Educational Services Team utilizes the monthly PLC meetings as a means of communicating pertinent information to

certificated staff. The Superintendent conducts all-staff meetings to share changes in policy, procedure, and events.

How does the governing body implement its requirements for employment?

NOCROP requires that all employees meet the hiring requirements as detailed on each job description. Certificated employees must have all appropriate credentials, clearance from the State, and have completed a screening process. Classified employees must meet all hiring criteria such as performance assessments upon hire.

As needs arise, the Superintendent with input from the Leadership Team reviews the organizational structure to ensure student learning needs are met. Decisions are made based on student learning outcome data and input from partner school district and site leaders.

To what extent does the governing body handle policy issues and long-term planning while allowing the administrator/director to oversee the day-to-day operations of the school?

The Board adopts or revises clearly defined policies and procedures, based upon its current mission and vision. These policies and procedures serve as the written guide for stakeholders in all areas of operations. The policies are reviewed on an ongoing basis to ensure they are up-to-date and correct educational practices and statutes. As an active member of the California School Boards Association (CSBA), NOCROP receives updates and recommendations following legislative and/or court case hearings from CSBA, Schools Services of California, and the OCDE legal team. Updates to established policies based on the basis of court rulings and legislation are made under the guidance of NOCROP legal counsel. The Board holds first and second reading of all BP during open session at Board meetings and provides the opportunity to the public for comment prior to final approval and implementation.

The Board of Trustees acting as the governing decision body focuses on "big picture" and provides guidance for policy issues and the organizational long-term plan. The day-to-day operational tasks are left to the oversight of the Superintendent. Clearly-defined duties and responsibilities are outlined in the Superintendent's contract and goals are delineated through the annual Board of Trustees/Superintendent's Goals and Priorities. The Superintendent is evaluated annually on the results of implementing these goals and priorities. The Superintendent also provides regular updates as to the organization's priorities, activities, and achievements to both the Board of Trustees and other NOCROP stakeholders. These updates are communicated both as verbal and written reports, *Slice of Success*, and through social media.

Departments produce and maintain manuals and additional documents which provide further detail. For example, Human Resources distributes a Professional Growth for Classified and Certificated staff. As part of the self-study process, departments have identified the need to produce or update manuals for the use as procedure guides. In September 2017, the ROP participated in the Strategic Planning process. Participants included the Leadership Team, Board members, certificated and classified representatives, students, and parents. The opening sessions consisted of analysis of the present situation and circumstances of the ROP, envisioning the future, and developing a plan for that future. Goals were developed in five areas:

- 🍊 Finance: Ensure sufficient resources to support long-term financial stability.
- 🍊 Students & Programs: Offer high-quality CTE programs that maximize student growth and achievement.
- 🍊 Staff: Attract and retain innovative and student-centered staff.
- 🍊 Marketing & Communications: Maximize the effectiveness of our marketing and communications efforts.
- 🍊 Operations: Continually improve efficiency and effectiveness in all areas of the organization

The Strategic Plan is implemented by the Leadership Team, with assigned roles and tasks. Annual reports to the Board on progress are scheduled into the process.

How does the governing body support the school leadership and hold them accountable without micromanaging them?

The Board of Trustees provides the overarching vision for NORCROP; however, the Board does not participate in the management of the day-to-day operations. They set the tone for the culture and interaction between all stakeholders. In the formal weekly Cabinet meetings, the Superintendent and Assistant Superintendent, Educational Services discuss issues and concerns regarding programs, staffing, and facilities. A formal Cabinet "To Do" list ensures that items discussed are tracked and resolved. Each week, Cabinet reviews the Leadership Team's agenda topics using Google Keep.

Cabinet utilizes a mentoring and guidance approach with managers. The Superintendent supervises the Director, Technology and Facilities Management and the Director, Fiscal Services, who are responsible for day-to-day operations in their areas. The Assistant Superintendent, Educational Services supervises three Administrators, Instructional Programs; two Instructional Programs Managers; the Human Resources Manager; and the Business Partnership and Innovation Specialist. Each of these members of the Leadership Team performs the day-to-day management and operations for instructional programs and departments. Leadership meetings once a week allow open communication and strategizing. In addition, members may meet with Cabinet members when additional resources are needed or issues arise. Cabinet is seldom "surprised" by situations that occur within the organization.

To what extent does the governing body demonstrate honesty and integrity in its relationships with stakeholders, other schools or agencies, and with its own local community members?

The Board of Trustees and NOCROP management demonstrate honesty and integrity in relationships with others. Telephone calls and emails are returned in a timely manner. NOCROP culture is tolerant of reasonable delays and is responsive in providing assistance. Staff members actively participate on committees and with organizations as well as fulfilling assigned tasks and commitments.

The Leadership Team members belong to and/or attend local Chambers of Commerce and other organizations such as the Association of California School Administrators (ACSA) and the California Association of School Business Officials (CASBO). These professional organizations are state leaders in providing training and networking opportunities. The involvement of staff ensures visibility and NOCROP input on issues of importance to the education community.

NOCROP is an institutional member of the California Association of Regional Occupational Centers and Programs (CAROCP). Instructors attend training classes and events for student organizations such as SkillsUSA, HOSA/Future Health Professionals, and Educators Rising. The Business Partnership and Innovation Specialist networks with community colleges to provide information regarding NOCROP courses, seek articulation, and recruit industry partners and advisors. Pathway advisory meetings are organized and held annually either through NOCROP or in partnership with Vital Link of Orange County.

One of the *Board of Trustee's/Superintendent's Priorities* is to maintain a high level of visibility for NOCROP through participation in various community and professional activities. The Leadership Team maintains a high level of activity as published in the monthly *Visibility Report* found in the Board of Trustees meeting packet. As a result of this networking, a continued area of strength of NOCROP is the connectedness to the community and stakeholders served.

Additionally, the members of the Board of Trustees as well as the Leadership Team adhere to the Conflict of Interest Code, adopted pursuant to the provisions of California Government Code Section 87300. This Conflict of Interest Code is reviewed and required documentation is submitted annually.

Indicator 2.2 The leadership of the school 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.

To what extent does the administrator/director effectively lead the school as both a visionary and academic leader?

NOCROP regularly evaluates its organizational processes and decision-making bodies through a variety of practices. In September 2017, a Strategic Planning Committee consisting of the Board of Trustees, Leadership Team, and a representative group of certificated and classified staff spent two days creating a strategic action plan for or 2017 through 2020. The development of this strategic plan ensured that all stakeholders had a voice in the envisioning and decision-making process. The Superintendent is responsible for orchestrating the plan as both the organization's visionary and academic leader.

In addition to supporting staff involvement within the organization, the Superintendent models expectations. This same leadership is modeled by the Superintendent to the Leadership Team and in daily interaction with staff, community members, and district partners. The Leadership Team follows the NOCROP mission statement and collaborates with stakeholders, including industry and district partners who host ROP programs. The Leadership Team also coordinates programs and services, accountability reporting, the sharing of best practices, and stays abreast of trends and issues surrounding CTE. Communication of such occurs formally and informally through emails, phone calls, and meetings with stakeholders and advisory meetings. District Partnership Planning Meetings provide a means for collaboration and informing stakeholders of trends and issues affecting CTE and NOCROP. The 11 High Quality Elements of CTE provide a foundation for program improvement and implementation.

Successful attainment of Student Learner Outcomes is critical and regularly communicated with instructional staff. Leadership staff along with the work in the Professional Learning Communities Teams provides teachers strategies and instructional materials that enhance the learning in courses and pathways.

The Administrators, Instructional Programs, with the assistance of the Managers of Instructional Programs visit teachers in their classrooms on a regular basis to observe instruction, demonstrate their support, and to discuss any matters of concern. According to the Staff Exit Survey given at the end of the 17-18 school year, 81 out of 124 respondents report that staff curricular feedback and support is effective or highly effective.

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year, 81 out of 124 respondents report that staff curricular feedback and support is effective or highly effective.

NOCROP instructional leaders encourage participation in professional development activities by nurturing teacher leadership to share best practices with each other either through PLCs or internal staff development workshops or In-Services. Conferences and training are encouraged by the Administrators, Instructional Programs, for staff participation to improve or enhance the learning across specific industries. Instructors are asked as part of the annual staff survey what specific instructional support is needed. Responses collected in the survey guides the Educational Services team in what type of future staff development is to be developed and offered.

“As a teacher, I would like more instructional support in the following areas... Ex: classroom management strategies, project-based learning, assessing student learning, writing and reading strategies, etc.”

To what extent do the faculty and staff display that they are motivated by school leaders to bring focus to student learning and school improvement?

Teachers are regularly consulted for suggestions for program improvement. Many teachers have been instrumental in the development of new courses and curricular enhancement of career pathways. NOCROP teachers are integral in the curriculum development process. One of the primary ways they do this is through the PLC process with their subject-alike pathway groups. Monthly PLC meetings provide instructors the forum to meet with their peers, share best practices and ideas, collaborate to improve the delivery of curriculum and instruction, examine student work, recommend remediation and enrichment strategies, and develop or revise common assessments.

In addition, participation with business and industry partners through the advisory committees help teachers keep their fingers on the pulse of dynamic industry standards as well as current and future labor market needs. The Annual Staff Survey also provides anecdotal data. How do you remain current in your industry or career pathway expertise (ex: summer work experience, professional associations, trade shows, advisory boards, etc.)? Please be specific.

“Stay connected with industry by networking, being an active member of industry organizations, attending conferences and working in industry.”

“College courses, Membership in CTE organizations, collaborate with colleagues, attend professional conferences.”

Students also evaluate the effectiveness of programs through mid-year and end-of-year student surveys. Educational Services coordinates these surveys using Google Forms and the data collected is utilized to evaluate the student experience, instructional programs, and support services provided.

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

To what extent does the school include all stakeholders in the regular evaluation of the school as a whole?

NOCROP Leadership staff works diligently to improve communication and provide opportunities for all stakeholders to be a part of the decision-making process. Quarterly staff meetings are held by the Superintendent to update classified and certificated staff on changes and seek feedback for improvements of the organization. In addition, monthly Career Guidance Specialist (CGS) meetings are held by the Educational Services department. The Educational Services team welcomes feedback and suggestions from CGSs. Many of these have suggestions directly affect students throughout their career pathway and have been a benefit for student achievement. In addition, CGSs review program data, share best practices, enhance their understanding of CTE, expand their career pathway guidance toolkit, discuss student progress, problem-solve teacher or program issues, and strategize how to incorporate CTE into their school's narrative and promotional practices.

The Assistant Superintendent, Educational Services provides a status report to the Superintendent during weekly Cabinet meetings. The Superintendent reports monthly and when needed the Assistant Superintendent, Educational Services reports to the NOCROP Board of Trustees. In addition, the Superintendent provides a status update to the County Office of Education (OCDE.) The general public is able to provide feedback regarding NOCROP operations during the public comment portion of board meetings. Board meeting agendas and minutes are also available online.

Lastly, NOCROP Board of Trustees participates in the requirement of Education Code (EC) 52302.3 Internal Course Review in which course outline is approved annually.

Business and industry partners also play a vital role as they actively evaluate NOCROP classes, programs and/or pathways at the annual advisory committee. Advisory committee members review and approve 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 Leadership staff to answer questions and provide advice.

The Administrators, Instructional Programs and the Assistant Superintendent, Educational Services communicate regularly with school and district site administrators and frequently visit high school campuses for observations and collaboration. They share information and gather input for decisions regarding teachers, students, and pathway course offerings.

How do stakeholders have a voice in decision-making processes?

Staff members are encouraged to serve on committees and become actively involved in organizational decision-making processes. Examples of these committees include: Professional Growth, Salary, and Benefits that worked throughout the 2018-19 school year for continued improvement and decision-making process regarding the organization.

Through two-way dialogue between NOCROP staff and stakeholders, NOCROP organizational processes and programs receive a rigorous and on-going evaluation.

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

To what extent does the school document its policies and procedures in policy manual?

The Board of Trustees approved mission statement is the guiding philosophy behind all efforts of NOCROP. Along with Student Learning Outcomes revised in the 2018-2019 school year, serves as a guide all areas of curriculum, instruction, assessment, and support provided to NOCROP teachers and students and additional stakeholder.

NOCROP operations are governed by the California State Education Code and by Board Policy (BP) and Administrative Regulations (AR) governed by North Orange County Board of Trustees. The BP's and AR's are posted on the website and can be viewed by all staff and the public. These documents are updated when changes are made to procedures. Departments also document new or revised procedures in the form of memos and flow charts used by the staff. In addition, departmental processes and procedures in manuals throughout multiple departments of NOCROP. Department manuals are used by staff when new employees are hired. Department manuals and procedures include:

- 🍊 Career Guidance Training Manual
- 🍊 Certificated Professional Growth Manual
- 🍊 Fiscal Services Manual
- 🍊 New Teacher Training Material
- 🍊 NOCROP Faculty Handbook
- 🍊 Student Handbook
- 🍊 Student Services Procedures
- 🍊 WIA Technical Assistance Guide
- 🍊 Workability Participant Handbook/Supervisor Handbook

How often does the school review and update its Policy Manual?

Education Code, BPs, ARs, Department manuals and procedure documents and practices are reviewed prior to making decisions. Issues falling outside of written documentation are reviewed to verify if a past practice exists. If no past practice is verified, consequences are considered. Written policies provide objectivity in making decisions. Legal counsel is frequently consulted to ensure laws are followed with regards to new BPs and ARs. NOCROP’s ability to consistently maintain a high level of support with reduced staff and funding is a notable achievement. This is evident in the results from our student and staff exit survey. For example, 82 out of 124 responses reflect that the organization provides effective or highly effective customer service in Fiscal Services and 77 out of 124 report effective and highly effective support from the Human Resources department. Our stability is due to effective budget management, collaborative partnerships, and the hiring and retention of highly qualified and committed staff.

Areas of Strength:

- 🍊 Collaboration and building shared knowledge among stakeholders is an organizational expectation especially in terms of maximizing student achievement and advancing pathway experiences.

Areas of Growth:

- 🍊 There is a need to revise or create professional development processes and incentives for certificated, classified and management.

[Criterion 2 Evidence](#)

CHAPTER III

Criterion 3: Faculty and Staff





Focus Group Members

INSTRUCTORS:

Patrick Axtell
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Paul Okoye
Bird Potter
Lupe Rodríguez
Taylor Swaney

LEADERSHIP TEAM:

Michael Le
Dana Lynch (Co-Chair)
Tonia Watkins (Co-Chair)

SUPPORT STAFF:

Allison Bradley
Mirna Castaneda
Christina Campbell
Nena Costanza
Jenifer Reddick




CRITERION 3: FACULTY AND STAFF

The school 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.

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

To what extent are the school's personnel sufficiently qualified to guarantee the effective delivery of programs and services?

NOCROP staff is qualified through verification of education, training, and experience. Instructors hired are required to hold a State of Designated Subjects Career Technical Education (CTE) Teaching Credential. Minimum qualifications for a credential include:

-  3 years of work experience related to the industry sector
-  High school diploma or GED
-  Live Scan clearance

Designated Subjects CTE Teaching Credentials authorize the holder to teach in the sector named on the credential in grades twelve and below. Credentials are issued in the following sectors:

-  Agriculture and Natural Resources
-  Arts, Media, and Entertainment
-  Building and Construction Trades
-  Business and Finance
-  Education, Child Development, and Family Services
-  Energy, Environment, and Utilities
-  Engineering and Architecture
-  Fashion and Interior Design
-  Health Science and Medical Technology
-  Hospitality, Tourism, and Recreation
-  Information and Communication Technologies
-  Manufacturing and Product Development
-  Marketing, Sales, and Service
-  Public Services
-  Transportation

Candidates applying for a certificated instructional position must adhere to regulations set forth by NOCROP Board of Trustees approved AR 4112:

1. No convictions related to a violent or serious felony, drug or sexual offense;
2. Submit to fingerprinting as required by law;
3. File the oath or affirmation of allegiance required by Government Code; and
4. Submit to a tuberculosis test.

What methods does the school use to assure that qualifications for each position are closely matched to specific programmatic needs and aligned with the school's mission?

The integrity and quality of hiring, retaining, and supporting instructional, management, non-instructional, and substitute/temporary employees is achieved by ensuring job descriptions and vacancy announcements include specific job duties and are consistent with NOCROP's mission and vision for student success.

Human Resources meets with the hiring manager to ensure the description accurately reflects actual duties, education, and experience necessary to perform the job. Vacancy announcements are designed to attract individuals with relevant and current experience, education, skills, abilities, and/or industry knowledge necessary to support NOCROP's mission.

The Human Resources (HR) department is responsible for posting and initial screening of applicants to ensure they meet the minimum requirements of the position. Once the vacancy closes and applications are ready to be screened, HR will send a notification to the hiring staff. Management then screens applicants using the EDJOIN rating system to ensure the equity of the selection process. Candidates with the highest total points at the completion of the screening process move on to the next step, in which the most qualified candidates are invited for a panel interview.

One or two panel interviews are conducted by management, certificated and classified staff; the applicant who achieves the highest score from the interview process will be offered an assignment. Classified positions are also screened using the EDJOIN rating system and a similar process is followed in addition to a successful pass rate on a competency test as a measurement of ability.

How does the school determine the number of faculty and staff members needed to meet the learning needs of all students?

NOCROP management staff begins determining the number of instructors needed to meet the learning needs of all students beginning in early spring for the next school year. The Administrators of Instructional Programs meet with school site administrators to discuss the Master Schedule for the upcoming school year. Additionally, the Assistant Superintendent of Educational Services meets with district partners and Administrators/Managers of Instructional Programs to discuss staffing. Taken into consideration are each district's needs, NOCROP budget, student enrollment and completion rate, student surveys, and labor market demands.

Since the 2013 Self-Study, NOCROP has decreased onboarding of new staff from an average of 42 days to 21 days and streamlined the onboarding process, which are both objectives of the organization's strategic plan. Onboarding includes the initial appointment, fingerprinting, completion of new hire paperwork; secondary and third appointments, if necessary, to complete onboarding paperwork; meeting with OCDE credentialing staff, and time for the candidate to serve sufficient notice to their employer.

Since the last WASC self-study visit in 2013, NOCROP took the following actions to meet organizational and student needs:

- 🍊 Established a uniform, certificated instructor job description;
- 🍊 Established additional requirements by pathway/industry sector and included such as an appendix to the uniform, certificated instructor job description;
- 🍊 Established the Business Partnerships and Innovation Specialist and Career Technical Education Specialist positions;
- 🍊 Established the Instructional Programs Administrative Assistant classification;
- 🍊 Established the Instructional Programs Manager position. (This position is like Program Specialists in other organizations who manage programs, oversee staff development, assist with the development of new pathways and curriculum and grant procurement but do not evaluate certificated staff.);
- 🍊 Developed a job class family for the administrative assistant series to provide a clear career path; and
- 🍊 Established the Systems Analyst and Lead Operations positions to support program administration.
- 🍊 Adjusted the range of the Instructional Assistant Preschool Programs classification to better match educational background and external equity.

An ongoing challenge for the organization is finding candidates for hard-to-fill certificated instructional positions in such fields as Automotive, Building and Trades, and Engineering. Some classified positions, such as a Payroll Assistant and Instructional Assistant, Preschool Programs, can also be difficult to fill. In addition, NOCROP needs to develop a formalized staffing plan. A staffing plan is essential in determining long-term staffing needs, reorganization and assessment of work, attrition, retirement, and placement of staff to ensure the learning needs of students are met.

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.

Who is involved in the hiring process and to what extent is there transparency in the advertisement for open positions?

NOCROP maintains transparency in the advertisement for open positions. NOCROP's HR Department posts all job openings on EdJoin.org, a multi-state website dedicated to the advertisement of educational

employment opportunities. Visibility and transparency of open positions have broadened since the 2013 self-study by using Indeed.com and additional job boards such as Craigslist, Ziprecruiter.com, DeafWizard.com, and Glassdoor.com.

Industry-specific job boards continue to be an additional source to advertise open positions. District partners, other ROPs, local libraries, the Employment Development Department (EDD), and OCDE (our credential program sponsor), receive notification of open positions via email, resulting in a potential expanded candidate pool. Edjoin.org contains an applicant bank search pool, which is used to find and notify potential candidates of job openings. The fulfillment of open positions is evident by:

Vacant positions from July 2016 through October 2017

- 🍊 2 Classified Manager hired
- 🍊 12 Certificated Instructors hired
- 🍊 12 Certificated Substitutes hired
- 🍊 6 Classified Substitutes hired
- 🍊 14 Classified Support Staff hired

Vacant positions from July 2017 through October 2018

- 🍊 1 Classified Manager hired
- 🍊 48 Certificated Instructors hired
- 🍊 39 Certificated Substitutes hired
- 🍊 10 Classified Substitutes hired

Vacant positions from July 2018 through October 2019

- 🍊 0 Classified Manager hired
- 🍊 19 Certificated Instructors hired
- 🍊 27 Certificated Substitutes hired
- 🍊 1 Classified Substitutes hired
- 🍊 5 Classified Support Staff hired
- 🍊 2 Certificated Managers

Results from the New Employee Survey conducted in 2017-18 indicated prospective employees learned about openings in the following ways:

- 🍊 44.6% from Edjoin.org
- 🍊 20.7% from a current NOCROP employee
- 🍊 11.6% from a friend or family member
- 🍊 9.1% from a former ROP employee
- 🍊 5% from Indeed.com

Previously, NOCROP did not possess a means to regularly and accurately collect and analyze recruitment and employee data to drive recruitment and employment decisions. The New Employee Survey was first implemented in the 2017-18 school year and will be conducted annually with each cohort of new employees. Implementation of the New Employee survey has been identified as a strength since our last self-study. Moreover, key issues identified include processes to gathering recruitment data statistics, tracking of credential data, professional growth, and exit interview data. The collection of this data will help drive hiring decisions as indicated by Section C of the 2017-20 NOCROP Strategic Plan.

To what extent do job descriptions accurately reflect position duties, responsibilities and employer expectations?

All job descriptions contain the title of the position, work schedule, the location of the job, basic function, typical responsibilities, knowledge, skills and abilities, and experience, training, education, salary range, and certification, as appropriate. Job descriptions are reviewed and updated on an as-needed basis.

As a part of the recruitment and selection process, NOCROP reviews its compensation and health and welfare offerings to ensure its programs remain competitive. To maintain market competitiveness, NOCROP actively participates in multiple, benefits governance boards to ensure the organization remains informed of changes to plans structure and pricing, which could affect recruitment and retention of staff.

Furthermore, NOCROP re-established a benefits committee during the 2016-17 school year to explore cost-saving measures due to rising health insurance costs. As an outgrowth of the 2017-20 Strategic Plan, a new committee was established to review current employee compensation and benefits, research other external models, and make recommendations for changes to ensure the organization continues to recruit and retain innovative, student-centered staff. This committee named itself the Strategic Plan Employee Compensation (SPEC) Committee and has met four times in 2018-19.

By what means does the school verify the qualifications of applicants and newly hired personnel?

NOCROP's HR Department has revised the teaching demonstration process since the last self-study for all certificated positions. Teaching demonstration are more efficient and showcase the teaching ability of the candidate. Candidates are rated based on a series of questions designed to determine the breadth of knowledge and if the candidate can perform the essential functions of the position. Teaching demonstration lesson plans are provided to the candidate beforehand and review by the interview panel during the demonstration.

After an initial offer of employment is made, the education, experience, and references are verified. To facilitate the verification process, NOCROP has developed a formalized reference check process with questions designed to elicit responses, which reflect the personal and professional qualities, and qualifications relevant to the position and organizational goals. NOCROP uses the Commission on Teacher Credentialing to verify possession of an appropriate credential authorizing service of the certificated staff.

Non-credentialed candidates are evaluated to determine eligibility for certification in the applicable sector or pathway.

Furthermore, HR performs a criminal background check via the Live Scan process for all successful candidates. NOCROP is now authorized as a Live Scan provider, which has also reduced onboarding time by eliminating the necessity to search applicant processing site and scheduling appointments for limited appointment dates. This is a strength, which aligns with the critical success factors of the Strategic Plan.

A pre-employment examination is administered for certain classified positions to ensure candidates demonstrate subject matter knowledge in required content areas such as accounting, payroll, Microsoft Office, and other clerical functions. Additionally, email usage exercises may be distributed as a way for a candidate to demonstrate practical application to situational scenarios.

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

What processes and manuals do the school use to develop and publicize its personnel policies?

Personnel policies are created, revised, or abolished in response to changes in Board Policies, Administrative Regulations, California Education Code, and State and Federal regulations. The Superintendent, Executive Assistant II, and Leadership Team continuously review and revises and corresponding Administrative Regulations as necessary for compliance. Furthermore, internal policies and procedures are reviewed for alignment with Board Policies and Administrative Regulations. The Leadership Team provides input on revisions or the development of new policies which may affect the organization.

Since the 2013 Self-Study, NOCROP continues to revise and create personnel-related policies as necessary. Once the revised policy is approved by the Board of Trustees, employees receive an emailed summary of the Board action. The revised policy is also posted on the NOCROP website, shared during staff meetings, and may be placed in a department's operational manual.

According to the 2017-18 All-Staff Survey, 68% of employees agree Human Resources provides timely communication and response about policies, changes, and processes. An identified area of growth for the organization is the revision and distribution of employee handbooks to publicize current policies, practices, and state and federal laws. Additionally, an electronic version will be made available and published on the website for ease of revision.

How does the school ensure that it administers its personnel policies and procedures consistently and equitably?

BP are posted on the NOCROP website for staff's accessibility. BP with pertinent information is included in the certificated, classified, and substitutes employee handbooks. Should a policy or procedure be implemented or changed, it is immediately communicated by email, staff meetings, and posted online.

To what extent does the school have a written code for professional ethics for all personnel and communicate expectations to them?

During the onboarding process, new employees receive a copy of the Code of Ethics BP 4119.21 and AR 4219.21). Employees are expected to maintain the highest ethical standards, exhibit professional behavior, follow NOCROP policies and regulations, and abide by state and federal laws. The organization recognizes the importance of employees adhering to the ethics policy and the positive climate it establishes for staff, students, and other stakeholders.

What are the school's provisions for keeping personnel records secure and confidential?

Personnel records are secured in locked cabinets. Only authorized staff are allowed access per the California Education Code and AR 2112. Since the 2013 Self-Study, the HR Department has installed biometric locks on access doors to rooms where personnel files are contained including the HR office shared by the two Senior Human Resources Assistants and the Live Scan fingerprinting room. Only the Human Resources staff and key Leadership Team members have access to these rooms.

How does the school provide employees access to their records?

Per Administrative Regulation 4112.6 (a), 4212.6 and 4312.6 employees may request to view personnel files in the following manner:

- 🍊 Personnel files are made available for inspection by the employee. The inspection takes place in the presence of the Superintendent or designee.
- 🍊 No material may be removed from their file; however, employees may submit written requests for copies of personnel file documents.
- 🍊 Request by an employee to include any materials in the file must be approved by the Superintendent or designee.

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

To what extent does the school establish written guidelines for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities?







Employees are evaluated in accordance with Board Policies and Administrative Regulations 4115, 4215, and 4315, and Education Code 44663 specifying interval and timelines. Evaluation criteria are based upon the duties and responsibilities of the job description.

Certificated staff receive a qualitative evaluation based upon the California Standards for the Teaching Profession (CTSPs). Evaluations may be based upon scheduled classroom observations as well as unannounced, informal observations and specific verbal and written feedback throughout the school year. New instructors are “on-cycle” for at least two years after initial employment. After the two-year period, they move to the bi-annual evaluation schedule if ratings are satisfactory in all areas. Administrators, Instructional Programs use a standard certificated employee evaluation form to document their collective observations and ratings of their instructors’ performance. This certificated evaluation is reviewed with the respective instructors, signed by the instructor, administrator, and Assistant Superintendent, Educational Services, and then submitted to the HR Department for placement in the instructor’s personnel file. A copy of the evaluation is provided to the instructor who has ten days to include a written response to the evaluation if so desired.

Classified support staff is evaluated by their immediate supervisor on an annual basis until they reach step 5 on the classified salary schedule; then, they are evaluated bi-annually if their ratings are satisfactory in all areas. Classified employees are given a written evaluation during a personal meeting with their respective supervisor.

How is the evaluation process built on a collegial spirit that fosters growth and improvement?

A collegial and collaborative evaluation process has been developed based on equity, open communication, and support needed to obtain effective performance. Evaluations use a numerical scale to rate performance and instructor evaluations align with the CSTPs. Evaluation and follow-up processes are documented by the immediate supervisor of the employee under review. NOCROP management staff support the growth and development of all classified and certificated staff through the following methods:

-  Checking for understanding;
-  Communicating expectations;
-  Instructional coaching and support; and
-  Providing specific and frequent feedback;
-  Providing training to enhance job skills;
-  Staff development opportunities.

A collaborative process was used to build shared knowledge in order to create the Classified Staff Evaluation Rubric. This rubric was developed by a committee of classified support staff and managers to provide clarity of expectations for each evaluation standard based upon a five-point scale. This rubric helps to illustrate what employee performance looks like at each level resulting in more objective employee evaluations and consistency among supervising managers. A similar process is planned soon for revising the certificated and management evaluation process.

By what methods does the school define “effective teaching” in its evaluation process? How is that effectiveness judged?

NOCROP defines “effective teaching” based on the six interrelated domains of teaching practice represented by the CSTPs. These standards provide a common language and a vision of the scope and complexity of teaching. NOCROP’s clear vision of quality instruction includes:

- 🍊 Engaging and Supporting All Students in Learning;
- 🍊 Creating and Maintaining Effective Environments for Student Learning;
- 🍊 Understanding and Organizing Subject Matter for Student Learning;
- 🍊 Planning Instruction and Designing Learning Experiences for All Students;
- 🍊 Assessing Students for Learning; and
- 🍊 Developing as a Professional Educator.

Administrators, Instructional Programs as well as Teachers on Special Assignment (TOSAs) observe instructors and provide instructional coaching feedback to both new and veteran teachers. Observational notes are aligned to the CSTPs as well as the CRPs. These notes are emailed to the teachers after a classroom observation. The Assistant Superintendent, Educational Services is copied on all written observations.

Who does the annual evaluations of employees and are the results of such evaluations documented and shared in follow-up meetings with the employees under review?

All employees are evaluated by their supervising manager. Certificated staff is evaluated by credentialed administrators. Evaluation forms for all staff document the effectiveness of job duties and responsibilities. Instructors are evaluated using the Instructor’s Performance Evaluation Report and formal and informal observation forms. All evaluation documents are shared with the employees following the completion of the evaluation process for each, with one copy going to the employee and one kept in the personnel file.

What process is in place to assure that evaluations lead to improvement in job performance?

Continuous annual or biennial evaluations are conducted for certificated staff to ensure evaluation leads to improvement of performance. Administrators, Instructional Programs may conduct regular, ongoing observations and follow up conferences to discuss any issues of job performance and provide any

necessary assistance and guidance to assure the established standards are being met. Employees with evaluations indicating a need for improvement or unsatisfactory performance are kept on-cycle for evaluation until such performance is improved and may have a Performance Improvement Plan to implement. Certificated employees are not eligible for a staff development increase if they have any unsatisfactory ratings in their evaluation.

Indicator 3.5 Faculty members take ownership of student progress toward achieving state Student Learner Outcomes.

What are the roles of teachers and other staff members in the development of SLOs?

Instructional staff was integral in the revision of the SLOs throughout the Self-Study process as they worked in collaboration to discuss, write, revise, and update student outcomes. As a result, new Schoolwide Learner Outcomes were adopted and referenced as Career Ready Practices (CRPs), which have replaced the Regional Occupational Programs Expected Results for Students (ROPERS). Throughout the 2018-19 school year, instructors have reviewed the newly adopted CRPs in order to align common assessments to expected student learning outcomes.

Faculty members meet to discuss SLOs and analyze student learning data to ensure that students are achieving SLOs?


Since the 2013 Self-Study, NOCROP faculty members continue to meet every month in PLC Teams as grouped by career pathway. The PLC Team Lead Teachers, chaired by the Assistant Superintendent, Educational Services, meets every other month to establish meeting agendas, develop a common vocabulary, and monitor the PLC progress towards increasing student achievement and implementing organizational goals. The SLOs/CRPs have been central to every meeting agenda.


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


To what extent does the school plan professional development activities that are connected to student learning needs?

The goal of offering Professional Growth and Staff Development is to present certificated staff with the most recent, research-based strategies for student achievement and to support instructors with development as a professional educator.


- 🍊 **Professional Growth** activities include, but are not limited to, intensive activities such as:
 - College classes directly related to instructional assignments;
 - Continuing Education Units (CEUs); limited to those required to maintain industry certification/license;
 - Joint curriculum development; and
 - Teacher Externships related to the content area currently assigned.

-  **Professional Growth** requires certificated staff to:
 - Complete the Instructor’s Professional Growth Planning Form;
 - Consult with the Professional Learning Community (PLC) Lead Advisor to discuss and establish goals and activities;
 - Complete the Certificated Professional Growth Plan;
 - Submit the Certificated Professional Growth Plan to PLC Lead Teacher Advisor;
 - Professional Growth Plan is reviewed by the Human Resources Department
 - The Certificated Professional Growth Plans are presented to the committee by the PLC Lead Advisor; and instructors may appear before the committee to justify
 - Certificated Professional Growth Plan will be voted on by the entire committee and if approved a copy is returned to the instructor to begin professional growth activities.

-  **Staff Development** activities include, but are not limited to:
 - NOCROP sponsored staff development workshops;
 - Conferences; and
 - Committees.

-  **Staff Development** requires certificated staff to:
 - Seek prior approval from Administrator, Instructional Programs for activity participation;
 - Complete twenty hours of staff development activities prior to the end of the school year and provide proof of completion.

The forming of NOCROP Staff Development workshops are based upon observational feedback, PLC Team recommendations and begin at the end of the school year. Results from the 2017-18 All-Staff Survey indicated that:

-  31% of the instructional staff needed more support analyzing student data from common assessment to drive instruction.

As one of the areas of growth identified in the Self-Study process, the Educational Services Department is currently developing Staff Development offerings that will focus on this need for the 2019-20 school year. After survey results are analyzed and other organizational initiatives are considered, Managers of Instructional Programs work in collaboration with the Educational Services Department to coordinate and schedule upcoming Staff Development workshops for the next school year. A Staff Development calendar is distributed at the beginning of each school year. At the start of the 2018-19 school year, all Staff Development workshops were aligned with newly adopted SLOs/CRPs.

In the 2017-18 school year, most Staff Development workshops followed a new model referred to as the “2+2+2 learning model.” This model established that concepts and skills be presented in an interactive workshop lasting two hours. The instructor then applies the concepts and skills in the classroom and collects data and student work samples consisting of two more hours. Instructors then reflect and analyze the success of the process learned at a follow-up debrief meeting for the remaining two hours. Instructors must complete all three parts including sharing data and student work samples in order to be granted the entire six hours of staff development.

NOCROP continually strives to support, maintain and develop the abilities, knowledge, and skills of its instructional, non-instructional, and management employees. Professional and staff development activities, advisory meetings, training, conferences, seminars, and memberships ensure abilities, knowledge, and skills remain relevant as well as supports the mission of NOCROP.

An audit of Professional Growth (PG) and Staff Development (SD) activities reveals the following:

75%

of certificated employees, have an active PG plan. Instructors participate in Staff Development opportunities, such as the “2+2+2” model which require the practical application and student results analysis and has a positive impact on student achievement and improved instructional practices have been the hallmark of a more accountable staff development process. And overall staff development participation has increased slightly since the last Self-Study.

To what extent does the school provide funding for professional development opportunities?

NOCROP recognizes that ongoing Professional Growth and Staff Development is critical to keeping relevant and informed of changes in pedagogy, technology, subject matter, and student needs. NOCROP PG and SD opportunities are designed to support instructors and provide financial incentives through the salary schedule levels and steps.

In addition, the Superintendent’s Priorities are presented to the Board of Trustees and include ensuring quality instruction and student achievement; therefore, compensating staff through salary advancement for the successful completion of PG and SD is supported.

Lastly, NOCROP’s Board of Trustees has committed more than \$80,000 per year for instructional staff to participate in PLC meetings for the purpose of collaboration and improving student achievement.

As part of the self-study process, an area of growth identified is the absence of PG and SD opportunities for classified and management staff. There is also an ongoing desire to increase PG and SD participation among certificated staff. To this end, NOCROP has convened a Professional Improvement for Educators (PIE Makers) Committee with the goal to identify both broadly shared institutional needs as well as the needs of the individual constituent groups: certificated, classified and management staff, for professional development activities that are relevant and effective to the NOCROP mission of ensuring student success. This committee is an outgrowth of the 2017-20 Strategic Plan and consists of managers, instructors, and classified support staff. It has met four times in 2018-19 and its collective inquiry has laid the groundwork for major revisions to existing PG and SD policies and procedures. Many of its proposals will be referred to the SPEC Committee which is currently evaluating employee compensation and benefits.

How does the school ensure meaningful evaluation of professional development activities?

At the end of a NOCROP workshop or in-service, evaluation forms are used to obtain feedback from participants. The Educational Services Department analyzes data and considers feedback for further improving the impact of SD on the student experience and for further workshop offerings. Scores and comments are tabulated and reviewed by presenters or planning committees to improve future offerings.

What impact do professional development activities have on the improvement of teaching and learning?

How does the school evaluate that improvement?

SD workshops are provided to increase teaching skills and bring fresh ideas to instructional practices that improve student learning. SD activities keep instructors updated on the latest research and successes in the field that they can incorporate into their classrooms. In addition, they allow instructional staff to share ideas with other teachers within their pathways and get

exposure to best practices. As instructional practices increase and improve, so does student learning.

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

What process is in place for the regular evaluation of all non-teaching personnel?

