



**SELF-STUDY REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

**NORTH ORANGE COUNTY  
REGIONAL OCCUPATIONAL PROGRAM**

**385 N. Muller Street  
Anaheim, CA 92801**

**April 28 - 30, 2025**

**ACS WASC Adult School/ROCP  
Focus on Learning Continuous Improvement Guide 2022 Edition**

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## North Orange County ROP

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### NOCROP Organizational Chart

### WASC Visiting Committee Members

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## Introduction

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

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

- [Anaheim Union High School District](#) (AUHSD)
- [Brea Olinda Unified School District](#) (BOUSD)
- [Fullerton Joint Union High School District](#) (FJUHSD)
- [Los Alamitos Unified School District](#) (LAUSD)
- [Placentia-Yorba Linda Unified School District](#) (PYLUSD)

NOCROP strives to meet the needs of the ever-changing workforce by preparing highly skilled applicants for in-demand jobs. This is accomplished through twenty-eight, sequenced career pathway courses in 11 industry sectors and regulated training programs embedded within the school day at [twenty-three high schools and two junior high schools](#), offered as regional course offerings after-school and during the weekends, and through NOCROP's [Adult Career Education \(ACE\) Program](#). These pathways and training programs give secondary and adult students the opportunity to earn advanced placement or articulated credit at community colleges, industry-recognized certifications, credentials, licensure, or necessary training for higher wages.

NOCROP also offers a variety of other specialized services. It serves as the LEA for five state-approved apprenticeship programs. NOCROP has provided transition services to high school students in special education for decades under the [WorkAbility I Program](#) for three of its five school district partners. This California Department of Education (CDE) funded grant supports services in comprehensive pre-employment training, employment placement, and follow-up for students who are making the transition from school to work while acquiring independent living skills and postsecondary education or training. Additionally, NOCROP operates four state licensed preschools on high school campuses which serve as work-based learning laboratories for Child Development Pathway students. Finally, NOCROP provides CTE instructors for the Orange County Department of Education (OCDE) [ACCESS Program](#), career exploration programs for elementary school students, hosts a K12 Pathway Coordinator for the [North Orange County Community College District](#), and provides CTE staff development workshops on how to implement career ready practices within the core curriculum for middle and junior high school teachers.

### **Promotion of Diversity, Equity, and Inclusion (DEI)**

NOCROP fosters an organizational culture of equity and inclusion, requiring an active commitment from every educator and staff member. We regularly facilitate meaningful discussions on diversity, equity, and inclusion during staff in-services, professional development workshops, and Leadership Team meetings, which include all staff members who work at either the Education Center or the Career Training Center (CTC). To further our mission, we partnered with [Groundswell](#) and hosted a series of [DEI classes](#) for any interested staff member providing opportunities to deepen their understanding of DEI.

NOCROP's instructors across all sectors and sites use diverse delivery methods to actively engage students in their learning, including [project-based learning \(PBL\)](#). Instructors employ multiple strategies when building relationships with their students and as a whole class ensuring students of all backgrounds remain connected to their learning within their career and technical education. Our instructional administrators and coaches emphasize inclusion, equity, and innovative practices tailored to meet diverse learning needs. By creating safe spaces for these discussions, NOCROP aims at creating an inclusive environment that nurtures our staff members and our students to become leaders advocating for greater inclusion within our communities.

### **Involvement and Collaboration in the Self-Study Process**

In December of 2023, the Assistant Superintendent of Educational Services serving as the WASC Self-Study Coordinator, initiated the comprehensive self-study by assembling the WASC Leadership Team, composed of representatives from various departments, and outlined [clear timelines](#) and [specific areas of responsibility](#) for the self-study process.

To ensure alignment and participation from all NOCROP staff members and instructors, initial WASC presentations were conducted during [Spring In-Service](#) for all instructors on March 2, 2024, and then at the [Leadership Team Meeting](#) on March 12, 2024. These presentations served to orient our staff to the WASC process and to emphasize its significance in our educational journey.

The Leadership Team ensured that every effort was made to include all stakeholders in the self-study process by forming and meeting with Focus Groups. Evidence and documentation was gathered through the use of Padlets and group discussions. All stakeholders had the opportunity to engage in this process through their participation in Professional Learning Communities (PLCs), Leadership Team meetings, ROP Counselor meetings, surveys, as well as community partner meetings. Additionally, a targeted engagement session was held during the annual [Back-To-School In-Service](#) on August 1, 2024, focusing on the mission, vision, core values, and Student Learner Outcomes (SLOs).

The result of this accreditation process is that stakeholders have a deeper understanding of our programs and services, our strengths, and our areas of growth. Additionally, with the proposed [2025 WASC Action Plan](#) aligned with the [2024-25 Board Adopted Priorities and Goals](#), NOCROP will continue to monitor its implementation and make adjustments when warranted. With a focus on our mission, vision, core values, and Schoolwide Learner Outcomes, NOCROP is committed to providing high quality CTE programs for all students (preschool to adult).

## Chapter 1. Progress Report

Since the [2019 Self-Study Report](#) and the [mid-cycle update in 2022](#), there have been significant changes and developments that have had a major impact at NOCROP. First and foremost, the global COVID-19 pandemic forced the educational system to pivot and move to online, distance learning. Teachers had to transform their curriculum, instruction, and assessment to fit a new paradigm. Making this happen required major logistical support via staff development and instructional coaching, online tools for student engagement, technological tools for remote instruction, and clear, consistent communication. The critical areas previously identified through the self-study process and action plan were no longer the most critical areas to address. Offering high-quality CTE through the virtual realm was the most significant challenge NOCROP had ever faced; nevertheless, NOCROP staff powered forward by working collaboratively with the Orange County superintendents, [Orange County Health Care Agency](#), students, parents, schools, JPA districts, regulatory agencies, work-based learning (WBL) partners, and other stakeholders to ensure learning continuity, promote equity and access, and provide students and teachers with the tools and support necessary for success. Although the traditional learning experiences for students were curtailed and drastically different, students and staff were resilient. NOCROP successfully navigated the unprecedented challenges of the pandemic and made progress towards its pre-pandemic action plan goals, albeit not as quickly as it would have been expected without such obstacles.

### Distance Learning

All NOCROP career pathway courses and training programs were transitioned to total distance learning beginning in March of 2020 for the remainder of the 2019-2020 school year, summer of 2020, and depending upon the partner district, most of the 2020-2021 school year. Google Classroom and Zoom were utilized by all five partner districts to offer both synchronous and asynchronous instruction. Extensive professional development on distance learning and instructional logistics was provided throughout this time by teacher leaders, administrators, and third-party vendors so that teachers gained the skills needed to provide the best instruction possible in all CTE classes through a digital platform. Teachers were encouraged to obtain [Google Educator Certifications](#) and as a result, 19 teachers earned the Level 1 certification and 7 teachers earned the Level 2 certification in the first year. Since then, NOCROP has incentivized obtaining Google Educator Certifications for column movement on the teacher salary schedule. Whether in-person, distance, or hybrid learning, NOCROP's mission and vision has remained focused on engaging students through rigorous, relevant and meaningful CTE and equipping them with a career compass to navigate a challenging and ever-changing future.

### Fiscal Changes/Additional Funding Sources

NOCROP has been resourceful in securing revenue beyond the funding provided by its five district partners. These additional funds help to defray the overhead costs associated with high-quality CTE. Through NOCROP's membership in the state-wide [CTE JPA Coalition, Schools Services of California](#) advocacy experts were hired to help secure pandemic relief funding that was provided to school districts but not to ROPs. They were successful in getting the state legislators to approve [AB 130 COVID-19 Supplemental Funding for ROPs](#) resulting in \$86,416,00 dollars of relief funding for ROP JPAs across the state. NOCROP received \$13,882,125 (16%) of those funds as it is one of the largest ROP JPAs in the State. These funds offset previous costs associated with



keeping classroom instruction and training programs open during the pandemic. This large of an amount was unanticipated, thus NOCROP planned to use these funds strategically over the next few years and work closely with its five district partners to do the following: (1) upgrade classroom facilities, furniture, and technology and (2) restructure employee compensation and benefits to recruit and retain talented, student-centered employees in the post-COVID, highly volatile and competitive labor market.

Grants have been another additional revenue stream to provide high-quality CTE. In the summer of 2018, the California legislature introduced the [K12 Strong Workforce Program](#) (K12 SWP) as an ongoing statewide funding opportunity. It is designed to support K–12 LEAs in creating, improving, and expanding CTE, course sequences, programs of study, and pathways for students transitioning from secondary education to postsecondary education to living-wage employment. Over the past several years, NOCROP has attained several grant allocations:

- K12 SWP Round 1 (2018-2019) - Total allocation awarded: \$277,224 via OCDE
- K12 SWP Round 2 (2019-2020) - Total allocation awarded: \$1,628,379
- K12 SWP Round 3 (2020-2021) - Total allocation awarded: \$143,335 via OCDE
- K12 SWP Round 4 (2021-2022) - Total allocation awarded: \$1,454,000
- K12 SWP Round 6 (2023-2024) - Total allocation awarded: \$2,071,499
- K12 SWP Round 7 (2024-2025) - Total allocation awarded: \$1,972,439

During the K12 SWP Round 6 (2023-2024), NOCROP wrote two applications (\$2,017,490). The application titled, “CTE: Equity, Inclusion, and Access” continues to provide students free access to industry certifications in their pathway classes and supports curriculum alignment for pre-apprenticeships in the Systems, Diagnostics, and Service Repair (automotive) and Child Development pathways. The second application focused on curriculum development in artificial intelligence and opening access to all students throughout our five JPA partner districts, by establishing a new regional Drone Pathway class.

Additionally, NOCROP partnered with the [Fullerton School District](#) (FSD) and helped them successfully write a K12 SWP Round 6 (2023-2024) grant. Through this two-year grant, NOCROP provided on-going training to a cohort of middle and junior high school FSD CTE teachers on NOCROP’s Student Learning Outcomes, known as [Career Ready Practices \(CRPs\)](#). This was another example of NOCROP’s reputation as a premier provider of CTE by providing a robust, professional development series for CTE teachers of a feeder elementary school district.

During the K12 SWP Round 7 (2024-2025), NOCROP wrote two applications (\$1,972,439). One allocation will focus on the critical skills gap in high-demand sectors of Building and Construction, Transportation, and Hospitality, Tourism and Recreation (culinary arts), by focusing on the integration of green energy and sustainability practices into curriculum and instructional materials. The second grant will be utilized to expand pathway opportunities in the Education, Health, and ICT/Digital Media sectors. Additionally, NOCROP partnered with a second elementary district, [Buena Park School District](#) (BPSD), on their application (\$750,000) to enhance their middle school CTE pathways.

The [CTE Incentive Grant](#) (CTEIG) program is another additional revenue stream that NOCROP has secured in partnership with the five JPA school districts. NOCROP successfully secured

\$3,115,211 through this grant which has or will support new career pathway programs, upgraded technology, and support staffing. When leveraged with CTEIG funding awarded to NOCROP's five partner school districts, a total of [\\$71,284,811](#) has been or will be invested in CTE.

In March 2023, NOCROP applied for the [Golden State Pathways Program](#) (GSPP) Grant and was allocated \$956,893.87 to focus on health care and engineering initiatives (Patient Care and Engineering Design Pathways respectively).

The ACE Program has benefitted from funding through the [North Orange County Regional Consortium \(NOCRC\)](#) as part of [California's Adult Education Program \(CAEP\)](#) block grant. Since 2018, NOCROP has secured \$2,007,159 from the NOCRC to enhance the adult, fee-based course offerings and training programs. These funds have been used for additional staffing including a full-time Adult CTE Counselor, advanced technology, classroom expansion, marketing, data collection, tutoring services, staff development, and curriculum development.

In 2024, NOCROP and Coastline ROP were approached by [OCDE](#) to provide CTE instructors for its alternative education program, [ACCESS](#). Concurrently, NOCROP was asked by the [Garden Grove Unified School District](#) (GGUSD) to partner on establishing a skilled trades pathway at Rancho Alamitos High School. Memorandums of Understanding (MOUs) were approved by the NOCROP and respective school/county boards to provide these services, thus generating additional revenue streams for the NOCROP JPA.

### **NOCROP Leadership Team**

Since the [2019 Self-Study Report](#) and the [mid-cycle update in 2022](#), there has been organizational restructuring, new job positions have been created, and new staff members have been acquired to be more responsive to the changing nature of CTE and to move the organization demonstratively forward on major initiatives, in alignment with the WASC Action Plan.

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

During the last WASC visit, NOCROP was charged with strengthening its student and organizational data processes. At the start of the 2023-2024 school year, NOCROP transitioned to a new student information system (SIS) for high school programs, [Aeries](#) which was in direct alignment with its five JPA partner districts. The NOCROP Leadership began leveraging Microsoft Teams and SharePoint as the central hub for communication, collaboration, and file sharing. In support of these efforts, SIS Data Analyst and Applications Developer positions were created with a focus on creating and launching a Data Dashboard.

In response to NOCROP acquiring new partnerships with FSD, BPSD, GGUSD, and OCDE ACCESS, a new position, Administrator of Innovation and Instructional Programs, was created to support these new pathway development and educational partnerships.



### Schoolwide Action Plan

NOCROP's Leadership Team is responsible for the implementation and regular review and assessment of the WASC Action Plan. It is reviewed periodically throughout the school year, progress is monitored, and the plan is updated as warranted to ensure forward progress of NOCROP's mission, vision, and organizational initiatives.

The [2019 Action Plan](#) and the updated mid-cycle [2022 Action Plan](#) documents the goals and objectives, action steps and expected outcomes. In this section, we summarize the progress on the 2022 Action Plan. The refinements, since the 2019 WASC visit, are aligned with NOCROP's initiatives for enhancing the student experience in career pathways and developing processes to measure, collect, analyze and publish student achievement and organizational impact data.

### **WASC Action Plan Goal #1:** Enhance the Student Experience in Career Pathways

#### **1.1:** Articulate the pathway development and evaluation process

**Action Steps:** When developing a Drone Pathway in 2022, the Educational Services Team outlined an 18-month, systematic process for [new pathway development](#). This systematic process is currently being utilized to create a Skilled Trades Pathway for Rancho Alamitos High School in the Garden Grove School District. In addition, the team created a [Pathway Health Report](#) to conduct a needs assessment for all pathways. In 2024, the Director of Educational Services established a multi-year [pathway review cycle](#) for all pathways, which includes a Learning Walk, an Advisory Meeting, a textbook review, and a Board presentation ([2024-2025 schedule](#)).

**Next Step:** A growth opportunity is to create a Standard Operating Procedure (SOP) for elevating Learning Walks and Advisory Meetings, ensuring that all stakeholder input is collected and reviewed during the year that a pathway is being revised.

#### **1.2:** Provide online access to pathway curriculum and instructional resources for all instructors.

**Action Steps:** Utilizing K12 SWP grant funding, NOCROP pays instructors additional hours, primarily during the summer, to revise pathway curriculum and the Teacher Toolkits. These [Teacher Toolkits](#) have been established on the Google platform, ensuring that all instructors have access.