Non-instructional personnel is evaluated on a regular basis. Formal evaluations are used as mechanisms for growth to assess effectiveness and to identify measures necessary to correct deficiencies in areas needing improvement. Newly-hired support staff is evaluated at three months, five months, and then exit probation based on a six-month appraisal. The review process includes a written evaluation presented to the staff member during a conference with the evaluator. Informal, ongoing evaluation and feedback are provided on a regular basis by supervisors.

Members of the Leadership Team are evaluated by the Assistant Superintendent of Educational Services or the Superintendent annually. The Superintendent is evaluated by the Board of Trustees annually as well.

To what extent are job descriptions and duty expectations regularly reviewed and revised to meet the current needs of the school?

NOCROP reviews job descriptions as a position opens or an employee requisition is made. The HR Department reviews job expectations and description with the hiring manager to ensure alignment with current needs. The job description is also reviewed to ensure compliance with internal hiring practices, laws, rules, or regulations.

How the support staff is included in meetings and processes (as appropriate) to engage them as important stakeholders in the learning programs of the school?

Classified support staff receives information at staff meetings and many attend Board of Trustees meetings monthly. All Board meetings are open to the public and employees and strongly encouraged to attend. The Superintendent holds “All-Staff Meetings” every other month. Employees are notified of All-Staff Meetings by email. The Superintendent and Assistant Superintendent of Educational Services discuss Board of Trustee actions, administrative and educational activities, and changes if applicable. Employees are encouraged to give feedback and ask questions. Meeting highlights are also emailed to all staff. Whenever possible, support staff are encouraged to visit classrooms to witness the student learning experience first-hand.

Areas of Strength:

- 🍊 Educational Services offers high-quality, research-based staff development opportunities which are aligned to organizational goals and Schoolwide Learner Outcomes and require teachers to apply strategies inside the classroom and then evaluate the results on student learning. (2+2+2 Model)
- 🍊 HR Department has reduced onboarding time from an average of 42 days to 21 days.
- 🍊 HR Department Has Implemented Live Scan services to expedite the onboarding process.
- 🍊 HR Department has initiated cross-training among its staff for continuity of service.
- 🍊 HR and Educational Services Departments have streamlined the job description process and teacher demonstration/interview process for greater efficiency and consistency.
- 🍊 NOCROP promotes lifelong learning by offering salary increases for eligible staff members who successfully complete professional development.

Areas of Growth:

- 🍊 Revise and distribute digital and hard copy versions of Employee Handbooks with key policies and procedures for certificated instructors, classified staff, and substitutes.
- 🍊 Refine, collect, and utilize data to improve recruitment, selection, and retention of staff.
- 🍊 Establish a position control system to analyze and project employee costs (vacant and filled) on the budget.

Criterion 3 Evidence

CHAPTER III

Criterion 4: Curriculum





Focus Group Members

INSTRUCTORS:

Candace Alonzo
Lourdes Amador
Patrick Axtell
Seana Brief
Daniel Bright
Jorge Castro
Peter Chow
John Costa, III
Ryan Forse
Esmeralda Hernandez
Susan Hidar
Robert Lavoie
Maile Leonard (Co-Chair)
Vivian Leos
Grady McNulty
Juan Melero
Roy Morrison
Elizabeth Villalobos

LEADERSHIP TEAM:

Julie Dentler (Co-Chair)
Lupe Rodriguez (Co-Chair)

CRITERION 4: CURRICULUM

The school demonstrates its support of 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 reflects 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.

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

How does ROP list all courses and provide course outlines to stakeholders?

NOCROP offers courses in 11 of 15 industry sectors and 19 of 58 career pathways. Nearly every NOCROP course has received UC/CSU a-g approval. The UC/CSU "a-g" Course Management Portal also lists the approved NOCROP pathway courses.

Course offerings are listed on the NOCROP website with an accompanying description and the locations where they are offered. Drop down menus take students to specific course information for a chosen location or pathway. Choosing a specific course provides information on prerequisites, course hours, workplace learning, level, articulation (if available), UC/CSU a-g approval; certification(s) offered, and includes a feature to print as needed.

NOCROP Regional Course Offerings are listed on the website separately from those courses presented on high school campuses during the school day. The Regional Course Offerings link lists and describes those courses, referencing the industry sector and pathway information which is also available on the website. Online registration for Regional Course offerings is done by the CGS through the Classmate Online District Registration (ODR) system.

NOCROP course information is presented in partner districts' course catalogs and distributed to high school students and parents through course selection materials. Flyers that list pathways presented at the school are available from the CGS on campus. NOCROP's Administrators, Instructional Programs meet and plan with district and site administration to ensure proper course sequencing for pathway completion. The Business Partnership and Innovation Specialist (BPIS) and Career Technical Education Specialist, who support the CGSs, maintains current flyers and registration materials on a Microsoft OneDrive shared file folder which is accessible by CGSs.

Fee-based courses for adult students are listed on the website. Course descriptions, pre-

requisites (if applicable), registration information, schedules, and course costs are readily available. Current course outlines include a description, pre-requisites, and type of credit earned, course-specific pathway standards, and CTE Anchor Standards. Also listed within the course outlines are the integrated California CTE Model Curriculum Standards and the academic alignment with Common Core Standards. Although instructors are given a PDF copy of the course outline which was approved by the Board of Trustees; PLC teams would benefit from having a dynamic document which is accessible and able to be changed based upon collective inquiry. A digital Teacher Toolkit via Google Sites is being created that will house all pertinent documents/resources, including the course outline, that teachers need to plan instruction and improve student achievement.

To ensure current, relevant content, business advisors receive course outlines for review and discussion at Advisory Committee meetings. Course outlines are shared with district and postsecondary partners to facilitate articulation and sequencing. Course outlines are also shared with partner ROC/Ps electronically. NOCROP UC/CSU approved course submissions are accessible to other schools through the UC/CSU Course Management Portal if those schools have agreed to share their own.

NOCROP is an approved American Heart Association (AHA) training/testing center. Some courses, such as those in the Patient Care Pathway (Medical Assisting: Clinical and Administrative and Nursing Assistant: Long-Term Care) and Emergency Response Pathway (Emergency Medical Technician), prepare students for industry certification and provide the AHA Basic Life Support (BLS) for Healthcare Providers training. Students who successfully complete this Cardiopulmonary Resuscitation/Automatic External Defibrillator (CPR/AED) training earn a certification card valid for two years. These students complete this certification because many of the work-based learning sites require their employees to have such training. Sports Medicine and Therapy also provides students with BLS for Healthcare Providers certification if the instructor is an approved instructor by the AHA. Upon course completion, Medical Assisting students can qualify to take the exam for the California Medical Assistant Certification; Nursing Assistant students can qualify to take the exam for the California Certified Nursing Assistant license, and Emergency Medical Technician (EMT) students can qualify for OC Emergency Medical Services accreditation and the National Registry of Emergency Medical Technicians exam.

The Food Service and Hospitality Pathway requires introductory students to obtain a Food Handler's Card as sponsored by the American National Standards Institute (ANSI). This permit serves as the pathway students' safety test. Students completing the capstone course obtain the National Restaurant Association's ServSafe Food Protection Manager Certification.

Students in the Systems Diagnostics, Service and Repair Pathway are prepared to test for the Automotive Service Excellence (ASE) Student Certifications after each level of successful completion including: Braking and Engine Repair (first level); Electrical/Electronic Systems, Suspension and Steering, and Engine Performance (second level); and Heating and Air Conditioning, Manual Drive Train and Axles, and Automatic Transmission/Transaxle (level three).

Students in the Structural Repair and Refinishing Pathway are eligible for I-CAR Pro Level 1: Refinishing

and I-CAR Pro Level 1: Non-Structural Repair certification exams offered through the I-CAR Professional Development Program.

Design, Visual and Media Arts: Graphic Design Pathway students are eligible to take Adobe In-Design, Illustrator, and Photoshop certification exams.

Child Development Pathway students who complete the capstone course, Careers with Children: Preschool Assistant 2 with a minimum of 95 hours of related instruction and 150 hours of work-based learning qualifies for a Child Development Assistant permit through the California Commission on Teacher Credentialing (CTC) once the student is 18 years of age. The same permit can be obtained by Education Pathway students completing the Principles of Teaching and Learning course.

Patient Care Pathway students can complete content online modules to obtain a certification from the National Federation of State High School Associations for the following topics: Concussion for Students, Concussion in Sports, Heat Illness Prevention, and Introduction to Pitch Smart, Sports Nutrition, and Sudden Cardiac Arrest.

Legal Practices Pathway students can use work-based learning from their Advanced Civil Law (Legal Studies 2) capstone course to count towards legally related employment under an attorney (“Written Declaration”) needed for paralegal status.

Many NOCROP courses have articulation agreements with local community colleges, which allow high school students to earn college credit upon matriculation.

To what extent does each course have clearly defined learner outcomes?

An area of growth identified through the WASC Self-Study process is the need for the development of a comprehensive course information materials. There has been no common repository of curricular resources which is readily available in a digital format. This has created problems for pathway consistency and continuity whenever a teacher leaves. New teachers rely on returning pathway teachers to share curriculum, instruction, and assessment tools; however, this is not guaranteed.

In 2017-18, two Teachers on Special Assignment (TOSAs) and the Assistant Superintendent, Educational Services discussed ways to address this ongoing dilemma of curriculum and resource sharing and transferal. The dialogue continued into 2018-19 via the PLC Guiding Coalition. The three PLC Lead Teachers, with support from the PLC Guiding Coalition, are developing a digital “Teacher Toolkit” on Google Sites which will serve as a detailed guide for delivering, measuring, remediating, and enhancing the content and skills for students in each course. The learner outcomes will be clearly defined and accessible within the digital toolkit, as well as defined knowledge and skills students should know and be able to do by the end of the course/pathway.

Included in the Teacher Toolkit:

- 🍊 Academic Alignment Standards
- 🍊 Additional Unit Standards
- 🍊 California CTE Model Curriculum Standards
- 🍊 Career Ready Practice Standards
- 🍊 Enrichment Strategies
- 🍊 Instructional Strategies
- 🍊 Objectives
- 🍊 Pathway Connections
- 🍊 Prior Knowledge
- 🍊 Remediation Strategies
- 🍊 Sample Unit Outline (mapping guide)
- 🍊 Summative & Formative Assessment
- 🍊 Unit Descriptions

The Teacher Toolkit will provide a clear roadmap for teachers to design their lesson plans. Development will involve instructors, educational services staff, business, and industry representatives and postsecondary educators.

How institutional resource allocation is connected to curriculum development needs?

NOCROP allocates resources including budget funding and leveraging grants to curriculum development needs. To facilitate this, in 2015-16 NOCROP adopted a non-instructional hourly rate to compensate instructors to research, write, revise, and update curriculum when pre-approved by their supervising manager. This rate is also used to pay instructors for two hours of collaboration time at monthly PLC meetings where teachers meet by pathway and by course to review, measure, remediate, enhance and revise curriculum and instructional delivery. They compare and contrast student work, reflect upon student learning and instructional practices, and then define and share best practices for improving student achievement.

Over the last three years, UC/CSU “a-g” course approval has been a priority. With the support of a Teacher on Special Assignment (TOSA) familiar with the process, NOCROP instructors rose to the occasion by using pull-out days to write and submit their courses to the UC course approval guidelines. In 2013 Self-Study, ten courses held UC “f” or “g” approval status. For the 2018-19 school year, 74 courses are approved: 4 in Laboratory Science (d); 3 in Language other than English (e); 12 in Visual and Performing Arts (f), one of which is designated as an “honors” course; and 55 in College Preparatory Electives (g). UC approval validates the rigor of our course curriculum to our partner districts and stakeholders.

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









To what extent does the school have a curriculum review cycle in place that includes as many stakeholders as possible?

NOCROP informally reviews curriculum in order to ensure that the content taught in the classrooms is accurate and relevant. NOCROP used the PLC process as the first level of curricular review. Instructors in the PLC meetings review content by industry sector or pathway and revise course curriculum if needed. Advisory Committee meetings also play a key role in helping to determine the relevancy of courses, materials, curriculum, and equipment. Industry professionals have a chance to review course outlines and make suggestions about how our classes can better meet the needs of their industries.

The curriculum is also reviewed when courses are submitted for UC/CSU a-g approval. Subject-alike pathway teachers from the PLC groups collaborate to ensure that courses submitted for UC/CSU approval meet the following criteria:

- 🍊 Be academically challenging;
- 🍊 Develop students’ oral and listening skills;
- 🍊 Include problem-solving and laboratory work, as appropriate;
- 🍊 Incorporate learning to develop skills and cultivate interest in the academic enterprise;
- 🍊 Involve substantial reading and writing; and
- 🍊 Show serious attention to analytical thinking and research skills

The successful process of updating and submission of new curriculum is evident by twelve UC/CSU “a-g” approved courses in 2013-14 to increase to 74 by 2018-19. NOCROP course curriculum is further validated by articulation agreements in place for 19 pathways with 7 postsecondary institutions:

-  Coastline Community College
-  Cerritos College
-  Cypress College
-  Golden West College
-  Orange Coast College
-  Santa Ana College
-  Santiago Canyon College
-  Westcliff University

Articulation allows a student to receive advanced placement or credit at the partnering postsecondary institution. For a course to articulate, NOCROP course outlines are compared to the respective postsecondary course outline to ensure alignment. Postsecondary and NOCROP teachers may come together during an advisory meeting or at another time to make these comparisons and establish the connection for student success. Articulation agreements validate the relevance of course content and provide opportunities for students to continue the pathway during postsecondary education.

To what extent does the curriculum review process result in written conclusions that are used to make allocation decisions?

The Educational Services Department continues to support the enhancement of curriculum and instruction through resource allocations such as non-instructional pay for certificated staff. Decisions about updating content or the development of new curriculum are all part of the PLC process and facilitated by PLC Leads and subject-alike pathway teams. Pathway teachers may request additional collaboration time to develop common assessments or review best practices outside of the monthly PLC meetings. Approval for a pullout day may be granted by the Administrator, Instructional programs assigned to the pathway.

As the result of the WASC Self-Study process and the identified area of growth, the Teacher Toolkits will continue to be developed in the summer of the current school year so that instructors have the necessary resources to be effective in the classroom, ensure pathway consistency and continuity, and store the products resulting from building shared knowledge and consensus through the PLCs. NOCROP Leadership Team has committed to making resources allocations available for instructional staff to participate in the design and implementation of the toolkit for the upcoming 2019-20 school year.

What processes are in place to ensure that learning materials are providing accurate and up-to-date information to students?

Curriculum updates are designed to reflect changes in today's workplace and encompass current business and industry practices, a review of labor market information, and alignment to the CTE Model Curriculum Standards. Prioritization of curriculum updating involves several factors from changes in technology, needs of partner school districts, incorporation of industry-recognized certifications, needs of business and industry, and development of personal attributes for student's success in postsecondary education and workforce.

Advisory meetings include information on learning materials, textbooks, technology, and equipment. NOCROP purchases the most current edition of textbooks, and updates as necessary when new editions are printed. Input from industry professionals provides information on emerging trends, equipment, technology, and certifications available to students, ensuring relevance for students. Advisory input drives allocation decisions by providing information on current industry practices.

To what extent are all teachers involved in the curriculum development process?

The NOCROP Educational Services Department has an ongoing commitment to providing students with accurate and up-to-date information. This is evident in the considerable hours and resources allocated to curriculum enhancement. For example, instructors were provided support to attend industry sponsored trainings, such as those put on by the Building Industry Association (BIA). Training attendance provided instructors current and relevant industry regulations, procedures, and technology used in the Residential and Commercial Construction Pathway.

How does the curriculum reflect the school's mission and how does it connect to the school's SLOs?

NOCROP courses are based on CTE Model Curriculum Standards and taught by industry professionals in order to prepare students for success in postsecondary and the workplace. The mission of North Orange County Regional Occupational Program is to "equip and empower tomorrow's innovative, civic-minded professionals through career technical education" and serves as the foundation of all curriculum development and enhancement.

CTE Anchor Standards are included in course outline resources and are based on the Standards for Career Ready Practice, emphasizing the importance of fundamental skills and knowledge. Development of Teacher Toolkits as an outline for instructional delivery will highlight the newly adopted CRPs. Students who complete a pathway sequence of courses receive a Career Pathway Completion Certificate that is recognized by regional partners as validation of essential skills and abilities.

One area of growth evident in the WASC Self-Study process is the need to capture intentional student learning throughout career pathways. With the newly implemented Student Information System, ClassMate, an Employability Profile is being developed that will provide a tool to assess student achievement based on CRPs during enrollment in a career pathway. It will also record awards and recognition, leadership, service learning, certifications/eligibility, and work-based learning continuum activities. After a pilot and instructor training, the Employability Profile will be available for limited issue in 2018-19 and fully implemented during the 2019-20 school year.

How often is the entire school curriculum evaluated for relevancy in light of changing student demographics?

Curriculum relevance is reviewed often in the PLC process. A constant renewal and revision process throughout pathways is necessary to improve student learning and building shared knowledge among instructors.

CTE trends are also reviewed through labor market statistics, and business and industry partners are included in discussions to support relevance. Information is collected, guides curriculum development during the school year, and serves as a basis for future planning. The State of California Employment Development Department data and Orange County Business Council Workforce Indicator Report are some sources accessed for understanding community demographics. In the classrooms, instructors continuously adapt their instruction to meet the needs of their students through various delivery styles and adjusting assessments as needed.

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

To what extent does the school provide texts and/or learning materials in a timely manner at the beginning of each semester?

NOCROP demonstrates a conscious effort to support student learning through the use of textbooks, learning materials, and technology. Wherever applicable, pathway classes have class sets of textbooks and other learning materials available for student use. Textbooks are ordered at the beginning of the fiscal year, so they are available when school starts. Textbooks must be approved through a formal adoption process which involves Board of Trustees approval.

To what extent does the school provide sufficient library resources, or access to such resources, to support classroom instruction?

NOCROP instructors identify material or equipment needs during the collaborative PLC time. Instructors then discuss options with their Administrator, Instructional Programs and submit formal requests for approval.

Technology used as an appropriate resource is discussed with the Director, Technology and Facilities Management for feedback on capability and connectivity. The NOCROP Leadership Team prioritizes requests based on usefulness and connectivity to the curriculum, impact on student learning and the attainment of SLOs/CRPs, and equity among all pathways for program consistency. A collaborative effort between NOCROP and the school site is an important aspect of supplying material and equipment needs, especially technology. For example, some computer labs or technology carts are funded and maintained entirely by NOCROP, some by the school sites and district, and others in a shared arrangement. This effort prevents waste, maximizes resources, and builds relationships.

In October 2018, NOCROP hired a Systems Analyst under the direction of the Director, Technology and Facilities Management that will work closely with district technology personnel to create effective learning environments. While there are substantial benefits to this partnership, challenges remain, especially regarding technology. Issues like the inability to load software or access specific websites through district-owned computers still pose challenges.

How does the school make learning labs, computer labs, etc. available to students to support their learning needs?

NOCROP is committed to providing learning labs to enhance instruction and student learning. These labs attempt to emulate the industry standards and workplace setting. Automotive, biomedical, computer programming, construction, culinary, engineering, medical assisting, nursing, and preschool programs have industry-standard equipment to support a high-quality instructional program. Many NOCROP programs are supplied with class sets of Chromebooks, laptops, iPads, 3-D printers, and other web-based tools. The 2017-18 End-of-Year Student Survey indicated that 90% (11,437/12,782) of respondents felt that the course used.

Every high school campus has computers accessible to NOCROP students. These computers may be in computer labs, in the form of classroom computer carts (NOCROP or district property), or desktops in the classroom. NOCROP computer-based classes have an expected 1:1 ratio of computer to student. Many of the partner schools have a 1:1 program where all students are issued a Chromebook, facilitating the use of educational technology. NOCROP's Trident Education Center also houses a computer lab.

Staff Development is provided to NOCROP instructors to support the use of educational technology in the classroom. Training in the implementation of CRPs, rubrics, classroom management, student achievement, Google Classroom, and Ed Tech tools has been included in the Staff Development Calendar over the past two years. Teachers and administrators attend the CUE (Computer-Using-Educators) conference annually to keep abreast of educational technology and learn best pedagogical practices, then pass on this information to colleagues during staff development sessions or PLC meetings.

Areas of Strengths:

- 🍊 Articulation agreements with community colleges
- 🍊 Classrooms equipped with industry-standard equipment, technology, and tools
- 🍊 Industry-based certifications
- 🍊 New Teacher Training and ongoing Staff Development focused on the use of educational technology in the classroom
- 🍊 Teacher collaboration through the PLC process
- 🍊 UC/CSU “a-g” approved courses

Areas of Growth:

- 🍊 Create a digital repository by course so that new teachers have tools readily available for immediate use and all teachers can contribute to pathway consistency and continuity
- 🍊 Maximize student certification and articulation opportunities through a systematic process
- 🍊 Strengthen the planning process between NOCROP and schools to maximize resources used to support and enhance CTE pathway offerings

[Criterion 4 Evidence](#)

CHAPTER III

Criterion 5: Instructional Program





Focus Group Members

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 Joseph Rolf
 Carl Santiago
 Melanie Schlager
 James Williamson
 Eddie Yamashita

LEADERSHIP TEAM:

Gail Kairis (Co-Chair)

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 both 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.

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

How does the school measure the quality of instruction in its classrooms?

Providing quality instruction with high levels of student achievement through course pathway sequences is the first priority of NOCROP. Instructional quality is measured against state and industry standards that have been prioritized and incorporated into course outlines that are UC/CSU “a-g” and NOCROP Board of Trustees approved.

Reflected in the Board of Trustees/Superintendent’s Priorities is to Empower teacher leadership and efficacy to increase student achievement through peer training/workshops, instructional coaches, and the Professional Learning Community (PLC) collaborative process. Instructors participated in the following leadership opportunities:

- 🍊 CAROCP/CALCP CTE Fall Conference Presentations;
- 🍊 Educating for Careers Conference Presentations
- 🍊 New Teacher Training;
- 🍊 Staff Development workshops;
- 🍊 UC “a-g” curriculum submissions

Administrator, Instructional Programs conduct both formal and informal classroom observations to evaluate the quality of instruction. Administrators routinely visit classrooms, providing verbal and written feedback. School site administration also routinely visits NOCROP classrooms and provides verbal feedback to the instructors and NOCROP Administrators. Formal observations are generally completed on a bi-annual basis when the instructor is on-cycle. A formal observation is scheduled with the instructor, requires a direct-instruction lesson plan and is observed for a minimum of thirty minutes.







Teachers’ evaluations are a combination of all observations, routine visits, and informal and formal observations. Both informal and formal observations provide administrators an opportunity to provide immediate feedback, mentoring, and resource options for classroom instruction.

For the 2016-17 and 2017-18 school year, part-time TOSAs observed and provided non-evaluative feedback and instructional support to instructors. Their roles as instructional coaches were valued by new teachers, many of whom voiced testimonials at a Board of Trustees meeting in which the TOSAs were recognized for their positive impact. Although TOSA instructional coaches were not implemented in 2018-19, the Educational Services team would like to re-establish such positions in the future since they provide a non-evaluative support mechanism for instructors.

Student feedback is also considered in the evaluation of the overall quality of instruction provided by NOCROP. At the end of the 2017-18 school year and at the end of the first semester in 2018-19, student surveys were conducted by NOCROP as a measurement of student satisfaction in their courses/pathways and assessment of their learning experience. According to the student surveys:

Survey Question	2017-18	2018-19
My teacher provided adequate access to materials, equipment, and technology to learn the subject.	94.9%	97.5%
My teacher gave me regular and timely feedback about my progress and performance in this course	92.1%	93.6%
My teacher would teach a topic again in a new and different way if students did not understand.	89.5%	92.5%
I would recommend this course to another student.	93.8%	95.6%

Students are provided opportunity to showcase the knowledge and skills they have gained from high quality classroom instruction through various events. A few of these examples include:

-  Board presentations
-  CTSO
-  CTE Pathway Showcase
-  Pathway showcase events
-  Service-learning projects; and
-  Work-based learning participation.

Lastly, the most valid evidence of the quality of instruction is how equipped our students are to enter the workforce or to begin postsecondary coursework. In the past, NOCROP conducted follow-up surveys of graduates; however, due to budget cuts, the Student Information Services staffing was significantly reduced. Currently, NOCROP does not have a systematic way of tracking student activity data upon graduation; however, instructors who maintain contact with graduates, can provide anecdotal

information about students' postsecondary employment and educational status.

How do faculty members keep current in instructional strategies and methodologies in their areas of expertise?

NOCROP incentivizes Professional Development to ensure faculty members stay current in instructional strategies and methodologies in their area of expertise. This plan provides instructors the opportunity for salary increases for hours spent in Staff Development workshops, and for various activities available in the Professional Growth Plan. Additionally, NOCROP annual Advisory meetings are attended by instructors to ensure recent, relevant information regarding the industry is learned and disseminated to the respective PLC members. In addition, instructors attend Vital Link of Orange County sponsored regional advisory meetings. NOCROP publishes an annual calendar of Staff Development workshops that are facilitated internally by our own expert instructors. Workshops offer research-based strategies in a 2+2+2 model that includes:

- 🍊 2 hours of content-based instruction,
- 🍊 2 hours of instructor development and classroom implementation, and a
- 🍊 2-hour collaboration/debrief with other workshop participants and the trainer.

Following the presentation of the research-based strategies, instructors are required to apply the strategy to their classroom within their area of expertise (industry). They must bring back the results of the implementation and debrief with their colleagues. This "debrief" also affords them the opportunity to receive mentoring and coaching from the workshop presenter who holds expertise in the strategy. Workshops offered by the county, partner districts and by other accredited institutions are available for Staff Development credit with prior administrative approval. Twenty hours of Staff Development enables the instructor to advance to the next step for a salary increase.

Professional Growth allows those instructors who are eligible, to receive units of credit for a salary increase of 5% upon completion and meeting the requirements:

- 🍊 College Units
- 🍊 Curriculum Development
- 🍊 Industry Sponsored Classes
- 🍊 In-Service Training Programs
- 🍊 Professional Conferences
- 🍊 Related Work Experience to Upgrade Skills
- 🍊 ROP/Adult Education Courses





Along with professional development, NOCROP instructors improve their skills and stay current through memberships in professional organizations. Instructors and administrators have membership and leadership roles in professional organizations such as the California Association of Regional Occupational Centers and Programs (CAROCP), Association of California School Administrators (ACSA), National Athletic

Trainers Association (NATA), California Association for Career and Technical Education (CACTE), Association for Career & Technical Education (ACTE), and professional organizations specific to their industry such as the California Association of Dental Assisting Teachers (CADAT) and Building Industry Association (BIA).

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

What opportunities for dialogue are provided for faculty members to discuss student learning needs and pedagogical approaches?

Since our 2013 Self-Study, NOCROP has implemented PLCs where instructors meet monthly to collaborate and discuss student learning needs, pedagogical approaches and student performance. The NOCROP PLC process follows the standard “Solution Tree” model. There is a PLC Guiding Coalition that meets monthly prior to the PLC Team meetings to review and assess the needs of the PLC teams. The Guiding Coalition is comprised of the Assistant Superintendent of Educational Services, three Administrators of Instructional Programs, two Instructional Programs Managers and the PLC Lead teachers. PLC Team meetings are structured around the four guiding questions:

-  What do students need to know and be able to do?
-  How will we know if they learned it?
-  What will we do for those who didn't learn it?
-  What will we do for those who did learn it?

During the PLC process instructors identify essential pathway standards, determine what level of competency represents proficiency at a given level, build common assessments to measure student achievement and analyze student learning to determine best practices. Currently, the instructors are using the “PLC Protocol for Analyzing Student Learning,” a qualitative method of analyzing student learning. Data was collected from 124 instructors at the end of the year survey regarding the effectiveness of the PLC process and 79 out of 124 instructional staff reported that the PLC process builds shared knowledge about what we want students to learn or be able to do. (PLC Question #1)

Through WASC Focus Group discussions and the staff survey, it became apparent that the review of student work is discussed within the PLCs, but the review process produced a limited analysis of data and its relationship to improving instructional practices. There is anecdotal evidence through PLC Team meeting minutes that subject-matter teams were reviewing student work and assessment results with some sharing of best practices; however, no formalized collection or action on the results was institutionalized. The PLC process for the collection and analysis of specific data to analyze student learning results and determine best practices for remediation and enrichment needs further exploration and development.

To address data collection and analysis as a growth area, the PLC Lead Teachers have created a Google Site template to house a newly developed “Teacher Toolkit.” This design will provide all instructors, new to veteran, access to course standards, outlines, resources and assessments. There will be further discussion as to the use of other Google tools such as Google Forms and Google Sheets to collect and analyze student data for sharing resources and best practices to improve student achievement.

What teaching strategies and methodologies are commonly used?

Self-Study data from Focus Group discussions, administrative observations and student survey results provide strong confirmation that instructors utilize research-based strategies and methodologies across most courses and pathways to ensure student learning.

Some of the strategies identified include:

- 🍊 Direct instruction including demonstration;
- 🍊 Group work/students collaborating as team members;
- 🍊 Project-based learning (see data below);
- 🍊 Inquiry-based learning experience;
- 🍊 On the job training;
- 🍊 Service learning projects;
- 🍊 Simulations, dramatizations and educational games;
- 🍊 Summarizing, note-taking and activating prior knowledge;
- 🍊 Use of visual organizers such as timelines, graphs & tables; and
- 🍊 Work-based learning activities (industry guest speakers, job shadowing, field trips, internships etc.)
- 🍊 NOCROP pathway courses provide students opportunity for a hands-on learning, an approach that promotes the use of critical thinking skills, and enables the instructor to increase the complexity of skills the students are learning.

93.0% of students reported their instructor provided them with adequate instruction/guidance before proceeding with lab activities.

(End of the year student survey from 2017-2018 (12,782 responses/89.2%)

96.1% of students reported their instructor provided them with adequate instruction and guidance before proceeding with lab activities.

(Mid-Year student survey from 2018-2019 (based on 9,313 responses/72.3 %)

To what extent are teachers given support in developing differentiated teaching strategies to ensure that all students' needs are addressed?

NOCROP instructors utilize a variety of resources to develop differentiated teaching strategies to assist all students in being successful in a CTE classroom or lab. With the use of technology in the classroom, instructors have access to learning management platforms such as PowerSchool and Google Classroom. These platforms, detailed in 5.3, assist special needs students with organization, access to content notes, PowerPoint presentations and supplemental resources posted by the instructor online. Case carriers and parents are able to monitor student progress and intervene early as needed.

CTE instruction is often enhanced with project-based learning (PBL) strategies that best meet the needs of diverse learners. Many NOCROP instructors participated in PBL staff development trainings and workshops and have been encouraged by the Educational Services team to employ such methodology since research shows that PBL leads to higher levels of student engagement and rigorous, high-quality products when put forth to authentic audiences.

88.8% of students reported their class was challenging and required them to think critically and problem solve (CRP 5, ROPERS 3)

(End of the year student survey from 2017-2018 (12,782 responses/89.2%)

92.7 % of students reported they worked as a team member on projects in this course

(End of the year student survey from 2017-2018 (12,782 responses/89.2%)

The obvious success and effectiveness of project-based learning (PBL) strategies have led to the continuous staff development training offered to instructional staff during the 2018-19 school year. Furthermore, NOCROP provides staff development in differentiated instruction including Universal Design for Learning (UDL) and specialized training on implementation of IEP and 504 plans during mandatory, specialized trainings held in August 2018. Instructors have indicated that they want more training regarding how best to service students with special needs, especially in terms of curricular, instructional, and assessment accommodations.

Service learning helps support NOCROP's newly adopted mission statement; "North Orange County Regional Occupational Program equips and empowers tomorrow's innovative, civic-minded professionals through career technical education." Differentiated instructional methods can be identified through these service learning projects where students are empowered to take ownership of their learning and apply those skills for the greater good. The organizational goal is to embed service learning throughout each pathway's curriculum sequence with meaningful purpose so that NOCROP is synonymous with servant leadership. Working with WE.org, a group of NOCROP instructors piloted service learning in 2016-17 and the initiative has grown organically with other NOCROP teachers and CTSO advisors since.

Students can earn tickets to attend WE Day, a celebrity-packed event which is held each April at The Forum in Englewood and televised for broadcast later in August.

Results from the Student End of the year Survey from 2017-18 End-of-Year Student Survey (12,782 responses/89.2%) indicated:

1,377 students had the opportunity to participate in service learning
in 2017-18

2,094 students had the opportunity to participate in service learning
in 2018-19

The WE.org organization has trained instructional staff at several in-services and PLC meetings over the last the last three years. Some examples of NOCROP's service learning projects are:

- 🍊 AUHSD Servathon – Engineering Design Pathway students and instructors utilized 3-D printers to create prosthetic hands for the disabled.
- 🍊 Community Health Fairs – Patient Care Pathway students took vital signs for the community participants.
- 🍊 Fullerton Arboretum – Residential and Commercial Construction Pathway students built a movable ticket kiosk matching the architectural style of other buildings on site.
- 🍊 Guinn Elementary Project – Education Pathway students presented educational lessons on germs with the goal of educating the elementary students on how to prevent the spread of disease.
- 🍊 Minute for Water Fundraiser – HOSA students raised enough money to purchase two water wells in Sub Saharan, Africa.

To what extent have faculty members discussed the relationship between teaching strategies/methodologies and student performance?

The PLC Protocol for Analyzing Student Learning that is utilized during the PLC process is specifically designed to discuss the relationship between teaching strategies and methodologies and student performance. The following are the discussion questions used by the teams:

- 🍊 What did you see in the student's work that was interesting or surprising?
- 🍊 What about the process helped you to see and learn these things?
- 🍊 What did you learn from listening to your colleagues that was interesting or surprising?
- 🍊 What new perspectives did your colleagues provide?
- 🍊 How can you make use of your colleagues' perspectives?
- 🍊 What questions about teaching and assessment did looking at the student work raise for you?
- 🍊 How can you pursue these questions further?
- 🍊 Are there things you would like to try in your classroom as a result of looking at this student work?

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

To what extent does the school have a team in place to review technology advances in instruction and how it can be adapted and used effectively in the school?

Classrooms are equipped with technology and instructors use course learning management systems such as PowerSchool and Google Classroom. These systems provide instructors the ability to deliver, enhance and differentiate pathway and career ready practices content. They also allow instructors to communicate academic progress and assessment. Students have the ability to track grades and missing assignments and communicate with classroom peers as a collaboration tool.

Instructors utilize technology for:

- 🍊 Assessment;
- 🍊 Assisting students and parents with monitoring progress;
- 🍊 Assisting students with make-up work;
- 🍊 Communicating with students and parents;
- 🍊 Content delivery;
- 🍊 Differentiating instruction
- 🍊 Increasing student engagement with lively apps;
- 🍊 Meeting objectives of Student Learning Outcomes;
- 🍊 Organizing classroom lesson plans and materials;
- 🍊 Posting lesson objectives, assignments, PowerPoints and supplemental resources;
- 🍊 Student to Student collaboration;
- 🍊 Student research – discovery learning; and
- 🍊 Instructor to instructor collaboration;

Technology use also supports NOCROP’s mission statement, *“North Orange County Regional Occupational Program equips and empowers tomorrow’s innovative, civic-minded professionals through career technical education”*

87% of students said that technology was regularly used during instruction, such as computers, Chromebooks, tablets, Google Classroom, or Haiku.

(CRP 4, ROPERS 2)

89.5% of students reported their course used industry-related technology to further my knowledge and skills in this career pathway. (CRP 1, 4, ROPERS 2)

(End of the year student survey from 2017-2018 (12,782 responses/89.2%))

86.7% of students reported that technology was regularly used during instruction, such as computers, Chromebooks, tablets, Google Classroom, or Haiku in this course. (CRP 4)

87.3% of students reported they learned about and used industry-related technology to further my knowledge and skills in this career pathway through this course. (CRP 4)

(Mid-Year student survey from 2018-19 (based on 9,313 responses/72.3%))










Staff attend the Computer Using Educators Conference (CUE). The expectation is that the instructor will return from the conference and present a Staff Development workshop to inform colleagues of current trends in educational technology.

How are faculty members trained to use technology more effectively in their own classrooms?

Instructors are provided numerous opportunities for training and use of technology in the classroom. It begins in New Teacher Training, then it is incentivized through the Professional Growth Plan and Staff Development workshops. PLC collaboration affords instructors time to share best practices and to learn from each other.

In the 2016-17 school year, a series entitled “Google Doc Shop” was offered to all instructors. The workshop was facilitated by a “Google Expert.” By the end of the year, participants were learning to set up highly sophisticated programs that used Google Forms for student testing that automatically graded and downloaded the results into Google Sheets.

The 2017-18 Staff Development workshops placed a strong emphasis on technology in the classroom. The workshops included:

-  Best Practices and Teacher Tools: Increase Effectiveness and Efficiency;
-  Classmate Teacher Advocate Training;
-  Cyber Security Resource;
-  Digital Design and Illustration Skills Workshop;
-  Ed Tech Tools;
-  Effective and Engaging Presentations;
-  Google Apps for Education;
-  Kahoot
-  PowerSchool Learning (previously Haiku) for Beginners;

To what extent does the school offer online learning options or virtual experiences for students?

North Orange County ROP has offered on-line courses in the past with nominal success. New modes of delivery that have become available provide greater support for on-line student success. These educational technology tools are being explored.

Areas of Strength:

- Staff Development opportunities are teacher led, require application, and reflect upon student learning.
- Targeted Staff Development workshops are aligned with SLOs/CRPs, focused on educational best practices, and emphasize the use of educational technology.
- Protocols for analyzing student work are practiced by PLC teams to influence instruction and improve student achievement.
- Service and project-based learning is embraced by instructors and students and strengthens the student learning experience.

Areas of Growth:

- Develop a means for the collection, analysis and use of data to determine best practices and improve student achievement through the PLC process.
- Explore and develop alternative pathways and courses outside of the school day such as online, distance education courses.
- Provide more staff development training on how to best serve students with special needs.

[Criterion 5 Evidence](#)

CHAPTER III

Criterion 6: Use of Assessment

Original material





Focus Group Members

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CRITERION 6: USE OF ASSESSMENT

The instructional staff uses established assessment procedures to design, administer, deliver, and evaluate courses, programs, and student learning levels. The school 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.

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.

How are core competencies and specific learning outcomes developed for every course?

Core competencies and learning outcomes are developed for each course through a collaborative process involving instructors, Educational Services staff, industry experts who identify the knowledge and skill sets necessary for student success.

Through PLCs instructors discuss the course objectives and standards used to develop outcomes. The instructional staff considers the first question from the four big questions of a PLC “what do our students need to know and be able to do?” At the beginning of each year, instructors meet to build shared knowledge in their PLCs by reviewing and making the necessary enhancements to curriculum by considering:

- 🍊 Schoolwide Learner Outcomes (SLOs) which are measured by Career Ready Practices (CRPs.)
- 🍊 Career Ready Practices describe the fundamental knowledge and skills students need to know to transition postsecondary education, career training, or the workforce.
- 🍊 Eleven Anchor standards and the subsets of Performance Indicator
- 🍊 Performance indicators provide guidance for curriculum design and standards of measurement.
- 🍊 Pathway standards identify and meet the needs/standards of business and industry
- 🍊 Industry standards represent knowledge, skills and competencies expected by industry and align with certifications and licensures.
- 🍊 PLC teams considers the **E-L-R** criteria to decide which standards are most important.
 - Endurance: Do students need to know this after the course is over?

- Leverage: Is this something that crosses more than one curricular area?
- Readiness: Is this a prerequisite for future learning another course in the pathway?

How courses are regularly evaluated in regard to depth, breadth, rigor, and sequencing?

NOCROP pathways are measured using the 11 Elements of a High Quality CTE Program criteria:

- 🍊 Standards-aligned and Integrated Curriculum
- 🍊 Sequencing and Articulation
- 🍊 Student Assessment
- 🍊 Prepared and Effective Program Staff
- 🍊 Engaging Instruction
- 🍊 Access and Equity
- 🍊 Facilities, Equipment, Technology and Materials
- 🍊 Business and Community Partnerships
- 🍊 Student Career Development
- 🍊 Career and Technical Student Organizations
- 🍊 Work-based Learning

NOCROP pathways are developed and enhanced using academic and technical skills in a variety of sectors. While technical skills are the core of instruction, pathways also provide students with opportunities to apply and reinforce academic content and complex technical skills expected by business and industry. Results from the 2017-18 End-of-Year Student Survey (12,782 responses/89.2%) and 2018-19 Mid-Year Student Survey (based on 9,313 responses/72.3 %) indicated that:

- 🍊 88.8% of students felt that their course was challenging and required them to think critically and problem-solve (CRP 5)
- 🍊 91.9% of students reported practicing solving problems that would typically occur on the job (CRP 1,2,5,10)
- 🍊 90.7% of students reported reading and writing were a regular part of assignments in this course. (CRP 1,2)

What improvements to courses and programs have occurred as a result of the analysis of learning data?

In the 2017-18 school year a service learning initiative was introduced to instructional staff as a strategy that incorporates relevance by identifying real-world problems that student could address. Results from the 2017-18 End-of-Year Student Survey (12,782 responses/89.2%) and 2018-19 Mid-Year Student Survey (based on 9,313 responses/72.3 %) indicated that:

- 🍊 1,377 students had the opportunity to participate in service learning in 2017-18
- 🍊 2,094 students had the opportunity to participate in service learning in 2018-19

Instructors meet regularly during monthly PLC meetings and attend advisory boards to discuss student learning, industry demands, and discuss plans for program improvement. By identifying essential standards within the PLC teams with endurance, leverage, and readiness in mind, has altered the “need to know” for students and has guided the learning and assessment.

The PLC Guiding Coalition and PLC Lead Teachers implemented a protocol for analyzing and learning from student work samples. This has been used over the last three years to share best instructional practices, provide feedback, and focus on the learning rather than teacher preference on the delivery of instruction or assessment.

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

To what extent do the administration and faculty meet to analyze student learning data and Use results to improve the educational program of NOCROP?

Analysis of student learning data is reviewed by staff in the following:

- 🍊 Cabinet, Council, and the Leadership Team uses student achievement and program data to enhance established pathways and establish new and innovative pathways. They also evaluate student and staff perceptual survey data to better support instructors.
- 🍊 Student learning is also discussed at Board meeting presentations and at the annual Partnership Breakfast event. The Partnership Breakfast is an annual event held for district and school partners and when NOCROP shares and celebrates evidence of student achievement.
- 🍊 The PLC Guiding Coalition reviews student survey data and program data to improve pathways delivery.
- 🍊 Instructors attend monthly PLC meeting and utilize program and survey data to enrich instruction and improve student achievement. Instructors also collaborate annually at Back-to-School and Spring In-Services, and schedule collaboration days for subject-alike teacher groups to meet to share lesson plans, instructional strategies, and practices to improve student learning.

What changes have faculty made in teaching methodologies or instructional strategies to improve learning as a result of learning data analysis?

NOCROP instructors have adopt enhanced instructional strategies and methodologies that improve student learning through the four essential questions of a PLC. After identifying what students must know and be able to do, instructors build shared knowledge to define what student proficiency of content and skills standards looks like, identify which strategies will be used to assess whether students learned, and follow-up with differentiated remediation and enrichment based on student learning results. Educational Services has emphasized the importance of explaining and reinforcing to students what they are specifically learning, why it is important, and reinforcing each lesson with multiple checking for understanding strategies. Upon examining student work using the PLC protocols, instructors have learned
















the importance of using rubrics to provide clarity for what student achievement should look like. They have also learned that students must be given time to process their learning (chunk direct instruction with guided and independent practice), apply it in meaningful contexts, and reflect upon their learning process (metacognition).








89.5% of students reported that in class if they did not understand a topic, their instructor would teach it again in a new and different way.

(Results from the Student Exit Survey from 2017-18 (12,782 responses/89.2)

How are assessment results evaluated with school SLOs in view?

With the adoption of new Schoolwide Learner Outcomes (SLOs) instructors will identify and align the previous SLOs (ROPERS) with common assessments and the new Career Ready Practices (CRPs.) The process of incorporating SLOs involves consideration of course content in different ways depending on the specific objectives of the course.

ROPERS	CRPs	Assessment Measure
Achieve career technical and academic standards	Apply appropriate technical skills and academic knowledge	<ul style="list-style-type: none">  Performance assessment of industry skills  Work-based learning participation  Attainment of certifications or licensures
Communicate effectively through listening, reading, writing, and speaking	Communicate clearly, effectively and with reason	<ul style="list-style-type: none">  Writing assignments  Oral presentations
Comprehend technical, professional, and internet resources	Apply technology to enhance productivity	<ul style="list-style-type: none">  Performance assessment using industry technology  Learning Management System
Identify, prioritize, and solve problems with predictable and unpredictable outcomes	Utilize critical thinking to make sense of problems and persevere in solving them	<ul style="list-style-type: none">  Case studies or critical thinking peer discussion posts  Project-based assignments
Not Applicable	Practice personal health and understand financial literacy	<ul style="list-style-type: none">  Lesson enter and exit tickets  Quizzes and exams
ROPERS	CRPs	Assessment Measure
Participate and contribute to the local and global community	Act as a responsible citizen in the workplace and the community	<ul style="list-style-type: none">  Service-learning projects  Career and Technical Student Organizations (CTSOs)
Collaborate towards a common goal	Model integrity, ethical leadership and effective management	<ul style="list-style-type: none">  Career and Technical Student Organizations (CTSOs)  Service-learning projects

Use respectful social and cross-cultural skills	Work productively in teams while integrating cultural and global competence	 Project-based, service-learning assessments  Career and Technical Student Organizations (CTSOs)
Create, implement, and assess ideas	Demonstrate creativity and innovation	 Design-build summative assessments  Demonstrations
Comprehend technical, professional, and internet resources	Employ valid and reliable research strategies	 Research-based projects  Performance assessment of industry skills
Consider the ethical issues of decisions	Understand the environmental, social, and economic impacts of decision	 Service-learning projects  Research-based projects

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

To what extent do faculty members use formative and summative assessment results to modify learning and teaching approaches?

A simple analogy shared by Rick DuFour has been used with NOCROP instructors to help them understand the difference between formative and summative assessments:

Formative assessments are like going to the doctor for a physical exam...if anything wrong is revealed, the doctor may be able to help the patient get better and save their life. Summative assessments are like an autopsy, although the information discovered about the cause of death cannot bring the patient back to life, it could help others in the future.

The goal of formative assessments is to help instructors monitor students' progress and to modify instruction accordingly. Instructors use formative assessment data to identify students needing additional support or enrichment, develop a plan to differentiate instruction, and ensure that all students have learned the essential content and skills. Summative assessment is used to measure the level of success or proficiency that has been obtained at students at the end of the instructional unit. Both types of assessment can give instructors valuable information about student learning and how best to adapt instructional strategies for student success. Frequent formative and summative assessments aid

instructors to monitor students' progress and achievement of pathway knowledge. Mastery of the course knowledge is evident in the following methods:

- 🍊 Classroom discussions
- 🍊 Community Classroom (CC) and Cooperative Vocational Education (CVE) evaluations
- 🍊 Demonstrations and presentations
- 🍊 Group Work
- 🍊 Industry certification exams
- 🍊 Laboratory performance
- 🍊 Performance-based projects
- 🍊 Research reports
- 🍊 Role-playing and simulations
- 🍊 Service-Learning Projects
- 🍊 Tests and quizzes
- 🍊 Web-based inquiry and tests

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.

How often are student learning results reported to appropriate stakeholder groups, i.e., governing body, faculty, and community members? How is this done?

Annual priorities are developed for the organization, *Board of Trustees/Superintendent's Priorities*, which are guided by the Mission Statement and Schoolwide Learner Outcomes. The *Board of Trustees/Superintendent's Priorities* are approved and adopted by the Board of Trustees. NOCROP Board of Trustees and Superintendent create goals with a student-centered mindset towards success and provide updates multiple times a year. For example, it was reported to stakeholders that learning results were evidenced by:

- 🍊 Career Technical Student Organization (CTSO)
 - 2016/17: 13 CTSO chapters and 680 students participating
 - 2017/18: 21 CTSO chapters and 1,315 students participating
- 🍊 UC/CSU "a-g" course offerings
 - Increased our UC/CSU "a-g" course offerings to 74. Only a few courses offered by NOCROP are not UC/CSU "a-g" approved.
- 🍊 Work-based learning continuum opportunities
 - Developed the Career Pathway Internship course, piloted in PYLUSD for Valencia's Technology Academy during the summer of 2018.
 - Sustained over 400 work-based learning sites for Community Classroom, Cooperative Vocational Education, and Clinical portions of pathway capstone courses.

NOCROP hosts an annual Partnership Breakfast for stakeholders and district partners, administrators, counselors, and guidance staff. The purpose of the Partnership Breakfasts is to inform district partners of student success and achievement as well as highlight the work NOCROP is doing to support the LCAP goals and outcomes each district. Although student achievement data is presented through PowerPoint presentations and distributed to stakeholders at Advisory, Board of Trustees, CGS, Partnership Breakfasts, and planning meetings, a systematic compilation of the various data sets in an annual report will help underscore the value added to district CTE programs by NOCROP.

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

Who is involved in the institutional planning of the school? Are all stakeholders represented?

NOCROP institutional planning involves all stakeholders and the Leadership Team is responsible for monitoring institutional planning tools to meet our goals and objectives. The *Strategic Plan* was developed in September 2017 based upon the collective input of stakeholder participants which included the NOCROP Board of Trustees, Leadership Team, as well as a cross-section of certificated and classified support staff. The 2017-20 Strategic Plan was shared with employees and updates given through PLC, All-Staff, and Board of Trustees meetings. Objectives within the strategic plan describe more specifically initiatives that require collaboration and coordination among key stakeholders.

How often is learning data analysis used to assess the relevance and appropriateness of course offerings at the school?

Student achievement data is a central component of the PLC process. Instructors build shared knowledge in order to reach consensus before making any changes to pathway curriculum. These rich conversations inform instructional practices. In terms of relevance and appropriateness of course offerings at each school, planning meetings are held to determine any changes to a pathway sequence.

To what extent does the governing body make financial allocation decisions based on the analysis of student learning?

Decisions about the use of funds are based on the analysis of institutional, student, and our mission to equip and empower tomorrow's innovative, civic-minded professionals through career technical education.

In what way has the assessment of learning data resulted in the modification of the Schoolwide Action Plan?

Through the WASC Self-Study process, the Action Plan was developed to address student learning and achievement. The Action Plan is aligned with the annual *Board of Trustees/Superintendent's Priorities*.

Learning data will be utilized for data-driven decision making and ongoing Schoolwide action plan as stated in our action plan goals.

Areas of Strength:

- Service learning used as summative assessments across pathways
- Analyzing student work influence instruction and improve student achievement.

Areas of Growth:

- Identify means to collect student learning data to improve instructional and student achievement
- Lack of automated tracking of student assessment and course/ program completion

[Criterion 6 Evidence](#)

CHAPTER III

Criterion 7: Student Support Services





Focus Group Members

INSTRUCTORS:

Lourdes Amador (Co-Chair)
 Carolann Baldrige
 Lauren Baldwin
 Jeffrey Bernier
 Rachelle Blinoff-Mudd
 Rachael Clark
 Emily Cornmesser
 Jun Cuenca
 Valerie Easton
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 Susan Hidar
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 Gina Marin
 Scott Nastase
 Kelly Neal
 Pia Ribbe
 Shirley Schofield
 Ana Sorrilla
 Taylor Swaney
 Darline Torres-García
 Monique Vega
 Lauren Welker

LEADERSHIP TEAM:

Linda Skipper (Co-Chair)

CRITERION 7: STUDENT SUPPORT SERVICES

The school 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 school systematically assesses student support services using faculty, staff, and student input and other appropriate measures in order to improve the effectiveness of these services.

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

What specific support services are provided to the students by the school?

NOCROP provides a variety of student support services including:






- 🍊 Access to career pathway courses;
- 🍊 Academic and career counseling for high school students;
- 🍊 Pre-employment preparation and work experience;
- 🍊 Career technical extra-curricular and co-curricular activities; and
- 🍊 Technology support.

The NOCROP website provides information on career pathways and course sequences offered through ROP. Information is accessed through drop-down menus and includes location(s) of classes. A schedule and registration information are provided for regional course offerings—those offered after-school hours. Fee-based courses for adults are listed by course title, and include instructions for registration, prerequisites, and course costs.





To what extent does the school offer financial aid counseling, learning resource assistance, academic counseling, personal counseling, technology support, and health services?

Twenty-four Career Guidance Specialists (CGSs), all of whom possess a Pupil Personnel Services Credential, provide academic, career, and personal counseling services at twenty-five high schools throughout our partnering districts. CGS names and phone numbers are listed on the NOCROP website in the drop-down menu under “Registration.” The CGSs are employees of the district in which they serve and are listed on the NOCROP website by district and school. At one location, the position is shared by two counselors who provide services 50% of the time. Another CGS serves two

school sites. Two-thirds of the CGSs' salaries, \$2.1 million, is reimbursed by NOCROP. CGSs support student achievement by:

-  Disseminating NOCROP course information and pathways
-  Providing academic advisement and career and college planning
-  Coordinating career fairs
-  Providing information on appropriate placement including checking prerequisites and confirming pathway sequences
-  Pre-registering students in classes

Results from the 2017-18 End-of-Year Student Survey (12,782 responses/89.2%) indicated that:

-  57% (7,286) of the students surveyed reported receiving counseling regarding Career/College Planning.
-  46% (5,889) knew about NOCROP Course Pathways.
-  31% (3,932) received UC/CSU a-g Information.
-  18% (2,284) received information about how their NOCROP courses could earn college credit through articulation.

An area of need is increasing the percentage of students that receive articulation information and their understanding of how to apply this to their academic transcript in their postsecondary endeavors. UC/CSU "a-g" approval status and community college articulation agreement information has been added to our website and is now updated on a regular basis by our Career Technical Education Specialist. In addition, this position has increased communication regarding articulation agreements with instructors and counselors. An up-to-date spreadsheet is now accessible on our Career Guidance Specialists' shared drive.

NOCROP offers technology support through the Technology Services Department, located at the Education Center. Technology Services supports student learning by updating and maintaining classroom technology. Training for staff in the use of equipment is also available. In the 2017-18 All-Staff Survey, 56% (69/123) of staff responding reported that Technology Services is "highly effective" or "effective" in meeting classroom needs.

WorkAbility 1 (WA1) is offered by NOCROP for students in three of our partner districts (Brea Olinda USD, Fullerton JUHSD, and Placentia-Yorba Linda USD). WA1 provides comprehensive pre-employment skills training, employment placement and follow-up for high school students in special education. This program assists individuals in making the transition from school to work, independent living and postsecondary education or training.

WA1 services are provided through Job Placement Specialists (JPSs). JPSs assist high school students with special needs with the following services:

- 🍊 Assessment of career interest and aptitude
- 🍊 Career counseling and guidance to deal with barriers to completion of educational and employment goals
- 🍊 Information and assistance regarding financial aid options for post-secondary education
- 🍊 NOCROP course selection and support for completion
- 🍊 Subsidized and direct work experience placement
- 🍊 Support in the Community Classroom (CC) and Cooperative Vocational Education (CVE) work-based learning models
- 🍊 Workplace readiness and life skills instruction

Students learn about WA1 through presentations by the JPSs in Special Day Classes (SDC) and Resource Specialist Program (RSP) classrooms. Flyers and information may be provided through an Individual Education Program (IEP) meetings for students and parents. Students are often referred to the JPSs by their case carrier or Special Education teacher.

NOCROP has a contract with the OC Probation Department (OCPD) to provide services at three probation sites:

- 🍊 Joplin Youth Center
- 🍊 Otto Fisher School (Juvenile Hall)
- 🍊 Rio Contiguo High School

At each location, a NOCROP instructor presents the Career Training for Transition course, a CC class which combines classroom instruction with work-based learning at the site. The Youth Guidance Center has an assigned JPS who provides services including Job Club for youth not enrolled in the NOCROP course, support for off-site activities and after-care for youth in the program.

NOCROP has active and engaged CTSOs that support and extend student learning. The largest pathway, Patient Care, also has the largest student representation in HOSA - Future Health Professionals with 9 student led chapters. There are 9 chapters of SkillsUSA which focus on the areas of Dental, Construction, Graphic Design, and Engineering/Robotics. The newest CTSO is Educators Rising with 5 chapters.

Student Information Services maintains the centralized student information and data management system, ClassMate, by Harris School Solutions. The 2017-18 school year was the first year of a three-year roll-out of using this new system. Data from prior years is maintained in AIM, which is also owned by Harris School Solutions. Both systems are used for data collection requirements for reporting student progress and achievement, enrollment trends, as well as district mandated reports including attendance and grades. Employability Profiles will be issued beginning in 2018-19 for classes with sufficient data needed to populate the report. Employability Profiles will include detailed information regarding

students' progress, achievements, and specialized activities in a particular pathway. ClassMate provides real-time data for instructors and CGSs.

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.

How does the school develop, implement and evaluate counseling or academic advising?

CGSs are guidance counselors on our partner high school campuses who are contracted for services through NOCROP. These individuals are district employees and are evaluated by district administrators. In their role as a CGS, they are guided by the NOCROP Business Partnerships and Innovation Specialist, under the direction of the Assistant Superintendent, Educational Services and supported by the CTE Specialist. Their responsibilities to support student learning include:

- 🍊 Attendance at Advisory Meetings;
- 🍊 Attendance at NOCROP CGS meetings;
- 🍊 Coordination of NOCROP showcase/career fairs;
- 🍊 Liaison between NOCROP and High School counselors;
- 🍊 Monitoring of attendance and grades;
- 🍊 NOCROP class visitations;
- 🍊 Nomination of students for the COS event;
- 🍊 Promotion of ROP courses, including review of registration materials for their school;
- 🍊 Provide input for planning meetings;
- 🍊 Student pre-registration for regional courses;

How does the counseling or academic advising program assist students directly with their transition to advanced educational opportunities or connection to employment opportunities?

CGSs meet with high school students in the ninth grade for counseling and academic advising in the development of a 4-year plan. This plan includes academic courses related to college preparation and/or graduation requirements. NOCROP career pathway courses are integrated into this plan leading to college and/or employment. CGSs advise students on career choices, selection of universities, community colleges, technical and apprenticeship, dual enrollment courses and financial aid opportunities.

A requirement of the WA1 program is to conduct follow-up surveys for students beginning at one year after exiting the program. WA1 staff provide resources based on needs communicated during the survey. Survey results are entered into the California Department of Education's WorkAbility database.

What professional development opportunities are provided to school counselors or advisors?

On-going training is implemented at monthly meetings. During these meetings, CGSs are updated on NOCROP courses, timelines, and procedures. Best practices are shared by the group, with time set aside for CGSs to meet with the NOCROP Administrator, Instructional Programs

The partner districts and OCDE provide professional growth opportunities for their counselors. CGSs attend University of California, California State University, and community college annual conferences to keep updated on changes in admission requirements and program offerings. WA1 staff attend conferences and trainings 2-3 times per year sponsored by the CDE.

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.

How does the school address: Marketing, community awareness, recruitment of new students; transitioning new students into the school; providing meaningful learning experiences for students; and transitioning students into job placement or further education?

NOCROP addresses marketing, community awareness, and recruitment of new students through:

- 🍊 Annual Partnership Breakfasts for District Principals, Assistant Principals, CGS's, and Counselors
- 🍊 Attendance at Chamber of Commerce/service organization meetings
- 🍊 CGS marketing strategies: career and college fairs, morning announcements, distribution of flyers, and classroom presentations
- 🍊 Development and distribution of brochures and flyers
- 🍊 NOCROP online catalog and regional course schedule
- 🍊 NOCROP website
- 🍊 Participation in district career and college fairs
- 🍊 Partnering high schools' websites
- 🍊 Press releases
- 🍊 Social media including Facebook, Twitter, and Instagram

Enrollment of students into NOCROP courses begins with the marketing of course offerings, counseling, course selection process, and pre-registration of students by CGSs or other counselors. CGSs review student transcripts to ensure the correct pathway sequence and check that pre-requisites are met.

Adult students are provided guidance regarding course selection during the registration process with the Student Information Department (SIS) at the NOCROP Education Center. An Adult Education Programs Specialist has been hired to support the coordination and development of new and existing programs. Funding for this position has been acquired through California Adult Education Program (CAEP).

Meaningful learning experiences are taught throughout NOCROP courses. Teachers instruct students in professional résumé writing, applications, and interviewing skills. In addition, students develop an individual portfolio which includes job specific examples of student work that are relevant to the workplace. JPSs also conduct workshops on workplace readiness skills through WA1 grant and the OCPD contract.








To what extent does the school have clear admission policies in line with its mission?

NOCROP's mission statement, "North Orange County Regional Occupational Program equips and empowers tomorrow's innovative, civic-minded professionals through career technical education" is facilitated by policies that guide student admission. The BP's relating to supporting this statement include: BP 5111 –Admission and BP 5112.1 – Open-Entry/Open-Exit.

The former board policy states "ROP courses serve students enrolled in the partner school districts. Enrollment for post-secondary students into adult, fee-based ROP courses is based on established eligibility requirements for the courses." This policy reflects how changes in ROP funding have led to the end of accepting out-of-district high school students into regional course offerings. The latter board policy describes how students may "enroll in an ROP class at any time on a space-available basis" and "leave the ROP class at any time with a record of their skill attainment" where applicable. As CTE has changed in recent years, articulated pathway course sequences of 300+ hours have become the standard. The few NOCROP courses which are open-entry/open exit includes: Entertainment Park/Tourism Careers (CVE only), Retail Restaurant/Food Service Occupations (CVE only), and Retail Sales and Marketing (CVE only).

To what extent does the school provide students with information on school policies and procedures that clarifies expectations that impact them?

NOCROP provides students with information on school policies and procedures to clarify expectations through the distribution of Course Information Sheets and the NOCROP Student Handbook online. Instructors use these documents to orient students during the first days of class. The information sheet and handbook introduce the student to the benefits of the program such as acquisition of job specific skills, types of employment opportunities, and whether the course is applicable to UC/CSU “a-g” requirements for admission and/or articulation to post-secondary institutions. Policies and procedures regarding attendance, grading, and safety are outlined, among others. Forms requiring student and parent signatures in the handbook include:

-  Borrowed Instructional Materials Acknowledgement and Agreement
-  Patient Care Training Programs Consent and Release Agreement
-  Physical Contact and Graphic Images Consent and Release Agreement
-  Regional Course Offering Expectations Acknowledgement and Agreement
-  Student Handbook Acknowledgement and Agreement*
-  Student Media and Publicity Consent and Release Agreement*
-  Student Use of Electronic Resources and Technology Agreement*

Knowledge of course expectations increases students’ probability for successful program completion. JPSs meet with WA1 students to present policies and procedures published in the “WorkAbility 1 Participant Handbook.” A copy is provided to all students who are placed in subsidized employment. The handbook provides information on program rules, safety on the job, minor’s work regulations, and procedures to follow if injured on the job. A companion handbook is provided for employers who supervise the program participants in the worksite.

Career Ready Practice (CRPs) are used to measure NOCROP Schoolwide Learner Outcomes (SLOs) as they describe the fundamental knowledge and skills that students need to prepare for transition to postsecondary education, career training, or the workforce. CRPs are integrated into the curriculum throughout a pathway to prepare students for career readiness.

NOCROP holds advisory meetings annually based on industry sectors. Business and industry advisors from the career pathways offer pertinent insight into the demands of today’s industry. Often these insights and suggestions lead to an update of course outlines, occupational competencies, and the development of relevant learning experiences to be taught in the classroom.

CC and CVE classes transition students into job placement. In CC and CVE classes, formal related instruction takes place in the classroom and is augmented through hands-on application at identified training sites. Students attend weekly related-instruction classes. CC and CVE student progress is monitored using an Individualized Training Plan (ITP) that identifies competencies to be developed at job

training sites and during related classroom instruction. NOCROP supports student learning and achievement, and provides meaningful learning experiences through externships, CC and CVE classes, CTSOs and other co-curricular industry related competitions. These opportunities directly support achievement of the CRP standards which strengthen leadership development, essential literacy skills, teamwork, critical thinking, content area skills, and competition in a global environment.

How are students given counseling regarding the completion of their program so that they stay on track and successfully meet their goals?

Instructors and CGSs support students to stay on track and complete their NOCROP training and transition into job placement or further education through the following:

- 🍊 CGSs counsel students involved in NOCROP career pathway programs for successful completion and attainment of future educational goals
- 🍊 CGSs monitor student attendance and grades to ensure the successful completion of the program
- 🍊 CGSs visit classes to observe student behavior and participation
- 🍊 Instructors and CGSs discuss student progress
- 🍊 Instructors and/or CGSs involve other school personnel in conferences, as needed.
- 🍊 Instructors and/or CGSs contact parents if student discipline or attendance is an issue
- 🍊 Instructors educate students about career pathways, employment options, and further education related to their area of instruction
- 🍊 Instructors give formative and summative assessments
- 🍊 Instructors provide progress reports to students, parents and CGSs
- 🍊 Instructors use varied teaching methods to accommodate differences in learning styles based on student needs

Students enrolled in WA1 or classes at OCDP sites are counseled to stay on track, meet their goals and transition into work experience through the guidance of teachers and JPSs. Job opportunities are developed for students to apply skills in practical, real-world experiences. As part of this process, students attend job fairs, visit work sites, and interview for jobs development of skills is enhanced by work site supervision, including consistent feedback and evaluation. Work site supervisors, teachers, and JPSs work together to provide valuable learning experiences for students. Further support services include bus passes, interview and work clothing, tools, and immunizations.

Teachers and JPSs also provide information and assistance regarding further educational opportunities. Services encompass research of colleges and programs and direct assistance to apply for college and financial aid.

A requirement of the WA1 program is to conduct a follow-up survey for students at one and two years after program completion. WA1 staff provides resource information based on needs communicated during the survey. Survey results are entered into the CDE Workability database.

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

How does the school research and identify the learning support needs of its student population and provide appropriate services and programs to address those needs?

NOCROP researches and identifies learning support needs of its student population by conducting an End-of-Year Student Survey to identify the use of student support services, quality of instruction and attainment of Schoolwide Learner Outcomes:

Results from the 2017-18 End-of-Year Student Survey (12,782 responses/89.2%) include:

- 🍊 93.7% of student indicated that their instructor explained what they would be learning at the beginning of a new lesson.
- 🍊 87% of students indicated that technology was regularly used during instruction.
- 🍊 95% of students indicated that they had adequate access to materials, equipment and technology in order to learn the subject matter.
- 🍊 89.5% of students indicated that if the class did not understand a topic, the instructor would teach it again in a new and different way.
- 🍊 93.9% of students indicated that their instructor provided adequate instruction and guidance prior to proceeding with lab activities.
- 🍊 95.7% of students indicated that their instructor was available to answer questions and clarify directions.
- 🍊 92.2% of students indicated that they received regular and timely feedback from the instructor regarding their progress and performance in class.

NOCROP instructors identify the learning support needs of their students by using formative and summative assessments. Some instructors assess learning needs through informal tools such as learning style inventories.

Beginning with the 2018-19 school year, a student survey will be administered twice each year: Mid-Year Student Survey in December and an End-of-Year Student Survey in May. The additional mid-year survey was implemented in order to provide formative information that will be used to improve instruction and support the needs of students. The mid-year data was shared with instructors at the Spring In-Service in January to guide the learning needs of students. Each high school Instructor received disaggregated data based on their individual cohort of student.

To what extent does the school offer appropriate extra-curricular and co-curricular programs (whenever possible) that meet the needs of its constituency?

NOCROP offers appropriate co-curricular programs that meet the needs of its students. NOCROP defines co-curricular as those activities being outside of the school day but complementing the regular curriculum. The CTSOs offer extended opportunities for technical skills development and leadership development in

a field of study. NOCROP students can participate in HOSA: Future Health Professionals, Educators Rising, and SkillsUSA. In addition to CTSOs, co-curricular opportunities include community service activities, conferences, and industry competitions such as:

- 🍊 Allied Health Academy; Orange County Asian and Pacific Islander Community Alliance
- 🍊 Building Industry Association
- 🍊 California Homebuilders Foundation Design/Build Competition
- 🍊 Congressional App Challenge
- 🍊 Cooking Up Change/Healthy Kids
- 🍊 Digital Arts Points of View Competition
- 🍊 Educators Rising Conferences
- 🍊 FIRST Robotics Competition
- 🍊 Habitat for Humanity Build Events
- 🍊 Health Clinics
- 🍊 HOSA Leadership Conferences
- 🍊 Hot Rodders of Tomorrow Engine Competition
- 🍊 Making Strides Against Breast Cancer
- 🍊 MLK Day of Service (AUHSD Servathon)
- 🍊 Orange County Automobile Dealers Association (OCADA) Competition
- 🍊 Orange County STEM Showcase
- 🍊 Red Cross Blood Drives
- 🍊 SkillsUSA Conferences
- 🍊 Specialty Equipment Manufacturers Association (SEMA) Show
- 🍊 UCI Energy Invitational
- 🍊 WE.org Events
- 🍊 West Coast Regional Dance Championship

Many of these activities provide students an opportunity to compete at local, state and national levels. Co-curricular activities connect students' learning to the real-world and they see the relevance of what they are learning in the classroom. Unlike working within the classroom, students present their product or performance to an external audience.

How are online services and services at off-site locations evaluated?

Online District Registration (ODR) for regional classes was initiated in April 2018 for the 2018-19 school year. Presently, there is no formal evaluation process in place; however, issues and concerns are addressed by Student Information staff and their Administrator.

Off-site services are provided by the CGSs at 25 high school campuses. The Business Partnerships and Innovation Specialist guides CGSs in their ROP responsibilities as stated in Indicator 7.2 of this report.

How frequently does the school evaluate student support services and revise what is offered to meet current student needs?

NOCROP evaluates student support services through survey conducted throughout the year. The survey data is reviewed by the Education Services Department and provides information to modify and improve student support services. For example, in the 2017-18 End-of-Year Student Exit Survey, 30.8% of students (3,932/12,782) indicated that they were provided with UC/CSU “a-g” information. These results indicate a need for improved communication on the UC/CSU status of NOCROP courses as nearly all of them are “a-g” approved. To improve communication on both UC/CSU approvals and articulation agreements, updated documents are shared on an OneDrive shared folder available to the CGSs. In addition, the status for each course is clearly indicated on the NOCROP website, and presentations to teachers have taken place during PLC meetings.

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

How does the school publish and follow established policies for release of student records?

NOCROP publishes and adheres to Board Policy 5125 which addresses the release of student records. This policy is provided in the Student Handbook and on the NOCROP website. The policy requires the confidentiality of student records and is consistent with state and federal law: Family Educational Rights and Privacy Act (FERPA). All persons other than those designated by law must have written permission from students, parent/legal guardian of minors, or dependent adults to review such records.

While attending high school, students obtain records for grades and attendance through their home high school. NOCROP students may request an official transcript indicating NOCROP completed coursework from Student Information Services by submitting a Transcript Request Form.

To what extent are there institutional policies in place that govern the maintenance and security of student records?

The Governing Board recognizes that maintenance and security of student records is a high priority. Attendance and grade records are maintained through the Harris School Solutions, ClassMate Student Information System and data is transferred using a Managed File Transfer secure process.

To what extent are all student records kept in a secure location and protected from fire damage or loss?

NOCROP student records have been electronically stored since July, 1999. As previously stated, student records are on a secured server that is password protected. NOCROP uses Barracuda Networks, Inc. as an offsite back-up system.

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

To what extent does the school provide a catalog for its constituents with precise, accurate, and current information?

NOCROP provides general catalog and course specific information that is current and up-to-date on the website, including:

- Articulation;
- Career Ready Practices (CRPs);
- Courses and registration information for adult student's
- Detailed career pathways with course descriptions
- Guidance and counseling services
- Mission Statement
- Policies and procedures
- Regional course offerings
- Registration information
- UC/CSU "a-g" approved courses

Offering precise, accurate, and current information allows students to make well-informed decisions and choices of courses that are in alignment with their career interests and objectives.

How does the school clearly identify where publications with policies and procedures can be accessed?

Policies and procedures are available on the NOCROP website. The Student Handbook also includes those policies and regulations that relate to students. The handbook is updated yearly and is available online. Students and parents agree to abide by NOCROP policies by signing acknowledgment forms included in the handbook.

How does the school assure that accepted students can benefit from the program they enter?

To ensure that students benefit from the programs in which they are enrolled, CGSs and WA1 JPSs counsel students into NOCROP courses based on their basic skills, interests, goals, and school records. Prerequisites are established for certain courses to ensure a placement with the best chance of success. Established career pathways with a sequence of introductory, concentrator, and capstone level courses guide students to attainment of their goals. In a broader sense, students benefit from NOCROP instruction by learning current industry and career technical standards, as well as workplace employability skills. Student achievement is also enhanced by relevant work-based learning experiences, competitions, and CTSOs. These pragmatic experiences provide students with real world experiences as well as direct development and attainment of skills, career exploration, leadership development and networking. Results from the 2017-18 End-of-Year Student Survey (12,782 responses/89.2%) indicated that:

- 🍊 94.7% of students indicated they worked as a team member on class projects (CRP 1, 2, 9, 10) (ROPERS 4)
- 🍊 91.9% of students indicated practiced solving problems that would typically occur on the job (CRP 1,2,5,10) (ROPERS 2)
- 🍊 93.3% of students indicated practiced communication as a regular part of the course, such as group discussions or presentations (CRP 1,2,9,10) (ROPERS 2)

The Mid-Year Student Survey from 2018-19 (based on 9,313 responses/72.3 %) indicated that:

- 🍊 92.7% of students indicated they worked as a team member on class projects (CRP 9)
- 🍊 90.8% of students indicated practiced solving problems that would typically occur on the job (CRP 5)
- 🍊 90.4% of students indicated practiced communication as a regular part of the course, such as group discussions or presentations (CRP 2)

How does the school document the accomplishment of the intended outcomes?

NOCROP documents the accomplishments of the intended student learning outcomes by:

- 🍊 Career Pathway Completion certificates are issued to students successfully completing capstone courses.
- 🍊 Career Ready Practice Portfolios as evidence of knowledge and skills attained as they relate to the CRPs (currently in development)
- 🍊 Employment, placement, and labor market statistics cited in the Institutional, Community, and Student Characteristics (Chapter 1 of this report.)

Participation in competitions and CTSOs provides students with an opportunity to accomplish the intended outcomes. These events are documented through Board Agendas and presentations to the Board. Participants and award winners are recognized by Board Members, NOCROP staff, and parents. The *Slice of Success* online newsletter publishes articles with photographs of students engaged in competitions and events. The Celebration of Success Award Ceremony highlights students' accomplishments of the CRP standards and is featured in the *Slice of Success*. The award ceremony program lists nominees by career pathway and other award categories providing further documentation. Celebration of Success winners are also recognized at their high school campuses. NOCROP holds graduation/certificate award ceremonies to recognize student accomplishments for the Registered Dental Assistant and Vocational Nursing Program adult students.

Areas of Strength:

- 🍊 NOCROP website and social media are updated frequently to reflect current information and celebrate student achievement.
- 🍊 NOCROP provides WorkAbility 1 transition services to Special Education students in three partner districts through targeted presentations, job development, and subsidized employment.