**Next Step:** Continued growth for the Teacher Toolkits is on establishing common assessments, rubrics, and exemplars of student work. In support of these efforts, NOCROP had 46 instructors participate in [Project-Based Learning \(PBL\) training](#) in August 2024. The PBL activities that instructors create will be integrated into the Teacher Toolkits, with the intent of instructors selecting one or two PBL projects that can be utilized as common assessments during the 2025-2026 school year.

#### **1.3:** Leverage business and community partnerships to provide deliberate learning and growth opportunities for students

**Action Steps:** In collaboration with the Educational Services Team, the Partner Engagement Specialist conducted a needs assessment for business and community engagement and identified two distinct priorities: (1) Expansion of work-based learning opportunities for students and (2) Leverage business and community relationships to provide input on elevating the student experience in career pathways. By working closely with experts across various fields, we ensure that our programs stay current with industry standards, incorporate emerging technologies, and provide students with hands-on experiences that give them a competitive edge. The Partner Engagement contact list, which has over 280 contacts, is continuing to grow and expand, as NOCROP has seen great

success participation in [Career Pathway Learning Walks and Advisory Meetings](#).

**Next Step:** Create a partner engagement plan that allows for business and community partnerships to level up their engagement with NOCROP's Career Education Foundation.

**1.4:** Expand career-based learning opportunities for students

**Action Steps:** In Spring of 2022, NOCROP partnered with [Vector Pathways](#), a work-based learning platform that enables NOCROP to create more work-based learning experiences for students through streamlined workflows, business partner engagement, and experience tracking. As of December 2024, NOCROP has 528 partner organizations providing [work-based learning experiences](#) for students. In support of expanding career-based learning opportunities for students, the Work-based Learning Coordinator has been actively training and supporting NOCROP instructors on the career readiness "experiences" on the [work-based learning continuum](#) and collecting the data through the [Career Pathway Activities](#) form and the Vector Pathways platform.

**Next Step:** Institutionalize systemic procedures (SOP) to collect, evaluate, and measure career readiness experiences through the work-based learning continuum.

**WASC Action Plan Goal #2:** Identify and Develop Processes to Measure, Collect, Analyze, Utilize, and Publish Student Achievement and Organizational Impact Data

**2.1:** Utilize student experience and performance outcomes to inform stakeholders about the depth and value of NOCROP provided CTE services

**Action Steps:** As part of the 2019 WASC Self-Study process, the WASC Leadership Team with stakeholder feedback chose to adopt the [California Standards for Career Ready Practice \(CRPs\)](#) as the new Student Learner Outcomes (SLOs). Since the implementation, instructional staff have revised assessments and lesson plans aligning them to the CRPs. Staff development offerings and PLC meetings have embedded strategies for instructional improvement and student attainment of the CRPs. Additionally, student surveys were aligned to the CRPs and the California Standards for the Teaching Profession (CSTPs) and administered as a mid-year, formative assessment, as well as an end-of-year, summative assessment. The [CRP survey results](#) provide overall organizational metrics measuring how students perceive what they learn and how they learn it. The results serve as a critical data point for reflective inquiry, leading to enhanced instructional practices and the opportunity to address any achievement gaps.

**Next Step:** Publish and disseminate student achievement data to all stakeholders.

**2.2:** Publish organizational impact narratives and outcome data to engage stakeholders and convey the depth and value of NOCROP provided CTE services

**Action Steps:** Based on feedback from the 2019 WASC Visitation Committee, NOCROP conducted a needs assessment on both data metrics and student information systems. At the start of the 2023-2024 school year, NOCROP transitioned to an updated student information system (AERIES), a direct alignment with its five JPA partner districts, establishing a more effective and accurate data collection system.

**Next Step:** Establish a public facing Data Dashboard.

As we evaluate the degree to which major student learner needs, organizational initiatives, and areas of growth have been identified and addressed, NOCROP has made positive strides. The WASC Action Plan, aligned with the [2024-25 Board Adopted Priorities and Goals](#), guides NOCROP towards diversity, equity, and inclusion for the success of all students.

## Chapter 2. School Description and Supporting Data

### School Profile

North Orange County Regional Occupational Program (NOCROP) is a public agency under the California Department of Education. Established in 1971 through a Joint Powers Agreement, it serves its community through a collaborative effort in CTE with five school districts located in north Orange County: Anaheim Union High School District; Brea Olinda Unified School District; Fullerton Joint Union High School District; Los Alamitos Unified School District; and Placentia-Yorba Linda Unified School District. It offers accredited career technical education coursework and career readiness training to over 12,000 students in these five school districts and through our Adult Career Education (ACE) program.

NOCROP holds classes at twenty-three (23) high schools, two (2) junior high schools, and two (2) ROP facilities, Career Training Center (CTC) located at 1800 W Ball Road, Anaheim, California and administrative offices at the NOCROP Education Center, 385 N. Muller Street, Anaheim, California. Additionally, at the start of the 2024-2025 school year, NOCROP courses were held at four (4) Orange County Department of Education ACCESS (Alternative Education) and two (2) OC Probation campuses.

Classes are taught in a wide-range of career fields with [26 sequenced career pathway courses in 11 industry sectors](#), to serve communities in northern Orange County and nearby portions of Los Angeles County. Cities served include Anaheim, Brea, Buena Park, Cypress, Fountain Valley, Fullerton, Garden Grove, La Habra, La Habra Heights, La Mirada, La Palma, Los Alamitos, Orange, Placentia, Rossmoor, Santa Ana, Seal Beach, Stanton, Whittier, and Yorba Linda. ACE students hail from all over Southern California.

NOCROP is dedicated to empowering students with hands-on training in a diverse range of practical and relevant CTE and career readiness courses. These articulated pathway courses equip students with technical and career readiness skills, preparing them for employment, industry certifications, or further education. Secondary students gain Career Ready Practices (CRPs) while exploring various career paths and preparing for future success.

Beyond secondary education, NOCROP supports adult learners seeking to advance their skills and careers through its ACE Program at the CTC. Recognizing workforce demands, NOCROP offers specialized programs tailored to adult learners and the community. These courses help individuals gain new skills, stay updated with industry trends, earn higher wages, and secure credentials that boost employability.

### Data Analysis

Data plays a significant role in developing and framing strategies, courses, and programs aimed at helping students achieve the [Career Ready Practices \(CRPs\)](#), which are the expected Student Learner Outcomes (SLOs) at NOCROP. In July of 2023, NOCROP transitioned to the AERIES Student Information System (SIS) to align with the same SIS system utilized by its five partner districts. The transition and alignment has provided more on-going communication and data analysis with partner districts.

## Partner District Trends

### Courses/Section Count Per District

### Enrollment/Section Count Per District

#### Current Data Trends:

- Average class size differs per district and is often defined by pathway requirements. For example, the class size in the Nursing Assistant Training Program, which is regulated by the [Board of Vocational Nursing and Psychiatric Technicians](#) (BNPT) is 15 students.
- Overall, our five JPA districts have reported a decline in enrollment in the Local Control and Accountability Plan (LCAP) data over the past three school years. Though our districts are in declining enrollment, the NOCROP ROP section counts have increased by 16 sections since the 2022-2023 school year.

#### Analysis and Impact:

In review of the enrollment data and section count for our five partner districts, there has been a decline in student enrollment for all five districts. Against the total decline of student enrollment in our partner districts, NOCROP ROP section counts have remained constant. Additionally, we have seen an increase in section count within specific districts who are growing the career pathway options for students in their district. There has been an increased request for Patient Care pathways, due to the increased demand in the local job market, and the CTE Internship class to expand work-based learning opportunities. We are committed to increasing the communication with key stakeholders such as counselors and parents to market both bell-to-bell and regional ROP courses to more students.

## Student Demographics (Unduplicated)

### Student Ethnicity by District

#### Current Data Trends:

- NOCROP serves a diverse and changing student population.
- Districts on average experienced an increase of 3.9% in Hispanic, 2% in Asian ethnicity, and 2.8% in Multiple ethnicities documented. This is compared to a decrease of .5% in Black or African American and 7.7% decrease in White students.
- A majority of students served by NOCROP are Hispanic.

#### Analysis and Impact:

In reviewing the student ethnicity data, we analyzed student enrollment data in relationship to the ethnicity data to showcase the full picture. In the original data set from our previous SIS system, there were areas for improvement in importing ethnicity data due to the gathering of numerous reports from NOCROP's five district partners. With the transition from our previous SIS to the [Aeries SIS](#), the same system used by our partner districts, has enabled NOCROP to establish coherent data collection practices that mimic its partner school districts and reflect a more accurate account on student ethnicity. Transitioning to Aeries SIS, has allowed NOCROP to further analyze and validate the ethnicity data and make data-informed decisions based on coherent data. To better serve our students and families, NOCROP has provided staff development workshops on [Universal Design for Learning \(UDL\)](#), [Social Emotional Learning \(SEL\)](#), [Special Education \(IEPs and 504 plans\)](#), and [Diversity, Equity, and Inclusion \(DEI\)](#), to provide all instructors and support staff members with the knowledge of innovative teaching strategies and targeted student support

strategies that will engage and enhance student learning for all students. Knowing who we serve allows us to create a safe and inclusive environment for all students.

## **NOCROP STAFF DEMOGRAPHICS**

The [Board Adopted Priority and Goal 3.2](#) states, “Advance strategies to recruit and retain highly qualified, student-centered, and mission-driven staff.” The success of NOCROP programs is rooted in our commitment to maintaining a highly qualified, well-supported, and continuously developing faculty and staff. NOCROP prioritizes the recruitment, development, and evaluation of personnel to align with its mission and Board priorities and goals, ensuring that every employee contributes to student success and institutional excellence.

[Employee Years of Service](#)

[Employee Demographics](#)

[Instructor Credential Data](#)

## **STUDENT LEARNING OUTCOMES**

NOCROP collects and analyzes student learning data from a variety of ways. Student success is measured by student enrollment by industry sector, course grades, pathway completion, certifications, work-based learning continuum opportunities, University of California/California State University (UC/CSU) a-g course approval, participation in CTSOs, and the student survey results about exposure to and proficiency of the CRPs.

[Enrollment by Industry Sector](#)

### **Current Data Trends:**

- The Information Communication Technology pathway continues to have the lowest student enrollment. These courses are also open to adult students through the ACE Program, as an effort to increase enrollment and support adults.
- The Business and Finance courses also maintained low student enrollment over the years. As a result of low enrollment and with the California state legislation AB 2927 requiring a semester-long personal finance education course for all California high school students by the 2027-28 school year, we eliminated the Business and Finance pathway in 2024-25.
- The highest enrollment is in the industry sectors, including: Building & Construction Trades, Arts, Media, & Entertainment, and Health Science & Medical Technology.

### **Analysis and Impact:**

NOCROP has focused and maintained a Board goal for the past three years to attract and retain quality teachers. During the data analysis, the impact of teacher effectiveness was highlighted. Strong, qualified instructors increase student enrollment, interest, and engagement, whereas yearly instructor turnover or inconsistency negatively impacts enrollment the following school year. Our data also highlighted that even though most of our JPA partner districts have seen lower student attendance/student enrollment districtwide, our career pathways, such as the Building & Construction Trades, Arts, Media, & Entertainment, and Health Science & Medical Technology, have seen an increase in student enrollment. With new partnerships, like the Simon Builder Program, our enrollment in the Residential & Commercial Construction (RCC) courses increased 1.6% in the Anaheim Union High School District. We realize that relationships with business partners, increased marketing of our programs, and showcase events provide us further opportunities to attract students into our career pathways.

[Student Grades](#)



### **Current Data Trends:**

- A vast majority of students have passing grades of C or better over the past 6 years. Over 50% of students have earned A's over the past six years. Over 20% of students have earned B's over the past six years. Over 15% of students have earned C's over the past six years. Less than 10% of students have failed NOCROP high school classes.

**Analysis and Impact:** Over the past six years, most students have earned passing grades in NOCROP high school courses. In the past three years, there was an 8% rise in A's. A vast majority of students excel and earn superior grades of A's or B's. This has been a consistent trend throughout the past six years. It is believed that this data is reflective of coherent PLC meetings and processes, the addition of new and ongoing teacher-learning communities, increased administrative visibility, a focus on staff development, and individualized instructional teacher coaching and collaboration.

### Pathway Completions

#### **Current Data Trends:**

- Design Visual & Media Arts (DVMA), Production & Managerial Arts (PMA), and RCC Pathways are some of the highest enrolled pathways, yet student completion numbers are lower than desired.
- The Patient Care (PC) Pathway is growing in student enrollment and continues to have the highest number of students completing this three-year pathway.
- Six out of twenty pathways have experienced increases in student completion rates.
- The Food Service & Hospitality (FSH) Pathway had the largest increase of 172% in completers.

#### **Analysis and Impact:**

In order to positively impact student completion rates and support the request from our five partner districts, we are evaluating all pathways to transition them from 4 years to complete a pathway to 2 years. Students, instructors, and ROP counselors have shared that we lose students when the pathway course commitment is too long and cannot fit in their already impacted high school schedule. A discussion about including additional certifications in pathways with high enrollment, but low completion rates, such as DVMA, PMA, and RCC, may entice students to remain in the pathway. It seems to be evident that if the payoff is large enough such as earning licensure or industry certifications, students demonstrate a higher level of commitment to complete the pathway. Finally, how we honor and celebrate students who complete a pathway may also positively impact success rates.

### Medical Innovation, Research, and Entrepreneurship (MIRE) Completers by District

In 2021, NOCROP partnered with University Lab Partners (ULP) to create an eight (8) week high school educational course titled, "Medical Innovation, Research, and Entrepreneurship" known as MIRE. MIRE is a hybrid (partially in-person and online via Zoom) experiential learning program where high school student teams work with industry leaders/mentors to solve real-world unmet pediatric clinical needs. As a PBL activity, students work in teams to devise a proof-of-concept, an intellectual property/patent strategy, and an exit plan which they pitch to industry leaders on the final day of the course. Through targeted marketing strategies, student showcase events, and promotion to the ROP Counselors, we have seen a rise in student participation and completion rates for MIRE.



### Student Earned Certifications by Pathway

#### **Current Data Trends:**

- NOCROP's students continue to earn thousands of certifications. The number of certifications is often proportional to the number of sections offered each year. The most popular pathways include FSH, PC, and Systems Diagnostics, Service and Repair (SDSR). These pathways typically produce the highest amount of certifications earned by students.

#### **Analysis and Impact:**

The collection of earned certification data has prompted NOCROP to reflect on its processes and procedures for tracking all earned certifications, as well as the importance of capturing the number of students who participate in earning an industry-standard certification. It is evident that not all certifications are seen in these data sets. Therefore, we are developing a timeline and process for accurately documenting participation and earned certifications, which is reflected on our WASC Action Plan. Additionally, with new and obtainable certifications like "Seizure First Aid and Identification" in the PC Pathway, we are committed to increasing the number of industry standard certifications that students can participate in and earn, along with continuing to provide funding so that all students have access to these certifications.

#### **Work-based Learning Continuum**

In collaboration with the OCDE's K-16 Grant Collaborative, NOCROP has increased student participation on the [work-based learning continuum](#). The work-based learning is a continuum of activities that occur, in part or in whole, in the workplace, providing the learner with hands-on, real world experience. It combines skill development with training opportunities and is a key strategy for developing talent and preparing students for the workforce and evolving labor market.

Though NOCROP is in the development and refinement phase of the processes and procedures for collecting work-based learning data, here is the data from the [Career Pathway Activities](#) forms for the past years.

- [Work-based Learning Participation: Activities](#)
- [Work-based Learning Participation: Internship/Externship Student Participation](#)
- [Work-based Learning Participation: Internship/Externship Completion Hours](#)

Just like in the certification data sets, it is evident that not all work-based learning activities are seen in these data sets. Therefore, we are developing a timeline and process for accurately documenting participation in all activities reflected on the work-based learning continuum, which is reflected on our WASC Action Plan.

#### **UC/CSU Course Approval**

To best support students in their pursuit of CTE and academic objectives, NOCROP has established partnerships with community colleges and universities. We take pride in our achievement of increasing the number of course titles and sections that are [UC/CSU a-g approved](#). In 2013-2014, we had 12 courses, and then in 2019, we increased the approval to 74 courses. Now in 2024-2025, we have 146 (100%) of NOCROP's high school courses that have received UC approval. In addition, NOCROP has twenty-nine (29) [UC/CSU Honors Approved Courses](#).

#### **Career Technical Student Organizations (CTSOs)**

The mission of CTSOs is to enhance student learning through contextual instruction, leadership, and personal development, applied learning, and real-world applications. NOCROP recognizes

that CTSOs are an integral part of the CTE experience. As a fundamental component of curriculum and instruction, CTSOs provide students with the skills and abilities needed to be successful in those careers. We have been committed to increasing not only the number of [CTSO chapters](#), but also increasing the student participation numbers.

### **Career Ready Practices (CRPs)**

As part of the 2019 Self-Study process, the WASC Leadership Team along with stakeholders reviewed the schoolwide learner outcomes (SLOs) previously known organizationally as the ROP Expected Results for Students (ROPERS). An analysis by stakeholders determined that the ROPERS were essentially found within the California Standards for Career Ready Practices (CRPs). The CRPs were already aligned to pathway and anchor standards within California's [CTE Model Curriculum Standards](#). By using these existing standards, the WASC Leadership Team with stakeholder feedback chose to adopt the CRPs rather than create a new set of SLOs that would get further confused with the individual SLOs for each high school. The CRPs ensure students develop essential employability skills recognized by educators and industry professionals alike.

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

### **Career Ready Practices (CRPs)**

#### **Current Data Trends:**

- Fourteen (14) of the nineteen (19) CRP survey questions saw a high percentage (above 65%) of students that strongly agreed/agreed they are aware of and have developed and demonstrated career ready practice skills in their pathway classes, due to instructors regularly highlighting the CRPs and awarding CRP Student of the Month certificates, making reference of the CRP posters and tiles in the classrooms, and the rewriting of curriculum to align to the CRPs.
- The student survey data showed that one of the greatest strengths of our CTE classes were how instructors consistently used technology during instruction. This would align with an increase of new technologies such as interactive ViewSonic displays and upgrade of equipment aligned with industry and more instructors becoming Google Level 1 and Level 2 certified.
- The student survey data showed that one of the greatest strengths of our CTE classes were how instructors embraced working productively in teams and understanding the importance of respectful social skills in a diverse workplace setting. This would align with a greater push for project-based learning from our instructors.
- 12% of students strongly disagree/disagree that an education or career plan in this course which is aligned with their personal goals. This data set highlights the need for more personalized support for our students in this area.

- 20% of students strongly disagree/disagree that they learned and discussed the implications of cyberbullying and cybersecurity in this course, with only 32% of students Strongly agreed they learned and discussed the implications of cyberbullying and cybersecurity. This data set indicates a curriculum gap whereas the course content may not provide sufficient depth or focus on cyberbullying and cybersecurity topics, leading to limited student engagement or understanding in this area. Students may benefit from more hands-on activities, discussions, or real-world scenarios related to cyberbullying and cybersecurity to better grasp these concepts and their implications.

#### **Analysis and Impact:**

Based on the CRP survey data, students need to be supported with developing stronger career plans aligned with their personal goals, and developing stronger job seeking skills. The need for students aligns with more of our pathways incorporating career research and developing employability skills such as resumes, cover letters and mock interviews. Students are not reflecting consistently on the work they are producing and placing into a professional portfolio that allows them time to identify alignment to the CRPs. Based on the data results, there will be a focus for instructors to spend time in their PLCs with pathway-like instructors to analyze how they incorporate the CRPs into their lessons and in strong units of instruction for the pathway. In addition, with project-based learning initiative, instructors will be encouraged to add a student survey at the of the projects to allow the students to reflect and provide feedback on whether the CRPs were integrated successfully into that specific project/activity. This will provide an increased focus on the student learning outcomes on a regular basis.

#### **Adult Career Education (ACE) School Profile**

According to the [California Department of Housing and Community Development](#) (2023), the median income for Orange County is \$127,800. The department identifies six household income categories starting from the highest grouping: moderate income, median income, low income, very low income, extremely low income, and acutely low income. Many households falling between the low and acutely low income brackets are actively seeking ways to boost their earnings, and one promising avenue is pursuing careers in the healthcare industry. Health occupations currently account for approximately 12% of all jobs in Orange County, with projections indicating a 15% growth in this sector over the next five years. Since 2017, the demand for healthcare professions has steadily increased. In 2020, middle-skill occupations—such as dental assistants, medical assistants, nursing assistants, and vocational nurses—constituted about 77% of jobs in the [Allied Healthcare](#) professional fields. These roles rank among the top 10 healthcare jobs in demand, as well as those with the most annual openings and job postings in Orange County. Recognizing the significance of these expanding fields, NOCROP's ACE Program provides essential education and clinical externship experiences, equipping students with the skills needed to succeed, attain, and retain employment in the labor market.

NOCROP's Dental Assistant Training Program (DATP) offers comprehensive hands-on training and theoretical instruction that meets the standards set by the [Dental Board of California](#). Students can earn several key certifications upon completion, including the California Dental Board's 32-hour Radiation Safety certification, the 8-hour Infection Control certification, and the 2-hour Dental Practice Act certification. During the 2023-2024 fiscal year, 15 adults enrolled in the program. The student demographic breakdown reveals that 60% identify as Hispanic, 33% as Asian, and 7% as White. Of those enrolled, 13 students successfully completed their training,

resulting in an impressive 87% completion rate. Notably, approximately 47% of participants are classified as acutely low income, 40% as extremely low income, and 13% as very low income. According to labor market data, after completing the program and securing full-time positions as dental assistants, 87% of graduates can expect to elevate their household income bracket, while the remaining 13% will also see an income increase, albeit not enough to change their classification. Overall, 100% of students in the DATP can anticipate an increase in their household income levels.

NOCROP's Medical Assistant Training Program (MATP) trains students to provide essential support in laboratory and medical office settings for both front office and back office skills. Participants learn key skills such as electrocardiography, taking vital signs, and performing diagnostic procedures. The program is designed to prepare students for the Medical Assistant Certification Exam through the [National Center for Competency Testing](#) (NCCT). During the 2023-2024 fiscal year, 47 adults enrolled in NOCROP's MATP. The demographic breakdown reveals that 53% of students identify as Hispanic, 15% as Asian, 23% as White, 6% as Black, and 2% as African American. Of those enrolled, 44 students successfully completed their training, resulting in a completion rate of 94%. Approximately 37% of students are classified as acutely low income, 32% as extremely low income, 25% as very low income, 4% as low income, and 2% have undisclosed income information. Following program completion and full-time employment as medical assistants, 69% of graduates can expect to see an increase in their household income bracket. While the remaining students are not projected to increase their income classifications, they are projected to increase their annual income. Overall, 100% of students can anticipate a rise in their household income levels.

NOCROP's Nurse Assistant Training Program (NATP) equips students with essential knowledge in nursing care and emergency procedures, along with vital skills in communication and teamwork within healthcare settings. Participants are prepared to take the [National Nurse Aide Assessment Program](#) (NNAAP) certification examination. During the 2023-2024 fiscal year, 43 adults enrolled in NOCROP's NATP. The demographic breakdown reveals that 67% of students identify as Hispanic, 12% as Asian, 12% as White, 7% as Black, and 2% as African American. Among those enrolled, 35 students successfully completed their training, resulting in an 81% completion rate. Notably, the last two of the four classes offered during the year achieved a 100% completion rate, following a staffing change earlier in the fiscal year that impacted the first two classes. Approximately 23% of students are classified as acutely low income, 47% as extremely low income, and 30% as very low income. After completing the program and securing full-time positions as nursing assistants, 70% of graduates can expect to see an increase in their household income bracket. Most of the 30% who remain in the very low income bracket are part of multi-person households and will also experience an increase in their annual income. Overall, 100% of students can anticipate a rise in their household income levels.

Lastly, the Vocational Nurse Training Program (VNTP) equips students with the skills and knowledge necessary to work in acute hospitals, long-term care facilities, and residential care agencies under the direct supervision of a registered nurse or physician. Students receive assistance with the application process for the [National Council of State Boards of Nursing](#) (NCSBN) National Council Licensure Examination for Practical Nurses (NCLEX-PN) to become Licensed Vocational Nurses. During the 2023-2024 fiscal year, 24 adults were enrolled in NOCROP's VNTP. The demographic breakdown indicates that 50% of students identify as Hispanic, 25% as

Asian, 17% as White, and 8% as Black. Among those enrolled, 23 students successfully completed the VNTP, resulting in an impressive 95% completion rate. Approximately 50% of students are classified as acutely low income, 33% as extremely low income, 4% as very low income, 4% as low income, and 8% have undisclosed household income. After completing the program and securing full-time employment as vocational nurses, 87% of graduates can expect to see an increase in their household income bracket. Overall, 100% of students can anticipate a rise in their household income levels.

### Adult Career Education (ACE) Enrollment

#### **Current Data Trends:**

This table is composed of students who were enrolled in courses from July 1-June 30 of each fiscal and program year at the top of each column. It is important to note that some classes may begin prior to July 1 or extend beyond June 30. Those groups of students are counted in both fiscal years in accordance with how CAEP quarterly reporting is completed related to student attendance. The enrollment data from 2019-2020 through 2024-2025 shows significant fluctuations across different programs, with notable growth in healthcare-related courses and declines in IT-focused programs. There was a significant increase in students taking the Medical Terminology course from 2020-2022, which is a prerequisite for students desiring the Medical Assistant or Vocational Nurse Training Programs. This increase in enrollment correlates with an increased need for healthcare workers due to the pandemic. In addition, Dental Assistant I, Medical Assistant, Nurse Assistant, and Vocational Nurse Training Programs have experienced consistent or increasing enrollments, likely reflecting strong industry demand for healthcare professionals. Both IT Fundamentals and Computer Technician A+ course enrollment data reflect a decline in course enrollment since the courses opened to adult students in program year 2022-2023.

#### **Analysis and Impact:**

The 378 student enrollments from July 1, 2024 through February 15, 2025 marks a dramatic increase from the previous year's 186 student enrollments, more than doubling the total student enrollments with over four months remaining in the fiscal year. This increase can be attributed to many factors, including the addition of a teacher on special assignment (TOSA) dedicated to outreach and pathway development in the fall of 2023, as well as schedule changes in course offerings and strategic marketing via social media and the addition of a new marquee. Starting with the 2024-2025 program year, changes to decrease the number of hours in a training program or shifting the course schedule to two evenings per week, has assisted with increasing enrollment in Dental Assistant I and Medical Assistant training programs. While it may appear that the number of students in the Vocational Nurse Training Program (VNTP) has more than doubled during the 2024-2025 fiscal year, 23 students completed the program in February of 2025 and 39 students have been accepted to start the training program in March of 2025. The addition of NOCROP's Anatomy & Physiology course to fulfill a required prerequisite specifically for the VNTP with 43 students enrolled over the course of two sections correlated with an increase in the number of qualified applicants and ultimately an increase in the number of students accepted into the 25-26 VNTP cohort. Over the past few years, NOCROP has started the process of opening a select number of regional high school course offerings to a small number of adult students who are also interested in those courses, such as IT Fundamentals and Computer Technician A+. A decline in IT Fundamentals and Computer Technician A+ may indicate a shift in student interests or changes in local labor market demands. If students are unaware of the career benefits of these courses or perceive them as outdated, enrollment may decline. In addition, the Computer



Technician A+ course is the second course in the pathway and is dependent upon student completion of the IT Fundamentals course. The need to raise community awareness of NOCROP's ACE Program offerings is evident and is an identified area for growth.

#### Adult Career Education (ACE) Earned Credentials

##### **Current Data Trends:**

This table is composed of students who completed courses or training programs and earned certificates from July 1-June 30 of each fiscal and program year at the top of each column. It is important to note that some classes may begin prior to July 1 or extend beyond June 30, so a student may complete a course or training program in a subsequent year. For example, in the program year 2022-2023, 21 students were enrolled in Dental Assistant I, but the table shows that only 7 students completed during that same program year. The remaining students from the 2022-2023 Dental Assistant I cohort who completed their training are included in the following program year's data. Medical Assistant student completions fluctuated from the 2021-2022 program year where the completion rate peaked at 77 student completers, then dropped to 29 during the 2022-2023 program year and began a steady increase, reaching 40 student completions in program year 2023-2024. NATP completions rose steadily from 35 in program year 2021-2022 to 51 in program year 2023-2024. In the 2022-2023 school year, some students in the NATP did not complete their training within the program year. However, they successfully finished the program in the 2023-2024 school year and were counted as completers for that year, which is why the data reflects more completers than students enrolled during the 2023-2024 program year. Both IT Fundamentals and Computer Technician A+ reflect a decline in course completions as they had declining enrollment since the courses opened to adult students in program year 2022-2023. During our data review, we identified a discrepancy in student records. A student who successfully completed the IT Fundamentals program in the 2023-2024 program year does not appear as enrolled in our reporting system. However, our internal records confirm the student's participation and completion. This discrepancy explains why enrollment is recorded as 4, while completions are recorded as 5 for that program year. Possible causes include a system reporting error, data entry issue, or timing misalignment between enrollment and completion records. Medical Terminology completions peaked at 75 in program year 2021-2022, remained consistent throughout program years 2022-2023 and 2023-2024, with 54 student completions through mid-February in program year 2024-2025. Finally, the number of completions in the VNTP has declined from 39 in program year 2021-2022 to 23 in program year 2024-2025.

##### **Analysis and Impact:**

The lingering effects of the pandemic may have impacted student interest in healthcare programs, financial stability, and overall program accessibility, leading to fewer enrollments and, consequently, fewer completions. The completion data for Dental Assistant I and Medical Assistant shows more completers in subsequent program years because students finished their externships and thus completed the training program at later dates, while other students are not reflected as completers because they did not complete the training successfully. Overall declines from peak numbers of students attaining a credential are also reflected in declining enrollment, especially evident after the pandemic because of the pause in healthcare training programs. The pandemic impacted enrollment as students faced uncertainties in healthcare settings, financial difficulties, and disruptions in education. Despite these challenges, interest in the VNTP and other healthcare training programs is beginning to recover. Targeted marketing efforts are essential to attract more students and ensure continued growth in enrollment and course or training program completions to support this upward trend. The low or declining completions in Computer



Technician A+ and IT Fundamentals directly correlate with declining enrollment. This suggests that fewer students are aware of or interested in these programs, leading to a drop in participation and completion rates. To reverse this trend and increase public awareness of NOCROP's ACE courses and programs, increased marketing efforts are necessary to attract more students.