Areas of Growth:

- 🍊 Enhance student data collection system and processes.
- 🍊 Increase awareness of pathways in middle and junior high schools in the non-partner, feeder districts.
- 🍊 Develop alternative course/pathways offering outside of the school day, online/distance education.
- 🍊 Expand work-based learning/apprenticeship opportunities
- 🍊 Consider job placement services for high school and adult students as well as alumni

[Criterion 7 Evidence](#)

CHAPTER III

Criterion 8: Resource Management





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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 school 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.

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

Has the school stayed within budget for the past three years?

Over the last three years NOCROP has stayed within its approved budget and continues to work with its partners to develop a revised funding model to improve fiscal stability for the JPA.

NOCROP continues to seek supplemental funding through grants, programs, partnerships, and new adult fee-based offerings. These items help improve financial stability by offsetting the costs associated with CTE pathways. They can also enhance existing pathways or provide the funding for developing new ones.

What evidence is there that the school has sufficient revenues to support educational improvements?

NOCROP had a surplus of revenue over expenditures of \$121,849 for the 2017-18 fiscal year adding slightly to the district's reserves. The district's healthy reserves and multiple income sources ensure that it has sufficient resources to offer high-quality CTE programs and services.

Due to changes in how school districts are funded under LCFF as described in Chapter 1, NOCROP receives funding from its five partner districts based upon an average per section cost. Additionally, NOCROP generates additional revenue from property rental, the WorkAbility 1 program, apprenticeship contracts, and a Probation Department contract. How does the school review its mission and goals as part of the annual fiscal planning process?

The Board of Trustees/Superintendent's Priorities, the 2017-20 Strategic Plan, and NOCROP's mission set the guidelines for the organization's overall operation. Within these guidelines, each department prepares a budget to identify short and long-term priorities based on the organization's strategic planning.

Also considered is our partnering school districts' needs, as disclosed in partnership meetings, communications, and board meetings. NOCROP reviews its mission and goals in Leadership Team meetings frequently. Information is disseminated through meeting minutes and quarterly staff meetings.

When planning the annual budget, all managers of the Leadership Team create a proposed budget for their areas of responsibility based upon the established, organizational goals and priorities. They examine previous and current spending patterns by budget code through a trend analysis and then incorporate feedback acquired from certificated and classified support staff to inform funding requests for the next fiscal year's budget. Managers ascertain details about expenditures and revenues (if applicable) in order to determine specific amounts needed for each budgeted line item. Managers then take their proposed budgets for review with the Assistant Superintendent of Educational Services and/or the Superintendent. Once approved by Cabinet, the Director of Fiscal Services then uses the requests to build the proposed organizational budget which is presented to the Board of Trustees for approval each May.

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.

To what extent are clear financial operating procedures in place with appropriate checks and balances?

NOCROP plans and manages its financial affairs with integrity and in a manner that ensures financial stability. NOCROP's internal controls are in accordance with Generally Accepted Accounting and Auditing Standards. NOCROP's internal controls allow management and employees in their normal course of performing their assigned functions to prevent, or detect and correct, misstatements on a timely basis.

NOCROP has progressive approval queues that require a sign-off before going to the next level of authorization. The first step in any request is a manual budget check in the OCDE financial management system to establish that funds are available to cover the request, thus preventing over-spending. The Fiscal Services Department then preforms the first substantial review to make sure the request has all the required information and documentation attached. If deficiencies are noted, the request is sent back to the end-user for correction. An approved transaction is converted to a Purchase Order. Once all the items are received and signed off by the original end user, an invoice is generated and sent to Accounts Payable for processing.

What do the annual audit statements reveal about the integrity of the school's financial management?

The Board of Trustees/Superintendent's Priorities, Strategic Plan, Mission and Vision, and Schoolwide Learner Outcomes set the guidelines for the organization's overall operation. The Board of Trustees approves the annual budget, two interim reports, and an annual year-end financial reports.

The Board of Trustees receive monthly financial statements, purchase orders, warrants, and student body account data.

NOCROP has an annual audit done by a third-party audit firm. Auditors are rotated regularly to ensure proper oversight. These audits help to ensure compliance with federal and state laws as applicable by the Government Accounting Standards Board (GASB) and follow Generally Accepted Accounting Principles (GAAP). NOCROP has had no audit findings in the past ten years.

How does the school provide timely corrections to audit exceptions and management advice?

NOCROP responds directly to the auditors if clarification is needed. When additional information is required, all communication goes through the Fiscal Services Department. The results of the final audit are shared with the Board of Trustees and Leadership Team.

To what extent does the school regularly review financial policies and practices and adjust to changing needs and conditions?

NOCROP Fiscal Services department has systems in place to ensure proper handling in these areas, abatements, accounts payable, auditing; budget transfers; deposits; interdepartmental charges; journal entry, mileage, auditing, NSF checks, petty cash reconciliation, purchase order processing, receiving funds, student body funds;

The Fiscal Services Team and the Leadership Team reviews financial policies and practices in the annual budget planning process and adjusts to changing needs and conditions when necessary.

How does the school report regularly to all stake holders with financial updates and decisions?

NOCROP manages all business and financial operations in accordance with BPs that align with federal, state, and local laws. The annual budget and interim financial reports are presented and reviewed by the Board of Trustees as required by the California Education Code Section 42127.3. OCDE and CDE perform a final review to ensure NOCROP will meet its long-term financial obligation.

To what extent does the school have sufficient insurance?

NOCROP has insurance through two JPAs created with other districts to lower cost and advice on what coverage each district will need. These include Worker's Compensation and Property and Liability. NOCROP's risk manager is an Executive Board Member for each of these JPAs and attends meetings monthly and quarterly.

To what extent are there sufficient reserves in place to respond to emergencies and budget shortfalls? To what extent is there sufficient cash flow to maintain school programs?

NOCROP has no investment funds. All cash is deposited with OCDE. NOCROP does maintain a reserve balance close to its annual operating budget which ensures fiscal prudence during an emergency or budget crisis.

How does the school oversee financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and institutional investments and assets?

All contracts, grants, and fee-based, adult tuition are monitored by the assigned administrator or manager to ensure funds are spent within the regulations and requirements. All programs' general transaction ledgers are maintained by the Fiscal Services Department to ensure funding resources and function are in compliance with state requirements. NOCROP financials are reported in accordance with their respective agencies, OCDE and CDE. Current contracts and grants and fee-based course revenue include:

- 🍊 California Health Science Capacity Grant
- 🍊 Carl D. Perkins Vocational and Technical Education Act
- 🍊 Department of Rehabilitation
- 🍊 Orange County Probation Department
- 🍊 WorkAbility 1
- 🍊 California Adult Education Program
- 🍊 Advanced Dental Assisting
- 🍊 Continuing Education Units for Nursing Assistants and Home Health Aides
- 🍊 Fundamentals of Nursing
- 🍊 Medical Assistant, Clinical and Administrative
- 🍊 Medical Terminology
- 🍊 Nursing Assistant, Long Term Care
- 🍊 Telemetry Technician

NOCROP owns two properties, the Education Center, located at 385 N. Muller, and 1920 Corporate Way in Anaheim, currently leased to Golden State Water Company. Both properties were purchased in full with the proceeds from the sale of the building and land at 2360 W. La Palma Ave, Anaheim. The buildings are well maintained and overseen by the NOCROP Technology and Facilities and Maintenance Department. NOCROP's current lease with Golden State Water Company has generated over \$580,000 annually in rent. Verizon Wireless leases space at the Education Center with an installed cell phone tower, which brings in \$32,000 each year.

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

To what extent does the governing body and administration receive regular reports on the financial conditions of the school?

The Board of Trustees and NOCROP staff receive and review the financial conditions on a regular basis. This is done during the annual budget report, two interim reports, and an annual year-end financial report. This process allows the Board to review the organization's fiscal status regularly for both short-term and long-term financial planning. These reports are also submitted to the OCDE for review to comply with oversight rules from Assembly Bill 1200 (AB 1200), and further submitted to the CDE. Financial updates are delivered to stakeholders by a presentation at Board meetings prior to adoption by the Board of Trustees.

How does the governing body and administration connect short-term and long-term financial planning with the Schoolwide Action Plan's identified priorities?

The short-term and long-term financial planning is connected with *Board of Trustees/Superintendent's Priorities, Strategic Plan, Mission, Vision, Schoolwide Learner Outcomes* and the identified *Schoolwide Action Plan*. The current *Strategic Plan* includes goals to ensure sufficient resources to support long-term financial stability:

- 🍊 Reduce the ROP Budget deficit by 3.00% per year.
- 🍊 Increase revenue from existing or new sources 3% per year.
- 🍊 Increase fee-based revenue by 3% per year.
- 🍊 The identified *Action Plan* connects to financial planning by:
- 🍊 Improving data collection for use in decision making, therefore increasing or decreasing pathway offerings.

To what extent does the school have plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance cost, building maintenance costs, etc.?

To to receive a positive certification, NOCROP must show its financial condition is within State parameters and the district is able to meet its financial obligations in the current and subsequent two fiscal years. The financial report includes long-term revenue and expenditure projections, cash flow projections, and criteria/standard review. All reports are reviewed by NOCROP administration, Board of Trustees, Orange County Office of Education, and the California Department of Education to ensure ROP meets its long-term obligation to support student achievement and remain solvent.

With the exception of monthly expenses, NOCROP has no long-term debt or liability. Maintenance of building costs are budgeted and any unforeseen cost may be covered using reserve funds, if approved for use by the Board of Trustees. All benefits and insurance requirements are planned for and included in the budget planning process.

To what extent are institutional funds currently being used judiciously so that the facilities and support materials are sufficient for all the programs and courses offered?

NOCROP is focused on student outcomes and ensuring that programs receive the funding they need. Each Administrator, Instructional Programs is responsible for pathway enrollment, attendance, and monitoring the budgets for instruction. This system allows for oversight of spending to make sure there is an impact on programs. NOCROP has a budget for facilities, which is managed by the Director of Technology and Facilities Maintenance who ensures classrooms are clean, safe, and adequate, and that the NOCROP is in compliance with the Williams Act.

Indicator 8.4 Institutional planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning.

How the learning environment is enhanced by the facilities or how are the facilities an impediment to the successful completion of SLOs and course objectives?

NOCROP facilities are maintained in a safe and clean condition to provide a conducive learning environment for students and staff.

The Education Center (EC), NOCROP's administrative office, and Trident Education Center (TEC) are secured and maintained by the combination of outsourced and in-house staff. The EC is owned by the ROP. The ROP employs full-time maintenance workers and outsources full-time janitorial services. ROP operates as a secure facility with 24-hour security camera surveillance. For classes on the high school campuses of our partnering districts, the facilities are maintained by their staff of full-time custodial, maintenance staff and security. NOCROP administrators are frequently in the classrooms observing not only the instruction and learning, but also the conditions of the learning environment. NOCROP has a work order system in place which responds to any maintenance needs on a site. Emergency maintenance work orders trigger notification to the Director of Technology and Facilities Management.

To what extent does the school annually review needs for improved or additional facilities with a focus on student learning?

NOCROP Technology and Facilities Maintenance Department staff work in conjunction with partner district personnel to improve facilities and create a safe work environment. NOCROP annually reviews

need for improved or additional facilities with a focus on Schoolwide Learner Outcomes in Cabinet and Leadership Team meetings. Short and long-term plans are developed in conjunction with high school administration at high school planning meetings. Focus is on a safe learning environment for students and staff. Short and long-term plans are based on:

- 🍊 Allocated budget
- 🍊 Anticipated pathway offerings
- 🍊 NOCROP Strategic Plan
- 🍊 Order Processing & Requisition Accelerator (OPRA) work order system reports

NOCROP pathways and courses are taught in clean, well maintained facilities that allow students to achieve their goals and enter the workforce. As NOCROP looks to expand adult, fee-based programs located at Trident Education Center, facilities and possible upgrades will need to be evaluated and integrated in the planning process of new courses or programs. Examining programs and student needs through the lens of facilities ensures that program and student needs are met effectively. Also, facility upgrades across high school and adult, fee-based programs are necessary to ensure technology and other resources are accessible to all students and to ensure the safety of all stakeholders.

The online work order system, OPRA, is used to request, assign, and monitor facility and technology requests. The OPRA work order system allows immediate notification to address concerns. The Technology and Facilities Maintenance Department conducts monthly standup safety meetings that develop and reinforce safe working practices for the maintenance staff in NOCROP facilities and classrooms. Safety checklists are used to evaluate facility safety status and generate work orders as needed.

- 🍊 Weekly checks
 - Site walks of the Education center and the Adult programs at Trident
 - Interior checks for leaks and safety hazards
 - Carpet and tile wear & tear
- 🍊 Monthly checks
 - First Aid kits/AED
 - Fire Extinguisher
 - Rolling backpacks for disaster preparedness
 - Roof inspection
 - Cleaning the scuppers and drainage
 - Kitchen and bathroom wear and tear
- 🍊 Annual checks
 - Hazardous Materials Inspections
 - Auto Lifts
 - Fleet vehicle smog checks

To what extent do the facilities provide a safe and nurturing learning environment for students that makes them feel welcomed?

NOCROP facilities provide a safe and nurturing learning environment for students by conducting facility safety inspections, quarterly Health and Safety Committee Meetings, and participation in annual safety audits conducted through Keenan and Associates.

NOCROP Injury and Illness Prevention Plan (IIPP) ensures a safe and healthy working condition for NOCROP employees and serves as a written safety plan that is in compliance with state and federal safety regulations. The Director of Technology and Facilities Management is responsible for developing policies and procedures set forth under the IIPP. NOCROP employees are required to implement and adhere to the policies and procedures and complete online Keenan safety training modules.

The Health and Safety Committee ensures that Occupational Safety and Health Administration (OSHA) regulations and work practices are adhered to and reinforced. These regulations are designed to reduce or eliminate employee occupational injuries and illnesses. The committee's responsibilities include:

- 🍊 Communication in regards to safety practices, occupational safety and health of ROP employees.
- 🍊 Correction of unsafe or unhealthy conditions.
- 🍊 Ensure adequate employee training.
- 🍊 Identification and evaluation of workplace hazards.
- 🍊 Reports its findings to leadership with recommendation and course of actions.

Areas of Strength:

- 🍊 Budget presentations establish transparency as it relates to revenues, expenditures, and overall fiscal health of the organization.
- 🍊 General Fund reserves which can be used to mitigate short-term crises or long-term uncertainty.
- 🍊 Auditors have reported no audit findings in the past ten years.
- 🍊 Budgets are monitored at several levels and processes are in place for checks and balances.
- 🍊 Supplemental revenue which has helped to offset budget deficits has been acquired from a variety of sources including: contracts and grants for special programs; fee-based, adult program tuition; and facilities leases.

Areas of Growth:

- 🍊 Create a sustainable funding model for long-term sustainability of the JPA and ensure adequate funding that allows for growth.
- 🍊 Seek additional funding sources to support and expand opportunities for students.

CHAPTER III

Criterion 9: Community Connection





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CRITERION 9: COMMUNITY CONNECTION

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

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

What connections with local businesses and organizations are currently in place?

NOCROP's partnerships with business and industry as well as community groups and leaders have been at the core of the organization since its inception. Having served hundreds of thousands of students over its 45-year history, NOCROP has worked with thousands of business and industry professionals who have served as advisors and provided work-based learning experiences for students. Although these connections have been a strength, the self-study process has inspired consensus that these relationships can be leveraged in new ways to not only enrich the student learning experience, but also lay the groundwork for a mutually beneficial, school-to-career pipeline.

The NOCROP Board of Trustees, Leadership Team, instructors, and classified support staff actively participate in, or are members of the following professional associations and community groups:

- 🍊 American Heart Association; (AHA)
- 🍊 Association of California School Administrators (ACSA)
- 🍊 Association of Career Technical Educators; (ACTE)
- 🍊 Automotive Service Councils of California; (ASCCA)
- 🍊 California Association of Career Technical Educators (CACTE)
- 🍊 California Association of Regional Occupational Centers and Programs;
- 🍊 California Association of School Business Officials; (CASBO).
- 🍊 California School Boards Association; (CSBA)
- 🍊 Career Education Foundation; (CEF)
- 🍊 Chambers of Commerce;(Anaheim, Brea, Cypress, Fullerton, Placentia,Yorba Linda)
- 🍊 College & Career Access Team; (CCAT) for Anaheim Union School District (AUHSD)

- 🍊 District CTE Advisory Committee for the Placentia Yorba Linda School District (PYLUSD)
- 🍊 Los Angeles/Orange County Regional Consortium (LAOCRC)
- 🍊 North Orange County Regional Consortium/California Adult Education Program (NOCRC/CAEP)
- 🍊 Orange County Emergency Medical Services (OCEMS)
- 🍊 Orange County/Long Beach Nursing Consortium
- 🍊 Vital Link/Career Technical Education Orange County (CTEoc)

NOCROP continues to develop relationships and partnerships with community members to provide students with expanded work-based learning opportunities, thereby enhancing its educational effectiveness. As an example, NOCROP's partnership with the California Homebuilding Foundation (CHF), supports our Residential and Commercial Construction Pathway. Our partnership includes collaborating on curriculum development including updating instructional materials and equipment to industry standards, Design Build Competition, and hosting bi-annual advisory/training meetings. Through our partnership with CHF, we have connected to both the Building Industry Association of Southern California and Building Industry Association of Orange County.

Indicator 9.2: The School 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 school's mission.

What service or internship opportunities are currently in place for students?










Students whose classes incorporate work-based learning, have the opportunity to apply and connect academic principles and technical skills in the community. Instructors, administrators, and staff develop and build reciprocal partnership relationships to provide these opportunities for students, including clinical training for medical programs which takes place in long-term and acute care settings, hospitals, and medical and dental offices. NOCROP has secured Joint Venture Training Agreements (JVTAs) with hundreds of local businesses, and through the use of these community classrooms, NOCROP courses provide students with the opportunity to apply the skills they have learned in a real-world, hands-on environment. These skills and experiences prepare students to enter employment immediately and/or further their education in a particular field.

Community partnerships are evident through the involvement in a wide-variety of classroom projects. Some projects that demonstrate community involvement include:

- 🍊 The Fullerton Arboretum, where sixty Building Industry Technology Academy
- 🍊 BITA students from Brea Olinda High School participated in building an entrance kiosk. They felt an immediate sense of pride contributing to their community, while learning about planning, design, roofing, and electrical. BITA capstone students at Valencia High School have worked on


many projects that can be seen throughout the campus such as Buddy Benches, trophy display cases, and school paper dispensers. What efforts have been made to connect the school with its community through service projects?

By becoming a WE.org district, NOCROP provides experiential service learning opportunities for its students. As a platform for service learning, WE.org provides teachers with the support and resources which facilitates the integration of service learning into the curriculum. In addition, students participate in CTSOs such as SkillsUSA, HOSA/Future Health Professionals, JUMP (middle/junior high school HOSA), and Educators Rising. NOCROP teachers serve as CTSO advisors, engage students in activities that align to the CTE curriculum, support student leadership, reinforce personal skills that maximize employability, and help students gain career knowledge. These activities enhance students' learning experience and align with NOCROP's mission statement. Examples of leadership and service learning include:

-  Community CPR
-  Elementary disease prevention presentations
-  Kindness Campaign
-  Martin Luther King Day of Service
-  Pediatric Cancer Awareness
-  Red Cross Blood Drive
-  Special Olympic Games
-  WE Scare Hunger
-  WE Walk for Water

What evidence can be provided to indicate the reputation of the school in the community?

NOCROP has an excellent reputation within the many communities it serves over the five school districts served.

-  Altrusa Internationa of Anaheim
-  Anahemim Police Department
-  Brea Chamber of Commerce
-  Jamboree Homes Los Alamitos Rotary Club
-  McCoy Mills of Fullerton
-  Annual City Councils and State Legistlators

are just a handful of business an community groups supporting NOCROP students and intiatives. With the vision of being the premier CTE provider, the organization takes pride when its business and industry partners eagerly seek out students who have completed NOCROP certification programs. NOCROP's distinguished reputation is strengthened by every student who is employed as a direct result of completing a NOCROP certification program or career pathway sequence.

In compliance with California Education Code Section 52343 Local Advisory Committees, NOCROP holds Advisory Meetings annually and others are jointly held with other CTE providers as organized by Vital Link of Orange County. In attendance at these meetings are industry professionals, Career Guidance Specialists, NOCROP and district administration, postsecondary representatives, and NOCROP instructors. Input regarding the accuracy and relevance of curriculum, including updates, is documented in meeting minutes. Trends in the given industry are reviewed and discussed, with any impact on the curriculum noted. Any changes resulting from advisory input are incorporated into course outlines and noted at the next advisory meeting.

Indicator 9.3 Efforts are made by the school to connect to community leaders, businesses, and organizations that can enhance the learning opportunities for students.

How does the school use its profile (Chapter I of the Self-Study Report) to understand and connect to its community?

Based on the school profile in the first chapter of this self-study report, NOCROP serves a diverse community as reflected in demographics, student enrollment, and career interests. The needs of each student, school, or community may differ. For example, NOCROP managers, instructors, and support staff take advantage of school and district student, parent, and community engagement events by actively promoting the organization and the programs available to students. The schools and districts provide translation equipment or translators in a variety of languages. Examples of such events are LCAP meetings, ELAC and DELAC meetings, parent academies, principal coffees, Back-to-School Night, Open House, course selection information nights, etc.

How have students been successful in the community after leaving the school?

Connecting school with alumni has proven to be a challenge. Though connections with alumni via instructors exist naturally, there is no systematic process to track longitudinal student outcomes. A system was in place for tracking follow-up data on high school and adult students in the past; however, with budget and staffing cuts, the organization does not have the capacity to call and survey students in the manner of the past. A concerted effort to seek additional resources through the new K12 Strong Workforce Program has resulted in a NOCROP grant submission. In addition, an automated process for communicating with and tracking alumni would be helpful in order to assess student outcomes after completing NOCROP pathways.

What programs or processes are in place to connect the school to its community?

NOCROP continually informs community members and stakeholders about its mission, programs, services and learning opportunities through its website, digital newsletter, course catalogs and social media accounts (Facebook, LinkedIn, Twitter, and Instagram). Internal processes are continuously reviewed and enhanced to maximize communication and visibility in multiple ways. For example, a goal within NOCROP's 2017-20 Strategic Plan is to increase website visits and visibility on social media. As of 2017, organic searches increased 61.1 % and external website visits increased 30.9%. An increase in visibility on social media was also noted. For instance, Facebook page "likes" grew from 804 to 891, Twitter followers increased from 253 followers to 432, Instagram's baseline was 382 and increased to 1,045, and NOCROP's LinkedIn page followers grew from 311 to 408.

The Superintendent visits state legislators in Sacramento during the month of March to advocate on behalf of NOCROP. Board members, Leadership Team members, and colleagues from other ROPs have joined these in legislative visits. Educational Services provides updates and solicits feedback from its cohort of Career Guidance Counselors (CGS), principals, and assistant principals in its yearly Partnership Breakfasts and CGS monthly meetings. These breakfasts and monthly meetings provide information on services and future directions on pathway and class offerings.

Advisory committees meet annually and are provided with fact sheets and course outlines for NOCROP classes. Advisors are asked to provide input about new technology and trends in their industry, as well as reviewing the curriculum, materials and equipment in each course.

Areas of Strength:

- 🍊 NOCROP has a strong history of business and community partnerships
- 🍊 Board of Trustee's and NOCROP Leadership Team advocate for CTE with local, state and national political and education leaders

Areas of Growth:

- 🍊 Improve outreach to employers and Advisory Groups to determine demand for skilled workers.
- 🍊 Improve to improve data collection to track students' success after they leave NOCROP.
- 🍊 Increase work-based learning opportunities.

[Criterion 9 Evidence](#)

CHAPTER III

Criterion 10: Action Plan for Ongoing Improvement





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CRITERION 10: ACTION PLAN FOR ONGOING IMPROVEMENT

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.

Indicator 10.1 The school has created an Action Plan that reflects the efforts of all stakeholders to plan for future growth and improvement.

To what extent does the Action Plan identify specific goals, timelines for completion, persons responsible, reporting instruments, and benchmarks to measure accomplishment?

As a new superintendent was appointed in 2016, the Board of Trustees endorsed the opportunity to develop a new, strategic plan which would bring stakeholders together to collaborate and envision goals and objectives to move the organization forward. Stakeholders analyzed organizational data, then developed goals and objectives. The *Strategic Plan* was adopted by the Board of Trustees and is now in its second year of implementation. Over the last year and a half, The Self-Study has led to further stakeholder collaboration and the development of a new Action Plan. The new Action Plan capitalizes on the previous work of the Strategic Plan by mirroring similar goals and objectives.

As a result of the Self-Study process, the Action Plan created identifies two primary goals based upon the over-arching themes identified by criterion groups. This plan identifies two growth areas centering on the student experience and the systematic, deliberate use of data. The plan includes goals, objectives, action steps, and expected outcomes as well as identifies a timeline with those people responsible for implementation. Goals were selected due to their potential direct or indirect impact on student achievement of the Schoolwide Learner Outcomes.

How is the Action Plan reviewed annually and how are revisions made to respond to changing conditions and current student needs?

The Assistant Superintendent, Educational Services is responsible for facilitating the annual review of the Action Plan and revisions made in response to changing conditions and current student needs. Working through the Leadership Team,

Educational Services staff, PLC Guiding Coalition, instructors via the PLC process, district/school partners, and other stakeholders, the goals and objectives of the Action Plan are implemented on an ongoing basis. Revisions are made after careful deliberation of results or as a reaction to unexpected variables. The Action Plan is a living document, and many people are involved in its overall success.

Historically as a formal document, the Action Plan was approved by the Board of Trustees for initial submission to WASC after the accreditation visit and thereafter if a mid-cycle progress report was warranted. Most of the Action Plan's goals were embedded within the Board of Trustees/Superintendent's Priorities and summarized annually through the Superintendent's evaluation process. Moving forward, the implementation status of Action Plan goals and objectives will be referenced more directly under stewardship of the Leadership Team, and a formal progress report will be provided to the Board of Trustees on an annual basis.

How does the Action Plan focus primarily on student learning needs?

Prior to the WASC Leadership Team selecting items for inclusion in the Action Plan, they established criteria that all goals and objectives would directly link to student achievement or directly address student learning needs. The mission and vision statements in tandem with the Schoolwide Learner Outcomes also were taken into consideration. The Action Plan reflects the needs to collect and use data to drive decision making and enhance student pathway experiences.

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

How did the self-study process identify the key issues for the school?

Nearly every member of the Leadership Team is new since 2013 Self-Study. Bringing a wealth of experience and fresh eyes to their departments, NOCROP has made a concerted effort to evaluate its systems, processes, work flow, and data use. Challenges with data infrastructure impact every department. Steps have been taken via the Strategic Plan to modernize NOCROP by providing the foundation and tools to achieve greater efficiency and impact. Questioning the "why" often helps with improving upon the "how." The Self-Study process was the perfect vehicle for exploring such. Data was needed.

A variety of data was gathered from multiple sources during this self-study process. Every department was responsible for providing data whether it be student data (Educational Services), budget (Fiscal Services), personnel (Human Resources), governance (Superintendent), or services (Technology and Facilities Management). Querying data sets was sometimes laborious because automated tools were not

available, or database systems were not designed for creating reports for the data needed; hence, one major growth area revolves around the topic of data.

To further clarify these challenges, obtaining student data is an example. Student information prior to 2017-18 school year was stored in the previous student database system called AIM. AIM was utilized by NOCROP for over twenty years but is no longer updated or technically supported by its parent company, Harris Solutions. ClassMate was its replacement system and has been used by NOCROP for the last two school years. Transitioning to the new system was challenging because ROPs have unique structures and data set terminology which did not fully align with the new system. Work-arounds had to be devised along with some system programming. At the same time, new data sets and student achievement parameters were being established at the state level. Many of the data sets previously indicative of ROPs, were no longer relevant or required. These changes combined with the development of new metrics entailed much discussion, checking for understanding, and formatting decisions in terms of student achievement data. Gaps were identified in terms of the common knowledge which needed to be established among stakeholders as well as the systems and tools necessary to advance data. The Educational Services team has worked hard to build the common knowledge about data pertinent to student achievement, provide tools for data collective, and create systematic processes for collection, analysis, and utilization; nevertheless, data systems remain a major focus this and is included in the Action Plan.

Despite the data challenges, the positive impact of NOCROP's CTE services is profound. High levels of student achievement are evident inside the classroom and beyond. While student testimonials and survey results reinforce the interpersonal and affective learning domains which resonant with our district, school, business, and community partners, there is always the demand for quantitative data to back-up student achievement. NOCROP strives to be cutting-edge on providing impact data for both its students and its partners. At the heart of student achievement data must be an organized, purposeful focus on the many facets of the student learning experience, which for NOCROP has always been the driving force. Establishing "the student experience" as the prime mover of the Action Plan was a logical growth area (versus "key issue" which implies negativity) an ideal motivational mechanism for stakeholders.

How have the key issues been prioritized by the school?

The Self-Study process identified the areas of growth as a result of the focus groups' and WASC Leadership Team deliberations. Each group reported findings related to areas of strength and areas of growth for their respective criterion. The WASC Leadership Team met regularly and prioritized the self-study areas of growth with consideration of alignment to the Strategic Plan. These identified priorities were then consolidated into the two overarching themes of the Action Plan.

To what extent have all stakeholders met to discuss the Action Plan and give input to its implementation?

After the WASC Focus Groups identified the areas of growth for each criterion the WASC Executive Team synthesized and formatted the information into a draft document as suggested in the WASC postsecondary manual. The WASC Leadership Team met multiple times to review and solicit input. In addition, a draft of the Action Plan will be shared with instructional staff at a PLC meeting and with support and with support staff at an All-Staff Meeting. The Action Plan will be shared with the Board of Trustees for feedback and submitted to the Superintendent with revisions. All input is reviewed and considered and final draft will be submitted to the Board of Trustees for approval .

Indicator 10.3 The school has procedures in place to implement the Action Plan with the support of stakeholders.

For Action Plan key issue, how has the school identified an individual or group responsible to implement the needed action steps to address the key issue?

For each Action Plan objectives and action step, NOCROP has identified a Leadership team member and department that would be involved and held responsible for implementation in order to successfully meet the expected outcome. The Leadership Team member identified will report status of action step(s) at weekly Leadership Team meetings and integrate planning, programming and budgets to complete the necessary step.

To what extent has the governing body and administration funded the activities or events needed to address key issues?

The Board of Trustees and Superintendent are committed to supporting the Action Plan which is aligned with the Strategic Plan. The activities, events, programs, tasks, and tools necessary for successfully implementing the previous and current action plans have been funded through deliberate budget preparation. In addition, supplemental funding has been sought through competitive grants such as CTEIG and K12 SWP.

What opportunities are provided for all stakeholders to have a voice in the regular review and revision of the Action Plan?

Opportunities for the review of the *Action Plan* will be done continuously through the Leadership Team meetings and will be evaluated in terms of progress toward the goals. The Leadership Team will initially review the Action Plan and make any necessary changes based on student needs and unforeseen situations. Updates and revisions from the *Action Plan* will be communicated with the Board of Trustees and allow for input and feedback towards the progress of the goals. And for transparency, this self-study

report and action plan is shared electronically with staff and is available on the NOCROP website for all stakeholders.

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.

How will progress be reported to all stakeholders?

- 🍊 NOCROP Action Plan progress will be reported in the following ways:
- 🍊 Ongoing monitoring and progress reports by the Leadership Team
- 🍊 Updates and feedback solicitation through PLC and All-Staff meetings
- 🍊 Periodic progress reports to the Board of Trustees
- 🍊 Annual progress presentations and activities at Back-to-School and Spring In-Services
- 🍊 Annual Partnership Breakfasts;
- 🍊 Annual CTSO Leadership training; and
- 🍊 Annual Report.

Indicator 10.5 The schoolwide Action Plan is used for institutional planning, resource allocation, and the evaluation of existing programs.

The Leadership Team made a conscious effort to write a plan that was easy to read, understandable, and something that all staff could connect with and champion. The WASC Leadership Team recognizes that the Action Plan underscores the work of the Educational Services Team, instructors, and support staff; however, successful achievement of the two major areas of focus involve all stakeholders.

The Board of Trustees, as members of the partner districts that make up the NOCROP JPA, are aware of the current issues and trends facing CTE and desired student learning outcomes. The NOCROP Leadership Team recognizes the value of the initiatives established by the Action Plan and is committed to continue using it to justify planning, allocate resources, and evaluate programs.

Areas of Strength:

- 🍊 Commitment to the Action Plan by the Board of Trustees, Superintendent, Leadership Team, certificated and classified staff
- 🍊 Action Plan is aligned to and incorporates goals of the 2017-20 Strategic Plan

Areas of Growth:

- 🍊 Creating systematic processes to measure the efficacy of Action Plan goals

[Criterion 10 Evidence](#)

CHAPTER IV

The Schoolwide Action Plan Revision



CHAPTER IV SCHOOLWIDE ACTION PLAN

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	<ul style="list-style-type: none"> ▪ 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	
Improve access to industry standard curriculum and pathway resources	Develop needs assessment for structure and content for <i>Teacher Toolkit</i>	Assembled PLC Committee for Teacher Toolkit Review	May 2019	<ul style="list-style-type: none"> ▪ Educational Services ▪ Pathway Leads
	Assemble <i>Teacher Toolkit</i> and plan implementation process	Developed Teacher Toolkit & 2019-20 Implemented Plan	August 2019	
Develop and enhance business and community partnership	Establish criteria to measure business & community partnership engagement	Identify criteria for pathways measurement	May 2019	<ul style="list-style-type: none"> ▪ Educational Services ▪ Business Partnership & Innovation
	Develop needs assessment for partnership engagement	Identified partnership needs	August 2019-Ongoing	
	Create <i>Partnership Toolbox</i> as an aid to identify business & community partnerships	Created <i>Partnership Toolbox</i>	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	

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	<ul style="list-style-type: none"> ▪ 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	

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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	

Evidence Repository



EVIDENCE REPOSITORY

1. 11 Essential Elements of High-Quality CTE Program
2. 2015-16 UC List
3. 2016-17 UC List
4. 2017/18 Board of Trustees/Superintendent's Priorities Status Report
5. 2017-18 Staff Development Workshops Calendar
6. 2017-18 Student Exit Survey
7. 2017-18 UC List
8. 2017-2018 New Employee Survey
9. 2018-19 UC List
10. 2018-2019 Non-Instructional Calendar
11. 2018-2019 Instructional Calendar
12. Administrator Assignment Manual
13. Advisory Meeting Minutes
14. Advisory Meeting Sign-in Sheets
15. Annual Earthquake Drills
16. Articulation Agreement List
17. Board Agendas: "Instant Replay"
18. Board Minutes June 6, 2018
19. Board of Trustee Minutes & Agenda
20. Board of Trustees/Superintendent's Priorities
21. Board Policies and Administrative Regulations

22. Board Policy 0100-Mission Statement
23. Board Policy 4115, 4215, 4315
24. Board Policy and Administrative Regulation 4112.6 (a), 4212.6, 4312.6
25. Board Policy and Administrative Regulation 4119.21, 4219.21, 4319.21
26. Board Policy and Administrative Regulation: Nondiscrimination in Employment 4030
27. Budget PowerPoint Presentation
28. California CTE Model Curriculum Standards
29. California Standards for Career Ready Practice
30. California Standards for the Teaching Profession
31. California State Education Code
32. Career Guidance Training Manual
33. Career Pathway Completion Certificate (Sample)
34. Career Pathways Matrix
35. Career Ready Practices
36. CC/CVE Documentation
37. Celebration of Success Program
38. Certificated Instructor Performance Evaluation Report
39. Certificated Professional Growth Manual
40. Certificated Staff Development
41. CGS Agreement
42. Chamber of Commerce Memberships
43. Classified Employee Performance Evaluation
44. Classified Titles and Ranges

45. ClassMate ODR Form
46. Classroom Inventory
47. Crosswalk Activity
48. CRP Portfolio Staff Development
49. CRP Posters
50. CTE Model Curriculum Standards
51. CTSO Meeting Minutes
52. CTSO Service Learning Work Plan
53. CTSO Work Plans
54. District Catalogs
55. District Partnership Planning Meeting Minutes
56. Edjoin.org Sample
57. Education and Employment History Verification
58. Employee Handbook
59. Employability Profile Sample
60. Employment Placement Logs
61. Exit Interview
62. Fall Back to School In-service Agenda
63. HR 2.0 Employee extract
64. Individual Training Plan (ITPs)
65. Injury and Illness Prevention Plan (IIPP)
66. Instructional Calendar
67. Job Descriptions

68. Joint Venture Training Agreements
69. JPA Agreement
70. Keenan Annual Hazardous Materials inspection
71. Keenan's Audit Reports
72. Labor Market Data Report
73. Mission Statement Activity
74. NOCROP website
75. NOCROP: Adult students
76. Notice of Offer of Employment
77. New Teacher Training Agenda
78. New Teacher Training Materials
79. Observation/Feedback Form
80. OCDE Credential Packet
81. OPRA Work Order Report
82. Organizational Chart
83. Partnership Breakfast
84. Pathway Design Model (Pilot)
85. PLC Agendas of Guiding Coalition Meetings
86. PLC Meeting Agenda
87. PLC Meeting Minutes
88. PLC Meeting Minutes & Agendas
89. PLC Meeting Schedule
90. PLC Protocol for Analyzing Student Learning

91. Priority Registration for Career Pathway Courses
92. Professional Development Committee Meeting Minutes & Agenda
93. Professional Growth Manual
94. Professional Learning Communities
95. Purchase Requisitions
96. Reasonable Accommodation
97. Reference Check Form
98. Regional Offerings
99. Registration Materials
100. ROP Student Handbook
101. ROPERS
102. Safety Checklists
103. Safety Committee Meeting Minutes
104. Salary & Benefits Committee Meeting Minutes & Agenda
105. Salary Schedules
106. Sample Observation Feedback Form
107. School Pathway Flyers
108. SLO Padlet
109. Social Media Feeds
110. Staff Development Calendar/Schedule
111. Staff Exit Survey
112. Strategic Planning Agenda
113. Student Certifications

- 114. Student Handbook
- 115. Student Learning Outcomes (SLOs)/Career Ready Practices (CRPs)
- 116. Student Survey Results
- 117. Teacher Survey Results
- 118. Teacher Toolkit
- 119. Teaching Demonstration Sample Lesson Plan
- 120. UC Approval Course List
- 121. UC Career Pathways Matrix for 2018-2019
- 122. Visibility Report
- 123. Vital Link Advisories
- 124. WA1 Data Snapshots 2013-2018
- 125. WE Documentation
- 126. Workability

Glossary



GLOSSARY

Academic Alignment. The connection between Career Technical Education (CTE) standards and core curriculum standards. The alignment is intended to show how CTE standards can enhance, reinforce, or provide an application for a specific academic subject standard.