Marketing is an identified area for growth regarding NOCROP's ACE Program. Effective NOCROP marketing can raise awareness of these ACE programs, highlight their career benefits, and ultimately drive increased enrollment and course and program completions. Another area for growth is in relation to employment and earnings data for students who successfully complete ACE courses and programs. NOCROP ACE staff employ multiple communication strategies to gather data regarding employment and earnings after students have completed training, but even with the addition of using text messages and enlisting the support of the instructors who have close relationships with their students, it is difficult to gather this data.

### **Summary**

Based on feedback from the 2019 WASC Visitation Committee, NOCROP conducted a needs assessment on both data metrics and student information systems. At the start of the 2023-2024 school year, NOCROP transitioned to an updated student information system (AERIES), a direct alignment with its five JPA partner districts, establishing a more effective and accurate data collection system. In support of these efforts, a SIS Data Analyst and an Applications Developer were also hired under the Educational Services Department. Since then, our ability to analyze and reflect on current data sets, in order to make data-driven decisions, has been immeasurable. Administrators regularly receive and analyze enrollment and grade data in order to discuss pathway needs with our partner districts and support the growth and development of individual instructors. Certification data, as well as the mid-year student survey results, are discussed by instructors during PLC team meetings. Additionally, there will be an intentional focus on student grades, certification data, and work-based learning data during the upcoming 2024-25 school year. Finally, the SIS Data Analyst and the Applications Developer are finalizing our Data Dashboard, in order for data to be readily available for all staff members throughout the year.

## Chapter 3. Self-Study Findings

### Criterion 1: School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile

*The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide learner outcomes are developed and reviewed annually to ensure that they are current and relevant.*

**Indicator 1.1: The school has a statement of mission that describes its broad educational purpose, its intended student population, and its 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.

#### **Equipping & Empowering Students**

NOCROP equips students with hands-on training through Career Technical Education (CTE) programs, providing them with the skills and knowledge needed to succeed in their chosen fields. NOCROP’s recruitment of industry experts as instructors brings real-world experience into the classroom, ensuring students gain relevant, up-to-date skills, firsthand industry insights, and a direct connection to career opportunities. [Work-based Learning \(WBL\)](#) opportunities, including [internships/externships](#) and industry certifications, allow students to gain real-world experience before entering the workforce. Students have access to state-of-the-art equipment and the latest industry technology, ensuring they are prepared to meet current professional standards. Through classroom instruction, students develop critical thinking skills and learn to apply problem-solving techniques in real-world scenarios.

#### **Fostering Tomorrow’s Innovative Professionals**

Students participate in [Career and Technical Student Organization \(CTSO\)](#) competitions and team-based challenges, giving them opportunities to demonstrate their skills and gain valuable industry recognition. Project-based Learning (PBL) and service-learning experiences help students apply their knowledge to real-world problems, fostering creativity and innovation. By integrating cutting-edge instructional methods, instructors encourage students to adapt to evolving industry trends. Partnerships with industry leaders provide students with direct connections to professionals, further bridging the gap between education and employment.

#### **Building Civic-Minded Professionals**

NOCROP fosters civic-minded professionals by encouraging students to engage with their communities through service-learning projects and industry involvement. During Professional Learning Community (PLC) meetings instructors, instructional coaches, administrators, and pathway managers facilitate collaboration, ensuring instructors continuously improve their methods to support student success. Inclusive learning environments are a priority, ensuring that

all students, regardless of background, receive the support they need to pursue meaningful careers. By instilling a sense of responsibility and ethical decision-making, students develop into professionals who contribute positively to society.

### **Career Technical Education in Action**

NOCROP's impact is evident through its specialized programs in medical, construction, and trade fields, which have successfully led to real job opportunities for graduates. Graduates from the Residential and Commercial Construction (RCC) Pathway, also known as BITA (Building Industry Technology Academy) have secured positions in the construction industry as electricians, plumbers, and general contractors, demonstrating the effectiveness of hands-on training. Dedicated instructors bring industry experience into the classroom, providing instruction that is both relevant and applicable to today's job market. Student achievements are promoted through recognitions, CRP Student of the Month awards, and the annual Celebration of Success, highlighting their growth and readiness for professional success.

**Indicator 1.2: The school's mission statement is central to organizational planning and decision-making activities. 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.**

NOCROP's Leadership Team works closely with all of its stakeholders to ensure all organizational planning and decisions are aligned with our Mission Statement. The priority of the organization is to provide a rigorous and relevant CTE that will allow all students to succeed after high school and beyond.

Courses, pathways, and services are aligned with the school's mission and match the needs of the diverse student population. The Educational Services Team 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, including enrollment and student interest, 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 on a multi-year [pathway review cycle](#) and 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.

The last revision of the Mission Statement was developed during the 2019 WASC Self-Study process by instructors, staff members, and administrators with input from numerous other stakeholders, and was approved by the Governing Board per Board Policy 0100 in June 2018. The Superintendent and the Board of Trustees ensure that the mission statement reflects the core purpose of the organization.

The Mission Statement is published on the NOCROP [website](#), in the [ROP student handbook](#), [Adult Career Education Program handbook](#), pathway flyers, agendas, and the [weekly newsletter, "Slice of Success."](#) The mission and vision statements are posted in all classrooms and NOCROP facilities.

The Mission Statement is reviewed annually by the Leadership Team for relevance to current organizational goals and to connect to current student learning needs. As part of this WASC Self-Study, the mission and vision statement were reviewed by all staff members at the annual [Back-to-School In-Service](#). Based on the [survey data](#), 80.3% of staff members agree/strongly agree that the mission statement describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning. With 81.4% of staff members agree/strongly agree that the Vision Statement describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning. Additionally, we [surveyed](#) the ROP Counselors during one of their monthly meetings, and 100% of our ROP Counselors agree/strongly agree that the mission statement describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning with 87.6 % of the ROP Counselors agreeing/strongly agreeing that this is reflected in the vision statement as well. Based on the data from staff members and community members, NOCROP's mission and vision continues to reflect the needs of students and all stakeholders. Therefore, NOCROP does not need to create a new mission and vision statement, but is currently in the process of strengthening the wording in the mission and vision statement to be more reflective of current organizational goals and initiatives, as well as establishing core values for the organization. These [revisions](#), guided by the Board of Trustees, will include input and feedback from all stakeholders.

NOCROP's Mission Statement drives organizational and program decisions to ensure that all resources are focused on identifying student learning needs and providing high quality, innovative CTE. Based on the [survey data](#), 80.2 % of staff members agree/strongly agree that the mission statement is central to organizational planning and decision-making activities. Governance, strategic planning, fiscal and human resource allocation, programming and management of facilities and equipment are all based on the organization's commitment to its mission.

**Indicator 1.3: School leadership and staff create a collaborative school culture with an emphasis on personalized learning plans for older students and adults.**

NOCROP operates under four non-negotiables...safety, collaboration, inclusion, and excellence. An organizational culture focused on these non-negotiables, requires an active commitment from every educator and staff member. We regularly facilitate meaningful discussions on diversity, equity, and inclusion during staff in-services, professional development workshops, and Leadership Team meetings, which include all staff members who work at the Education Center or the Career Training Center (CTC). To further our mission, we partnered with [Groundswell](#) and hosted a series of [Diversity, Equity, and Inclusion \(DEI\) classes](#) for any [interested staff member](#) providing opportunities to deepen their understanding of DEI.

NOCROP's instructors across all sectors and sites use diverse delivery methods to actively engage students in their learning, including project-based learning (PBL). Instructors employ multiple strategies when building relationships with their students and as a whole class ensuring students of all backgrounds remain connected to their learning within their career and technical education. Our instructional administrators and coaches emphasize inclusion, equity, and innovative practices tailored to meet diverse learning needs. By creating safe spaces for these discussions, NOCROP aims at creating an inclusive environment that nurtures our staff members and our students to become leaders advocating for greater inclusion within our school communities.

NOCROP offers a comprehensive range of student support services through a collaborative effort involving support staff, instructors, ROP Counselors, counselors, and personnel from NOCROP's five partner JPA districts. These support systems are specifically designed to improve the learning environment for students and help them develop essential skills such as communication, problem-solving, and critical thinking. The ultimate goal is to prepare students for successful transitions into post-secondary education, career technical education or the workplace.

NOCROP's commitment to ongoing support is evident through its comprehensive [referral services](#). Health and family support, career counseling, and academic assistance are tailored to meet the diverse needs of students. Services are informed by student surveys and needs assessments are conducted with adult career education students, which guide the Adult CTE Counselor in the development of workshops on topics like stress management, time management, and career readiness. A dedicated adult counselor and a teacher on special assignment for adult outreach work together to provide personalized referrals to community services, collaborate with students one-on-one to address specific needs, and connect prospective students with funding resources when they are available through workforce development partners and collaborative partner grants.

A dedicated ACE Program counselor provides personalized referrals to community services and collaborates with students one-on-one to address specific needs. ACE has implemented a [multi-tier system of support](#), and the staff in the ACE office are participating in a year-long MTSS training to revise the existing plan to match current students' needs. Workshops addressing topics such as [Universal Design for Learning \(UDL\)](#) and [Social Emotional Learning \(SEL\)](#) further enhance the supportive infrastructure. The introduction of a wellness space and [training on IEP and 504 plans](#) exemplifies NOCROP's dedication to creating an inclusive environment that prioritizes student well-being.

In the ACE Program, data on adult students with special learning needs is collected from registration forms, and adults are urged to willingly indicate and share such information. When an adult discloses a special need on the enrollment form, the full time counselor engages with the student to acquire additional details and determine any required accommodations in instruction in partnership with the instructor of that course and a personalized learning plan is created. Regular grade checks and check in meetings are established to ensure that the student is making progress in their classes and the accommodations are meeting their unique needs.

**Indicator 1.4: The school establishes schoolwide learner outcomes that identify the broad, global goals for all students based on current and future student learning needs and current, research-based concepts.**

As part of the 2019 Self-Study process, the WASC Leadership Team along with stakeholders reviewed the schoolwide learner outcomes (SLOs) known organizationally as the ROP Expected Results for Students (ROPERS). An analysis by stakeholders determined that new SLOs should be adopted to accurately reflect the skills and knowledge needed to be college and career ready. The WASC Leadership Team with stakeholder feedback chose to adopt the [California Standards for Career Ready Practice \(CRPs\)](#) as NOCROP's student learner outcomes. This alignment created

a sense of unity in purpose and common career-focused vocabulary between the pathway standards, instructional practices, and student learning.

Over the past six years, the Educational Services Team, along with instructors, have intentionally integrated the Career Ready Practices into curriculum development, lesson planning, staff development opportunities, and as regular discussion topics at Professional Learning Communities (PLCs). Instructors are encouraged to utilize the [CRP poster](#), designed by students in one of our ROP graphic design classes, and the [CRP tiles](#) to clearly communicate the importance of these broad, global goals for all students. By integrating these SLOs into the curriculum, students can practice and demonstrate these essential skills in a meaningful and relevant context. Not only can the Career Ready Practices be visible in all of NOCROP's classrooms, the CRPs are the foundation for the annual [NOCROP calendar](#) and the [CRP Student of the Month awards](#).

During the 2019 school year, the student surveys were aligned to the CRPs and California Standards for the Teaching Profession (CSTPs) and administered as a mid-year, formative assessment, as well as an end-of-year, summative assessment. The [survey results](#) provide overall organizational metrics measuring how students perceive what they learn and how they learn it. In addition, mid-year survey results data is disaggregated by individual teachers and then shared with each teacher at the annual Spring In-Service. Teachers use their individual results for reflective inquiry to address any achievement gaps and improve the student learning experience before the end of the school year. To enhance the assessment of the CRPs, instructors will be encouraged to add a student survey at the end of one of their pathway's project-based learning (PBL) projects to allow the students to reflect and evaluate how the CRPs were integrated successfully into that specific project/activity. This is a growth area for NOCROP and is clearly outlined in the proposed 2025 WASC Action Plan.

Following NOCROP's mission for equipping and empowering students for future success, the CRPs provide them with the skills to thrive in the diverse, global world. Coupled with industry relevant training and skills, the CRPs positively contribute to our students' future success in their careers, their communities, and their personal lives.

Staff Input and Evidence: Padlet [HERE](#)

## **Criterion 1. School Mission, Culture, and Student Learner Outcomes/Completion Profile Summary**

### **Areas of Strength**

- Staff committed to the mission and vision of NOCROP.



- Career Ready Practices (CRPs) are the foundation of our educational program and provide a coherent, standards-aligned system to evaluate courses, pathways, instructor success, and student learning outcomes.
- The Career Ready Practices (student learner outcomes) prepare all students for college and career readiness and align to the core values of our five partner districts.

**Areas of Growth**

- Strengthen, revise, and establish [NOCROP's Mission, Vision, and Core Value statements](#). Then post in all NOCROP facilities, classrooms, the website, and social media platforms.
- Establish data metrics and rubrics for assessing the Career Ready Practices embedded in projects and Project-based Learning (PBL) activities.

## **Criterion 2: Governance, Organizational Infrastructure, and School Leadership**

*The organizational structure and roles of governance and leadership are clearly defined and designed to facilitate decisions that support student learning and improve organizational effectiveness. The governing body enables the administration to implement policies 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 continuous improvement of the school.**

North Orange County ROP has clearly defined roles of governance. NOCROP operates under a Joint Powers Agreement (JPA) and is governed by a [Board of Trustees](#). The Board consists of seven publicly elected members from five school districts. Each is appointed by their district's Board including: two from Anaheim Union High School District (AUHSD); two from Fullerton Joint Union High School District (FJUHS); one from Brea Olinda Unified School District (BOUSD); one from Los Alamitos Unified School District (LAUSD); and, one from Placentia-Yorba Linda Unified School District (PYLUSD).

Board Members work collaboratively to advocate the interests of students through the NOCROP mission and vision and the [Board Adopted Priorities and Goals](#). Additionally, it is the responsibility of each Board Member to report to their respective school districts the policies, procedures, and outcomes of NOCROP organizational decisions.

NOCROP's 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. [Board Policies](#) (BPs) and [Administrative Regulations](#) (ARs) direct day-to-day operations. The Superintendent meets regularly with the Management Team to develop and present policies, or proposed revisions to current policies, to the Board. Updates to established policies are made under the guidance of legal counsel and are often updated upon the recommendations of the [California School Boards Association](#) (CSBA), following legislative and/or court case hearings. The Board adopts and/or revises clearly defined policies, based upon its current mission and vision, which ultimately serve as the guiding force behind decisions and actions taken in all areas of operations. The Board holds a First and Second Reading of Board Policies during open session at Board meetings and provides an opportunity to the public for comment prior to final implementation. NOCROP's policies are reviewed on an ongoing basis to ensure they are current, accurate, lawful, and confirm educational practices and statutes.

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 [Management Team \(Administrative Staff\)](#) consisting of the Assistant Superintendent, Educational Services, the Assistant Superintendent, Administrative Services, five Administrators of Instructional Programs, one Administrator of Instructional Support & Innovation, one Director of Educational Services, one Director of Nursing, one Director of Technology & Data Support Services, one Director of Human Resources, one Human Resource Manager, and one Manager of Facilities, Maintenance, & Operations. 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 Management Team 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.

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. In July of 2022, the Superintendent opened up the membership of the [Leadership Team](#) to include all staff members housed at the Education Center and the Career Training Center (CTC). This transparency, open communication, collaboration, and organizational decision-making is integral to moving the organization forward under a culture where building shared knowledge, creating results-driven teams, and nurturing collective ownership of the mission, vision, and Adopted Board Priorities and Goals. [Collaboration and production time](#) is built into the workday and Cabinet meets with each department separately each month. The Leadership Team meets weekly to discuss organizational processes, highlight new standard operating procedures (SOPs), and staff training as needed. Additionally, the Educational Services Team utilizes the monthly [Professional Learning Community \(PLC\) meetings](#) as a means of communicating pertinent information to certificated staff members.

The Superintendent and the Board of Trustees hold every department accountable for providing them with program-specific data for review and analysis. Based on the data, the Management Team determines the overall program areas of focus for improvement, allowing the departments to identify how they will approach it and create a process and/or procedure. Additionally, student learner outcome data, like enrollment, grades, and progress on the [Career Ready Practices \(CRPs\)](#), is analyzed by certificated staff members during Professional Learning Communities (PLCs). Administrators of Instructional Programs, along with certificated staff members review the data and discuss ideas on what approaches can be taken for maximum improvement and attainment of set goals. Policies and procedures are also implemented in the same manner.

To be further transparent and collaborative, the Assistant Superintendent of Educational Services, along with the Director of Educational Services and Administrators of Instructional Programs, meet regularly with the district and high school site teams from all of NOCROP's five partner districts to review student learner outcome data and discuss ideas on program and pathway improvement. Strong practices surrounding communication allow for the discovery of growth areas and the chance for improvements with a focus on student success. Communication with all stakeholders is published on the NOCROP [website](#), social media platforms, and the weekly newsletter, "[Slice of Success.](#)"

**Indicator 2.2: The school's governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.**

NOCROP utilizes diverse evaluation methods to assess its organizational processes and structure. Input is gathered from advisory committees, student surveys, staff surveys, support staff, ROP Counselors, and administration to develop Action Plans and WASC reports. Monthly board meetings keep the Governing Board informed on career pathway developments, curriculum alignment and revisions, and student progress. Collaboration with high school administrators and

district administration helps determine course and pathway offerings based on stakeholder feedback, while the Fiscal Services Team evaluates proposed programs for financial feasibility. Advisory Boards ensure curriculum remains relevant to industry and labor market needs. Based on the [staff survey](#), 81.1% agree/strongly agree that NOCROP's governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.

The Management Team meets weekly, during Management Team Huddles to address key organizational matters, informed by departmental or Leadership Team meetings. Regular departmental meetings, led by their respective managers, involve all staff in discussions on NOCROP processes. Additionally, all staff members housed at the Education Center and the Career Training Center (CTC) are active members of the Leadership Team that meets weekly to discuss organizational processes, highlight new standards operating procedures (SOPs), and staff training as needed. The Student Information Services (SIS) Team analyzes program data to track progress and identify areas for improvement. Success is measured through student performance, including enrollment, grades, certifications, and work-based learning opportunities. The Superintendent is evaluated by the Governing Board, the Assistant Superintendents by the Superintendent, other managers by the Assistant Superintendents, and all other staff members by their supervisors.

**Indicator 2.3: The school has an established infrastructure of policies and procedures that provides stability and consistency for all organizational programs, activities, and events.**

The Board of Trustees follows the [policy guidelines and protocols of the California School Boards Association](#) (CSBA). The Board Policies are updated as the ever-changing educational landscape dictates a need. The Board holds a First and Second Reading of all Board Policies during open session at Board Meetings and provides an opportunity to the public for comment prior to final implementation. The Board then allows the implementation of policies and bylaws to be carried out and supervised by the Superintendent and the Management Team. ([Board Meetings and Minutes](#).)

NOCROP adopted policies and procedures support the mission and vision statement. Members of Cabinet and the Administrative Team are empowered to work with district and site level administration, instructors, and the ROP counselors to support student achievement of the student learning outcomes. Regular data analysis of the student learner outcomes, including enrollment, pathway completion, student grades, and progress on the [Career Ready Practices \(CRPs\)](#), are discussed.

The Leadership Team meets weekly to align standard operating procedures (SOPs) with NOCROP's mission, vision, and [Board Adopted Priorities and Goals](#). This established infrastructure fosters collaboration, encourages staff contributions, and promotes an inclusive environment. The whole team approach provides stability and consistency for all departments and organizational programs, activities, and events. Staff members have an opportunity to provide feedback through surveys, in department meetings, during evaluations, and during exit interviews with the Human Resources Director or Manager.

NOCROP organizational documents, including policies and procedures, were transitioned to the

[myNOCROP SharePoint](#) page in October 2024. This transition to an web-based platform allows for all staff members to have the most current, up-to-date information to reference at any time. As policies and procedures undergo regular evaluations to ensure relevance and effectiveness, once they are finalized, all staff members have access on the [myNOCROP site](#). This relevant, timely information and communication positivity impacts all aspects of the organization, including programs, activities, and events.

**Indicator 2.4: 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 and success for students.**

Based on the [staff survey](#), 81.1% agree/strongly agree that the leadership at NOCROP creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for improvement and high levels of achievement and success for students. NOCROP Administrative Team members actively participate in various organizations, including [Association of California School Administrators](#) (ACSA), [California School Board Association](#) (CSBA), [California Association for Career and Technical Education](#) (CACTE), The Association of [Career and College Readiness Associations](#) (CAROCP), [Vital Link CTE Orange County](#) (CTEc), [Orange County \(OC\) Pathways](#), the [Orange County Business Council](#) (OCBC), local Chambers of Commerce, the [Fullerton Collaborative](#), Business and Workforce Development Committees, Orange County Superintendents' Organization, the [Career Technical Education \(CTE\) JPA Coalition](#), and many other professional and civic organizations. Their involvement ensures our organization stays informed on educational initiatives and provides opportunities to collaborate with business and industry leaders to expand student learning opportunities.

Each year, NOCROP adopts a theme integrated into Back-to-School and Spring In-Services, staff meetings and professional development, focusing on enhancing student experiences. Past themes include "[The IMPACT of CTE](#)", which focused on reconnecting students and staff post-distance learning, "[Raving Moments](#)," which supported the Leadership Team's book study on *Raving Fans! A Revolutionary Approach to Customer Service*, written by Ken Blanchard and Sheldon Bowles; and "[Adventure Awaits](#)," which was the adventurous theme for our WASC Self Study process. Leadership Team and PLC meetings incorporate professional development opportunities, fostering continuous growth and engagement.

With instructors spread across more than thirty (30) high school, junior high, and OCDE/ACCESS sites, along with our ACE Program at the CTC, maintaining a strong sense of connection is essential. Meetings feature icebreakers and team-building activities to promote camaraderie, while pathway-alike instructors collaborate during professional development sessions. These efforts help create a supportive environment that positively impacts both staff and students.

NOCROP's [Board Adopted Priorities and Goals](#) focus on enhancing the student experience through stakeholder communication, educational excellence, safety, professional development, and fiscal stability. These goals evolve annually based on staff, community members, district partners, and the Board of Trustees input, ensuring responsiveness to emerging needs.

Faculty and staff are driven by everyone's commitment to student learning and school improvement. Surveys highlight a culture of trust, support, and high expectations at NOCROP. All

Leadership Team members are required to visit classrooms via Learning Walks or other classroom visits to see the direct result of their efforts to make powerful learning experiences for students. Leadership at all levels is evident by offering professional development opportunities, providing essential tools and resources, and promptly addressing challenges. [Collaboration and production time](#) is built into the workday and Cabinet meets with each department separately each month. Teachers regularly celebrate student achievements, such as pathway completions, certifications, competition wins, job placement, and [CTE Internship](#) recognition. Not only is student success shared at Board of Trustees, Leadership Team, PLC, and Advisory meetings, but also through social media, the website, and the Career Education Foundation's annual [Celebration of Success](#) which is an incredible event where outstanding students have been recognized and awarded scholarships over the last forty (40) years.

Administrators of Instructional Programs, along with support from Instructional Coaches, encourage instructors to develop meaningful relationships with students by personally greeting them at the door daily and reinforcing a professional mindset. Students are guided toward careers, college, the military, or trade programs, preparing them for life beyond high school. Instructors strengthen classroom learning by incorporating work-based learning (WBL) opportunities by facilitating internships, collaborating with industry advisory boards, and bringing in guest speakers from relevant fields.

Additionally, NOCROP fosters an organizational culture of equity and inclusion, requiring an active commitment from every educator and staff member. We regularly facilitate meaningful discussions on diversity, equity, and inclusion during staff in-services, professional development workshops, and Leadership Team meetings, which include all staff members who work at either the Education Center or the Career Training Center (CTC). To further our mission, we partnered with [Groundswell](#) and hosted a series of [DEI classes](#) for any interested staff member providing opportunities to deepen their understanding of DEI.

Finally, Administrators of Instructional Programs, along with support from Instructional Coaches, collaborate with instructors annually to set instructional and professional development goals. Regular classroom visits ensure effective teaching strategies and positive student interactions. Strong relationships between administrators and instructors translate into shared ownership of student success. Throughout the year, the [Career Pathway Board Presentation and Advisory Schedule](#) provides instructors with the opportunity to present key aspects of their programs and pathways at Board of Trustee meetings, providing board members with valuable insights. This initiative strengthens district partnerships and enhances program visibility and support.

Staff Input and Evidence: Padlet [HERE](#)

## Criterion 2. Governance, Organizational Infrastructure, and School Leadership Summary

### Areas of Strength



- NOCROP has a high functioning governance and leadership structure that enables and supports ethical and effective leadership.
- Leadership Team participation includes all staff members housed in the Education Center and the Career Training Center (CTC) with representation from certificated, classified, and management staff and provides a systematic way for all staff members to have a voice and contribute to the organization.
- The specialization and oversight of the various career pathways by designated Pathway Managers have been integral to the growth, development, and elevated success of pathways.
- The Professional Learning Community (PLC) process over the last thirteen years has provided paid, dedicated time for certificated staff members to elevate student learning experiences and improve student success and achievement.

#### **Areas of Growth**

- Identify or enrich intentional professional development and incentives for the wide-range of various job functions held by certificated, classified, and management staff.
- Integrate more student performance and pathway outcome data into PLC work.

### Criterion 3: Faculty and Staff

*The success of NOCROP programs is rooted in our commitment to maintaining a highly qualified, well-supported, and continuously developing faculty and staff. The program prioritizes the recruitment, development, and evaluation of personnel to align with its mission and Board priorities and goals, ensuring that every employee contributes to student success and institutional excellence.*

**Indicator 3.1: The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and schoolwide learner outcomes/completion profile.**

NOCROP employs individuals who meet qualifications in education, training, and experience, aligning with the needs for each position. The recruitment process is designed to be equitable and thorough, through a multi-step approach. Positions are [advertised internally](#) via HR updates and on platforms including [EdJoin](#) and [Indeed](#), ensuring broad visibility. As needed, [specialty job boards](#) are utilized to further advertise hard-to-fill positions. Recruitment planning is a [collaborative effort](#) between Human Resources (HR) and hiring managers, using tools such as our [Recruitment Planning Worksheet](#), [teaching demonstration topic list](#), and [CODESP](#) resources. Collaboration continues with a two-step screening process ensuring minimum qualifications are met before evaluating candidates' fit through application reviews. Screening results with invitations to [performance examinations](#), such as [teaching demonstrations](#), when applicable, and [interviews](#). Management level roles include a second round interview with Cabinet members to align final selection with the vision of the organization. Diverse hiring panels include classified, certificated, and management staff, and occasionally the participation of outside experts, partners, and students, enhancing perspective and equity for candidate selection. For example, when hiring the Director of Technology and Data Support Services, a member of the Orange County Department of Education's IT Team participated on the panel. Additionally, instructors are prioritized as panelists for open teaching positions, applying their industry expertise and knowledge of the role, ultimately strengthening the hiring recommendations and building buy-in and mentorship for PLC meetings. As a result of our structured hiring practices, NOCROP has built a diverse and highly qualified team of professionals who reflect our mission and values.

The pre-employment process follows verbal acceptance of a job offer and includes steps to authenticate qualifications. [Education official transcripts](#), [reference checks](#) from multiple sources, and credential documentation or applications are collected as thorough verification of eligibility. Specialty positions, such as those in our Vocational Nursing Training Program (VNTP), Nursing Assistant Training Program (NATP), and preschool programs, have additional layers of licensure guided by regulating agencies. Proper steps are taken to follow guidelines of the [California Board of Vocational Nursing and Psychiatric Technicians](#) (BVNPT) and the [Community Care Licensing Division of the California Department of Social Services](#), respectively.

NOCROP instructors are required to hold an active [Designated Subjects Career Technical Education \(CTE\) credential](#) with the [Commission on Teacher Credentialing](#) (CTC). HR remains informed of relevant credential requirements by reviewing [CTC Coded Correspondence](#) and maintaining a strong partnership with the [Orange County Department of Education \(OCDE\) CTE program](#). The majority of new instructors enroll in OCDE courses and NOCROP's mentorship and

positive relationships enhances the support for our instructors as they transition careers. Credential status is monitored by the HR Analyst with [reminders provided to instructors](#) regarding upcoming renewals. HR further supports communication between new instructors and OCDE as needed to ensure credentials transition to clear status.

**Indicator 3.2: The school implements personnel policies and procedures that are clearly communicated to all employees. The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.**

NOCROP Board Policies (BPs), Administrative Regulations (ARs), and [hiring procedures](#) are clearly communicated and accessible. Key practices include transparent communication, accessible policies, and new employee support. [Job descriptions](#) detail required skills and applicable credentials, licenses, and experience, and are [included in job postings](#). This is paired with a position summary, internally referred to as a “[Wow Statement](#),” shared at the start of each interview to ensure clarity for applicants. All BP and AR’s are publicly available to view on the [organization website](#), along with an additional internal staff link via the HR department intranet page ([SharePoint](#)). [Internal notifications](#) of revisions and new Board approved policies are sent through the dedicated boardupdates@nocrop.us account.

The pre-employment process highlights essential policies, including [BP/AR 4020 Drug and Alcohol-Free Workplace](#), [BP 4119.21/4219.21/4319.21 Professional Standards](#), [BP/AR 4030 Nondiscrimination in Employment](#), and many others. All policies are referenced with virtual receipt of the [Employee Acknowledgement of Governing Board Policies and Regulations form](#). This and other valuable training courses are distributed through [Keenan SafeSchools](#) virtual platform, following all applicable government laws and regulations for required training. Classified and management new hires are supported by their supervisors with individualized onboarding. In addition to supervisory guidance, new instructors attend [New Teacher Training](#), a five day intensive program offered each summer. Ongoing [New Teacher Learning Community](#) meetings assist instructors in years two through five to assure the greatest opportunity for success as they often transition from their industry focus to an education environment.