Advisory committee. A group of business, industry, and community representatives providing technical support and expertise to educators on the design, development, content, operation, evaluation, and revision of CTE programs.

Agenda Online : Board management platform

a–g subject requirements. Subject-area admission requirements created by the University of California’s Academic Senate and adopted by both the University of California system and the California State University system. Fifteen year-long courses in the areas of (a) History–Social Science, (b) English, (c) Mathematics, (d) Laboratory Science, (e) Languages Other Than English, (f) Visual and Performing Arts, and (g) College Preparatory Electives make up the full a–g complement of courses. Courses must be certified by the university as meeting the requirements and added to the school’s UC-certified course list to fulfill a–g requirements.

Anchor Standards. Standards that are common across all industry sectors, built on Career Ready Practices, and repeated with more specificity within the industry sector pathways. The anchor standards show deliberate alignment with selected Common Core English language arts standards.

Apprenticeship. An instructional delivery system established in California by the Shelley-Maloney Apprenticeship Labor Standards Act of 1939. It is a relationship between an employer and an employee during which the worker, or apprentice, learns an occupation in a structured program sponsored by a single employer, employer associations, or a jointly sponsored labor and management association.

Articulation. The practice of aligning curriculum and instruction to offer a seamless *career pathway* transition between courses, grades, or schools.

Articulation Agreement. A written agreement at the state, district, or school level that creates a sequence of progressive, non-duplicated education leading to technical skill proficiency, a credential, a certificate, or a degree. Typically, credit transfer agreements between secondary and postsecondary institutions are key components of the articulation agreement.

Assessment techniques that allow students to demonstrate competency in a variety of ways other than traditional paper/pencil objective tests.

Bloom’s Taxonomy. Categorizes the cognitive skills required of the brain to perform a task, describing the types of thinking processes necessary to answer a question.

CAROCP. California Association of Regional Occupational Centers and Programs. A statewide organization that promotes and supports the regional delivery of exemplary career education, career development, and workforce preparation that contribute to student academic and career success and to the economic developments of CA.

CTE Model Curriculum Standards. California CTE standards document developed by CDE, organized in fifteen industry sectors that identifies what is essential for students to master in each of the sectors.

California Standards for the Teaching Profession (CSTP). The *California Standards for the Teaching Profession* (CSTP) are intended to 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. The CSTP are organized around six interrelated domains of teaching practice. The six standards are: 1) Engaging and Supporting All Students in Learning, 2) Creating and Maintaining Effective Environments for Student Learning, 3) Understanding and Organizing Subject Matter for Student Learning, 4) Planning Instruction and Designing Learning Experiences for All Students, 5) Assessing Students for Learning, and 6) Developing as a Professional Educator.

Capstone course. The final course in a planned sequence of courses for a CTE program that provides a rigorous and intensive culmination of a course of study. Capstone courses are typically offered through regional occupational centers and programs (ROCPs).

Career academy. A small learning community characterized by (1) a group of students within the larger high school who take classes together for at least two years and are taught by a team of teachers from different disciplines; (2) an academic curriculum combined with a career technical curriculum with a career theme, enabling students to see relationships among academic subjects and their application to a broad field of work; and (3) partnerships with employers, the community, and local colleges, bringing resources from outside the high school to improve student motivation and achievement.

Career Guidance Specialist (CGS's) employee, whose contract is paid partially by ROP for recruitment, enrollment and ROP guidance functions on high school campuses

Career pathway. A coherent, planned sequence of career technical education courses detailing the knowledge and technical skills students need to succeed in a specific career area.

Career Ready Practices (CRPs) fundamental knowledge and skills that students need to prepare for transition to postsecondary education, career training, or the workforce, used to measure of Schoolwide Learning Outcomes

Career technical education (CTE). Organized educational activities that provide coherent, rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. CTE provides technical skill proficiency, an industry-recognized credential, a certificate, or a degree and includes competency-based applied learning that contributes to students' academic knowledge, higher-order reasoning and problem-solving skills, attitudes toward work, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship.

Certification This is an end of sequence industry-approved certificate indicating competency and readiness for entry-level employment in a specific career field. Most ROP students who complete a career pathway sequence of courses (including meeting all requirements of the capstone course) will receive an ROP Career Pathway Completion Certificate which is recognized regionally

CTE concentrator. A CTE concentrator is a student who has completed 50 percent of a planned program sequence (in hours or credits) in a state-recognized CTE sequence and is enrolled in the next course in that sequence, or has completed 50 percent of a single state-recognized multi-hour course and is enrolled in the second half of that course.

CTE course. A single course that focuses on developing technical and academic skills within a career area aligned with state-adopted CTE and academic standards and relevant technical knowledge and skills.

CTE participant. A CTE participant is a student who has completed the equivalent of a conventional 50-minute class taken five times per week for 180 school days or approximately 150 hours of instruction in a state-recognized CTE sequence or program.

CTE program. A coherent sequence of rigorous career technical and academic courses at the school level that prepares students for successful completion of state academic standards, readies all students for entry-level careers, and lays the foundations for more advanced postsecondary training.

Career technical student organization (CTSO). A pre-professional organization for individuals enrolled in a CTE program that engages in career and technical education activities as an integral part of the instructional program. CTSOs develop leadership skills, provide competitive career development activities, enhance academic skills, promote career choices, and contribute to employability. Activities are an integral part of the instructional program. CTSOs may have state and national units that aggregate the work and purposes of instruction in CTE at the local level. Examples of CTSOs include DECA, FBLA, FFA, FHA-HERO, HOSA, and Skills USA.

Common Core State Standards (CCSS). Nationally focused academic standards that were adopted by California in 2010 (and by 44 other states as of December 2012). The CCSS for English language arts and mathematics provide the same standards for all students, allowing them to receive a good education even if they change schools or move to a different state. Teachers, parents, and education experts designed the CCSS to prepare students for both college and the workplace.

Community classroom (CC). Instructional methodology that uses unpaid on-the-job training experiences at business, industry, and public agency sites to assist students in acquiring competencies (skills, knowledge, and attitudes) necessary to obtain entry-level employment. Community classroom methodology extends instruction into the workplace setting and helps the student acquire saleable skills. Typically, the community classroom strategy is used in internships, externships, and ROCPs.

Community partnership. Collaboration of educators or educational institutions with local outside agencies (e.g., government, business, industry, social work) to achieve mutual goals.

Concentration course. A CTE course beyond the introductory level that is intended to provide more in-depth instruction in and exploration of a specific *industry sector*; the second course and succeeding courses of a planned CTE program sequence.

Cooperative Education. (CVE) A method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related CTE instruction, by alternation of study in school with a job in any occupational field. The alternation must be planned and supervised by the school and employer so that each contributes to the education and employability of the individual. It may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

Course outline. A brief summary of the topics covered in a course along with a course title, number, course description, course requirements, and curriculum standards.

Course sequence. Three or more CTE courses taken in sequence that lead to an entry-level career in a particular pathway. A course sequence provides individuals with coherent, rigorous content aligned with the challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

Course syllabus. A document that outlines the topics that will be covered in a class along with expectations for students. Usually includes course policies, rules and regulations, required texts, and a schedule of cross-curricular assignments.

Curriculum. A written plan outlining a course of study detailing teaching content as directed by a set of standards.

Curriculum mapping. Listing of a specific curriculum in chronological order indicating the amount of time and emphasis that is placed upon each curricular segment to allow for analysis of content. OR A tool for gathering data on what teachers are working on with their students based on content, skills, and assessments.

Differentiated instruction. Instruction matched to individual students' needs, readiness, interests, circumstances, and learning profiles.

Externship. An experiential learning opportunity, similar to an *internship*, offered by schools in collaboration with employers to give students short, practical experiences in their field of study. Externships are generally unpaid and are conducted for course credit at the school.

Formative assessment. The continuous monitoring of short-term results to provide ongoing information useful in the improvement of student achievement (e.g., quizzes, homework, group work, dialogue, etc.).

High Demand Occupations. Occupations with a notably high demand for new workers. The demand generally results from industry growth generated by an increase in the demand for a product or service and/or a decrease in or lack of qualified applicants. A high demand occupation may or may not require high skills or pay high wages.

Industry sector. A group of related occupations within a broad industry. California has identified 15 industry sectors: Agriculture and Natural Resources; Arts, Media, and Entertainment; Building Trades and Construction; Education, Child Development, and Family Services; Energy and Utilities; Engineering and Design; Fashion and Interior 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; and Transportation.

Instructional methodologies. A body of practices, strategies, procedures, and rules designed to foster and support student learning.

Instructional strategies. A number of classroom instructional practices designed to foster and support student learning.

Instructional unit. A sequence of lesson plans designed to teach a set of knowledge, skills, and application.

Integrated curriculum. A blend of standards and content from two or more core academic subjects, with CTE content bringing relevance and providing applications that add meaning to subjects that can be abstract.

Internship. A generic term for a workplace learning position. Participants may or may not be paid.

Introductory course. An initial or survey course in a CTE program intended to provide a beginning or introductory level of information about an *industry sector* or *career pathway*; the first course in a CTE *course sequence*.

Job shadowing. An activity during which a student follows and observes an individual on the job for a designated number of hours or days as that individual performs workplace tasks.

Labor Market. An analysis of current employment trends and projected openings.

Pathway standard. A statement of knowledge or skills deemed to be essential for all students in a given *career pathway*.

Performance indicators. Indicators that further define pathway standards, providing guidance for curriculum design and measurement of standards achievement.

Performance task. An authentic assessment modeled after a real-life task or situation that provides a student an opportunity to demonstrate his or her abilities and apply knowledge and skills.

Postsecondary Educational Institution. An institution of higher education (IHE) that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor's degree. May be a tribally controlled college or university or a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

Pre-apprenticeship. A course of study offered by program sponsors to potential registered *apprenticeship* program applicants. Typically, content is focused on the basic skills that must be demonstrated successfully on program entrance examinations.

Professional development. Formal or informal training and education to enhance professional skills, knowledge, and ability.

Pathway/Program of Study. A sequence of career technical courses leading to certification, employment, and/or postsecondary education. Includes coherent and rigorous content aligned with the state model curriculum standards and framework for CTE in a coordinated, non-duplicative progression of courses that align secondary and postsecondary education to adequately prepare students to succeed in further education and/or employment; and lead to an industry-recognized credential or certificate, license or degree. A program of study may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits.

(ROP or ROCP's). Centers and programs authorized by the California Legislature to provide individual counseling and guidance in career technical matters to high-school age youths. Each ROCP provides a CTE curriculum that includes skill training in locally relevant occupational fields that may lead to entry-level employment opportunities. ROCPs are required to have related business and industry *advisory committees* that approve the industry-based curriculum. ROCPs collaborate with other public and private agencies, labor organizations, and other associations to develop and offer relevant courses and work-study opportunities to meet labor market demands.

Rubric An assessment tool that provides scoring guidelines and descriptions of categories or levels of performance.

Sequence of courses. To be eligible for assistance with Perkins IV funds, a CTE sequence of courses must consist of a minimum of two CTE courses, one of which MUST be a completion (capstone) course, and encompass a total of at least 300 hours of instruction. A single multi-hour course may qualify as a complete sequence only if the course meets all the requirements of a multiple course sequence, including Section 135(b) of Perkins IV and Chapter five of the State Plan.

Service learning. A method of instruction whereby students or participants learn and develop skills through unpaid active participation in community service. It integrates and enhances the academic curriculum of the students or the educational components of the local community service program.

SkillsUSA. A career technical student organization dedicated to helping its members develop solid technical, leadership, and employability skills. In addition, it supports and rewards the efforts of its members through professional development and recognition programs.

Stakeholders. Persons who have interest in, sponsor, conduct, are directly influenced by, use, or benefit from education projects and programs.

Standard. In California's career technical model curriculum standards, a broad statement of knowledge or skills that indicates what students in a given sector or *career pathway* should know or be able to do.

Summative assessment. Culminating assessment used to make a determination at one point of time (e.g., end of unit, quarter, semester, etc.) such as a culminating project or final exam.

WASC: Western Association of Schools and Colleges.

WorkAbility. A California Department of Education program providing comprehensive pre-employment training, employment placement, and follow-up for high school students in special education making the transition to work, independent living, and post-secondary education or training.

Work-based learning. Experiences that are outside the classroom and include an employer or community connection. Examples include *pre-apprenticeship*, *job shadowing*, *mentorship*, *internship*, *clinical*

experience, work-study, informational interview, attendance at trade shows, field experience, career-related *service learning*, or other learning experience fundamentally external to the classroom.

APPENDICES



APPEDICIES

- A. 2107-18 End-of Year Student Survey
- B. 2018-19 Mid-Year Student Survey
- C. 2017-18 & 2018-19 Longitudinal Student Survey
- D. Articulation Grid
- E. Career Pathways Matrix
- F. CTSO Advisor Coach List 2018-19
- G. Course Enrollment by Home District
- H. Instructional Assignment
- I. NOCROP UC/CSU Approved Courses
- J. Organizational Chart
- K. Pathway Design Model
- L. Professional Learning Community Teams/Sign In
- M. Pre-Approved Staff Development
- N. Priority Registration Career Pathway Course
- O. Work-Based Learning by Pathway

2017-18 END-OF-YEAR STUDENT SURVEY RESULTS

This survey was conducted in May and June of 2018 and is based on 12,782 responses from 14,330 total students served (89.2%). The prompts below are listed in survey order. After each prompt, the order of the prompt as listed from the PowerPoint slides with the aligned CRPs or CSTPs are in parentheses. Former ROP Expected Results for Students (ROPERS) also included.

	Total Positive 3 or 4 or 5	Total Positive 4 or 5	5 HIGHEST	4 HIGH	3 MEDIUM	2 LOW	1 LOWEST
I would recommend this class to another student. (20.)	11,996 93.9%	10,090 78.9%	6,550 51.2%	3,540 27.7%	1,906 14.9%	370 2.9%	416 3.3%
I have learned job-seeking skills in this class (e.g. how to create a résumé, complete a job application, and successfully interview.) (2. CRP #1,2,3) ROPERS #1	11,131 87.1%	8,712 68.2%	5,575 43.6%	3,137 24.5%	2,419 18.9%	863 6.8%	788 6.2%
I learned and discussed ethical issues in the workplace. (12. CRP #7,8,12)	11,414 89.3%	8,720 68.2%	5,402 42.3%	3,318 26.0%	2,694 21.1%	821 6.4%	547 4.3%
I learned and discussed the implications of cyberbullying and cybersecurity . (7. CRP #1, 5, 7) ROPERS #2	10,278 80.4%	7,211 56.4%	4,401 34.4%	2,810 22.0%	3,067 24.0%	1,255 9.8%	1,249 9.8%
	11,935 93.4%	9,711 76.0%	6,274 49.1%	3,437 26.9%	2,224 17.4%	486 3.8%	361 2.8%
I have learned specific skills as they relate to my career pathway . (8. CRP #1,4,5) ROPERS #2	11,415 89.3%	8,697 68.0%	5,577 43.6%	3,120 24.4%	2,718 21.3%	792 6.2%	575 4.5%
This ROP course was challenging and required me to think critically and problem solve . (11. CRP #5) ROPERS #3	11,345 88.8%	8,209 64.2%	4,487 35.1%	3,722 29.1%	3,136 24.5%	860 6.7%	577 4.5%
This ROP course taught me to locate information from different sources such as manuals, text, or the internet. (10. CRP #4,11) ROPERS #2	11,577 90.6%	8,703 68.1%	5,109 40.0%	3,594 28.1%	2,874 22.5%	708 5.5%	497 3.9%
Each day in class or at the beginning of a new lesson, my instructor explained to me what I would be learning . (16. CSTP #4)	11,971 93.7%	9,964 78.0%	6,847 53.6%	3,117 24.4%	2,007 15.7%	508 4.0%	303 2.4%
Technology was regularly used during instruction, such as computers, Chromebooks, tablets, Google Classroom, or Haiku. (9. CRP #4) ROPERS #2	11,123 87.0%	8,862 69.3%	6,268 49.0%	2,594 20.3%	2,261 17.7%	898 7.0%	761 6.0%
This course used industry-related technology to further my knowledge and skills in this career pathway. (1. CRP #1,4) ROPERS #2	11,437 89.5%	8,480 66.3%	4,995 39.1%	3,485 27.3%	2,957 23.1%	839 6.6%	506 4.0%
I had adequate access to materials, equipment and technology to learn the subject. (15. CSTP #3)	12,148 95.0%	10,002 78.3%	6,548 51.2%	3,454 27.0%	2,146 16.8%	423 3.3%	211 1.7%
I practiced solving problems that would typically occur on the job. (4. CRP #1,2,5,10) ROPERS #2	11,747 91.9%	8,929 69.9%	5,201 40.7%	3,728 29.2%	2,818 22.0%	671 5.2%	364 2.8%
Reading and writing were a regular part of assignments in this course. (5. CRP #1,2) ROPERS #2	11,597 90.7%	8,698 68.0%	5,291 41.4%	3,407 26.7%	2,899 22.7%	797 6.2%	388 3.0%
Practicing communication was a regular part of this course, such as group discussions or presentations. (6. CRP 1,2,9,10) ROPERS #2	11,893 93.0%	9,434 73.8%	6,189 48.4%	3,245 25.4%	2,459 19.2%	569 4.5%	320 2.5%
I worked as a team member on projects in this class. (3. CRP 1,2,9,10) ROPERS #4	12,103 94.7%	10,276 80.4%	7,488 58.6%	2,788 21.8%	1,827 14.3%	347 2.7%	332 2.6%
If the class did not understand a topic, my instructor would teach it again in a new and different way . (19. CSTP #5)	11,444 89.5%	8,590 67.2%	5,188 40.6%	3,402 26.6%	2,854 22.3%	792 6.2%	546 4.3%
My instructor provided me with adequate instruction and guidance before proceeding with lab activities. (14. CSTP #2)	11,999 93.9%	9,723 76.1%	6,484 50.7%	3,239 25.3%	2,276 17.8%	452 3.5%	331 2.6%
My instructor was available to answer questions and clarify directions . (17. CSTP #4)	12,231 95.7%	10,362 81.1%	7,538 59.0%	2,824 22.1%	1,869 14.6%	313 2.4%	238 1.9%
I received regular and timely feedback from my instructor about my progress and performance in this class. (18. CSTP #5)	11,782 92.2%	9,178 71.8%	5,833 45.6%	3,345 26.2%	2,604 20.4%	618 4.8%	382 3.0%

APPENDIX B



2018-19 MID-YEAR STUDENT SURVEY RESULTS

This survey was conducted in November and December of 2019 and is based on 9,313 responses from 12,207 total students served (76.3%). The prompts below are listed in survey order. After each prompt, the corresponding CRPs or CSTPs are listed in parentheses.

	Total Positive 3 or 4 or 5	Total Positive 4 or 5	5 HIGHEST	4 HIGH	3 MEDIUM	2 LOW	1 LOWEST
C1. I learned necessary and specific technical skills as they relate to my career pathway in this course. (CRP 1)	8,509 91.4%	5,888 63.2%	3,099 33.3%	2,789 29.9%	2,621 28.1%	567 6.1%	237 2.5%
C2.A. Reading and writing were a regular part of assignments in this course. (CRP 2)	8,006 86.0%	5,343 57.4%	2,817 30.2%	2,526 27.1%	2,663 28.6%	939 10.1%	368 4.0%
C2.B. I practiced communication regularly and with purpose in this course, such as through group discussions or presentations. (CRP 2)	8,419 90.4%	6,121 65.7%	3,472 37.3%	2,649 28.4%	2,298 24.7%	631 6.8%	263 2.8%
C3.A. I learned job-seeking skills in this course (e.g. how to create a résumé, complete a job application, and successfully interview. (CRP 3)	7,169 77.0%	4,846 52.0%	2,781 29.9%	2,065 22.2%	2,323 24.9%	1,120 12.0%	1,024 11.0%
C3.B. I discussed or developed an education or career plan in this course which is aligned with my personal goals. (CRP 3)	7,647 82.1%	4,683 50.3%	2,259 24.3%	2,424 26.0%	2,964 31.8%	1,068 11.5%	598 6.4%
C4.A. I learned about and used industry-related technology to further my knowledge and skills in this career pathway through this course. (CRP 4)	8,127 87.3%	5,364 57.6%	2,675 28.7%	2,689 28.9%	2,763 29.7%	791 8.5%	395 4.2%
C4.B. Technology was regularly used during instruction, such as computers, Chromebooks, tablets, Google Classroom, or Haiku in this course. (CRP 4)	8,070 86.7%	6,258 67.2%	4,404 47.3%	1,854 19.9%	1,812 19.5%	655 7.0%	588 6.3%
C5. I learned and practiced solving problems that would typically occur on the job in this course. (CRP 5)	8,459 90.8%	6,083 65.3%	3,187 34.2%	2,896 31.1%	2,376 25.5%	618 6.6%	236 2.5%
C6.A. I learned how physical and emotional health are related to personal well-being and career success in this course. (CRP 6)	6,931 74.4%	4,434 47.6%	2,123 22.8%	2,311 24.8%	2,497 26.8%	804 8.6%	578 6.2%
C6.B. I learned how financial literacy leads to a secure and successful future in this course. (CRP 6)	7,284 78.2%	4,268 45.8%	2,027 21.8%	2,241 24.1%	3,016 32.4%	1,201 12.9%	828 8.9%
C7. I learned how individual behaviors, actions, decisions, and values impact others in the workplace through this course. (CRP 7)	8,581 92.1%	6,447 69.2%	3,700 39.7%	2,747 29.5%	2,134 22.9%	488 5.2%	244 2.6%
C8.A. I learned and discussed ethical issues in the workplace in this course. (CRP 8)	7,913 85.0%	5,230 56.2%	2,812 30.2%	2,418 26.0%	2,683 28.8%	848 9.1%	552 5.9%
C9.A. I learned the importance of respectful social skills in a diverse workplace setting in this course. (CRP 9)	8,715 93.6%	6,614 71.0%	3,915 42.0%	2,699 29.0%	2,101 22.6%	421 4.5%	177 1.9%
C9.B. I worked as a team member on projects in this course. (CRP 9)	8,636 92.7%	6,993 75.1%	4,908 52.7%	2,085 22.4%	1,643 17.6%	377 4.0%	300 3.2%
C10. I was encouraged to be creative and practice new, innovative ideas and methods to find solutions to workplace problems in this course. (CRP 10)	8,607 92.4%	6,292 67.6%	3,525 37.9%	2,767 29.7%	2,315 24.9%	463 5.0%	243 2.6%
C11. I learned how or was required to locate relevant and valid information from different sources such as manuals, text or the internet in this course. (CRP 11)	8,291 89.0%	5,509 59.2%	2,867 30.8%	2,642 28.4%	2,782 29.9%	675 7.2%	347 3.7%
C12.A. I learned how organizational decisions, policies, and technology may have an economic, environmental, and social impact beyond profitability through this course. (CRP 12)	8,038 86.3%	5,111 54.9%	2,506 26.9%	2,605 28.0%	2,927 31.4%	784 8.4%	491 5.3%
C12.B. I learned and discussed the implications of cyberbullying and cybersecurity in this course. (CRP 12)	7,146 76.7%	4,619 49.6%	2,739 29.4%	1,880 20.2%	2,527 27.1%	1,075 11.5%	1,092 11.7%
D2. My teacher connects the subject matter to meaningful, real-life contexts. (CSTP 1)	8,961 96.2%	7,605 81.7%	5,104 54.8%	2,501 26.9%	1,356 14.6%	233 2.5%	119 1.3%
D3. My teacher cares about my learning success in this course and beyond. (CSTP 2)	9,043 97.1%	7,957 85.4%	5,884 63.2%	2,073 22.3%	1,086 11.7%	176 1.9%	94 1.0%
D4. My teacher has established routines, policies, and procedures which creates an orderly and nurturing learning environment. (CSTP 2)	9,007 96.7%	7,844 84.2%	5,455 58.6%	2,389 25.7%	1,163 12.5%	198 2.1%	108 1.2%
D5. My teacher was professional and courteous to the students. (CSTP 2)	9,081 97.5%	8,070 86.7%	6,088 65.4%	1,982 21.3%	1,011 10.9%	147 1.6%	85 0.9%
D6. My teacher demonstrates knowledge of the subject matter, was prepared for instruction, and used time effectively each class. (CSTP 3)	9,054 97.2%	8,029 86.2%	6,023 64.7%	2,006 21.5%	1,025 11.0%	171 1.8%	88 0.9%
D7. My teacher provided adequate access to materials, equipment and technology to learn the subject. (CSTP 3)	9,081 97.5%	8,079 86.7%	6,132 65.8%	1,947 20.9%	1,002 10.8%	140 1.5%	92 1.0%
D8. My teacher was available to answer questions and clarify directions. (CSTP 3)	9,073 97.4%	8,103 87.0%	6,289 67.5%	1,814 19.5%	970 10.4%	154 1.7%	86 0.9%
D9. My teacher explained what I would be learning during the semester/year at the beginning of this course. (CSTP 4)	9,051 97.2%	7,971 85.6%	5,991 64.3%	1,980 21.3%	1,080 11.6%	165 1.8%	97 1.0%
D10. My teacher explained to me what I would be learning each day in class or at the beginning of a new lesson. (CSTP 4)	9,007 96.7%	7,836 84.1%	5,733 61.6%	2,103 22.6%	1,171 12.6%	212 2.3%	94 1.0%
D11. My teacher encouraged me to enrich or take my skills to the next level by providing more challenging assignments or opportunities . (CSTP 4)	8,847 95.0%	7,237 77.7%	4,725 50.7%	2,512 27.0%	1,610 17.3%	316 3.4%	150 1.6%
D12. My teacher provided me with adequate instruction and guidance before proceeding with lab activities. (CSTP 5)	8,948 96.1%	7,658 82.2%	5,493 59.0%	2,165 23.2%	1,290 13.9%	232 2.5%	133 1.4%
D13. My teacher gave me regular and timely feedback about my progress and performance in this course. (CSTP 5)	8,709 93.5%	7,009 75.3%	4,504 48.4%	2,505 26.9%	1,700 18.3%	409 4.4%	195 2.1%
D14. My teacher would teach a topic again in a new and different way if students did not understand. (CSTP 5)	8,615 92.5%	6,787 72.9%	4,517 48.5%	2,270 24.4%	1,828 19.6%	437 4.7%	261 2.8%
D15. My teacher gives meaningful assignments for and accurate assessments of my learning. (CSTP 5)	8,886 95.4%	7,486 80.4%	5,044 54.2%	2,442 26.2%	1,400 15.0%	266 2.9%	161 1.7%
D17. I would recommend this course to another student.	8,905 95.6%	7,764 83.4%	5,683 61.0%	2,081 22.3%	1,141 12.3%	215 2.3%	193 2.1%



LONGITUDINAL END-OF-YEAR STUDENT SURVEY RESULTS

	Total Affirmative 3 (MEDIUM) + 4 (HIGH) + 5 (HIGHEST)						Total Affirmative 4 (HIGH) + 5 (HIGHEST)					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<i>Total of Number of Students Enrolled During Survey</i>	14,330						14,330					
<i>Total Number of Student Survey Responses</i>	12,782						12,782					
<i>% of Total Enrolled Students Who Participating in Survey</i>	89.2%						89.2%					
C1. I learned necessary and specific technical skills as they relate to my career pathway in this course. (CRP 1)	11,415 89.3%	0 0.0%					8,697 68.0%	0 0.0%				
C2.A. Reading and writing were a regular part of assignments in this course. (CRP 2)	11,597 90.7%	0 0.0%					8,698 68.0%	0 0.0%				
C2.B. I practiced communication regularly and with purpose in this course, such as through group discussions or presentations. (CRP 2)	11,893 93.0%	0 0.0%					9,434 73.8%	0 0.0%				
C3.A. I learned job-seeking skills in this course (e.g. how to create a résumé, complete a job application, and successfully interview. (CRP 3)	11,131 87.1%	0 0.0%					8,712 68.2%	0 0.0%				
C3.B. I discussed or developed an education or career plan in this course which is aligned with my personal goals. (CRP 3)	n/a n/a	0 0.0%					n/a n/a	0 0.0%				
C4.A. I learned about and used industry-related technology to further my knowledge and skills in this career pathway through this course. (CRP 4)	11,437 89.5%	0 0.0%					8,480 66.3%	0 0.0%				
C4.B. Technology was regularly used during instruction, such as computers, Chromebooks, tablets, Google Classroom, or Haiku in this course. (CRP 4)	11,123 87.0%	0 0.0%					8,862 69.3%	0 0.0%				
C5. I learned and practiced solving problems that would typically occur on the job in this course. (CRP 5)	11,747 91.9%	0 0.0%					8,929 69.9%	0 0.0%				
C6.A. I learned how physical and emotional health are related to personal well-being and career success in this course. (CRP 6)	n/a n/a	0 0.0%					n/a n/a	0 0.0%				
C6.B. I learned how financial literacy leads to a secure and successful future in this course. (CRP 6)	n/a n/a	0 0.0%					n/a n/a	0 0.0%				
C7. I learned how individual behaviors, actions, decisions, and values impact others in the workplace through this course. (CRP 7)	n/a n/a	0 0.0%					n/a n/a	0 0.0%				
C8.A. I learned and discussed ethical issues in the workplace in this course. (CRP 8)	11,414 89.3%	0 0.0%					8,720 68.2%	0 0.0%				
C9.A. I learned the importance of respectful social skills in a diverse workplace setting in this course. (CRP 9)	11,935 93.4%	0 0.0%					9,711 76.0%	0 0.0%				
C9.B. I worked as a team member on projects in this course. (CRP 9)	12,103 94.7%	0 0.0%					10,276 80.4%	0 0.0%				
C10. I was encouraged to be creative and practice new, innovative ideas and methods to find solutions to workplace problems in this course. (CRP 10)	n/a n/a	0 0.0%					n/a n/a	0 0.0%				
C11. I learned how or was required to locate relevant and valid information from different sources such as manuals, text or the internet in this course. (CRP 11)	11,577 90.6%	0 0.0%					8,703 68.1%	0 0.0%				
C12.A. I learned how organizational decisions, policies, and technology may have an economic, environmental, and social impact beyond profitability through this course. (CRP 12)	n/a n/a	0 0.0%					n/a n/a	0 0.0%				
C12.B. I learned and discussed the implications of cyberbullying and cybersecurity in this course. (CRP 12)	10,278 80.4%	0 0.0%					7,211 56.4%	0 0.0%				
D2. My teacher connects the subject matter to meaningful, real-life contexts. (CSTP 1)	n/a n/a	0 0.0%					n/a n/a	0 0.0%				
D3. My teacher cares about my learning success in this course and beyond. (CSTP 2)	n/a n/a	0 0.0%					n/a n/a	0 0.0%				
D4. My teacher has established routines, policies, and procedures which creates an orderly and nurturing learning environment. (CSTP 2)	n/a n/a	0 0.0%					n/a n/a	0 0.0%				
D5. My teacher was professional and courteous to the students. (CSTP 2)	n/a n/a	0 0.0%					n/a n/a	0 0.0%				
D6. My teacher demonstrates knowledge of the subject matter , was prepared for instruction , and used time effectively each class. (CSTP 3)	n/a n/a	0 0.0%					n/a n/a	0 0.0%				
D7. My teacher provided adequate access to materials, equipment and technology to learn the subject. (CSTP 3)	12,148 95.0%	0 0.0%					10,002 78.3%	0 0.0%				
D8. My teacher was available to answer questions and clarify directions. (CSTP 3)	12,231 95.7%	0 0.0%					10,362 81.1%	0 0.0%				
D9. My teacher explained what I would be learning during the semester/year at the beginning of this course. (CSTP 4)	n/a n/a	0 0.0%					n/a n/a	0 0.0%				
D10. My teacher explained to me what I would be learning each day in class or at the beginning of a new lesson. (CSTP 4)	11,971 93.7%	0 0.0%					9,964 78.0%	0 0.0%				
D11. My teacher encouraged me to enrich or take my skills to the next level by providing more challenging assignments or opportunities . (CSTP 4)	n/a n/a	0 0.0%					n/a n/a	0 0.0%				
D12. My teacher provided me with adequate instruction and guidance before proceeding with lab activities. (CSTP 5)	11,999 93.9%	0 0.0%					9,723 76.1%	0 0.0%				
D13. My teacher gave me regular and timely feedback about my progress and performance in this course. (CSTP 5)	11,782 92.2%	0 0.0%					9,178 71.8%	0 0.0%				
D14. My teacher would teach a topic again in a new and different way if students did not understand. (CSTP 5)	11,444 89.5%	0 0.0%					8,590 67.2%	0 0.0%				
D15. My teacher gives meaningful assignments for and accurate assessments of my learning. (CSTP 5)	n/a n/a	0 0.0%					n/a n/a	0 0.0%				
D17. I would recommend this course to another student.	11,996 93.9%	0 0.0%					10,090 78.9%	0 0.0%				

NOCROP Course Name	Pathway	Community College	Community College Course Name	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Additional Course Notes
Advanced Automotive Technology	Systems, Diagnostics, and Service Repair	Fullerton College	AUTO 131F: Automotive Fundamentals		X					
Advanced Automotive Technology	Systems, Diagnostics, and Service Repair	Cypress College	AT 110C: Automotive Fundamentals		X	X		Pending	Pending	
Advanced Automotive Technology	Systems, Diagnostics, and Service Repair	Golden West College	AUTO G101: Introduction to Automotive Technology	X	X	X				
American Sign Language 1	Family and Human Services	Golden West College	SIGN G180: American Sign Language 1	X						
American Sign Language 2	Family and Human Services	Golden West College	SIGN G185: American Sign Language 2	X						
Automotive Technology	Systems, Diagnostics, and Service Repair	Cypress College	AT 110C: Automotive Fundamentals	X	X	X				
Automotive Technology	Systems, Diagnostics, and Service Repair	Fullerton College	AUTO 131F: Automotive Fundamentals		X					
BITA 1	Residential and Commercial Construction Pathway	Fullerton College	CSTR005F: Construction Technology Lab		X	X	X	X		.5 units for every year of BITA. Must earn B or better in BITA 1-2; A or better in BITA 3-4
BITA 2	Residential and Commercial Construction Pathway	Fullerton College	CSTR005F: Construction Technology Lab		X	X	X	X		.5 units for every year of BITA. Must earn B or better in BITA 1-2; A or better in BITA 3-4
BITA 3	Residential and Commercial Construction Pathway	Fullerton College	CSTR005F: Construction Technology Lab		X	X	X	X		.5 units for every year of BITA. Must earn B or better in BITA 1-2; A or better in BITA 3-4
BITA 4	Residential and Commercial Construction Pathway	Fullerton College	CSTR005F: Construction Technology Lab		X	X	X	X		.5 units for every year of BITA. Must earn B or better in BITA 1-2; A or better in BITA 3-4
BITA 1-4	Residential and Commercial Construction Pathway	Orange Coast College	CNST A100: Principles of Construction				X	X	X	
Business, Finance, & Careers	Financial Services OR Consumer Services	Cypress College	MGT 151: Introduction to Business Cypress College					Pending		
Careers with Children: Preschool Assistant 1 & 2	Child Development	Santa Ana College	HD 70: Early Childhood Education: Introductory Principles and Practices		X	X	X	Pending		Both years required. Articulation agreements are signed per teacher/site.
Child Development	Child Development OR Education	Santa Ana College	Pending					Pending		
Child Development	Child Development OR Education	Santiago Canyon College	HD 107: Child Growth & Development		X	X	X	X		
Computerized Accounting	Financial Services	Fullerton College	ACCT 001: Accounting for Small Business (2015-2016) & ACCT 104F: Computerized Accounting		X	X				
Computerized Accounting	Financial Services	Golden West College	ACCTG100: Accounting Elements	X						
Computer Aided Drafting		Golden West College	Drafting G101: Basic Computer Aided Design Drafting		X	X				
Culinary Arts & Hospitality Management	Food Service and Hospitality	Cerritos College	CA101: Introduction to Food Service, Safety, & Sanitation					X		Students must possess ServSafe Management certification to be eligible for credit
Culinary Arts & Hospitality Management	Food Service and Hospitality	Orange Coast College	FSAM A160: Sanitation & Safety				X	X		
Culinary Arts Foundation	Food Service and Hospitality	Orange Coast College	FSAM A160: Sanitation & Safety		X	X				
Digital Design & Illustration	Design, Visual, and Media Arts	Fullerton College	DART 100F: Introduction to Digital Arts		X	X	X			
Digital Design & Illustration	Design, Visual, and Media Arts	Cypress College	112C MAD Electronic Illustration/MAC AND 113C MAD Electronic Illustration/WIN					Pending		
Digital Design & Illustration	Design, Visual, and Media Arts: Graphic Design	Orange Coast College	DMADA181: Introduction to Computer Graphics		X	X	X	X		
Digital Design & Illustration	Design, Visual, and Media Arts: Graphic Design	Golden West College	Digital Arts G100: Introduction to Digital Arts	X						
Digital Design & Illustration	Design, Visual, and Media Arts: Graphic Design	Coastline Community College	Adobe Photoshop 1					X		
Digital Photography	Design, Visual, and Media Arts: Visual/Commercial Art	Fullerton College	DART 170F: Digital Photo Editing 1			X				
Drafting/Computer Aided Drafting & Design		Fullerton College	DRAF 140F: AutoCAD for Industry			X	X			
Floral Design	Ornamental Horticulture	Golden West College	Floral Design G110: Basic Floral Design		X	X				
Introduction to Criminal Justice	Legal Practices & Public Safety	Fullerton College	AJ 100F: Introduction to Law Enforcement		X	X		X		

Introduction to Digital Photography	Design, Visual, and Media Arts: Visual/Commercial Art	Art Institute	FND135: Image Manipulation, PHOA101: Introduction to Photography, PHOA103: Digital Image Management, PHOA113: Lighting	X	X						
Introduction to Digital Photography	Design, Visual, and Media Arts: Visual/Commercial Art	Coastline Community College	DGA C118A: Introduction to Adobe Illustrator					X			
Introduction to Automotive Technology	Systems, Diagnostics, and Service Repair	Cypress College	AT110C: Automotive Fundamentals	X	X	X					Course must be taken with "Automotive Technology"
Introduction to Automotive Technology	Systems, Diagnostics, and Service Repair	Fullerton College	AUTO 131F: Auto Technology		X	X	X	X			Prior to 2018-2019, FC course was titled "Automotive Fundamentals"
Legal & Law Enforcement Occupations	Legal Practices	Fullerton College	AJ 100F: Introduction to Law Enforcement		X	X					
Medical Assistant: Clinical & Administrative	Patient Care	Coastline Community College	BC C145: Medical Administrative Assistant 1					X			
Medical Careers	Emergency Response & Patient Care	Coastline Community College	BC C145: Medical Administrative Assistant 1			X		X			
Pharmacy Technology	Patient Care	Santa Ana College	Introduction to Pharmacy Technology 048				X	X			
Photography: Traditional & Digital	Production and Managerial Arts: Film/Video Production	Cypress College	101C Intro to Photography						Pending		
Principles of Engineering & Manufacturing	Engineering Design	Fullerton College	WELD 121AF: Introduction to Welding			X					
Principles of Teaching & Learning	Education	Santiago Canyon College	EDU 110: The Teaching Experience & EDU 113: Tutoring Reading in Elementary Schools		X	X	X	X			
Retail Sales and Marketing (Retail Careers)	Professional Sales	Cypress College	MGT161: Introduction to Business						Pending		
Sports Medicine & Therapy	Patient Care	Cypress College	236C: Athletic Injuries-Prevention & Care						Pending		
Sports Medicine & Therapy	Patient Care	Orange Coast College	Kinesiology A273: Sports Medicine					X	X		Course meets requirement for the OCC Certificate for Fitness Specialist. Course does not meet requirement for the OCC Certificate for Athletic Training
Stagecraft		Fullerton College	THEA141F: Introduction to Technical Theater		X	X					
Stagecraft		Orange Coast College	THEA A165: Stagecraft Lab		X	X					
Traditional Photography: Introduction to the Digital Domain	Design, Visual, and Media Arts: Visual/Commercial Art	Art Institute	FND135: Image Manipulation, PHOA101: Introduction to Photography, PHOA103: Digital Image Management, PHOA113: Lighting, PHOA115: History of Photography I, PHOA122: View Camera Theory, PHOA202: Studio Photography	X	X						
Traditional Photo: Introduction to Digital Domain	Design, Visual, and Media Arts: Visual/Commercial Art	Orange Coast College	PHOT A120: Basic Photography		X	X					
Introduction to Digital Photography	Production and Managerial Arts: Film/Video Production	Coastline Community College	CGA C118A: Introduction to Adobe Illustrator					X			
Video Production	Production and Managerial Arts: Film/Video Production	Cypress College	108CMAD Digital Video Production/WIN or 109CMAD Digital Video Production/MAC						Pending	Pending	
Video Production	Production and Managerial Arts: Film/Video Production	Orange Coast College	FILM A110: Video Workshop			X	X	X			
Visual Communications	Design, Visual, and Media Arts: Graphic Design	Fullerton College	DART 100F: Introduction to Digital Arts		X	X	X				Course required with Computer Graphics, Design & Illustration. Based upon portfolio review and acceptance.
Welding/Metal Fabrication	Welding and Materials Joining	Orange Coast College	WELD A100: Arc & Acetylene Welding		X	X	X	X			
Welding/Metal Fabrication	Welding and Materials Joining	Fullerton College	WELD121 AF: Introduction to Welding (2015-2016, 2017-2018) & WELD 091: Industrial Welding Fundamentals (2016-2017)		X	X	X				

For information about articulation agreements, contact Natasha Perera, CTE Specialist at nperera@nocrop.us or 714 502 5831.