**Indicator 3.3: The school leadership assures the effectiveness of its faculty and non-teaching support staff members by evaluating all personnel systematically and provides direction and support for their professional growth.**

NOCROP systematically evaluates personnel to ensure effectiveness and foster professional growth. The evaluation process is built on transparency, collaboration, and support. [Management Staff](#) are evaluated annually at the close of each fiscal year. Cabinet members have had purposeful conversations through manager feedback sessions to provide strengths and areas of focus, which align efforts with the [Board Adopted Priorities and Goals](#).

Per Ed Code, classified employees are hired under a six (6) month [probationary period](#), during which performance [evaluations](#) are conducted at three (3) month and five (5) month intervals to determine eligibility for continued employment. After the probationary period, classified employees transition to an [annual evaluation](#) cycle through their fifth (5th) year of employment,

followed by biennial evaluations. Supervisors utilize a standardized [rubric](#) for classified staff members, which promotes transparency and ensures consistent and equitable performance assessments.

Certificated instructors receive evaluation support during their first and second years, followed by evaluations with a two years off and one year on cycle. In this model, the employee receives a formal [evaluation](#) every third year, contingent on satisfactory performance. An Evaluations Project Team, composed of multiple stakeholders, has played a key role in refining the evaluation process, including aligning the certificated evaluation template with the updated [California Standards for the Teaching Profession](#) (CSTPs), recently revised as of April 2024. This ongoing commitment to improvement includes a 2024-25 pilot introducing a [goal-setting form](#) and process designed to foster meaningful discussions on professional growth, [salary progression](#), and CSTP-aligned practices that enhance the student learning experience. Administrators also provide ongoing feedback through classroom visits. To support this, meetings including Administrators are concentrated on Tuesdays and Thursdays, allowing three (3) days each week to dedicate to site visits and relationship-building.

Employees of any classification who receive a less-than-satisfactory evaluation are provided with a [Personal Improvement Plan](#) (PIP) designed to address identified areas for growth. The PIP outlines specific, measurable goals, targeted strategies, and necessary resources to support the employee's development. This structured approach ensures clear expectations, ongoing feedback, and opportunities for improvement, fostering both professional growth and alignment with organizational standards.

In addition to formal evaluations, Cabinet members prioritize a monthly opportunity to meet with each department to provide direction and support. Topics of discussion may include cross-training opportunities, [conference and event participation](#), and other options for growth connected with the position. [Leadership Team meetings](#) include all staff located at the Education Center and Career Training Center and are hosted weekly as needed to communicate updates and gain feedback.

**Indicator 3.4: The school provides all personnel with appropriate opportunities for professional development and implements processes to measure the impact on student learning.**

Ongoing professional development opportunities are integral to fostering a skilled and motivated workforce. NOCROP distributes an [All Staff Survey](#) annually near the end of the school year to collect feedback from all staff members. Many of the topics help to determine how each department is directly supporting student learning. Themes and strategies can be gleaned from the results to help initiate intentional professional development efforts to improve the student experience.

All employees are encouraged to participate in professional associations related to their positions. To share a selection, many managers are members of the [Association of California School Administrators](#), HR leadership participate in the [School Services of California, Inc.](#) HR network, and team members working on apprenticeships enlist in local Joint Apprenticeship and Training Committees. Annually, NOCROP facilitates the [Back-to-School In-Service](#) to launch the

beginning of each new school year and provide learning opportunities for all employees. Some sessions directly review student survey results and analyze the impact of current practices on student learning. [CPR \(Cardiopulmonary resuscitation\) Instructor training](#) is held biannually for the instructors required to certify their students. [CPR Provider training](#) is also periodically offered. Additionally, staff members attend conferences including CTE Fall Conference, Educating for Careers, Aeriescon, and other professional development opportunities through the Orange County Department of Education, including with the ACE Team attended [MTSS](#) training.

Classified staff may work directly with their supervisors to design [personalized professional growth plans](#). Completing courses related to their current position and outlined in such a plan result in additional [stipend compensation](#). Employees have participated in countless OCDE trainings, which focus on topics such as [retirement](#), the HR Information System ([HR 2.0](#)), and more. Expanding on Classified growth opportunities, Learning Walks relate to our internal pathway programs and school sites, [conference](#) attendance is supported, internal cross-training encouraged, and [Microsoft My Learning application](#) courses available.

Certificated instructors attend monthly [Professional Learning Community](#) (PLC) meetings, in-services, staff development sessions, and partner district staff development days. The Board-approved [salary schedule](#) promotes growth through two formal pathways: 20 annual [Staff Development](#) hours for step movement and [Certification](#) to achieve column advancement. [Internal staff development opportunities](#) are offered to those interested, or alternatively, individualized options are available with intentional planning between an instructor and their Administrator of Instructional Programs. Certificated staff are also encouraged to attend and speak at conferences. During the 2024 Fall CTE Conference, NOCROP had two presentations, one titled, “Beyond the Classroom: Creating Impactful Student Led Exhibitions and Showcases” led by two Production and Managerial Arts Pathway instructors, and the second presentation was titled “[Launching Legends: A Guide For Supporting CTE Teachers](#),” led by the Assistant Superintendent of Educational Services, the Director of Educational Services, and the Administrator of Innovation and Instructional Support. All of these opportunities strengthen the leadership abilities and skill set of certificated instructors positively impacting and elevating the student experience and learning in all classrooms.

[Board Adopted Priorities and Goal](#) 3.2 states, “Advance strategies to recruit and retain highly qualified, student-centered, and mission-driven staff” and Goal 3.3 states, “Improve employee evaluation tools for certificated, classified, and management staff to promote self-reflection and professional growth.” Therefore NOCROP’s comprehensive and equitable recruitment process, along with the investment in professional growth and staff development ensures that employees remain engaged, skilled, and motivated, fostering a thriving workforce that drives the success of NOCROP student learning.

Staff Input and Evidence: Padlet [HERE](#)

### Criterion 3. Faculty and Staff Summary

#### Areas of Strength

- Comprehensive and equitable recruitment processes.

- Strong partnerships with OCDE for credentialing compliance.
- Professional development and staff development opportunities for certificated instructors.
- Transparent communication of policies and job expectations.

**Areas of Growth**

- On-going support for comprehensive new hire orientation and onboarding program
- Outdated evaluation tools and expanded professional growth programs needed for classified and management staff.



## Criterion 4: Curriculum

*The school leadership develops and implements a challenging, coherent, relevant, and research-based curriculum that allows all students the opportunity to reach schoolwide learner outcomes/completion profiles. The school's curriculum reflects its mission and schoolwide learner outcomes/completion profile and connects directly to current student learning needs.*

**Indicator 4.1: The school uses a current and documented curricular plan or map that outlines courses of study necessary to reach stated goals, licensure requirements, or certificate expectations.**

NOCROP classes are taught in a wide-range of career fields with [26 sequenced career pathway courses in 11 industry sectors](#). All courses are listed on its [website](#) with a description of each course and the locations where they are taught. [NOCROP's regional course offerings](#) are also listed on their website under a specific tab, providing information on the industry sector, the class dates, location, and times, along with the sequence of the classes in the pathway, with the relevant prerequisites. Fee-based adult classes are listed on the [Adult Career Education \(ACE\) website](#), with course descriptions, schedules, and course costs. Furthermore, NOCROP instructors have access to [Teacher Tool Kits through their Google Shared Drives](#), which provide course outlines and instructor curated instructional resources for instructional delivery. Teacher Tool Kits are organized via Google shared drives by industry pathway and includes examples of student work, key assignments, common formative assessments, rubrics, and curriculum associated with the California Career Ready Practice Standards.

[Monthly PLC Pathway Reports](#) are completed by pathway instructors to record their discussions in creating common assessments, instructional best practices, curriculum adjustments based on advisory meetings, and initiatives towards developing pathway common main events. PLC meetings follow a structured cycle that ensures continuous curriculum alignment across pathways, allowing for strategic collaboration that leads to improvement in both curriculum and instruction. While the work around strengthening PLC discussions is always an area for growth, part of this structure encourages instructors to discuss progress on curriculum alignment, advisory meetings, and other factors that add to the development of curriculum at NOCROP. To assist the collaboration and consistency in curriculum discussions, each pathway has a binder containing printed copies of all the monthly pathway reports and other necessary resources for instructors that are to be utilized during PLC meetings, ensuring that the instructors use current course outlines, equipment lists, stated goals, and licensure requirements during their discussions.

Each pathway course at NOCROP has clearly defined learner outcomes that are aligned with model curriculum standards, anchor standards, and [Career Ready Practice Standards \(CRPs\)](#). These alignments are continuously reviewed and refined to ensure that all courses maintain strong curriculum alignment with industry and postsecondary expectations, which directly supports student achievement. Employability skills are integrated into the curriculum and daily instruction to develop strong, career-ready students who focus on developing communication, teamwork, and collaboration and modeling integrity and leadership. [Standardized templates for curriculum syllabus letters](#) outline textbooks, expectations, and grading policies, ensuring a coherent approach regardless of school, pathway, or instructor. Course outlines specify the learning objectives and

are organized into sequential units from start to finish, highlighting the knowledge and understanding students will acquire, along with the skills they will develop. [Established goals and daily/weekly agendas](#), and alignment with the Career Ready Practice Standards (CRPs) are included to ensure comprehensive learning.

To enhance career readiness, NOCROP is expanding its efforts to embed industry-recognized certification objectives directly into curriculum across all pathways. This initiative ensures that students not only meet course learning outcomes but also leave with tangible certifications that increase their employability and alignment with industry expectations.

To ensure equitable grading practices, NOCROP is working to develop standards-based grading (SBG) practices across all pathways. This shift will create a more transparent and consistent grading framework where students are assessed based on their mastery of industry-relevant competencies rather than traditional point-based systems. PLC meetings will include discussions on best practices for implementing SBG and professional development offerings will include assessment and grading best practices surrounding SBG, ensuring alignment across pathways and enhancing equity in student assessment.

An updated [lesson plan template](#) for instructors emphasizes the importance of differentiation by incorporating strategies aligned with [Universal Design for Learning \(UDL\)](#) guidelines, ensuring that the needs of gifted and talented students, as well as students with diverse needs, are addressed through flexible, inclusive, and accessible instructional approaches. The template's organized structure guides instructors to focus on key areas of lesson plan development, starting with a compelling hook to capture student interest and set the context for learning. It systematically outlines each phase of the lesson, from clear and explicit guided instruction to scaffolded guided practice and finally to independent practice, ensuring that students have a gradual release of responsibility in mastering the content. Additionally, the template emphasizes the use of formative assessments and checks for understanding throughout the lesson to monitor student progress and adapt instruction as needed. By requiring instructors to detail the structure of learning, align activities with the end assessment, and integrate strategies for diverse learners, the template provides a robust framework that supports equitable and effective teaching practices. Incorporating project-based learning principles into lesson plans is a growth priority, and NOCROP is working to develop structured pacing guides that help instructors integrate PBL opportunities more effectively. Additionally, these pacing guides will ensure that students engage in real-world, hands-on learning experiences that enhance skill development and industry relevance.

Project deadlines, lesson objectives, CRPs, and upcoming units are communicated effectively by instructors through written agendas displayed in the classroom, ensuring that students stay informed and organized, which enhances their ability to manage their time and meet learning objectives. Evidence of clearly defined learner outcomes is present in instructors' Learning Management Systems (Google Classroom/eKadence) and includes examples of student work, student reflections, essential questions, daily objectives, rubrics, and learning objectives aligned to industry needs, and industry certification objectives.

**Indicator 4.2: The school has developed and implemented a regular curricular review cycle in order to ensure that the needs of the community are met, that the content taught in the**

**classrooms is accurate and relevant, and maintains curricular integrity.**

An organizational overhaul and revision to NOCROP's [course outline template](#) during the 2022-2023 school year have provided a more in-depth structure to the pathway curriculum that highlights individual units of instruction in sequential order and contains both essential skills and knowledge, alignment to Career Ready Practice standards, Model Curriculum Standards, UC/CSU key assignments, essential questions and learning objectives. Regular PLC meetings ensure that these course outlines continue to be refined based on student learning data and industry trends, keeping them responsive and relevant to evolving career pathways.

Every current NOCROP course holds [UC/CSU a-g approval](#) ensuring students have access to high-quality career education that meets college entrance requirements. In the spring of every year, NOCROP reviews their UC/CSU a-g approvals and submits newly developed courses for approval. To further strengthen curriculum alignment, NOCROP is developing a more structured communication plan regarding course approval processes, ensuring that all stakeholders, including instructors and advisory members, are informed of curriculum revisions and developments. NOCROP offers pathway courses spanning 11 of the 15 industry sectors and 24 of the 58 recognized career pathways, providing a broad array of opportunities for students. Since February 2022, twenty-nine capstone pathway courses offered by NOCROP have achieved [UC/CSU Honors status](#), further solidifying the program's alignment with rigorous college preparatory standards. The UC/CSU Course Management Portal lists all approved NOCROP pathway courses, showcasing the program's extensive reach and dedication to academic excellence across diverse fields.

Furthermore, NOCROP follows a structured multi-year [curriculum review cycle](#) where pathway instructors regularly update their course outlines, based on industry advisory recommendations, to ensure they reflect current industry needs and align with the California Model Curriculum Standards and Career Ready Practice Standards (CRPs). NOCROP considers factors such as labor market trends from the [Center of Excellence](#), student enrollment patterns, district demographic changes, vendor review presentations, and input from industry professionals when reviewing curriculum. These updates not only refine the curriculum but also inform resource allocation, such as the purchase of new instructional materials and certification opportunities.

Regularly scheduled [Learning Walks and Advisory Meetings](#) throughout the school year for each industry pathway require participation from industry professionals, current and former students, parents, and instructors who all contribute valuable insight into how the curriculum should evolve to stay relevant to both current and future student demographics. Through this collaborative process, outdated materials are removed, and the curriculum remains responsive to the needs of both the workforce and the learners. Finally, as part of the curriculum review process, pathway instructors engage in reviewing advisory meeting minutes which leads to written conclusions that guide future equipment, and resource allocation decisions. These include purchases of new equipment, securing grant funding, and organizing work-based learning opportunities to enhance student learning.

NOCROP's pathway curriculum is designed to reflect the school's vision and mission, along with their Schoolwide Learner Outcomes (SLOs) of embedding the CRPs adopted in 2018 into daily instruction. Students learn transferable skills through a variety of means including project-based

learning, service learning projects, field trips, CTSOs (Career, Technical Student Organizations), and externships and internships. Formative assessments, key assignments, and pre-and post-testing are used to ensure that students meet both academic and career readiness goals that align with the school's mission.

Furthermore, it is an organizational expectation that NOCROP instructors participate in IEP/504 meetings at their school sites for students, ensuring that instruction is continuously updated and adapted with current best practices to differentiate instruction when necessary. Modifications to instruction to meet student needs are shared at monthly PLC meetings to ensure all pathway instructors benefit.