CAREER PATHWAYS MATRIX**FOR 2018-19**

Preparing students for college and careers since 1971

KEY	DEFINITION OR EXPLANATION
Articulation Agreement	A written commitment to a program that is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skills proficiency, a credential, a certificate or a degree and is linked through credit transfer agreements between the two institutions.
Capstone Courses	The final, most advanced course where students apply their preceding learning is considered the <i>capstone</i> . A student who completes this course may receive an industry-recognized certificate or exit the program for employment or continue preparation for higher level employment or advanced education in the same career pathway.
Career Pathway Sequence	A carefully planned course or courses (which may include technical learning experiences and approved academic courses) which provide challenging academic and technical knowledge and skills needed for further education, employment, technical skills proficiency, a credential, a certificate, or a degree. A career pathway sequence may begin with an introductory or concentrator course, but must end with a capstone course; however, the sequence duration must consist of no less than 300 hours via one or more courses.
Career Technical Education (CTE)	CTE prepares students of all ages for a wide range of high-wage, high-skill, high-demand careers through the integration of rigorous academics and relevant, hands-on, industry-based experiences within the classroom setting and through work-based learning experiences. North Orange County Regional Occupational Program has provided high-quality CTE for secondary and adult students since 1971.
CTE Framework	CTE Framework is published by the state and interprets the CTE Model Curriculum Standards. The framework explains "how" to apply the standards in the classroom setting.
CTE Model Curriculum Standards	Business and industry partners paired with state and local educators to develop the "what" students need to know and be able to do to be successful in the 21 st Century workplace. The result was the CTE Model Curriculum Standards.
Career Technical Student Organization (CTSO)	CTSOs are organizations which are specifically for students enrolled in CTE programs and approved by the California Department of Education. CTOSs engage students to develop and practice leadership roles by applying specific occupational and academic content and skills knowledge. CTOSs extend teaching and learning through innovative programs, business and community partnerships and leadership experiences at the school, state and national levels. ROP teachers have chartered and advise <i>Educators Rising</i> , <i>HOSA: Future Health Professionals</i> , and <i>SkillsUSA</i> chapters.
Certification	This is an end of sequence industry-approved certificate indicating competency and readiness for entry-level employment in a specific career field. Most ROP students who complete a career pathway sequence of courses (including meeting all requirements of the capstone course) will receive an ROP Career Pathway Completion Certificate which is recognized regionally.
College/Career Indicator	The College/Career Indicator contains both college and career measures which recognizes that students pursue various options to prepare for postsecondary and allows for fair comparisons across all LEAs and schools. See next page for further details.
Completer	A student who has completed a ROP career pathway sequence which includes all required courses and work-based learning (if applicable) with grades of "C-" or better.
Dual Enrollment	Mutually agreed upon instructional programs that allow students to gain community college and high school credits while still in high school.
Industry Sector	There are 15 industry sectors with a total of 58 career pathways defined in the state's CTE Standards and Frameworks.
UC/CSU "a-g" Approved Courses	These letters represent different academic areas and are assigned to courses that have been approved as meeting the criteria for students to be able to matriculate into the University of California (UC) and California State University (CSU) systems as such: *(a) History/Social Science, (b) English, (c) Mathematics, (d) Laboratory Science, (e) Languages Other Than English, (f) Visual and Performing Arts, and (g) College Preparatory Electives.
Work-based Learning (WBL)	An umbrella term that covers work experience, work experience education, and other career exploration activities that help students become work-ready. In ROP it may take many forms such as clinical and externships (required for certain training programs), Community Classroom (CC) which is unpaid WBL, or Cooperative Vocational Education (CVE) which is paid WBL. ROP teachers oversee the various aspects of WBL according to Title V, Sections 10085 and 10106 of the State Department of Education Regulations.

College/Career Indicator Performance Levels

There are three levels that measure postsecondary preparedness in the College/Career Indicator (CCI):

- Prepared
- Approaching Prepared
- Not Prepared

Prepared Level - Does the graduate meet at least 1 measure below?

High School Diploma and any one of the following:

- Career Technical Education (CTE) Pathway Completion **plus one** of the following criteria:
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments
- Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- Completion of courses that meet the University of California (UC) or the California State University (CSU) a-g criteria **plus one** of the following criteria:
 - CTE Pathway completion
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
 - Passing score on one AP Exam **OR** on one IB Exam

Approaching Prepared Level - Does the graduate meet at least 1 measure below?

High School Diploma and any one of the following:

- CTE Pathway completion
- Scored at least Level 2 "Standard Nearly Met" on both ELA and Mathematics Smarter Balanced Summative Assessments
- Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- Completion of courses that meet the UC or CSU a-g criteria

Not Prepared Level

Student did not meet any measure above or did not graduate, so considered NOT PREPARED

CAREER PATHWAYS MATRIX

FOR 2018-19

Industry Sector: (AGR) AGRICULTURE AND NATURAL RESOURCES	Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications and Articulation	Locations Offered
Pathway, Sub-Pathway, and Course Titles and Codes						
Agricultural Business (100)						
Agricultural Mechanics (101)						
Agriscience (102)						
Agriscience (102) Sub-Pathway: Sustainable Agriculture (102A)						
Animal Science (103)						
Forestry and Natural Resources (104)						
Ornamental Horticulture (105) <i>Pathway managed by Kathi Kent.</i> <i>Questions? Email kkent@nocrop.us</i>	Introduction to Floral Design (7161) UC/CSU approved 2017-18	180	Eligible	Concentrator 9 th – 12 th Grades	G	1 st Year FFA Green Hand Degree
	Floral Design (7162) UC/CSU approved 2015-16; adopted from Sacramento ROP; reapproved as NOCROP 2017-18	180	Eligible	Capstone 10 th – 12 th Grades	G	Articulated with Golden West College; ROP Career Pathway Completion Certificate; 2 nd Year FFA Chapter Degree
Plant and Soil Science (106)						

CAREER PATHWAYS MATRIX

FOR 2018-19

Industry Sector: (AME) ARTS, MEDIA, AND ENTERTAINMENT		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications and Articulation	Locations Offered
Pathway, Sub-Pathway, and Course Titles and Codes							
Design, Visual, and Media Arts (111) Sub-Pathway: Graphic Design (111A) <i>Pathway managed by Linda Skipper.</i> <i>Questions? Email lskipper@nocrop.us</i>	Digital Design and Illustration (7211) (formerly Computer Graphics, Design, & Illustration) UC/CSU approved 2017-18; re-submitted and approved as F elective 2018-19	180	Eligible	Concentrator 9 th – 12 th Grades	F	Articulated with Coastline Community College, Fullerton College, Orange Coast College, and Westcliff University	Brea Olinda HS El Camino Real HS Esperanza HS Gilbert HS Katella HS La Habra HS Regional Course Offering
	Visual Communications (7211 or 7212) UC/CSU approved 2007-08	180	Eligible	Concentrator or Capstone 10 th – 12 th Grades	F	Articulated with Fullerton College and Westcliff University	Brea Olinda HS Buena Park HS Esperanza HS La Habra HS Regional Course Offering Sonora HS
	Art in Animation (7214) UC/CSU approved 2008-09	180	Eligible	Concentrator 9 th – 12 th Grades	F	Articulated with Westcliff University	Sonora HS
	Digital Design and Illustration (7211) (formerly Computer Graphics, Design, & Illustration) UC/CSU approved 2017-18; re-submitted and approved as F elective 2018-19	180	Eligible	Concentrator 9 th – 12 th Grades	F	Articulated with Coastline Community College, Fullerton College, Orange Coast College, and Westcliff University	El Dorado HS
	Visual Communications (7211 or 7212) UC/CSU approved 2007-08	180	Eligible	Capstone 10 th – 12 th Grades	F	Articulated with Fullerton College and Westcliff University	
	Honors Graphic Design (7212) UC/CSU approved 2018-19	180	Eligible	Capstone 10 th – 12 th Grades	F Honors	ROP Career Pathway Completion; Eligible for Adobe Illustrator, In-Design, and Photoshop Certification Exam	
	Advanced Graphic Design (7212) UC/CSU approved 2018-19	180	Eligible	Capstone 10 th – 12 th Grades	F		
Design, Visual, and Media Arts (111) Sub-Pathway: Animation (111B)	Art in Animation (7214) UC/CSU approved 2008-09	180	Eligible	Concentrator 9 th – 12 th Grades	F	Articulated with Westcliff University	

CAREER PATHWAYS MATRIX

FOR 2018-19

Performing Arts (112) Sub-Pathway: Dance/Choreography (112A) <i>Pathway managed by Gail Kairis.</i> <i>Questions? Email gkairis@nocrop.us</i>	Professional Dance I (7230) UC/CSU approved 2014-15; renamed 2015-16	180	Eligible	Introductory 9 th – 12 th Grades	F	Articulated with Westcliff University	Western HS
	Professional Dance II (7231) UC/CSU approved 2014-15; renamed 2015-16	180	Eligible	Concentrator 10 th – 12 th Grades	G	Articulated with Westcliff University	
	Professional Dance: Commercial (7232) UC/CSU approved 2017-18	360	Eligible	Capstone 11 th – 12 th Grades	F	ROP Career Pathway Completion Certificate	
	Professional Dance: Production (7232) UC/CSU approved 2017-18	180	Eligible	Capstone 11 th – 12 th Grades	F	ROP Career Pathway Completion Certificate	
Performing Arts (112) Sub-Pathway: Professional Music (112B)							
Performing Arts (112) Sub-Pathway: Professional Theatre (112C)							
Production and Managerial Arts (113) Sub-Pathway: Stage Technology (113A)							
Production and Managerial Arts (113) Sub-Pathway: Film/Video Production (113B) <i>Pathway managed by Kathi Kent.</i> <i>Questions? Email kkent@nocrop.us</i>	Art of Video Production (7244) UC/CSU approved 2015-16; adopted from San Bernardino ROP	180	Eligible	Concentrator 9 th – 12 th Grades	G	Articulated with Westcliff University	Brea Olinda HS Buena Park HS Fullerton HS La Vista HS Sonora HS Sunny Hills HS
	Video Production I (7244 or 7245) UC/CSU approved 2014-15	180	Eligible	Capstone 10 th – 12 th Grades	F	Articulated with Orange Coast College and Westcliff University; ROP Career Pathway Completion Certificate	Buena Park HS Fullerton HS La Vista HS Sonora HS
	Introduction to Digital Photography (7217) UC/CSU approved 2017-18	180	Eligible	Concentrator 9 th – 12 th Grades	F	Articulated with the Art Institute, Coastline Community College, and Westcliff University	Magnolia HS
	Photography: Traditional and Digital (7217) UC/CSU approved 2002-03; renamed 2015-16	180	Eligible	Concentrator 9 th – 12 th Grades	F	Articulated with the Art Institute, Coastline Community College, and Westcliff University	Brea Olinda HS Sunny Hills HS Valencia HS
	Digital Photography (7218) UC/CSU approved 2015-16 as a G elective; adopted from Tri-Cities ROP; resubmitted and approved as NOCROP F elective 2017-18	180	Eligible	Capstone 10 th – 12 th Grades	F	ROP Career Pathway Completion Certificate	Brea Olinda HS Magnolia HS Valencia HS
Production and Managerial Arts (113)							
Production and Managerial Arts (113) Sub-Pathway: Multimedia Production (113C)							
Game Design and Integration (114)							

CAREER PATHWAYS MATRIX

FOR 2018-19

Industry Sector: (BLD) BUILDING AND CONSTRUCTION TRADES	Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications and Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles, and Codes						
Cabinetry, Millwork, and Woodworking (120)						
Engineering and Heavy Construction (121)						
Mechanical Systems Installation and Repair (122)						
Residential and Commercial Construction (123) <i>Pathway managed by Linda Skipper.</i> <i>Questions? Email lskipper@nocrop.us</i>	BITA 1 – Foundation of Residential and Commercial Construction (7340) (formerly Carpentry/Construction Occupations: BITA 1) UC/CSU approved 2017-18; adopted from Building Industry Technology Academy	180	Eligible	Introductory 9 th – 12 th Grades	G	Articulated with Fullerton College
	BITA 2 – Study of Modern Craftsmanship and Infrastructure (7341) (formerly Carpentry/Construction Occupations: BITA 2) UC/CSU approved 2017-18; adopted from Building Industry Technology Academy	180	Eligible	Concentrator 10 th – 12 th Grades	G	Articulated with Fullerton College
	BITA 3 – Energy Efficiency and Advance Construction Techniques (7342) (formerly Carpentry/Construction Occupations: BITA 3) UC/CSU approved 2017-18; adopted from Building Industry Technology Academy	180	Eligible	Capstone 11 th – 12 th Grades	G	Articulated with Fullerton College; ROP Career Pathway Completion and Pre-Apprenticeship Certificate Training (PACT)
	BITA 4 – Emerging Construction Advances and Changes (7342)	180	Eligible	Capstone 11 th or 12 th Grades	Submit in 2019	Articulated with Fullerton College, Orange Coast College, and Westcliff University; ROP Career Pathway Completion and Pre-Apprenticeship Certificate Training (PACT);

Anaheim HS
Brea Olinda HS
Katella HS
La Habra HS
Magnolia HS
Savanna HS
Valencia HS
Western HS

CAREER PATHWAYS MATRIX

FOR 2018-19

Industry Sector: (FIN) BUSINESS AND FINANCE		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications and Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles, and Codes							
Business Management (182)	Business Technology (7410)	180	Eligible	Introductory 9 th – 12 th Grades	---	Articulated with Westcliff University	Not Currently Offered
Financial Services (180) <i>Pathway managed by Gail Kairis. Questions? Email gkairis@nocrop.us</i>	Business, Finance, and Careers (7421) UC/CSU approved 2017-18	180	Eligible	Concentrator 10 th – 12 th Grades	G		Buena Park HS Fullerton H La Habra HS
	Business, Finance, and Careers (7421) UC/CSU approved 2017-18	180	Eligible	Concentrator 10 th – 12 th Grades	G		Loara HS
	Financial Services/Marketing Banking (7422) UC/CSU approved 2017-18	180	≤ 240	Capstone 10 th – 12 th Grades	G	Articulated with Westcliff University	
	Accounting (7422) UC/CSU approved 2011-12	180	Eligible	Capstone 10 th – 12 th Grades	G	Articulated with Fullerton College and Westcliff University	Not Currently Offered
International Business (181)							

CAREER PATHWAYS MATRIX

FOR 2018-19

Industry Sector: (EDU) EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications and Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles, and Codes							
Child Development (130) <i>Pathway managed by Kathi Kent.</i> <i>Questions? Email kkent@nocrop.us</i>	Child Development (7500; used as 7530 in Education Pathway) UC/CSU approved 2005-06	180	Eligible	Supplemental 9 th – 12 th Grades	G	Articulated with Santiago Canyon College and Westcliff University	Cypress HS Katella HS Loara HS Los Alamitos HS
	Careers with Children: Preschool Assistant 1 (7510) UC/CSU approved 2017-18	180	LAB	Concentrator 9 th – 12 th Grades	G	Articulated with Santa Ana College and Westcliff University	Anaheim HS Cypress HS Katella HS Loara HS Los Alamitos HS
	Careers with Children: Preschool Assistant 2 (7511) UC/CSU approved 2017-18	180	LAB	Capstone 10 th – 12 th Grades	G	Articulated with Santa Ana College and Westcliff University; ROP Career Pathway Completion Certificate qualifies student for a Child Development Assistant permit through the CTC once he/she is 18 (minimum 95 hours related instruction and 150 hours of work-based learning)	
Consumer Services (131)							
Education (132) <i>Pathway managed by Linda Skipper.</i> <i>Questions? Email lskipper@nocrop.us</i>	Child Development (7530; used as 7500 in Child Development Pathway) UC/CSU approved 2005-06	180	Eligible	Supplemental 9 th – 12 th Grades	G	Articulated with Santiago Canyon College and Westcliff University	Esperanza HS Kennedy HS Magnolia HS Troy HS Valencia HS Western HS
	Principles of Teaching & Learning (7531) UC/CSU approved 2007-08	180	≤ 240	Capstone 9 th – 12 th Grades	G	Articulated with Santiago Canyon College and Westcliff University; ROP Career Pathway Completion Certificate qualifies student for a Child Development Assistant permit through the CTC once he/she is 18 (minimum 95 hours related instruction and 150 hours of work-based learning)	
	Teaching Students with Special Needs (7531) UC/CSU approved 2017-18	180	LAB	Capstone 10 th – 12 th Grades	G	ROP Career Pathway Completion Certificate	
Family and Human Services (133)							

CAREER PATHWAYS MATRIX

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Industry Sector: (NRG) ENERGY, ENVIRONMENT, AND UTILITIES	Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications and Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles, and Codes						
Energy and Power Technology (143)						
Environmental Resources (141)						
Telecommunications (142)						

Industry Sector: (ENG) ENGINEERING AND ARCHITECTURE	Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications and Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles, and Codes						
Architectural Design (150)	Civil Engineering & Architecture (7711) UC/CSU approved 2015-16; adopted from Project Lead the Way	180	Eligible	Capstone 11 th – 12 th Grades	G	ROP Career Pathway Completion Certificate Not currently offered.
Engineering Technology (153)	Computer Integrated Manufacturing (7721) UC/CSU approved 2016-17; adopted from Project Lead the Way	180	Eligible	Capstone 11 th – 12 th Grades	G	ROP Career Pathway Completion Certificate Anaheim HS
Engineering Design (152) <i>Pathway managed by Kathi Kent. Questions? Email kkent@nocrop.us</i>	Design and Modeling (7700)	90	n/a	Exploratory 7 th Grade	n/a	Oxford Academy
	Introduction to Engineering Design (7700) UC/CSU approved 2007-08	180	Eligible	Introductory 9 th – 12 th Grades	G	Articulated with Westcliff University
	Principles of Engineering (7730) UC/CSU approved 2007-08	180	Eligible	Concentrator 10 th – 12 th Grades	G	Articulated with Westcliff University Buena Park HS Oxford Academy Sunny Hills HS
	Engineering Design & Development (7731) UC/CSU approved 2015-16; adopted from Project Lead the Way	180	Eligible	Capstone 11 th – 12 th Grades	G	ROP Career Pathway Completion Certificate
Environmental Engineering (154)						

Industry Sector: (FSN) FASHION AND INTERIOR DESIGN	Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications and Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles, and Codes						
Fashion Design, and Merchandising (160)						
Interior Design, Furnishings, and Maintenance (161)						
Personal Services (162) Sub-Pathway: Makeup Artistry (162A)						
Personal Services (162) Sub-Pathway: Barbering (162B)						
Personal Services (162) Sub-Pathway: Cosmetology (162C)						

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Industry Sector: (HLT) HEALTH SCIENCE AND MEDICAL TECHNOLOGY		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications and Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles, and Codes							
Biotechnology (196) <i>Pathway managed by Kathi Kent.</i> <i>Questions? Email kkent@nocrop.us</i>	Medical Detectives (7900)	45	n/a	Exploratory 7 th Grade	n/a		Oxford Academy
	Principles of the Biomedical Sciences (7910) UC/CSU approved 2015-16; adopted from Project Lead the Way	180	Eligible	Introductory 9 th – 12 th Grades	D		
	Human Body Systems (7911) UC/CSU approved 2016-17; adopted from Project Lead the Way	180	Eligible	Concentrator 10 th – 12 th Grades	D		
	Biomedical Innovation (7912) UC/CSU approved 2015-16; adopted from Project Lead the Way	180	Eligible	Capstone 11 th – 12 th Grades	G	ROP Career Pathway Completion Certificate	
	Medical Interventions (7912) UC/CSU approved 2015-16; adopted from Project Lead the Way	180	Eligible	Capstone 11 th – 12 th Grades	D	ROP Career Pathway Completion Certificate	Not Currently Offered
Patient Care (198) <i>This pathway has multiple capstones, each managed as such:</i> <i>Managed by Lupe Rodriguez:</i> <ul style="list-style-type: none"> • Medical Careers • Body Systems and Disorders • Medical Assistant, Clinical and Administrative • Pharmacy Technology • Sports Medicine and Therapy <i>Questions? Email lrdriguez@nocrop.us</i> <i>Managed by Gail Kairis:</i> <ul style="list-style-type: none"> • Dental Core • Nursing Assistant, Long-Term Care <i>Questions? Email gkairis@nocrop.us</i>	Exploring Medical Careers (7900)	90 or 180	n/a	Exploratory 7 th – 8 th Grades	n/a		Brea JHS (semester only)
	Medical Careers (7920) UC/CSU approved 2016-17 Serves as the pre-requisite for all Patient Care and some Emergency Services Pathway courses.	180	Eligible	Introductory 7 th – 8 th Grades 9 th – 12 th Grades	G	Articulated with Coastline Community College If taken in high school, course will substitute for the Medical Terminology pre-requisite for certain ROP fee-based, adult courses such as Emergency Medical Technician, Medical Assistant, and Nursing Assistant.	Anaheim HS Brea Olinda HS Buena Park HS Cypress HS Esperanza HS Gilbert HS Katella HS Kennedy HS La Habra HS Loara HS Magnolia HS ROP Regional Offering Savanna HS Sonora HS Sunny Hills HS Western HS
	Body Systems and Disorders (7921) UC/CSU approved 2008-09 as "g" elective; resubmitted and approved as "d" elective 2017-18	180	Eligible	Concentrator 10 th – 12 th Grades	D		Esperanza HS Katella HS Magnolia HS ROP Regional Offering Savanna HS Sonora HS
	Dental Core (7922) UC/CSU approved 2017-18	180	Eligible	Capstone 10 th – 12 th Grades	G	ROP Career Pathway Completion Certificate	Anaheim HS

CAREER PATHWAYS *MATRIX*

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	Medical Assistant, Clinical and Administrative (7922) UC/CSU approved 2017-18	270	120-160	Capstone 10 th – 12 th Grades	G	Articulated with Coastline Community College American Heart Association: Basic Life Support for Healthcare Providers; Eligibility for California Certified Medical Assistant (CCMA) Exam; ROP Career Pathway Completion Certificate	Esperanza HS Magnolia HS ROP Regional Offering Savanna HS Sonora HS
	Nursing Assistant, Long Term Care (7922) UC/CSU approved 2017-18	220	120	Capstone 11 th – 12 th Grades	G	American Heart Association: Basic Life Support for Healthcare Providers; Eligibility for National Nurse Aide Assessment Program Exam Required for State Certification; ROP Career Pathway Completion Certificate	Katella HS ROP Regional Offering Savanna HS
	Pharmacy Technology (7922) UC/CSU approved 2017-18	180	Eligible	Capstone 10 th – 12 th Grades	G	Articulated with Santa Ana College; ROP Career Pathway Completion Certificate	Not Currently Offered
	Sports Medicine and Therapy (7922) UC/CSU approved 2015-16; adopted from Colton-Redlands-Yucaipa ROP; resubmitted and approved as NOCROP 2017-18	180	90	Capstone 10 th – 12 th Grades	G	ROP Career Pathway Completion Certificate; student can complete content online modules to obtain a certification from the National Federation of State High School Associations (Concussion for Students; Concussion in Sports; Heat Illness Prevention; Introduction to Pitch Smart; Sports Nutrition; and Sudden Cardiac Arrest)	Brea Olinda HS Buena Park HS Cypress HS La Habra HS Loara HS Savanna HS Sonora HS Sunny Hills HS Western HS
Healthcare Administrative Services (250)							
Healthcare Operational Support Services (197)							
Public and Community Health (199)							
Mental and Behavioral Health (195)							

CAREER PATHWAYS MATRIX

FOR 2018-19

Industry Sector: (HOS) HOSPITALITY, TOURISM, AND RECREATION		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications and Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles, and Codes							
Food Science, Dietetics, and Nutrition (200)							
Food Service and Hospitality (201) <i>Pathway managed by Gail Kairis.</i> <i>Questions? Email gkairis@nocrop.us</i>	Introduction to Culinary Arts (8110) (formerly Culinary Arts Foundation) UC approved 2017-18	180	≤ 360	Introductory 9 th – 12 th Grades	G	California Food Handlers Card (valid one year)	Anaheim HS Buena Park HS Gilbert HS La Habra HS ROP Regional Offering Savanna HS Sonora HS Valencia HS Western HS Yorba Linda HS
	Culinary Arts (8111) UC/CSU approved 2017-18	180	≤ 360	Concentrator 10 th – 12 th Grades	G	California Food Handlers Card (valid one year)	Anaheim HS Buena Park HS La Habra HS Savanna HS Sonora HS Valencia HS Western HS Yorba Linda HS
	Culinary Arts and Hospitality Management (8112) (formerly Advanced Culinary Arts) UC/CSU approved 2015-16; adopted from Napa College and Career Readiness (formerly Napa County ROP); resubmitted and approved as NOCROP 2017-18	180	≤ 360	Capstone 11 th – 12 th Grades	G	Articulated with the Art Institute and the Culinary Institute of America and Orange Coast College; California Food Handlers Card (valid one year); National Restaurant Association ServSafe Food Protection Manager; ROP Career Pathway Completion Certificate;	Buena Park HS La Habra HS Sonora HS Yorba Linda HS
	Retail Restaurant/Food Service Marketing Occupations (8112) UC/CSU approved 2017-18	180	≤ 540	Capstone 11 th – 12 th Grades	G		ROP Regional Offering Yorba Linda HS
Hospitality, Tourism, and Recreation (202) <i>Pathway managed by Kathi Kent..</i> <i>Questions? Email kkents@nocrop.us</i>	Entertainment Park/Tourism Careers (8031) UC/CSU approved 2017-18	180	≤ 270	Capstone 10 th – 12 th Grades	G	Articulated with Westcliff University; California Food Handlers Card (valid one year); ROP Career Pathway Completion Certificate	ROP Regional Offering at Knott's Berry Farm
	Hotel and Hospitality Occupations (8031) UC/CSU approved 2017-18	180	≤ 270	Capstone 10 th – 12 th Grades	G	ROP Career Pathway Completion Certificate	Not currently offered

CAREER PATHWAYS MATRIX

FOR 2018-19

Industry Sector: (INF) INFORMATION AND COMMUNICATION TECHNOLOGIES		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications and Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles, and Codes							
Information Support and Services (170)							
Networking (172)							
Software and Systems Development (174) Sub-Pathway: Systems Programming (174A)							
Software and Systems Development (174) Sub-Pathway: Web and Social Media Programming and Design (174B) <i>Pathway managed by Linda Skipper. Questions? Email lskipper@nocrop.us</i>	Exploring Computer Science (8133)	180	n/a	Exploratory 7 th – 8 th Grades	n/a	Recommended for students interested in applying for the Global Information Technology Academy (GITA) at Brea Olinda High School	Brea JHS
	Computer Science Principles (8134) UC/CSU approved 2016-17; adopted from Central Orange County CTE Partnership	180	Eligible	Concentrator 9 th – 12 th Grades	G		Buena Park HS
	Information and Communication Technology—Software and Systems Development Professional Internship (8135) UC/CSU approved 2017-18; adopted from Central Orange County CTE Partnership	180	Eligible	Capstone 10 th – 12 th Grades	G	ROP Career Pathway Completion Certificate	Not currently offered
Games and Simulation (175)							

CAREER PATHWAYS MATRIX

FOR 2018-19

Industry Sector: (MAN) MANUFACTURING AND PRODUCT DEVELOPMENT		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications and Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles, and Codes							
Graphic Production Technologies (210)							
Machining and Forming Technologies (212)							
Welding and Materials Joining (213) <i>Pathway managed by Linda Skipper.</i> <i>Questions? Email lskipper@nocrop.us</i>	Welding Technology I (a.k.a. Introduction to Welding/Metal Fabrication) (8200) UC/CSU approved 2017-18; adopted from Colton-Redlands-Yucaipa ROP	180	Eligible	Introductory 9 th – 12 th Grades	G	Articulated with Fullerton College and Westcliff University	Esperanza HS ROP Regional Offering
	Welding Technology II (a.k.a. Welding/Metal Fabrication) (8230) UC/CSU approved 2017-18; adopted from Colton-Redlands-Yucaipa ROP	180	Eligible	Concentrator 10 th – 12 th Grades	G	Articulated with Fullerton College, Orange Coast College, Santa Ana College, and Westcliff University	
	ROP Advanced Welding (a.k.a. Advanced Welding/Metal Fabrication) (8231) UC/CSU approved 2017-18; adopted from Career Education Center (formerly Ventura County ROP)	180	Eligible	Capstone 11 th – 12 th Grades	G	Articulated with Fullerton College and Westcliff University; ROP Career Pathway Completion Certificate	
Product Innovation and Design (216)							

Industry Sector: (MAR) MARKETING, SALES, AND SERVICE		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications and Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles, and Codes							
Marketing (244)							
Professional Sales (243) <i>Pathway managed by Linda Skipper.</i> <i>Questions? Email lskipper@nocrop.us</i>	Retail Sales and Marketing (a.k.a. Retail Careers) (8321) UC/CSU approved 2018-19	180	≤ 520	Capstone 9 th – 12 th Grades	G	Articulated with Westcliff University; ROP Career Pathway Completion Certificate	Gilbert HS
Entrepreneurship/Self-Employment (241)							

CAREER PATHWAYS MATRIX

FOR 2018-19

Industry Sector: (PUB) PUBLIC SERVICES		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications and Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles, and Codes							
Public Safety (232) <i>Pathway managed by Gail Kairis.</i> <i>Questions? Email gkairis@nocrop.us</i>	Introduction to Criminal Justice (8411) (formerly Legal and Law Enforcement Occupations) UC/CSU approved 2015-16; adopted from Colton-Redlands-Yucaipa ROP; resubmitted and approved as NOCROP 2017-18	180	Eligible	Concentrator 9 th – 12 th Grades	G		Kennedy HS Magnolia HS
	Forensic Sciences/Crime Scene Investigation (8411) UC/CSU approved 2017-18	180	Eligible	Concentrator 9 th – 12 th Grades	G	Articulated with Westcliff University	
	Criminal Investigation (8412) UC/CSU approved 2018-19	180	Eligible	Capstone 11 th – 12 th Grades	G	ROP Career Pathway Completion Certificate	Not currently offered
Emergency Response (233) <i>Pathway managed by Kathi Kent..</i> <i>Questions? Email kkents@nocrop.us</i>	Fire Technology (8421) UC/CSU approved 2018-19	180	Eligible	Concentrator 9 th – 12 th Grades	G	Articulated with Westcliff University	La Habra HS Los Alamitos HS
	TBD: Capstone Course for Fire Technology in the Emergency Response Pathway (8422)	180	Eligible	Capstone 11 th – 12 th Grades	submit for G 2019	ROP Career Pathway Completion Certificate	Not Currently Offered
	Medical Careers (8420) UC/CSU approved 2016-17 Serves as the pre-requisite for all Patient Care and some Emergency Services Pathway courses.	180	Eligible	Introductory 9 th – 12 th Grades	G	Articulated with Coastline Community College If taken in high school, course will substitute for the Medical Terminology pre-requisite for certain ROP fee-based, adult courses such as Emergency Medical Technician, Medical Assistant, and Nursing Assistant.	La Habra HS ROP Regional Offering
	Emergency Medical Responder (8421) UC/CSU approved 2017-18; adopted from Baldy View ROP	180	Eligible	Concentrator 10 th – 12 th Grades	G		La Habra HS Los Alamitos HS ROP Regional Offering
	Emergency Medical Technician (8422) UC/CSU approved 2017-18 as RCOE Emergency Medical Technician as adopted from Riverside County Office of Education; resubmitted and approved as NOCROP 2018-19	168	24	Capstone 11 th or 12 th Grades	G	American Heart Association: Basic Life Support for Healthcare Providers; Eligibility for National Registry of Emergency Medical Technicians Exam; OCEMS Accreditation; ROP Career Pathway Completion Certificate	La Habra HS ROP Regional Offering

CAREER PATHWAYS MATRIX

FOR 2018-19

Legal Practices (231) <i>Pathway managed by Linda Skipper.</i> <i>Questions? Email lskipper@nocrop.us</i>	Introduction to Criminal Justice (8400) UC/CSU approved 2015-16; adopted from Colton-Redlands-Yucaipa ROP; resubmitted and approved as NOCROP 2017-18	180	Eligible	Introductory 9 th – 12 th Grades	G		Cypress HS El Dorado HS
	Civil Law in a Civil Society (Legal Careers 1) (8431) UC/CSU approved 2017-18	180	Eligible	Concentrator 10 th – 12 th Grades	G		
	Advanced Civil Law (Legal Careers 2) (8432) UC/CSU approved 2017-18	180	60-100	Capstone 10 th – 12 th Grades	G	Work-based Learning can count towards legally related employment under an attorney ("Written Declaration" needed for paralegal status; ROP Career Pathway Completion Certificate)	