NOCROP instructor involvement is a key part of the curriculum review process. Pathway instructors contribute through scheduled [summer curriculum work](#), where instructors collaborate on developing rigorous assessments and engaging units of instruction. Instructors participate in monthly Professional Learning Community (PLC) meetings to collaborate on pathway reports, equipment reviews, and curriculum revisions keeping the program aligned with industry and educational standards through a systematic review process. [Regular pathway-specific PLC meetings](#) follow a four-step process of investigating current practices, followed by developing a plan to adjust curriculum and instruction, acting on the plan, and then reflecting on the success of the plan for its effectiveness. NOCROP instructors also engage in regular [equipment list reviews](#) and collaborate on suggestions from advisory meetings to update resources aligned with industry standards. Decisions about pathway textbooks and other instructional materials go through a [structured review process](#) that requires approval from the NOCROP Board of Trustees and is documented through [Course Summary Sheets](#) for each career pathway course.

Finally, instructors engage in [NOCROP staff development workshop opportunities](#) throughout the school year, which keep them equipped with up-to-date knowledge and best practices, particularly in areas such as project-based learning and creating engaging classroom environments. These workshops are designed to provide educators with innovative strategies that can be directly applied in their classrooms, enhancing both student engagement and learning outcomes. Additionally, new instructors participate in monthly [New Teacher Learning Community meetings](#), which serve as a crucial support network for those entering the profession. These meetings focus on helping new educators develop better units of instruction and refine their teaching strategies to be more effective in the classroom. By fostering collaboration and sharing best practices, these gatherings empower new instructors to build confidence in their instructional methods, create impactful learning experiences, and adapt to the dynamic educational landscape. Overall, the combination of ongoing staff development and targeted support for new instructors ensures that all instructors remain skilled and responsive to the needs of their students, ultimately enhancing the quality of education provided within the NOCROP framework.

Together, these efforts ensure that the curriculum is shaped by both student feedback and the expectations of the broader community, helping to determine future course and program offerings.

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

NOCROP effectively provides students with timely access to up-to-date resources including

current texts, learning materials, and technology for achieving course learning objectives. To ensure that curriculum updates and textbook revisions are systematically communicated, NOCROP has been drafting SOPs, such as the [textbook adoption SOP](#), to develop and implement a more structured textbook adoption and instructional resources review process. This will ensure that at the beginning of each course, students receive the necessary materials, ensuring they are well-equipped for their courses content and learning.

A [textbook resource library](#) within the NOCROP organization is readily available, supplemented by access to digital learning platforms and tools that support classroom instruction. For instance, students in the Systems, Diagnostics, Service, and Repair Pathway utilize the Technical Information System (TIS) through Toyota/Lexus and Pro Demand texts to familiarize themselves with industry terminology and diagnostic repair processes. Additionally, pathways like Food Service and Hospitality benefit from resources such as the Foundations textbook and ServSafe materials, all integrated into Learning Management Systems, like Google Classroom, where student assessments are recorded and graded.

NOCROP further enhances learning through the use of [interactive technology, including large Viewsonic screens](#) in all pathway classes, drawing tablets in Design, Visual, and Media Arts Pathway classes, and Visible Body software that brings the 3D animations of the structures of the human body to every student's computer. All these examples facilitate direct instruction and encourage student presentations. The integration of chromebooks into NOCROP's classrooms for in-bell classes, regional after school classes, and Adult Career Education classes significantly enhances students' access to classroom assignments and digital resources located on either [Google Classroom](#) or eKandance. With the support from NOCROP's partner districts, providing each student with a chromebook, the organization ensures that learning materials and assignments are readily available both in and out of the classroom, allowing for a seamless educational experience. This accessibility fosters independent learning and enables students to collaborate and engage with online platforms and resources that support their coursework.

NOCROP ensures equity and access for all students by integrating current technology and differentiated instruction into its curriculum, fostering an inclusive learning environment that supports underrepresented and at-risk students. By providing chromebooks to classrooms/districts where 1:1 is not available, every student has access to digital learning platforms like Google Classroom and eKandance. This work allows NOCROP to help eliminate technological barriers that might otherwise hinder student success, particularly for those from low-income households. Classrooms are equipped with advanced technology, such as current industry computer labs, Anatomage tables, and industry-specific simulation tools like ambulance simulators in the Emergency Medical Technician Pathway and industry-standard culinary kitchens and equipment, enabling all students to engage in hands-on, real-world learning experiences that mirror professional environments. Differentiated instruction, supported by resources like individualized IEP/504 accommodations from case carriers at the high school sites and monthly PLC meetings to share best practices, ensures that curriculum and instruction are tailored to meet diverse student needs. Furthermore, career pathways embed transferable skills and the Career Ready Practices (CRPs) into daily instruction, helping students from all backgrounds develop critical communication, collaboration, and leadership abilities. Through these efforts, NOCROP not only provides equitable access to high-quality resources but also empowers all students,



including those traditionally underserved, to succeed academically, personally, and professionally.

[Learning labs, computer labs, and simulation environments](#) are strategically integrated into the curriculum. For example, Patient Care Pathway classrooms are designed to replicate clinical settings, allowing students to practice hands-on skills in realistic scenarios. Similarly, Systems Diagnostic, Service, and Repair Pathways are equipped with Snap-On tool bays that emulate automotive shops, providing students with practical experience using industry-standard equipment. In the Emergency Medical Technician Pathway at La Habra and Los Alamitos High Schools, students are provided the opportunity to practice their skills and knowledge using the Ambulance Simulator, training them for the challenges of patient care in an ambulance. Furthermore, within the Fire Technology Pathway at Los Alamitos High School, students get to interact with life-like fire simulators that safely demonstrate what a real firefighter would be challenged with extinguishing LED-driven digital flames and a laser training extinguisher that provides a dynamic and realistic simulation for trainees while eliminating the hazards associated with conventional fire extinguisher training and making it easy to perform multiple trainings. Strategically integrating “lab like environments” allows students to practice and perfect tasks, procedures, and policies in a realistic environment.

To further support instructional quality, NOCROP uses its general fund as well as grant funds to support certificated staff development opportunities. These opportunities take place as scheduled staff development offerings designed to target supports such as UDL and educational technology, as well as monthly two-hour [Professional Learning Communities](#) (PLCs) meetings. Furthermore, training on new industry equipment and technology is completed by engaging teachers in vendor specific training, such as Roland printer training for Design, Visual, and Media Arts Pathway instructors. These professional development opportunities are designed to ensure consistent equipment usage as well as grow teachers pedagogy, enhancing both curriculum and instruction.

Programs in the Adult Education Program, like the [Vocational Nursing Training Program](#) (VNTP) maintain relevance by updating student resources annually and ensuring students have access to adaptive quizzes, instructional videos, and practice tests via digital formats. Student support services are outlined in the [Adult Career Education Student Handbook](#). These varied resources collectively support students' learning needs, helping them develop critical skills, self-awareness, and career readiness in their respective fields.

Staff Input and Evidence: Padlet [HERE](#)

## **Criterion 4. Curriculum Summary**

### **Areas of Strength**

- Curriculum is consistently aligned with model curriculum standards to support student



achievement.

- PLC meetings to drive collaborative curriculum growth and refinement among educators.
- A standardized course outline template highlights individual units of instruction in sequential order and contains both essential skills and knowledge, alignment to Career Ready Practice standards, Model Curriculum Standards, UC/CSU key assignments, essential questions and learning objectives. standard alignment, instructional units, and essential questions.
- Actionable insights through Learning Walks and Advisory Meetings enhance curriculum effectiveness.
- Focused training for certificated staff members through workshops, in-service days, and professional learning communities supports curriculum implementation and development.

### **Areas of Growth**

- Establish a clear process and communication plan for textbook and curriculum revisions.
- Embed more industry-recognized certifications directly into the pathway curriculum to enhance relevance and career readiness.
- Develop standard-based grading practices across pathways for consistency and equity.
- Purposefully embed project-based learning opportunities that connect curriculum to real-world applications and develop pacing guides for accurate delivery.
- Integrate purposeful work-based learning skills and opportunities into the curriculum units of instruction to provide a structured way to enhance career readiness.

## Criterion 5: Teaching and Learning

*The instructional staff implements research-based instructional strategies and teaching methodologies that engage adult students at high levels of learning and allow them to achieve personal goals, schoolwide learner outcomes/completion profile, and course objectives.*

**Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses and ensures student success. Learning experiences link lived experiences and content and are self-directed, active, experiential, and collaborative.**

NOCROP's instructional program engages students in high-level learning through research-based strategies aligned with course objectives and student learner outcomes. Our focus on experiential learning provides students with real-world opportunities, including work-based learning, [internships/externships](#), guest speakers, and clinical site visits. Notably, our [Nurse Assistant Training Program](#) (NATP) and [Vocational Nurse Training Program](#) (VNTP) programs offer hands-on training at approved hospitals with established [training agreements](#), ensuring students gain industry-relevant experience.

To maintain instructional quality, NOCROP employs industry-experienced professionals who integrate current workforce practices into the classroom. Our instructors assess students through diverse methods, including hands-on evaluations, collaborative projects, and presentations. To enhance instructional rigor, relevance, and student engagement, instructors incorporate industry-standard technology, such as virtual reality (VR) simulations, 3D anatomical modeling, and interactive assessment tools that reinforce technical knowledge.

NOCROP's Educational Services Department supports ongoing [staff development](#) and through monthly PLC meetings, which align teaching practices with course standards, integrate [Project-Based Learning](#) (PBL), and incorporate English Language Development (ELD) strategies. Programs follow [CTE Model Curriculum Standards](#), [UC/CSU a-g requirements](#), and advisory committee feedback, ensuring students achieve measurable college and career readiness outcomes. Students can earn industry-recognized certifications, [UC/CSU-approved](#) course credit including honors, and early college credit.

Each career pathway follows a scaffolded curriculum, progressing from foundational knowledge to advanced, hands-on application and skills. Early courses introduce key concepts (e.g., medical terminology, food safety), leading to capstone projects where students apply their skills in real-world settings to solve real-world problems. Industry-standard tools and equipment enhance instruction, such as [Visible Body](#) for our Patient Care Pathway, [Solidworks](#) for our Engineering Design Pathway, and fully equipped industry-standard kitchens for our Food Service & Hospitality Pathway. [Certifications](#) such as OSHA-10, CPR, and ServSafe prepare students for workforce expectations. Intentional technology integration within instruction is also a focus area for growth, ensuring that all pathways effectively incorporate digital tools and platforms to enhance learning and professional skill development.

Community partnerships strengthen learning by providing students with real-world projects and experiences. For example, healthcare students may shadow professionals or [intern](#) at clinics, and

culinary arts students might collaborate with local farms, like the MACC farm at [Magnolia High School](#), for farm-to-table initiatives. Assessments include technical exams like [Adobe Suites certification](#), project presentations, and reflective self-assessments, fostering critical thinking, problem-solving, and communication skills.

**Indicator 5.2: The school leadership and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning for older students and adults.**

At NOCROP, the Educational Services Department and instructors are committed to staying current with research-based teaching strategies, ensuring high-quality instruction for high school and adult learners. Instructors engage in ongoing professional development to enhance pedagogy, instructional strategies, and technology proficiency, like the [Google Educator certifications](#). Regular CTE partnership engagement through [Career Pathway Learning Walks and Advisory Meetings](#) connect teachers with industry leaders, ensuring relevant, career-aligned instruction.

NOCROP fosters collaboration through [Professional Learning Communities \(PLCs\)](#) and [peer-led workshops](#), where teachers refine instructional techniques and share best practices. To strengthen instructional coaching, NOCROP continues to expand its mentorship culture, leveraging instructional coaches, Administrators of Instructional Programs, and peer mentors to provide targeted support for instructors at different career stages. Teacher leadership is nurtured both inside and outside of the classroom. Instructors and students also engage in [Career and Technical Student Organizations](#) (CTSOs) like [HOSA](#), DECA, and SkillsUSA, enhancing student leadership and elevating career readiness.

In 2021, NOCROP partnered with University Lab Partners (ULP) to create an eight (8) week high school educational course titled, [“Medical Innovation, Research, and Entrepreneurship \(MIRE\)”](#). MIRE is a hybrid program where high school student teams work with industry leaders/mentors to solve real-world unmet pediatric clinical needs devising a proof-of-concept, an intellectual property/patent strategy, and devising an exit plan which they pitch to industry leaders on the final day of the course. This program exemplifies how project-based, real-world problem-solving engages students and fosters cross-disciplinary learning, a model NOCROP aims to further integrate across all pathways.

NOCROP’s structured multi-year [pathway review cycle](#) ensures that instructors integrate industry expertise into lesson plans aligned with [Career Ready Practice Standards](#) on a regular basis. Teachers receive ongoing training in [Project-based Learning](#) (PBL), differentiated instruction, and industry-specific certifications like Adobe Certified Expert through [Certiport](#). Partnerships with local colleges, such as Fullerton College, Santa Ana College, and Cypress College, enable early college credit through articulation agreements.

The [Staff Development Learning Series](#) supports instructors at all career stages. In conjunction, PLC meetings and [Teacher Learning Communities \(TLCs\)](#) enhance instructional quality and provide mentorship that guides and retains instructors. Monthly PLC meetings bring pathway-specific educators together to integrate research-based strategies, whereas, TLCs provide tiered support:

- **New teachers** meet 10 times annually for foundational training.
- **Teachers in years 2–5** meet five times per year to refine pedagogy.
- **Veteran teachers** meet three times per year, focusing on mentorship and leadership.

Instructional coaches provide [personalized mentorship](#), while learning walks and visiting a mentor/model teacher’s classroom, encourages peer observation and feedback on engagement, differentiation, and classroom management. Data-driven decision-making helps refine teaching strategies, ensuring student success. Though teachers reflect on [student data](#) from the Career Ready Practices twice a year, the [PLC Guiding Coalition Team](#) wants to bring in other relevant data, like enrollment, grades, pathway completers, and certification data to elevate the data discussions being held during monthly PLC meetings. This is a growth opportunity to elevate the programs and services provided to students and NOCROP’s district partners.

NOCROP teachers also receive industry-specific technology training, such as [Adobe Suites](#), [Solidworks](#), and [Visible Body](#). Teacher externships provide an additional avenue for teachers to develop and enhance their skill set, such as the [AI Faculty Externships](#) that five of our Patient Care Pathway instructors attended, which was through a partnership with the [TGR Foundation](#). By investing in instructors, NOCROP strengthens teacher pedagogy and career-focused learning ensuring that students gain current and relevant real-world skills.

NOCROP remains dedicated to fostering professional growth, supporting teachers in delivering innovative, industry-aligned instruction, and preparing students for career success.