Industry Sector: (TRA) TRANSPORTATION		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications and Articulation	Locations Offered
Pathway, Sub-Pathway, Course Titles, and Codes							
Operations (223)							
Structural Repair and Refinishing (220) <i>Pathway managed by Kathi Kent.</i> <i>Questions? Email kkent@nocrop.us</i>	Introduction to Auto Body Repair (8520)	180	Eligible	Introductory 9 th – 12 th Grades	---		ROP Regional Offering
	ROP Auto Body Repair (8521) UC/CSU approved 2017-18; adopted from Career Education Center (formerly Ventura County ROP)	180	Eligible	Concentrator 9 th – 12 th Grades	G	Articulated with Westcliff University	Fullerton HS Regional Course Offering
	ROP Advanced Auto Body Repair (8521 or 8522) UC/CSU approved 2017-18; adopted from Career Education Center (formerly Ventura County ROP)	180	Eligible	Capstone 10 th – 12 th Grades	G	Eligible for I-Car Pro Level 1: Refinishing and I-Car Pro Level 1: Non-Structural Repair; ROP Career Pathway Completion Certificate	
	Auto Body Repair Technician (8522)	180	Eligible	Capstone 11 th – 12 th Grades		ROP Career Pathway Completion Certificate	Not currently offered
Systems Diagnostics and Service (221) <i>Pathway managed by Gail Kairis.</i> <i>Questions? Email gkairis@nocrop.us</i>	Introduction to Automotive Technology (8530) UC/CSU approved 2017-18	180	Eligible	Introductory 9 th – 12 th Grades	G	Articulated with Fullerton College and Westcliff University; Automotive Service Excellence (ASE Student Certification): Braking; Engine Repair	Buena Park HS Katella HS La Habra HS Loara HS ROP Regional Offering Savanna HS Sunny Hills HS
	Automotive Technology (8531) UC/CSU approved 2017-18; adopted from Tri-Cities ROP	180	Eligible	Concentrator 10 th – 12 th Grades	G	Articulated with Westcliff University; ASE Student Certification: Electrical/Electronic Systems; Suspension and Steering; Engine Performance	
	Advanced Automotive Technology (8532) UC/CSU approved 2017-18; adopted from Tri-Cities ROP	180	Eligible	Capstone 11 th – 12 th Grades	G	ASE Student Certification: Heating and Air Conditioning; Manual Drive Train and Axles; Automatic Transmission/Transaxle; ROP Career Pathway Certificate of Completion	

CAREER PATHWAYS MATRIX

FOR 2018-19

STAND-ALONE ELECTIVES (NOT PART OF A TRUE CTE PATHWAY)		Class Hrs	WBL Hrs	Level	UC/CSU a-g	Certifications and Articulation	Locations Offered
<i>Elective managed by Kathi Kent. Questions? Email kkent@nocrop.us</i>	American Sign Language I UC/CSU approved 2012-13	180	Eligible	9 th – 12 th Grades	E	Articulated with Westcliff University	Fullerton HS
	American Sign Language II UC/CSU approved 2012-13	180	Eligible	10 th – 12 th Grades	E	Articulated with Westcliff University	
	American Sign Language III UC/CSU approved 2014-15	180	Eligible	11 th – 12 th Grades	E	Articulated with Westcliff University; ROP Career Pathway Completion Certificate	
<i>Elective managed by Gail Kairis. Questions? Email gkairis@nocrop.us</i>	Business, Finance, and Careers UC/CSU approved 2017-18	180	Eligible	9 th – 12 th Grades	G	May be available for third year math credit. See your counselor.	Buena Park HS Fullerton HS La Habra HS
<i>Elective managed by Linda Skipper. Questions? Email lskipper@nocrop.us</i>	Career Training for Transition	180	≤ 180	Special Program for OCDE Probation Sites	---	ROP Certificate of Completion	OCDE Access Probation Sites Only

CTSO ADVISOR CONTACT LIST
CAREER TECHNICAL STUDENT ORGANIZATIONS (CTSOs)
2018-19

Advisor	CTSO Name	School	Email
Alonso, Francisco	Skills USA	Buena Park HS	falonso@nocrop.us
Axtell, Patrick	SkillsUSA	Brea Olinda HS	paxtell@nocrop.us
Blinoff-Mudd, Rachele	HOSA Jump	Oxford Academy	rblinoff-mudd@nocrop.us
Ciccarello, Franco	Skills USA	Brea Olinda HS	fciccarello@nocrop.us
Cornmesser, Emily	HOSA	Savanna HS	ecornmesser@nocrop.us
Cuenca, Jun	HOSA	Oxford Academy	jcuenca@nocrop.us
Easton, Valerie	HOSA	Esperanza HS	veaston@nocrop.us
Foster, Denise	HOSA	Magnolia HS	dfoster@nocrop.us
Hanley, Colleen	Skills USA	Anaheim HS	chanley@nocrop.us
Idio, Kim	Educators Rising	Kennedy HS	kidio@nocrop.us
Jensen, Amy	Educators Rising	Valencia HS	ajensen@nocrop.us
Macafee, Lisa	Educators Rising	Troy HS	lmacafee@nocrop.us
McPeak, Betty	HOSA	Regional Courses	emcpeak@nocrop.us
Messick, Jenni	Skills USA	Yorba Linda HS	jmessick@nocrop.us
Neal, Kelly	HOSA	Katella HS	kneal@nocrop.us
Okoye, Paul	SkillsUSA	Oxford Academy	pokoye@nocrop.us
Pascua, Cornelio	HOSA	VN Program	cpascua@nocrop.us
Ponce, Ron	Skills USA	Anaheim HS	rponce@nocrop.us
Potter, Bird	Educators Rising	Esperanza HS	bpotter@nocrop.us
Reed, Mike	Skills USA	Magnolia HS	mreed@nocrop.us
Reeves, Jennifer	Educators Rising	Western HS	jreeves@nocrop.us
Sorrilla, Ana	HOSA	Sonora HS	asorrilla@nocrop.us
Swaney, Taylor	HOSA	Cypress HS	tswaney@nocrop.us
Welker, Lauren	HOSA	Sunny Hills HS	lwelker@nocrop.us
Zanone, Dan	Skills USA	Sunny Hills HS	dzanone@nocrop.us

Educators Rising = 5 chapters (5 advisors)

HOSA = 9 chapters (9 advisors)

HOSA Jump = 1 chapter (1 advisor)

SkillsUSA = 7 chapters (9 advisors)



APPENDIX G

Course Enrollment by Home District Cross Tab

03/19/2019

Date Range: 08/27/2018 to 03/19/2019

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Course Type: D

Exclude Class: N

Attendance Check: Y

		AUSD	BOSD	FUSD	LASD	OCDE	PYSD	Total
Agriculture and Natural Resources	Floral Design	0	0	28	0	0	0	28
	Introduction to Floral Design	0	0	78	0	0	0	78
	Total	0	0	106	0	0	0	106
Arts, Media, and Entertainment	Advanced Graphic Design	0	0	0	0	0	8	8
	Art in Animation	0	0	67	0	0	0	67
	Art of Video Production	0	26	500	0	0	0	526
	Digital Design and Illustration	231	83	71	0	0	320	705
	Digital Photography	15	15	0	0	0	17	47
	Honors Graphic Design	0	0	28	0	0	8	36
	Introduction to Digital Photography	129	0	0	0	0	0	129
	Photography: Traditional and Digital	0	127	150	0	0	149	426
	Professional Dance 1	50	0	0	0	0	0	50
	Professional Dance 2	16	0	0	0	0	0	16
	Professional Dance: Production	9	0	0	0	0	0	9
	Video Production	0	0	104	0	0	0	104
	Visual Communications	0	82	149	0	0	53	284
Total	450	333	1,069	0	0	555	2,407	

		AUSD	BOSD	FUSD	LASD	OCDE	PYSD	Total
Building and Construction Trades	BITA 1: Foundation of Residential and Commercial Trades	447	67	45	0	0	94	653
	BITA 2: Study of Modern Craftsmanship and	157	21	24	0	1	48	251
	BITA 3: Energy Efficiency and Advance Construction	37	10	16	0	0	20	83
	BITA 4: Emerging Construction Advances and	5	13	8	0	0	13	39
	Total	646	111	93	0	1	175	1,026
Business and Finance	Business, Finance, and Careers	78	0	258	0	0	0	336
	Financial Services, Marketing, and Banking	21	0	0	0	0	0	21
	Total	99	0	258	0	0	0	357
Education, Child Development, and Family Services	American Sign Language I	0	0	74	0	0	0	74
	American Sign Language II	0	0	59	0	0	0	59
	American Sign Language III	0	0	52	0	0	0	52
	Careers with Children: Preschool Assistant 1	409	0	0	56	0	0	465
	Careers with Children: Preschool Assistant 2	82	0	0	11	0	0	93
	Child Development	444	0	36	42	0	171	693
	Principles of Teaching and Learning	61	0	13	0	0	33	107
	Teaching Students with Special Needs	16	0	0	0	0	44	60
	Total	1,012	0	234	109	0	248	1,603
Engineering and Architecture	Computer Integrated Manufacturing	7	0	0	0	0	0	7
	Design and Modeling	125	0	0	0	0	0	125

		AUSD	BOSD	FUSD	LASD	OCDE	PYSD	Total
Engineering and Architecture	Engineering Design and Development	49	0	60	0	0	0	109
	Introduction to Engineering Design	153	0	105	0	0	0	258
	Principles of Engineering	48	0	67	0	0	0	115
	Total	382	0	232	0	0	0	614
Health Science and Medical Technology	Biomedical Innovation	92	0	0	0	0	0	92
	Body Systems and Disorders	96	0	59	0	0	48	203
	Dental Core	71	0	0	0	0	0	71
	Exploring Medical Careers	0	61	0	0	0	0	61
	Human Body Systems	105	0	0	0	0	0	105
	Medical Assistant, Clinical and Administrative	38	0	15	0	0	28	81
	Medical Careers	945	106	466	0	0	73	1,590
	Medical Detectives	121	0	0	0	0	0	121
	Nursing Assistant, Long-Term Care	38	0	0	0	0	0	38
	Principles of the Biomedical Science	90	0	0	0	0	0	90
	Sports Medicine and Therapy	197	32	105	0	0	0	334
	Total	1,793	199	645	0	0	149	2,786
Hospitality, Tourism, and Recreation	Culinary Arts	72	0	138	0	0	82	292
	Culinary Arts and Hospitality Management	10	0	79	0	0	25	114
	Introduction to Culinary Arts	479	0	513	0	0	220	1,212

		AUSD	BOSD	FUSD	LASD	OCDE	PYSD	Total
Hospitality,	Total	561	0	730	0	0	327	1,618
Information and Communication Technologies	Computer Science Principles	0	0	110	0	0	0	110
	Exploring Computer Science Principles	0	98	0	0	0	0	98
	Total	0	98	110	0	0	0	208
Public Services	Advanced Civil Law (Legal Careers 2)	17	0	0	0	0	0	17
	Civil Law in a Civil Society (Legal Careers 1)	56	0	0	0	0	37	93
	Emergency Medical Responder	0	0	83	48	0	0	131
	Fire Technology	0	0	69	92	0	0	161
	Forensic Science and Crime Scene Investigation	254	0	0	0	0	0	254
	Introduction to Criminal Justice	243	0	0	0	0	49	292
	Total	570	0	152	140	0	86	948
Transportation	Advanced Auto Body Repair	0	0	20	0	0	0	20
	Advanced Automotive Technology	8	0	48	0	0	0	56
	Auto Body Repair	0	0	50	0	0	0	50
	Automotive Technology	94	0	111	0	0	0	205
	Introduction to Auto Body Repair	0	0	75	0	0	0	75
	Introduction to Automotive Technology	335	0	288	0	1	0	624
	Total	437	0	592	0	1	0	1,030
Total		5,950	741	4,221	249	2	1,540	12,703

APPENDIX H

INSTRUCTIONAL PROGRAM ASSIGNMENTS

2018-19 (INCLUDES STAFF NAMES)

JENNIFER PRADO Instructional Programs Manager BLOCK 35	LINDA SKIPPER Administrator, Instructional Programs BLOCK 40	GAIL KAIRIS Administrator, Instructional Programs BLOCK 50	KATHI KENT Administrator, Instructional Programs BLOCK 60
<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Adult, Fee-Based Programs • Apprenticeship • Digital Badging Research & Development • In-Services (Lead for Back-to-School) • Summer Course Offerings at Trident • Support Administrators with Instructional Coaching • Support Rodriguez with New Teacher Training & Induction, Staff Development, and UC/CSU “a-g” Course Approvals • Vocational Nursing Program • WASC Self-Study Coordinator <p>PATHWAYS:</p> <ul style="list-style-type: none"> • Will work with Administrators and Business Partnerships & Innovation Specialist to develop new pathways <p>STAFF:</p> <ol style="list-style-type: none"> 1. Cupp, Terry 2. McPeak, Betty 3. Metoyer, Carol 4. Miller, Nicole 5. Pascua, Cornelio 6. Vega, Monique 	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Instructional Coaching • OCDE Probation Contract • Regional Courses – Schedule & Training • Student Information • Support Rodriguez with Training/Oversight for CC/CVE • Workability <p>PATHWAYS:</p> <ul style="list-style-type: none"> • Design, Visual & Media Arts: Graphic Design • Education • Legal Practices • Networking (Cybersecurity) • Professional Sales • Residential & Commercial Construction • Software & Systems Development • Welding & Materials Joining <p>SCHOOLS:</p> <ul style="list-style-type: none"> • Brea Junior HS • Brea Olinda HS • El Camino Real HS • El Dorado HS • Esperanza HS • OCDE Probation Sites • Valencia HS • Yorba Linda HS <p>STAFF:</p> <ol style="list-style-type: none"> 1. Alonzo, Candace 2. Amador, Lulu 3. Axtell, Patrick 4. Becerra, Jessica 5. Block, David 6. Chow, Peter 7. Ciccarello, Franco 8. Cuevas, Emelia 9. Easton, Valerie 10. Gomez, Edwin 11. Jassmann, Jason 12. Jensen, Amy 13. Ledbetter, Anna 14. Mai, Kim 15. McCall, Ken 16. Messick, Jenni 17. Metcalf, Thomas 18. Morrison, Roy 19. Parisi, Lisa 20. Petersen, Reid 21. Potter, Bird 22. Ribbe, Pia 23. Riggs, Casey 24. Santiago-Lugo, Maria 25. Schirmers, Michele 26. Sorrilla, Ana 27. Vargas, Gabby 28. Villalobos, Elizabeth 29. Weingarten, Kaleigh 	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Instructional Coaching • Support Prado with Training/Oversight for Adult, Fee-Based Programs, Apprenticeship, Summer Course Offerings at Trident, & Vocational Nursing Program • Trident Education Center Regional Courses <p>PATHWAYS:</p> <ul style="list-style-type: none"> • Financial Services • Food Service & Hospitality • Patient Care (Dental) • Patient Care (Nursing Assistant) • Performing Arts: Dance/Choreography • Public Safety • Systems Diagnostics, Service & Repair <p>SCHOOLS:</p> <ul style="list-style-type: none"> • Anaheim HS • Gilbert HS • Katella HS • Kennedy HS • Magnolia HS • Savanna HS • Trident Education Center • Western HS <p>STAFF:</p> <ol style="list-style-type: none"> 1. Baldrige, Carolann 2. Beleno, Genely 3. Bojorquez, Joseph 4. Bright, Daniel 5. Castro, Jorge 6. Clark, Lisa 7. Clark, Rachael 8. Cornmesser, Emily 9. Costa, John 10. Driggers, Lisa 11. Forse, Ryan 12. Foster, Denise 13. Gomez-Brydon, Judy 14. Goodwin, Jenny 15. Hanley, Colleen 16. Hidar, Susan 17. Idio, Kim 18. Jiacomma, Wendy 19. Lavoie, Bob 20. Leonard, Maile 21. Manning, Sean 22. Marin, Nikki 23. Melero, Juan 24. Moonswami, Bob 25. Neal, Kelly 26. Norris, Cyndy 27. Ponce, Ron 28. Potestas, Virginia 29. Pulice, Robert 30. Reed, Mike 31. Reeves, Jennifer 32. Rolf, Joe 33. Roman, Yvette 34. Schofield, Shirley 35. Torres-Garcia, Darline 36. Zepeda, Sarah 	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Instructional Coaching • Preschool Programs • Support Rodriguez with Training/Oversight for CTSOs <p>PATHWAYS:</p> <ul style="list-style-type: none"> • Biotechnology • Child Development • Emergency Response • Engineering Design • Family & Human Services • Hospitality, Tourism & Recreation • Ornamental Horticulture • Production & Managerial Arts: Film/Video • Structural Repair & Refinishing <p>SCHOOLS:</p> <ul style="list-style-type: none"> • Buena Park HS • Cypress HS • Fullerton Union HS • La Habra HS • La Vista/La Sierra HS • Loara HS • Los Alamitos HS • Oxford Academy • Sonora HS • Sunny Hills HS • Troy HS <p>STAFF:</p> <ol style="list-style-type: none"> 1. Alonzo, Francisco 2. Baldwin, Lauren 3. Barragan, Mary Carmen 4. Bernier, Jeff 5. Blinoff-Mudd, Rachele 6. Bowie, Mark 7. Bradley, Brian 8. Bradt, Deana 9. Brassfield, Erin 10. Brief, Seana 11. Carrillo, Jaime 12. Corona, Marcie 13. Cuenca, Jun 14. Emch, Lisa 15. Erickson, Steve 16. Flores, Danny 17. French, Nancee 18. Gardner, Chris 19. Gonzalez, Wendy 20. Goulding, Mike 21. Hernandez, Esmeralda 22. Iasparrro, Kacee 23. Leos, Vivian 24. Macafee, Lisa 25. Macall, Carmen 26. McNulty, Grady 27. Mendoza, German 28. Nastase, Scott 29. Nhim, Stephanie 30. Okoye, Paul 31. Ramos, Andrew 32. Reddick, Jenifer 33. Sandoval, Carl 34. Schlager, Melanie 35. Sullivan, Meg 36. Swaney, Taylor 37. Welker, Lauren 38. Williams, Debbi 39. Williamson, James 40. Yamashita, Eddie 41. Zanone, Dan
<p style="text-align: center;">LUPE RODRIGUEZ Instructional Programs Manager Block 25</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • CC/CVE • Celebration of Success • Certifications • CTSOs • In-Services (Lead for Spring) • New Teacher Training & Induction (Lead) • Service Learning (Lead) and WE.org Liaison • Staff Development (Lead) • Summer CTE Camps (Develop for 2019) • Support Administrators with Instructional Coaching • Support Prado with Adult, Fee-Based Programs, Vocational Nursing Program, and WASC Self-Study • UC/CSU “a-g” Course Approvals (Lead) <p>PATHWAYS:</p> <ul style="list-style-type: none"> • Patient Care (Medical Assistant) • Patient Care (Foundation Courses) • Patient Care (Pharmacy Technology) • Patient Care (Sports Medicine) 			

Courses which are UC/CSU “a-g” approved electives have the subject area listed in parentheses (A-G).
Courses **HIGHLIGHTED** are offered as after-school, Regional Course Offerings to students enrolled in our five partner districts.



Biotechnology Pathway

Principles of the Biomedical Sciences (D)
Human Body Systems¹ (D)
Biomedical Innovation¹ (G)
Medical Interventions¹ (D)

Child Development Pathway

Child Development (G)
Careers with Children: Preschool Assistant 1 (G)
Careers with Children: Preschool Assistant 2 (G)

Design, Visual, & Media Arts: Graphic Design Pathway

Digital Design and Illustration (F) (a.k.a. Computer Graphics, Design & Illustration)
Visual Communications (F)
Advanced Graphic Design (F)
Honors Graphic Design (F) – UC Honors

Design, Visual, & Media Arts: Animation Pathway

Art in Animation (F)

Education Pathway

Child Development (G)
Principles of Teaching and Learning (G)
Teaching Students with Special Needs (G)

Emergency Response Pathway

Medical Careers (G)
Emergency Medical Responder⁸ (G)
Emergency Medical Technician (G)
Fire Technology (G)

Engineering Design Pathway

Introduction to Engineering Design (G)
Principles of Engineering Design (G)
Civil Engineering and Architecture¹ (G)
Computer Integrated Manufacturing¹ (G)
Engineering Design and Development¹ (G)

Family & Human Services Pathway

American Sign Language I (E)
American Sign Language II (E)
American Sign Language III (E)

Financial Services Pathway OR Consumer Services Pathway

Business, Finance, and Careers (G)
Financial Services/Marketing (Banking) (G)
Accounting Occupations/Computerized Accounting (G)

Food Service & Hospitality Pathway

Introduction to Culinary Arts (G)
Culinary Arts (G)
Culinary Arts and Hospitality Management (G)
Retail Restaurant/Food Service Marketing Occupations (G)

Hospitality, Tourism, & Recreation Pathway

Entertainment Park/Tourism Careers (G)
Hotel and Hospitality Management (G)

Legal Practices Pathway

Introduction to Criminal Justice (G)
Civil Law in a Civil Society (Legal Careers I) (G)
Advanced Civil Law (Legal Careers II) (G)

Ornamental Horticulture Pathway

Introduction to Floral Design (G)
Floral Design (G)

North Orange County Regional Occupational Program is fully accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC).

Patient Care Pathway

Medical Careers (G)
Body Systems and Disorders (D)
Dental Core (G)
Medical Assistant: Clinical and Administrative (G)
Nursing Assistant: Long-Term Care (G)
Pharmacy Technology (G)
Sports Medicine and Therapy (G)

Performing Arts: Dance/Choreography Pathway

Professional Dance I (F)
Professional Dance II (G)
Professional Dance: Commercial (F)
Professional Dance: Production (F)

Production & Managerial Arts: Film/Video Production Pathway

Art of Video Production³ (G)
Video Production I (F) (a.k.a. Video Production)
Introduction to Digital Photography (F)
Photography: Traditional and Digital (F)
Digital Photography (F)

Professional Sales Pathway

Retail Sales and Marketing (G)

Public Safety Pathway

Introduction to Criminal Justice (G)
Forensic Science/Crime Scene Investigation (G)
Criminal Investigation (G)

Residential & Commercial Construction Pathway

BITA 1: Foundation of Residential and Commercial Construction⁴ (G)
BITA 2: Study of Modern Craftsmanship and Infrastructure⁴ (G)
BITA 3: Energy Efficiency and Advance Construction Techniques⁴ (G)
BITA 4: Emerging Construction Advances and Changes

Software & Systems Development: Web & Social Media Programming & Design Pathway

Computer Science Principles (G)
Information and Communication Technology—Software and Systems Development Professional Internship⁵ (G)

Structural Repair & Refinishing Pathway

Introduction to Auto Body Repair
ROP Auto Body Repair⁷ (G)
ROP Advanced Auto Body Repair⁷ (G)

Systems Diagnostics, Service, & Repair Pathway

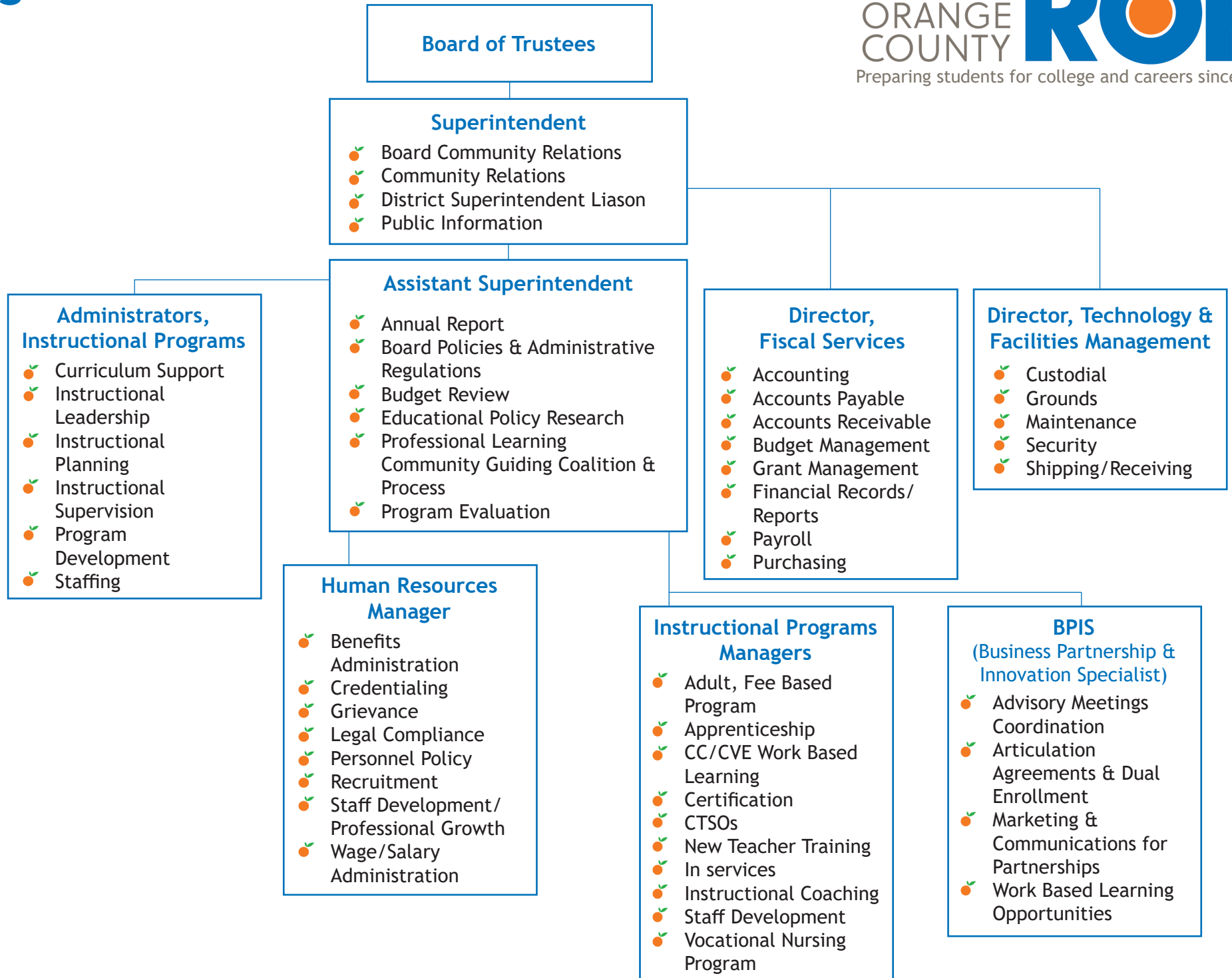
Introduction to Automotive Technology (G)
Automotive Technology² (G)
Advanced Automotive Technology² (G)

Welding & Materials Joining Pathway

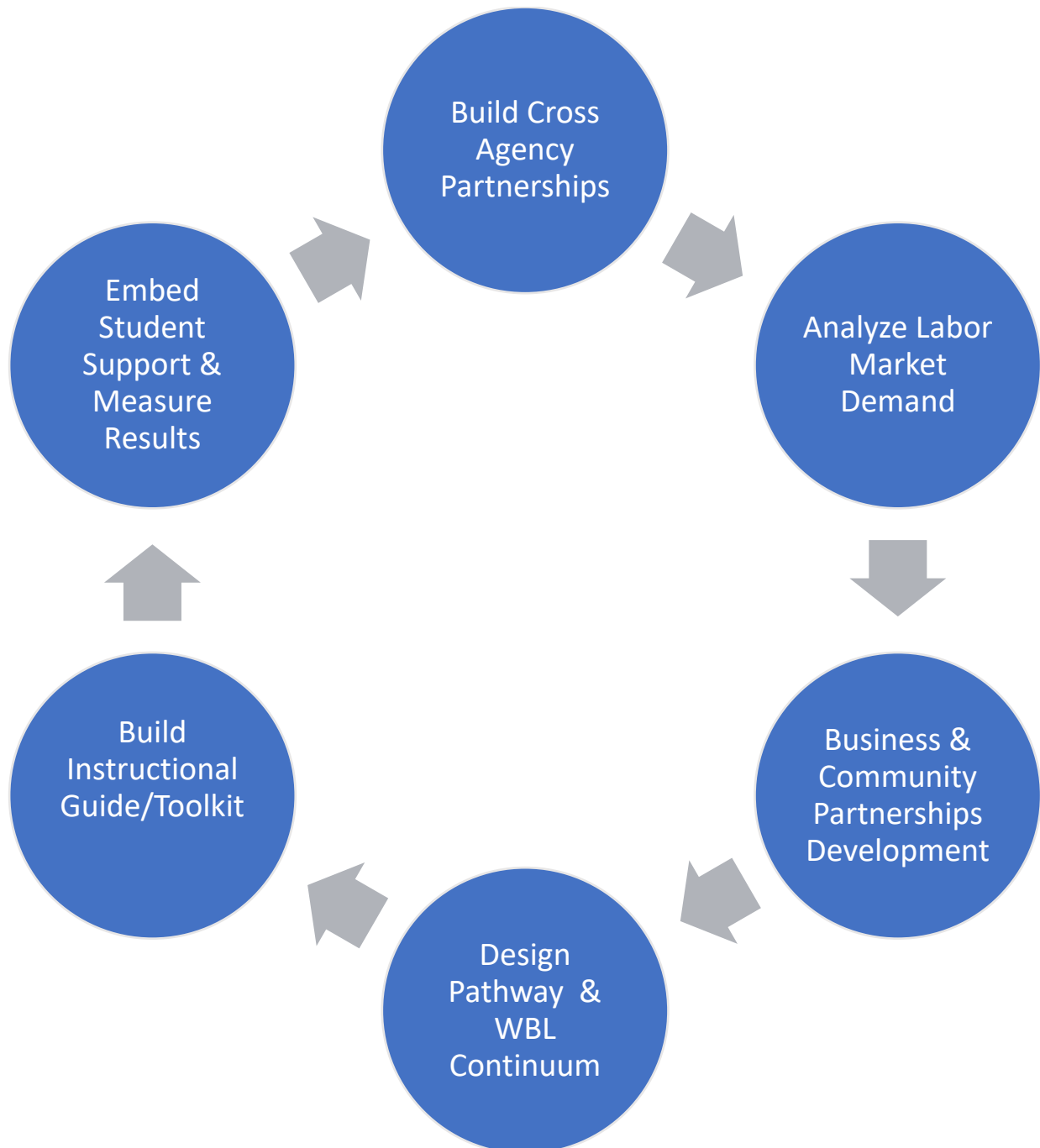
Welding Technology I⁶ (G) (a.k.a. Introduction to Welding/Metal Fabrication)
Welding Technology II⁶ (G) (a.k.a. Welding/Metal Fabrication)
ROP Advanced Welding⁷ (G) (a.k.a. Advance Welding/Metal Fabrication)

Status as of 9-25-18; for more information, visit www.nocrop.org or call 714-502-5800

1 = Course adopted from Project Lead the Way
2 = Course adopted from Tri-Cities ROP
3 = Course adopted from San Bernardino County ROP
4 = Course adopted from Building Industry Technology Academy
5 = Course adopted from Central Orange County CTE Partnership
6 = Course adopted from Colton-Redlands-Yucaipa ROP
7 = Course adopted from Career Education Center (formerly Ventura County ROP)
8 = Course adopted from Baldy View ROP



This guide is a tool used in the development of career pathways at North Orange County Regional Occupational Program. These essential components of pathway development are sequential and provide a framework for implementation across all sectors and pathways.



<p>Build Cross Agency Partnerships</p>	<p>Key Components:</p> <ol style="list-style-type: none"> 1. Engage cross-agency partners and employers. 2. Define the roles and responsibilities of all partners. 3. Develop a work plan and/or Memorandum of Understanding <p><i>Resources: Documents in development</i></p>
<p>Analyze Labor Market Demand</p>	<p>Key Components:</p> <ol style="list-style-type: none"> 1. Conduct labor market analysis targeting high demand industries 2. Identify skills within the pathway that support occupational mobility 3. Align pathway skills and abilities to meet student learning outcomes <p><i>Resources: Documents in development</i></p>
<p>Business & Community Partnerships Development</p>	<p>Key Components:</p> <ol style="list-style-type: none"> 1. Survey and engage key industry leaders from targeted industries 2. Clarify the role of employers within the pathway 3. Identify the skill competencies and associated training needs 4. Develop opportunities for ongoing work-based learning continuum <p><i>Resources: Partnership Request Form</i></p>
<p>Design Pathway & WBL Continuum</p>	<p>Key Components:</p> <ol style="list-style-type: none"> 1. Identify target populations, entry points, and recruitment strategies 2. Develop a sequence of pathway courses integrating rigorous academics, service and work-based learning experiences, dual enrollment/articulation and CSTO opportunities. 3. Develop or modify programs to ensure they meet industry recognized and/or postsecondary credentials <p><i>Resources: Documents in development</i></p>
<p>Build Instructional Guide/Toolkit</p>	<p>Key Components:</p> <ol style="list-style-type: none"> 1. Design & implement project-based learning and other student-centered instructional methodologies that promote inquiry and align with CRP's (SLO's) 2. Developing assessment practices that engage & motivate all students 3. Engaging students through the integration of work-based learning experience
<p>Student Support & Measure Results</p>	<p>Key Components:</p> <ol style="list-style-type: none"> 1. Create opportunities for student support by engagement school's structure, curriculum, strong relationships, and staff commitment. 2. Create planning to provide academic interventions 3. Providing career and college planning through Career Guidance Specialist and pathway instructors, advisors and mentors <p><i>Resources: Documents in development</i></p>

APPENDIX L



PROFESSIONAL LEARNING COMMUNITY (PLC) TEAMS & MEETING DATES FOR 2018-19

As of 3/12/2019

- ❖ **PLC meetings** will be held from 4:00 pm - 6:00 pm in the Multi-Purpose Room at the ROP Education Center. See meeting dates listed below for each team.
- ❖ **Back to School In-Service** will be held from 8:00 am – 3:00 pm on Thursday 8/2/18 at the ROP Education Center. This is one of 183 duty days for instructors.
- ❖ **Spring In-Service** will be held from 8:00 am – 3:00 pm on Saturday 1/12/19 at the ROP Education Center. This is one of the 183 duty days for instructors.
- ❖ **PLC Guiding Coalition** (PLC Leads + Admin + Managers) will meet from 4:00 – 6:00 pm on Wednesday 8/29 and Thursdays: 9/27, 11/1, 11/29, 1/10, 1/31, 2/28, 3/28, & 5/2.
- ❖ **Professional Growth Committee** meetings will be held from 3:30 – 4:30 pm on the following Fridays: 9/28, 11/30, 2/22, & 5/17.

PLC Team #1 PLC Lead = Lulu Amador Meetings: 9/4, 10/4, 11/7, 12/4, 1/12 (In-Service), 2/7, 3/6, 4/2, and 5/9		PLC Team #2 PLC Lead = Amy Jensen Meetings: 9/5, 10/2, 11/8, 12/5, 1/12 (In-Service), 2/5, 3/7, 4/3, and 5/7		PLC Team #3 PLC Lead = Thomas Metcalf Meetings: 9/6, 10/3, 11/6, 12/6, 1/12 (In-Service), 2/6, 3/5, 4/4, and 5/8	
Child Development		Career Training for Transition		Biotechnology	
Erin Brassfield	Cypress	Candace Alonzo ¹	Joplin Youth Guidance Center	Rachelle Blinoff-Mudd	Oxford
Lisa Clark	Anaheim	Lulu Amador ¹	Rio Contiguo	Jun Cuenca	Oxford
Marcie Corona	Los Alamitos	Elizabeth Villalobos ¹	Otto Fischer (Juvenile Hall)	Emergency Response	
Judy Gomez-Brydon	Katella	Engineering Design		Jeff Bernier	La Habra
Debbi Williams	Loara	Francisco Alonso	Buena Park	Steve Erickson	Los Alamitos
Design, Visual, & Media Arts: Graphic Design		Mark Bowie	Oxford	Patient Care (Dental)	
David Block	El Dorado	Paul Okoye	Oxford	Colleen Hanley	Anaheim
Franco Ciccarello	Brea Olinda	Ron Ponce ⁶	Anaheim	Darline Torres-Garcia	Adult, Fee-Based
Nancee French ⁸	La Habra	Dan Zanone	Sunny Hills	Patient Care (Medical Assistant)	
Sean Manning	Katella	Family & Human Services		Emily Cornmesser	Savanna
Thomas Metcalf	Esperanza	Vivian Leos	Fullerton Union	Valerie Easton	Esperanza
Reid Petersen	El Camino Real	Food Service & Hospitality		Denise Foster	Magnolia
Robert Pulice	Gilbert	Lisa Driggers	Anaheim	Nikki Marin	Kennedy
Melanie Schlager ⁷	Buena Park	Wendy Gonzalez	Buena Park	Ana Sorrilla	Brea Junior, Sonora
Education		Jason Jassmann	Gilbert + Yorba Linda	Monique Vega	Adult, Fee-Based
Kimberly Idio	Kennedy	Jenni Messick	Yorba Linda	Patient Care (Nursing Assistant)	
Amy Jensen	Valencia	Bob Moonswami	Savanna	Jenny Goodwin	Savanna
Lisa Macafee	Troy	Stephanie Nhim	Sonora	Kelly Neal	Katella
Bird Potter	Esperanza	Lisa Parisi	Esperanza	Patient Care (Other)	
Jennifer Reeves	Western	Andrew Ramos	La Habra	Shirley Schofield	Esperanza, Gilbert
Yvette Roman	Magnolia	Kayleigh Weingarten	Valencia	Patient Care (Sports Medicine)	
Financial Services		Sarah Zepeda	Western	Carolann Baldrige	Western
Nancee French ⁸	La Habra	Legal Practices		Lauren Baldwin	La Habra
Esmeralda Hernandez ²	Fullerton Union	Seana Brief	Cypress	Rachael Clark	Savanna
Susan Hidar ³	Gilbert	Peter Chow	El Dorado	Lisa Emch	Sonora
Meg Sullivan ⁵	Buena Park + Loara + Knott's	Performing Arts		Carmen Macall	Buena Park
Production & Managerial Arts: Film/Video		Maile Leonard	Western	Ken McCall	Brea Olinda
Genely Beleno	Magnolia	Public Safety		Scott Nastase	Loara
Brian Bradley	La Vista	Ryan Forse	Magnolia	Taylor Swaney	Cypress
Danny Flores	Buena Park	Bob Lavoie	Kennedy	Lauren Welker	Sunny Hills
Edwin Gomez	Brea Olinda	Structural Repair & Refinishing		Patient Care (Vocational Nursing)	
Michael Goulding	Sunny Hills	Jaime Carrillo	Fullerton Union	Betty McPeak	Adult, Fee-Based
Casey Riggs	Valencia	Systems Diagnostics, Service, & Repair		Carol Metoyer	Adult, Fee-Based
Eddie Yamashita	Fullerton Union + Sonora	Joseph Bojorquez	Savanna	Cornelio Pascua	Adult, Fee-Based
Software & Systems Development		Chris Gardner	Loara	Residential & Commercial Construction	
Pia Ribbe	Brea Junior	German Mendoza	La Habra	Patrick Axtell	Brea Junior + Brea Olinda
Melanie Schlager ⁷	Buena Park	Joseph Rolf	Katella	Daniel Bright	Anaheim
		Carl Santiago	Sunny Hills	Jorge Castro	Western
		James Williamson	Buena Park	John Costa	Savanna
				Grady McNulty	La Habra
				Juan Melero	Katella
				Roy Morrison	Valencia
				Mike Reed	Magnolia

Italics = Listed twice on this sheet because of multiple pathways.

- 1 = Belongs to Consumer Services AND Professional Sales Pathway
- 2 = Belongs to Financial Services AND Ornamental Horticulture Pathways
- 3 = Belongs to Financial Services AND Professional Sales Pathways
- 4 = Belongs to Financial Services AND Professional Sales Pathways
- 5 = Belongs to Financial Services AND Hospitality, Tourism, & Recreation Pathways
- 6 = Belongs to Engineering Design AND Welding & Materials Joining Pathways
- 7 = Belongs to Design, Visual & Media Arts AND Software & Systems Development
- 8 = Belongs to Design, Visual & Media Arts AND Financial Services Pathways

Note: The following adult, fee-based instructors are not assigned to attend PLC meetings: Terry Cupp (attends VN meetings)

KEY:	Pathway Oversight by Kathi Kent	Pathway Oversight by Linda Skipper
Pathway Oversight by Gail Kairs	Pathway Oversight by Lupe Rodriguez	Pathway Oversight by Jenn Prado



As of
October
2018

PRE-APPROVED STAFF DEVELOPMENT OPPORTUNITIES 2018 – 2019 School Year

The purpose of staff development is to equip teachers with research-based strategies for enhancing instructional effectiveness in order to maximize student learning and achievement.

Staff development should be a collaborative endeavor and support a teacher's unique set of professional goals and needs. What may be an appropriate staff development opportunity for one instructor may not be applicable or necessary for another instructor. Instructor strengths and areas for growth differ due to skill level, experience, and student need. This is why all staff development activities must be pre-approved by the instructional administrator, so that shared knowledge is constructed to create an individual plan distinct to each instructor.

All workshops have been aligned to the six themes of the California Standards for the Teaching Profession (CSTPs):

- 1) Engaging and Supporting All Students in Learning;
- 2) Creating and Maintaining Effective Environments for Student Learning;
- 3) Understanding and Organizing Subject Matter for Student Learning;
- 4) Planning Instruction and Designing Learning Experiences for All Students;
- 5) Assessing Student Learning; and
- 6) Developing as a Professional Educator.

Each workshop also reflects the 11 Elements of High Quality Career Technical Education (CTE) as well as the Board of Trustees/Superintendent priorities. Please use the alignment guides when selecting appropriate staff development activities to support your instructional effectiveness and maximize student learning and achievement.

Most teachers who successfully complete a minimum of 20 hours of pre-approved staff development and have no unsatisfactory ratings on their evaluation can possibly earn a 2.5% step increase for the following year. Some staff development opportunities are workshop only, but most follow a three-step learning model (into, through, and beyond) in which all three steps must be taken in order to earn staff development credit:

(INTO) **Step 1: Interactive Workshop** – where concepts and skills are presented and discussed

(THROUGH) **Step 2: Application** – when the instructor creates and implements strategies with students, collects and analyzes student learning results, and prepares to share with colleagues at the Step 3 debrief session

(BEYOND) **Step 3: Debrief** – when instructors share evidence of student learning results from the application of the strategies and reflect upon what was learned from the practice (metacognition)

Continuing with "The Magic of ROP" theme from Back-to-School In-Service, these staff development opportunities are designed and offered based upon the requests from instructors through the annual All-Staff Survey. They are no hocus focus! The magic instructional and classroom management tricks are revealed and taught. As we analyze the findings

from our accreditation self-study and develop an action plan, new staff development opportunities will be developed and offered later in the spring, summer, and next school year. Stay tuned!

LIST OF PRE-APPROVED WORKSHOPS

Discover the Marvelous World of Classroom Management

Facilitators: Gail Kairis, Administrator, Instructional Programs – North Orange County ROP and Lulu Amador, ROP Career Training for Transition Instructor – Rio Contiguo High School

This is a series of three facilitated interactive workshops – each focusing on a specific classroom management topic: *The Social Contract*; *Policies and Procedures*; and *Challenging Students*.

NOTE: If the entire series is completed, teachers will earn a total of 20 staff development hours; otherwise, each part of the series is worth 6 staff development hours.



The Social Contract (Part 1 of this 3-Part Series)

Step 1: Interactive Workshop

Thursday 10/11/18 from 4:00 pm – 6:00 pm (Multi-Purpose Room at the ROP Education Center)

Step 2: Application (teachers create and implement their plans)

November-January

Step 3: Debrief (teachers share evidence and reflective inquiry of their learning)

Tuesday 10/30/18 from 4:00 pm – 6:00 pm (Multi-Purpose Room at the ROP Education Center)



Policies and Procedures (Part 2 of this 3-Part Series)

Step 1: Interactive Workshop

Thursday 12/13/18 from 4:00 pm – 6:00 pm (Multi-Purpose Room at the ROP Education Center)

Step 2: Application (teachers create and implement their plans)

November-January

Step 3: Debrief (teachers share evidence and reflective inquiry of their learning)

Tuesday 1/8/19 from 4:00 pm – 6:00 pm (Multi-Purpose Room at the ROP Education Center)



Challenging Students (Part 3 of this 3-Part Series)

Step 1: Interactive Workshop

Thursday 2/21/19 from 4:00 pm – 6:00 pm (Multi-Purpose Room at the ROP Education Center)

Step 2: Application (teachers create and implement their plans)

November-January

Step 3: Debrief (teachers share evidence and reflective inquiry of their learning)

Thursday 3/14/19 from 4:00 pm – 6:00 pm (Multi-Purpose Room at the ROP Education Center)



This workshop addresses the following standards or ROP initiatives:

- ✓ Board/Superintendent Priority A – Ensure quality instruction and student achievement.
- ✓ CSTP 1.1 – Using knowledge of students to engage them in learning.
- ✓ HQ CTE Element 4 – Student Support
- ✓ CRP 1 – Communicate clearly, effectively, and with reason.

Game Changers

Facilitator: Lulu Amador, ROP Career Training for Transition Instructor – Rio Contiguo High School



Open to all teachers who want to implement Julie Adam's Seven Instructional Strategies in their classes. Teachers must complete all three steps in order to earn 6 hours of staff development credit.

Step 1: Interactive Workshop

Tuesday 2/26/19 from 4:00 pm – 6:00 pm (Multi-Purpose Room at the ROP Education Center)

Step 2: Application (teachers create and implement their plans)

March

Step 3: Debrief (teachers share evidence and reflective inquiry of their learning)

Tuesday 4/9/19 from 4:00 pm – 6:00 pm (Multi-Purpose Room at the ROP Education Center)

This workshop addresses the following standards or ROP initiatives:

- ✓ Board/Superintendent Priority A – Ensure quality instruction and student achievement.
- ✓ CSTP 1.1 – Using knowledge of students to engage them in learning.
- ✓ CSTP 4.1 – Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.
- ✓ HQ CTE Element 4 – Student Support
- ✓ CRP 2 – Communicate clearly, effectively, and with reason.
- ✓ CRP 3 – Utilize critical thinking to make sense of problems and persevere in problem solving.

Increase Student Achievement by Authentic Enchantment

Facilitator: Kim Idio, ROP Education Pathway Instructor – Kennedy High School



Connect and create a safe environment for students to express their learning in a way that builds inclusion, respect, and autonomy. You will take away strategies to foster a micro-community within your classroom and integrate technology to continue to engage students and assess their understanding of concepts they are learning. This staff development targets all teachers and is worth 2 staff development hours.

Wednesday 01/30/2019 from 4:00 pm – 6:00 pm (Multi-Purpose Room at the ROP Education Center)

This workshop addresses the following standards or ROP initiatives:

- ✓ Board/Superintendent Priority A – Ensure quality instruction and student achievement.
- ✓ CSTP 5.1 – Applying knowledge of the purposes, characteristics, and uses different types of assessments
- ✓ HQ CTE Element 4 – Student Support
- ✓ CRP 1 – Apply appropriate technical skills and academic knowledge.
- ✓ CRP 2 – Communicate clearly, effectively, and with reason.
- ✓ CRP 3 – Develop an education and career plan aligned with personal goals.
- ✓ CRP 4 – Apply technology to enhance productivity.

Magically Organized!

Facilitator: Taylor Swaney, ROP Patient Care Pathway Instructor – Cypress High School



Find lesson planning easier, and more organized through planbook.com, an online lesson planning tool. This staff development opportunity targets all teachers and is worth 2 staff development hours.

Thursday 1/17/19 from 4:00 pm – 6:00 pm (Multi-Purpose Room at the ROP Education Center)

This workshop addresses the following standards or ROP initiatives:

- ✓ Board/Superintendent Priority A – Ensure quality instruction and student achievement.
- ✓ CSTP 4.3 – Developing and sequencing long-term and short term instructional plans to support student learning
- ✓ HQ CTE Element 2 – High Quality Curriculum & Instruction

Making Magical Moments at Your Open House

Facilitator: Dana Lynch, Assistant Superintendent, Educational Services – North Orange County ROP



This staff development opportunity targets all high school teachers who want to roll out the red carpet for and create a favorable lasting impression with parents. Teachers must complete all three steps in order to earn 6 hours of staff development credit.

Step 1: Interactive Workshop

Saturday 12/8/18 from 9:00 am – 12:00 noon (Multi-Purpose Room at the ROP Education Center)

Step 2: Application (teachers create and implement their plans at Open House)

January-March

Step 3: Debrief (teachers share evidence and reflective inquiry of their learning)

Monday 4/1/19 from 4:00 pm – 6:00 pm (Multi-Purpose Room at the ROP Education Center)

This workshop addresses the following standards or ROP initiatives:

- ✓ Board/Superintendent Priority B – Maximize the effectiveness of our marketing and communications efforts by educating the public to the value of ROP and CTE.
- ✓ CSTP 6.4 – Working with families to support student learning
- ✓ CSTP 6.7 – Demonstrating professional responsibility, integrity, and ethical conduct
- ✓ HQ CTE Element 9 – Skilled Faculty and Professional Development
- ✓ HQ CTE Element 11 – CTE Promotion, Outreach, Marketing, and Communication

Pull Career Ready Practices Out-of-a-Hat with Portfolios

Facilitators: Linda Skipper, Administrator, Instructional Programs – North Orange County ROP and Amy Jensen, ROP Education Pathway Instructor – Valencia High School



How do we know that our students are college and career ready? How do they know? The answer is using portfolios to demonstrate their learning of each of the Career Ready Practices (CRPs). Portfolios can provide tangible proof of proficiency on the CRPs and can be used for college, job, and scholarship interviews. All ROP students develop a Career Readiness Portfolio as part of their ROP experience. Update your lesson plans to incorporate Career Ready Practices (CRPs) and integrate them into the student portfolios. This staff development opportunity targets all teachers and will likely become an integral part of our accreditation action plan. Teachers must complete all three steps in order to earn 6 hours of staff development credit.

Step 1: Interactive Workshop

Thursday 10/25/18 from 4:00 pm – 6:00 pm (Multi-Purpose Room at the ROP Education Center)

Step 2: Application (teachers create and implement their plans)

December through November

Step 3: Debrief (teachers share evidence and reflective inquiry of their learning)

Thursday 01/24/19 from 4:00 pm – 6:00 pm (Multi-Purpose Room at the ROP Education Center)

This workshop addresses the following standards or ROP initiatives:

- ✓ Board/Superintendent Priority A – Ensure quality instruction and student achievement.
- ✓ CSTP 1.5 – Promoting critical thinking through inquiry, problem solving, and reflection
- ✓ CSTP 4.2 – Establishing and articulating goals for student learning
- ✓ CSTP 4.3 – Developing and sequencing long-term and short-term instructional plans to support student learning
- ✓ CSTP 5.5 – Involving all students in self-assessment, goal setting, and monitoring progress
- ✓ HQ CTE Element 2 – High-Quality Curriculum and Instruction
- ✓ HQ CTE Element 3 – Career Exploration and Guidance
- ✓ HQ CTE Element 6 – System Alignment and Coherence
- ✓ HQ CTE Element 9 – Skilled Faculty and Professional Development
- ✓ CRP 1 – Apply appropriate technical skills and academic knowledge.
- ✓ CRP 2 – Communicate clearly, effectively, and with reason.
- ✓ CRP 3 – Develop an education and career plan aligned with personal goals.
- ✓ CRP 4 – Apply technology to enhance productivity.
- ✓ CRP 5 – Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ CRP 6 – Practice personal health and understand financial literacy.
- ✓ CRP 7 – Act as a responsible citizen in the workplace and the community.
- ✓ CRP 8 – Model integrity, ethical leadership, and effective management.
- ✓ CRP 9 – Work productively in teams while integrating cultural and global competence.
- ✓ CRP 10 – Demonstrate creativity and innovation.
- ✓ CRP 11 – Employ valid and reliable research strategies.

Rubrics are a Magic Wand for Student Learning

Facilitator: Dana Lynch, Assistant Superintendent, Educational Services – North Orange County ROP



This staff development opportunity targets all teachers hired in 2016, 2017, and 2018. Teachers hired before 2016 may participate, but cannot use this for staff development credit. Teachers must complete all three steps in order to earn 6 hours of staff development credit.

Step 1: Interactive Workshop

Monday 11/26/18 from 4:00 pm – 6:00 pm (Multi-Purpose Room at the ROP Education Center)

Step 2: Application (teachers create and implement their plans)

December through January

Step 3: Debrief (teachers share evidence and reflective inquiry of their learning)

Monday 2/4/19 from 4:00 pm – 6:00 pm (Multi-Purpose Room at the ROP Education Center)

This workshop addresses the following standards or ROP initiatives:

- ✓ Board/Superintendent Priority A – Ensure quality instruction and student achievement.
- ✓ CSTP 5.1 – Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- ✓ CSTP 5.5 – Involving all students in self-assessment, goal setting, and monitoring progress
- ✓ CSTP 5.7 – Using assessment information to share timely and comprehensible feedback with students and their families
- ✓ HQ CTE Element 9 – Skilled Faculty and Professional Development
- ✓ CRP 1 – Apply appropriate technical skills and academic knowledge.

Spellbinding Moments with Project-Based Learning

Facilitators: Kathi Kent, Administrator, Instructional Programs – North Orange County ROP and Thomas Metcalf, ROP Design, Visual & Media Arts Pathway Instructor – Esperanza High School



Project-based learning (PBL) is what distinguishes Career Technical Education. Well-crafted PBLs engage students at high levels and increase student commitment to their learning. Each unit of instruction can be organized through PBL. The PBL can serve as a common assessment among Pathway teams. This staff development opportunity targets all teachers hired in 2016, 2017, and 2018. Teachers hired before 2016 may participate but cannot use this for staff development credit. Teachers must complete all three steps to earn 6 hours of staff development credit.

Step 1: Interactive Workshop

Tuesday 1/15/19 from 4:00 pm – 6:00 pm (Multi-Purpose Room at the ROP Education Center)

Step 2: Application (teachers create and implement their plans)

January – February

Step 3: Debrief (teachers share evidence and reflective inquiry of their learning)

Wednesday 2/13/19 from 4:00 pm – 6:00 pm (Multi-Purpose Room at the ROP Education Center)

This workshop addresses the following standards or ROP initiatives:

- ✓ Board/Superintendent Priority A – Ensure quality instruction and student achievement.
- ✓ CSTP 5.1 – Applying knowledge of the purposes, characteristics, and uses different types of assessments
- ✓ HQ CTE Element 4 – Student Support
- ✓ CRP 1 – Apply appropriate technical skills and academic knowledge.
- ✓ CRP 2 – Communicate clearly, effectively, and with reason.
- ✓ CRP 3 – Develop an education and career plan aligned with personal goals.
- ✓ CRP 9 – Work productively in teams while integrating cultural and global competence.
- ✓ CRP 10 – Demonstrate creativity and innovation.
- ✓ CRP 11 – Employ valid and reliable research strategies.

S.U.C.S.E.S.S.

(The Systematic Utilization of Comprehensive Strategies for Ensuring Student Success)

Facilitators: Lupe Rodriguez, Instructional Programs Manager – North Orange County ROP with Experts from OCDE and SELPA

Step 1: Interactive Workshop

TBD from 4:00 pm – 6:00 pm (Multi-Purpose Room at the ROP Education Center)

Step 2: Application (teachers create and implement their plans)

TBD

Step 3: Debrief (teachers share evidence and reflective inquiry of their learning)

TBD from 4:00 pm – 6:00 pm (Multi-Purpose Room at the ROP Education Center)

This workshop addresses the following standards or ROP initiatives:

- ✓ Board/Superintendent Priority A – Ensure quality instruction and student achievement.
- ✓ CSTP 1.1 – Using knowledge of students to engage them in learning.
- ✓ CSTP 4.1 – Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.
- ✓ CSTP 4.5 – Adapting instructional plans and curricular materials to meet the assessed



- learning needs of all students
- ✓ CSTP 5.1 – Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- ✓ CSTP 5.3 – Reviewing data, both individually and with colleagues, to monitor student learning
- ✓ CSTP 6.3 – Collaborating with colleagues and the broader professional community to support teacher and student learning
- ✓ CSTP 5.4 – Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- ✓ HQ CTE Element 2 – High-Quality Curriculum and Instruction
- ✓ HQ CTE Element 4 – Student Support
- ✓ HQ CTE Element 9 – Skilled Faculty and Professional Development
- ✓ CRP 1 – Apply appropriate technical skills and academic knowledge.
- ✓ CRP 2 – Communicate clearly, effectively, and with reason.
- ✓ CRP 3 – Develop an education and career plan aligned with personal goals.

The Science of Learning: What Every Teacher Should Know

Facilitator: Seana Brief – ROP Legal Practices Pathway Instructor – Cypress High School



A person’s brain is not fully developed until their mid-20s. Teachers should know the impact of brain development on student learning. This staff development opportunity targets all teachers who want to learn the latest research and studies of the brain, how we use it, and how to utilize what we know for better student learning.

Tuesday 1/22/19 from 4:00 pm – 6:00 pm (Multi-Purpose Room at the ROP Education Center)

This workshop addresses the following standards or ROP initiatives:

- ✓ Board/Superintendent Priority A – Ensure quality instruction and student achievement.
- ✓ CSTP 1.1 – Using knowledge of students to engage them in learning.
- ✓ HQ CTE Element 4 – Student Support
- ✓ CRP 1 – Apply appropriate technical skills and academic knowledge.
- ✓ CRP 2 – Communicate clearly, effectively, and with reason.

There’s Magic in Words!

Facilitator: Terri Giamarino, Superintendent – North Orange County ROP



The more students understand vocabulary, the easier it is for them to comprehend the information they read and write about. This workshop provides teachers with vocabulary strategies to integrate into instruction to assist students in developing an understanding of technical terms. You will leave this workshop equipped with activities and tasks to implement into instruction.

Step 1: Interactive Workshop

Thursday 10/18/18 from 4:00 pm – 6:00 pm (Multi-Purpose Room at the ROP Education Center)

Step 2: Application (teachers create and implement their plans)

October – February

Step 3: Debrief (teachers share evidence and reflective inquiry of their learning)

Wednesday 2/27/19 from 4:00 pm – 6:00 pm (Multi-Purpose Room at the ROP Education Center)

This workshop addresses the following standards or ROP initiatives:

- ✓ Board/Superintendent Priority A – Ensure quality instruction and student achievement.
- ✓ CSTP 1.1 – Using knowledge of students to engage them in learning.
- ✓ CSTP 1.5 – Promoting critical thinking through inquiry, problem solving, and reflection

- ✓ CSTP 4.1 – Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.
- ✓ CSTP 4.5 – Adapting instructional plans and curricular materials to meet the assessed learning needs of all students
- ✓ CSTP 5.4 – Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- ✓ HQ CTE Element 2 – High-Quality Curriculum and Instruction
- ✓ HQ CTE Element 4 – Student Support
- ✓ HQ CTE Element 9 – Skilled Faculty and Professional Development
- ✓ CRP 1 – Apply appropriate technical skills and academic knowledge.
- ✓ CRP 2 – Communicate clearly, effectively, and with reason.

Calling all TEACHER LEADERS!

Take advantage of an opportunity to grow as a professional and equip your colleagues for success. We encourage you to share your gifts and best practices. Specific examples of requested topics include:



- ▶ Classroom Management Strategies
- ▶ Cross-Curricular Collaboration
- ▶ Developing a Premier CTSO
- ▶ Differentiating Instruction
- ▶ Engaging Educational Technology
- ▶ Effective Grading Practices
- ▶ Innovative Teaching Strategies
- ▶ Project-Based Learning
- ▶ Promoting your CTE Pathway
- ▶ Reading & Writing Strategies
- ▶ Remediation & Re-teaching Strategies
- ▶ Service Learning Projects
- ▶ Skills-Based Assessment
- ▶ Teaching Career Ready Practices

If you are interested in developing and facilitating a staff development workshop, please contact Lupe Rodriguez, Instructional Programs Manager at lrodriguez@nocrop.us. We are now planning for additional workshops for Spring and Summer 2018.

PRE-APPROVED STAFF DEVELOPMENT 2018-19 CALENDAR AT-A-GLANCE

Date/Time and Location	Workshop Title	Facilitator/Presenter	Staff Development Credit
Thursday 10-11-2018 4-6 pm MPR	<i>Discover the Marvelous World of Classroom Management – The Social Contract</i>	Gail Kairis Administrator, Instructional Programs North Orange County ROP Lulu Amador Career Training for Transition Instructor North Orange County ROP	must apply concepts, then bring and share results/evidence to the 10-30-2018 debrief session
Thursday 10-18-2018 4-6 pm MPR	<i>There's Magic in Words</i>	Terri Giamarino Superintendent North Orange County ROP	must apply concepts, then bring and share results/evidence to the 02-27-2019 debrief session
Thursday 10-25-2018 4-6 pm MPR	<i>Pull Career Ready Practices Out-of-a-Hat with Portfolios</i>	Linda Skipper Administrator, Instructional Programs North Orange County ROP Amy Jensen ROP Education Pathway Instructor Valencia High School	must apply concepts, then bring and share results/evidence to the 01-24-2019 debrief session
Tuesday 10-30-2018 4-6 pm MPR	DEBRIEF PORTION ONLY <i>Discover the Marvelous World of Classroom Management – The Social Contract</i>	Gail Kairis Administrator, Instructional Programs North Orange County ROP Lulu Amador Career Training for Transition Instructor North Orange County ROP	upon sharing results and evidence of application, participants earn 6 staff development hours; complete entire series to earn 20 hours
Monday 11-26-2018 4-6 pm MPR	<i>Rubrics are a Magic Wand for Student Learning</i>	Dana Lynch Asst. Superintendent, Educational Services North Orange County ROP	must apply concepts, then bring and share results/evidence to the 02-04-2019 debrief session
Saturday 12-08-2018 9 am – 12 pm 4-6 pm MPR	<i>Making Magical Moments at Your Open House</i>	Dana Lynch Asst. Superintendent, Educational Services North Orange County ROP	must apply concepts, then bring and share results/evidence to the 04-01-2019 debrief session
Thursday 12-13-2018 4-6 pm MPR	<i>Discover the Marvelous World of Classroom Management – Policies & Procedures</i>	Gail Kairis Administrator, Instructional Programs North Orange County ROP Lulu Amador Career Training for Transition Instructor North Orange County ROP	must apply concepts, then bring and share results/evidence to the 01-08-2019 debrief session
Tuesday 01-08-2019 4-6 pm MPR	DEBRIEF PORTION ONLY <i>Discover the Marvelous World of Classroom Management – Policies & Procedures</i>	Gail Kairis Administrator, Instructional Programs North Orange County ROP Lulu Amador Career Training for Transition Instructor North Orange County ROP	upon sharing results and evidence of application, participants earn 6 staff development hours; complete entire series to earn 20 hours
Thursday 1-17-19 4-6 pm MPR	<i>Magically Organized!</i>	Taylor Swaney ROP Patient Care Pathway Instructor Cypress High School	2 staff development hours

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Date/Time and Location	Workshop Title	Facilitator/Presenter	Staff Development Credit
Tuesday 01-22-2019 4-6 pm MPR	<i>The Science of Learning: What Every Teacher Should Know</i>	Siena Brief ROP Legal Practices Pathway Instructor Cypress High School	2 staff development hours
Thursday 01-24-2019 4-6 pm MPR	<i>DEBRIEF PORTION ONLY Pull Career Ready Practices Out-of-a-Hat with Portfolios</i>	Linda Skipper Administrator, Instructional Programs North Orange County ROP Amy Jensen ROP Education Pathway Instructor Valencia High School	upon sharing results and evidence of application, participants earn 6 staff development hours
Wednesday 01-30-2019 4-6 pm MPR	<i>Increase Student Achievement by Authentic Enchantment</i>	Kim Idio ROP Education Pathway Instructor Kennedy High School	2 staff development hours
Monday 02-04-2019 4-6 pm MPR	<i>DEBRIEF PORTION ONLY Rubrics are a Magic Wand for Student Learning</i>	Dana Lynch Asst. Superintendent, Educational Services North Orange County ROP	upon sharing results and evidence of application, participants earn 6 staff development hours
Thursday 02-21-2019 4-6 pm MPR	<i>Discover the Marvelous World of Classroom Management – Challenging Students</i>	Gail Kairis Administrator, Instructional Programs North Orange County ROP Lulu Amador Career Training for Transition Instructor North Orange County ROP	must apply concepts, then bring and share results/evidence to the 03-14-2019 debrief session
Tuesday 02-26-2019 4-6 pm MPR	<i>Game Changers</i>	Lulu Amador ROP Career Training for Transition Instructor Rio Contiguo High School	must apply concepts, then bring and share results/evidence to the 04-09-2019 debrief session
Wednesday 02-27-2019 4-6 pm MPR	<i>DEBRIEF PORTION ONLY There's Magic in Words</i>	Terri Giamarino Superintendent North Orange County ROP	upon sharing results and evidence of application, participants earn 6 staff development hours
Thursday 03-14-2019 4-6 pm MPR	<i>DEBRIEF PORTION ONLY Discover the Marvelous World of Classroom Management – Challenging Students</i>	Gail Kairis Administrator, Instructional Programs North Orange County ROP Lulu Amador Career Training for Transition Instructor North Orange County ROP	upon sharing results and evidence of application, participants earn 6 staff development hours; complete entire series to earn 20 hours
Monday 04-01-2019 4-6 pm MPR	<i>DEBRIEF PORTION ONLY Making Magical Moments at Your Open House</i>	Dana Lynch Asst. Superintendent, Educational Services North Orange County ROP	upon sharing results and evidence of application, participants earn 6 staff development hours
Tuesday 04-09-2019 4-6 pm MPR	<i>DEBRIEF PORTION ONLY Game Changers</i>	Lulu Amador ROP Career Training for Transition Instructor Rio Contiguo High School	upon sharing results and evidence of application, participants earn 6 staff development hours

All workshops are held at the ROP Education Center, 385 N. Muller Street, Anaheim, CA 92801.

Location Key:

MPR = Multi-Purpose Room

CC = Conference Center

BR = Board Room

PR = Pine Room

PRIORITY REGISTRATION FOR CAREER PATHWAYS

High school students who have fulfilled pathway pre-requisites and are on track to complete a career pathway sequence before graduation will be given priority in registration as follows:

Priority for 1-Course Career Pathways:

The following courses are over 300 hours in length and can serve as a career pathway by themselves:

- Education (Principles of Teaching & Learning) ● Food Service & Hospitality (Retail Restaurant/Food Service Marketing Occupations)
- Hospitality, Tourism, & Recreation (Entertainment Park/Tourism Careers) or (Hotel & Hospitality Management)
- Professional Sales (Retail Sales & Marketing)

(Capstone)

first 12th graders

then 11th graders

then 10th graders

then 9th graders

Priority for 2-Course Career Pathways:

- Child Development* ● Consumer Services ● Design, Visual & Media Arts: Graphic Design* ● Education Pathway~
- Emergency Response (Fire Tech)# ● Financial Services ● Legal Practices ● Ornamental Horticulture
- Patient Care (Dental) or (Nursing Assistant)* or (Pharmacy Tech) or (Sports Medicine) ● Performing Arts: Dance/Choreography*
- Production & Managerial Arts (Video) ● Public Safety ● Software & Systems Development: Web & Social Media

1st Course (Concentrator)

2nd Course (Capstone)

first 11th graders

first 12th graders

then 10th graders

then 11th graders

then 9th graders

then 10th graders

then 12th graders

Priority for 3-Course Career Pathways:

- Biotechnology Pathway ● Child Development* ● Design, Visual & Media Arts: Graphic Design* ● Emergency Response (EMT)
- Engineering Design ● Family & Human Services ● Food Service & Hospitality (Culinary Arts & Hospitality Management) ● Legal Practices*
- Patient Care (Medical Assistant) ● Performing Arts: Dance/Choreography* ● Production & Managerial Arts (Photo)
- Residential & Commercial Construction^ ● Structural Repair & Refinishing* ● Systems Diagnostics, Service & Repair
- Welding & Materials Joining

1st Course (Introductory)

2nd Course (Concentrator)

3rd Course (Capstone)

first 10th graders

first 11th graders

first 12th graders

then 9th graders

then 10th graders

then 11th graders

then 11th graders

then 12th graders

then 12th graders

Priority for 4-Course Career Pathways:

- Residential & Commercial Construction^ (Note: BITA 3 and BITA 4 may be taken concurrently)

1st Course (Introductory)

2nd Course (Concentrator)

3rd Course (Concentrator)

4th Course (Capstone)

first 9th graders

first 10th graders

first 11th graders

first 12th graders

then 10th graders

then 11th graders

then 12th graders

then 11th graders

then 12th graders

then 12th graders

KEY

^ Can be 3 or 4-year pathway depending upon the school's sequence

* Can be a 2 or 3-year pathway depending upon the school's sequence

~ Can be a 1 or 2-year pathway depending upon the school's sequence

Capstone course in development

Some courses may be offered by North Orange County ROP after-school as Regional Course Offerings or during the summer to assist in pathway completion.

Courses in **YELLOW** have CC/CVE. Courses in **GREEN** have regulated clinical components. Courses in **BLUE** have embedded WBL. * = Pathway Capstone Course

Biotechnology Pathway

- Principles of the Biomedical Sciences (D)
- Human Body Systems (D)
- *Biomedical Innovation (G)
- *Medical Interventions (D)

Child Development Pathway

- Child Development (G)
- Careers with Children: Preschool Assistant 1 (G)
- *Careers with Children: Preschool Assistant 2 (G)

Design, Visual, and Media Arts: Graphic Design Pathway

- Digital Design and Illustration (G) (a.k.a. Computer Graphics, Design & Illustration)
- *Visual Communications (F)
- *Advanced Graphic Design (F)
- Honors Graphic Design (F) – UC Honors

Design, Visual, and Media Arts: Animation Pathway

- Art in Animation (F)

Design, Visual, and Media Arts: Visual/Commercial Art Pathway

- Introduction to Digital Photography (F)
- Photography: Traditional and Digital (F)
- *Digital Photography (F)

Education Pathway

- Child Development (G)
- *Principles of Teaching and Learning (G)
- *Teaching Students with Special Needs (G)

Emergency Response Pathway

- Medical Careers (G)
- Emergency Medical Responder (G)
- *RCOE Emergency Medical Technician (G) (a.k.a. Emergency Medical Technician)
- Fire Technology

Engineering Design Pathway OR Engineering Technology Pathway OR Architectural Design Pathway

- Introduction to Engineering Design (G)
- Principles of Engineering Design (G)
- *Civil Engineering and Architecture (G)
- *Computer Integrated Manufacturing (G)
- *Engineering Design and Development (G)

Family and Human Services Pathway

- American Sign Language I (E)
- American Sign Language II (E)
- *American Sign Language III (E)

Financial Services Pathway OR Consumer Services Pathway

- Business, Finance, and Careers (G)
- *Financial Services/Marketing (Banking) (G)
- Accounting Occupations/Computerized Accounting (G)

Food Service and Hospitality Pathway

- Introduction to Culinary Arts (G)
- Culinary Arts (G)
- *Culinary Arts and Hospitality Management (G)
- *Retail Restaurant/Food Service Marketing Occupations (G)

Hospitality, Tourism, and Recreation Pathway

- *Entertainment Park/Tourism Careers (G)
- *Hotel and Hospitality Management (G)

Legal Practices Pathway

- Introduction to Criminal Justice (G)
- Civil Law in a Civil Society (Legal Careers I) (G)
- *Advanced Civil Law (Legal Careers II) (G)

Ornamental Horticulture Pathway

- Introduction to Floral Design (G)
- *Floral Design (G)

Patient Care Pathway

- Medical Careers (G)
- Body Systems and Disorders (D)
- *Dental Core (G)
- *Medical Assistant: Clinical and Administrative (G)
- *Nursing Assistant: Long-Term Care (G)
- *Pharmacy Technology (G)
- *Sports Medicine and Therapy (G)

Performing Arts: Dance/Choreography Pathway

- Professional Dance I (F)
- Professional Dance II (G)
- *Professional Dance: Commercial (F)
- *Professional Dance: Production (F)

Production and Managerial Arts: Film/Video Production Pathway

- Art of Video Production (G)
- *Video Production I (F) (a.k.a. Video Production)

Professional Sales Pathway

- *Retail Sales and Marketing (G)

Public Safety Pathway

- Introduction to Criminal Justice (G)
- Forensic Science/Crime Scene Investigation (G)
- *Criminal Investigation (G)

Residential and Commercial Construction Pathway

- BITA 1: Foundation of Residential and Commercial Construction (G)
- BITA 2: Study of Modern Craftsmanship and Infrastructure (G)
- BITA 3: Energy Efficiency and Advance Construction Techniques (G)
- *BITA 4: Emerging Construction Advances and Changes

Software and Systems Development: Web and Social Media Programming and Design Pathway

- Computer Science Principles (G)
- *Information and Communication Technology—Software and Systems Development Professional Internship (G)

Structural Repair and Refinishing Pathway

- Introduction to Auto Body Repair
- ROP Auto Body Repair (G)
- *ROP Advanced Auto Body Repair (G)

Systems Diagnostics, and Service Pathway

- Introduction to Automotive Technology (G)
- Automotive Technology (G)
- *Advanced Automotive Technology (G)

Welding and Materials Joining Pathway

- Welding Technology I (G) (a.k.a. Introduction to Welding/Metal Fabrication)
- Welding Technology II (G) (a.k.a. Welding/Metal Fabrication)
- *ROP Advanced Welding (G) (a.k.a. Advance Welding/Metal Fabrication)



North Orange County
Regional Occupational Program
is fully accredited by the
Accrediting Commission for
Schools, Western Association of
Schools and Colleges (WASC).

Notes



Vision Statement

North Orange County Regional Occupational Program will be recognized as the premier career technical education provider in California for high school students. Every high school student in each of our five districts will have access to a sequence of rigorous and relevant career technical courses. These courses, taught by experienced and engaging instructors, will enrich students' high school experience and provide them with the career compass needed to navigate a challenging future.

N O C R O P

CAREER READY PRACTICES

Apply appropriate
TECHNICAL SKILLS
& academic knowledge

1



2

Communicate
CLEARLY,
EFFECTIVELY,
and with
REASON



Develop an
EDUCATION
& **CAREER PLAN**
aligned with personal goals

3



APPLY
TECHNOLOGY

4

TO ENHANCE
PRODUCTIVITY



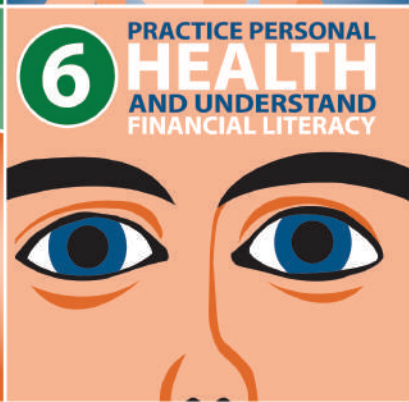
Utilize
CRITICAL THINKING
to make sense of problems
and persevere in solving them

5



6

PRACTICE PERSONAL
HEALTH
AND UNDERSTAND
FINANCIAL LITERACY



ACT AS A RESPONSIBLE CITIZEN

7

IN THE WORKPLACE
AND THE **COMMUNITY**



MODEL INTEGRITY,
ETHICAL LEADERSHIP,
& **EFFECTIVE MANAGEMENT**

8



Work
PRODUCTIVELY
in teams

9

while integrating
CULTURAL AND GLOBAL
Competence



Demonstrate
CREATIVITY
& Innovation

10



Employ valid &
RELIABLE
RESEARCH
strategies

11



Understand the
ENVIRONMENTAL
SOCIAL & ECONOMIC
Impacts of Decisions

12