**Indicator 5.3: Differentiated learning opportunities for students with diverse backgrounds and abilities are supported through instructional approaches that promote inclusivity.**

NOCROP is committed to inclusive education that aligns with our [Board Adopted Priorities and Goals](#) and district partners’ learning objectives. Our programs support all students, including English Language Learners (ELL) and those with special education needs, ensuring equitable access to quality learning. To better serve our students and families, NOCROP has provided staff development workshops on [Universal Design for Learning \(UDL\)](#), [Social Emotional Learning \(SEL\)](#), [Special Education \(IEPs and 504 plans\)](#), and [Diversity, Equity, and Inclusion \(DEI\)](#), to provide all instructors with the knowledge of innovative teaching strategies and targeted student support strategies that will engage and enhance student learning for all students. Knowing who we serve allows us to create a safe and inclusive environment for all students.

ROP instructors collaborate in IEP and 504 processes, working with school case carriers to develop strategies that promote engagement and inclusivity. Meetings scheduled before or after school facilitate meaningful staff collaboration.

To support diverse learning styles, ROP integrates differentiation strategies. In the Patient Care Pathway, visual aids like anatomical models assist visual learners, while tiered assignments in Systems, Diagnostics, Service and Repair Pathway allow first year students to learn basic skills, like changing a tire or completing an oil change, while advanced students work toward industry [Automotive Service Excellence \(ASE\) certifications](#).

Cultural inclusivity is embedded in the curriculum. Culinary Arts courses in the Food Service & Hospitality pathway, explore global cuisines, while Patient Care Pathways discuss diverse medical practices, fostering cultural competency. Small-group instruction and peer mentorship programs help tailor lessons, such as [Solidworks](#) CAD software training in the Engineering Design Pathway or hands-on skill labs in the Patient Care Pathways..

Assessments vary by student strengths, incorporating written, oral, and practical evaluations. NOCROP teachers have also received training in [Universal Design for Learning \(UDL\)](#) to enhance lesson accessibility for all learners. The training discussed how learning, and the transfer of learning, occurs when multiple representations and perspectives are used to support their students in making connections within, as well as between, concepts. Strategies like using videos with captions, hands-ons activities, and written materials ensure engaging, flexible instruction. Additionally, at the start of the 2023-24 school year, NOCROP invested in flexible furniture for our classrooms, as well as industry-standard equipment, in order to provide the flexibility for teachers to adapt and create a classroom environment that meet the diverse learning needs of their students.

Social-emotional learning (SEL) is integrated into instruction, promoting teamwork, self-awareness, and resilience. Collaborative projects, such as the [Business Pitch Competition](#), provide students the opportunity to develop and present small business startup ideas, receiving peer and instructor feedback to build confidence, adaptability, and communication skills. The Business Pitch Competition collaboratively involves students from the Entrepreneurship/Self Employment Pathway in the Anaheim Union High School District, and Production Managerials Arts Pathway students from both Fullerton Joint High School District and Placentia Yorba Linda School District.

Through these efforts, NOCROP fosters an inclusive, student-centered learning environment that respects diverse abilities and backgrounds, preparing all students for success.

**Indicator 5.4: The school is actively engaged in integrating technology into instruction and monitoring its effectiveness.**

NOCROP, integrates technology into instruction to create interactive, high-impact learning experiences. Advanced equipment like virtual reality goggles, and 3D printers enhance CTE pathways, including medical technology, automotive, and arts. Ongoing training ensures educators effectively incorporate these tools into their curriculum.

Industry-standard technology supports skill-building in real-world applications. Healthcare students use medical simulation software for hands-on practice, while platforms like [Google Classroom](#), [Canva](#), and [Nearpod](#) facilitate blended learning. Cloud-based tools enable student collaboration on projects, preparing them for modern work environments.

To assess learning and adapt instruction, NOCROP uses digital assessment tools like [Kahoot!](#) or Google Forms for real-time feedback. Formative and summative assessments guide instructional strategies, with insights shared during PLC meetings. Equitable access to technology is ensured through Chromebooks, tablets, and technical support. This comprehensive approach fosters a tech-enhanced learning environment that meets diverse student needs.

**Indicator 5.5: Strategies are used by the instructional staff to develop personalized**

**approaches to learning and alternative instructional options which allow access to the rigorous standards-based curriculum and other programs.**

NOCROP teachers align lessons and activities with the [Standards for Career Readiness Practice](#) to ensure that students develop the professional and technical skills necessary to succeed in a high-wage, high-demand career. By integrating industry-relevant competencies into daily instruction, teachers prepare students for both postsecondary education and the workforce. Lesson plans are structured to include career-oriented learning objectives, technical skill development, employability skills, and industry-specific problem-solving activities that mimic real-world work environments.

To support diverse learning needs, NOCROP instructors employ a variety of instructional strategies, including small-group instruction, one-on-one mentoring, and scaffolding. These methods allow teachers to personalize learning experiences and differentiate instruction based on students interests, abilities, and career aspirations.

To enhance career readiness in instruction, NOCROP is working to purposefully embed [Work-Based Learning opportunities](#) into the curriculum across all pathways. While this continues to be a growth area to have these experiences in all classrooms, Work-based Learning opportunities, including field trips, job shadowing, internships/externships, guest speakers, and workplace simulations provide students with direct exposure to industry professionals and real-world career environments. For example, in the Patient Care Pathway, students complete clinical rotations at approved healthcare facilities, practicing direct patient care under the supervision of licensed professionals. To further strengthen classroom-to-career connections, NOCROP is working to expand partnerships with local businesses, trade organizations, and postsecondary institutions to provide structured mentorship programs and pre-apprenticeship opportunities.

Staff Input and Evidence: Padlet [HERE](#)

## **Criterion 5. Teaching and Learning Summary**



### **Areas of Strength**

- Teaching and Learning focuses on the Career Ready Practices (CRPs).
- Instructor growth and development is a priority, offering targeted training and mentoring.
- PLC and TLC meetings foster collaboration and the opportunity to share best practices and research-based, teaching and learning strategies.
- Instructors utilize their industry knowledge and are provided with current, industry-standard tools and equipment to provide relevant instruction.
- There is a strong coaching and mentorship culture. Instructional coaches, Administrators of Instructional Programs (AIPs), the Director of Educational Services, along with the Assistant Superintendents, provide tailored guidance.
- NOCROP prepares students for the workforce by integrating industry-standard technology and equipment across all pathways. Hands-on training with specialized software and equipment builds real-world skills, ensuring readiness for internships and externships and prepares students for a seamless transition to employment.
- Students receive hands-on training and real-world experiences. Work-based learning experiences strengthen the learning environment for all students.
- Staff members foster cultural awareness and inclusion, ensuring all students feel valued. By embracing diversity, equitable access to education and career pathways prepare all students for the global workforce.

### **Areas of Growth**

- Technology integration must be intentional in all aspects of teaching and learning.
- Purposeful work-based learning experiences are embedded into the curriculum across all pathways.
- Rigor and relevance in all pathway curriculum to ensure that students develop critical thinking, problem-solving, and real-world skills preparing them for college, careers, and life.

## Criterion 6: Assessment and Accountability

*The instructional staff uses effective assessment procedures to collect, disaggregate, analyze, evaluate, and report performance data for students within courses and programs. Assessment is used to measure student progress, to modify learning approaches, and to carry out organizational planning, allocation of resources, and continuous school improvement.*

**Indicator 6.1: The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for changes based on assessment results.**

NOCROP gathers various learning data from internal and external sources to determine recommendations for courses and for decision-making. Multiple departments work together to report, analyze, and share information with the organization's stakeholders and community members. NOCROP utilizes the learning management system (Aeries) to collect student information and data; information is provided regularly to pertinent stakeholders.

Discussions during regularly scheduled [Professional Learning Community \(PLC\)](#) meetings throughout the school year allow instructors to share formative and summative assessments, assignments, projects, skills assessments, and presentations that guide ongoing learning and skill-building while measuring overall achievement and readiness for future challenges. Curriculum that provides an opportunity to pursue industry-recognized certifications aligned with industry standards are also worked out during PLCs while data informs the protocol and process to prepare students for those exams. The Director of Educational Services, Administrators of Instructional Programs, and Pathway Managers actively participate in PLC meetings and work collaboratively with instructional staff to coordinate curriculum revisions, along with the multi-year [pathway review cycle](#), when necessary. Regular professional Advisory Meetings connect students and staff with industry experts who provide invaluable insights, mentorship, and career guidance.

NOCROP systematically collects and analyzes learning data from multiple sources to inform instructional decisions, strengthen teaching practices, and enhance student learning outcomes. [Annual student survey results](#) serve as a key data point in this process, providing instructors with direct feedback on instructional effectiveness, student engagement, and alignment with Career Ready Practices (CRPs). These surveys, administered at both [Back to School In Service](#) and [Spring In Service](#), assess student perceptions of teaching and learning based on the California Standards for the Teaching Profession (CSTPs) and NOCROP's Student Learning Outcomes (SLOs), the CRPs.

To further support career-focused instruction, NOCROP has established a shared digital resource titled, [“Employability & Standards for Career Ready Practice”](#), accessible to all certificated instructors and Administrators of Instructional Programs. This repository provides model lessons aligned with each CRP standard, allowing instructors to adapt and customize these resources to fit the specific needs of their pathways. By integrating these lessons into their curriculum, instructors ensure that students develop a common career-focused vocabulary and essential employability skills, reinforcing the real-world applicability of their coursework.

Data from the annual surveys, along with analysis of CRP lesson implementation and

effectiveness, provide valuable insights into instructional strengths and areas for growth. These insights allow instructors and administrators to make informed recommendations for refining teaching strategies, strengthening pathway-specific instructional approaches, and enhancing student readiness for both college and career. The ongoing review of CRP utilization across pathways fosters instructional consistency and alignment, creating a unified approach to career-focused education at NOCROP.

**Indicator 6.2: Assessment results are reported regularly to all staff and partners to increase accountability and ensure student learning remains the focus of the school.**

Data is regularly shared with the Board of Trustees through the Superintendent's Report and detailed program presentations, such as the [Adult Career Education Board Presentation](#) and the [2024 Summer School Presentation](#). Meeting agendas, dates, and minutes provide clear evidence of organizational transparency and accountability.

The Student Information Services Team plays a critical role in supporting JPA partner districts by generating reports on class enrollment, student grades, pathway completers, pathway certifications, regional course enrollment, and work-based learning hours. These reports enable partner districts to assess the impact and effectiveness of ROP programs on student success and workforce readiness. This data positively impacts the scores on their schools' and district's College and Career Indicator (CCI) report on the California School Dashboard.

Instructors utilize the Aeries Learning Management System, a tool shared with partner districts, to record student progress and grades during the school day, and regional course instructors utilize NOCROP's Aeries for all regional courses that are held after school. This system provides parents, school administrators, and students with real-time access to academic performance, fostering transparency and consistent communication. At this time, the ACE Team is also in discussion with their stakeholders about transferring from their current SIS system to Aeries.

Both adult programs, K-12 programs, and initiatives that utilize grant funding are required to provide detailed data demonstrating their effectiveness and impact. These reports include comprehensive analyses of student progress, program outcomes, and key achievements to ensure transparency and responsible use of grant resources. For K12 CTE programs, data reporting includes student enrollment trends, pathway retention rates, completion rates, industry certification attainment, and postsecondary transitions. Additionally, reports track student participation in [work-based learning experiences](#) such as internships/externships, and engagement in CTSOs to assess program effectiveness and career readiness outcomes. In Adult Career Education, program effectiveness is measured through courses completion rates, licensure exam pass rates, employment placement data. This data is critical for ensuring alignment with labor market needs and is shared with NOCROP's local adult education consortium, workforce development boards, and apprenticeship program partners to guide program enhancements, curriculum development, and funding decisions. This consistent reporting supports data-driven decision-making, strengthens collaboration, and ensures continuous program improvement to maximize student success and uphold financial accountability.

Monthly [ROP Counselor Meetings](#) are held to ensure consistent communication and alignment of goals. These meetings provide a platform to discuss program updates, share opportunities, and

reinforce the organization's commitment to student success and workforce preparedness.

Marketing and communication efforts showcase the organization's achievements, particularly student success stories, through active engagement on social media platforms like [Instagram](#), [Facebook](#), [Twitter](#), and [LinkedIn](#). The weekly "[Slice of Success](#)" e-newsletter offers stakeholders regular updates on milestones and achievements. Additionally, the updated MyNOCROP SharePoint site enhances operational efficiency by providing staff with seamless access to essential resources and forms for student learning and program activities.

**Indicator 6.3: Clear learning goals are developed for each course so that success criteria can be measured and students who are struggling can be identified and supported.**

NOCROP ensures clear communication of learning goals for each course by utilizing various tools, some created by our instructors and some created by the organization. Some of the tools created and/or used by instructors include [syllabi](#) for every course offered that outline the objectives and expectations at the start of the year, while [hands-on/checklist assessments](#), verbal feedback, [chapter quizzes](#) specific to each pathway, and [rubrics](#) provide concrete success criteria.

As NOCROP strives to provide all students with strong learning outcomes, the [Mid-year and End-of-year Student Survey data](#) assists NOCROP in making decisions about how the Career Ready Practices are utilized in lesson planning, as well as student projects and activities. The survey questions align with the CRPs and the California Standards for the Teaching Profession. The Adult Career Education (ACE) Program also ensures this is completed through the use of formative and summative assessments in the classroom which are developed based on the beginning of the course/module objectives.

Participation in pathway curriculum revisions, coordinated by the Director of Educational Services and Pathway Managers, allows for continuous improvement and alignment of learning goals. Additionally, the [Career Pathway Advisory Meetings and Learning Walks](#) scheduled throughout the year, provide another opportunity for community members and industry professionals to review and contribute to pathway course outlines to ensure success criteria established for pathways are current, measurable, and relevant. By being mindful of one of the four [essential PLC questions](#), "What will we do when they haven't learned it?" This multifaceted approach helps identify students who are struggling, enabling targeted support to foster their academic success.

**Indicator 6.4: A range of student work and other data measures is used to assess student achievement of standards, schoolwide learner outcomes/completion profile, and program goals, and to make organizational changes to better support all students.**

Student work and assessment results play a pivotal role in NOCROP's teaching and learning process, particularly with a strong emphasis on individual student learning outcomes. Assessment results are reviewed and analyzed to gauge the mastery of skills and knowledge among students and are used throughout courses to monitor ongoing progress and provide immediate feedback, allowing instructors to tailor their teaching strategies to address individual learning needs promptly. A growth area for NOCROP is to create common assessments in pathways to ensure consistency, measure progress, and align learning objectives, providing equitable opportunities for

all students to succeed.

NOCROP also partners with agencies like the [National Center for Competency Testing \(NCCT\)](#), [National Registry of Emergency Medical Technicians \(NREMT\)](#), [Automotive Service Excellence \(ASE\)](#) to provide industry-standard certifications for students. NOCROP has made a commitment to remove the barriers for all students to take these certifications by paying for these student certifications through acquired grant funding. It is important to note that these certification results are utilized as another assessment for our instructors to assess and evaluate areas where enhancement to the curriculum or instructional practices is needed to improve the student success rates for these industry-standard certifications and elevate the student experience.

NOCROP also integrates assessment results into regular discussions during Professional Learning Community (PLC) meetings and professional development opportunities for instructors. This collaborative approach allows teachers to share best practices, refine instructional strategies based on data insights and patterns, and ensure alignment with organization, industry, and state standards. By continuously integrating assessment results into the teaching and learning process, NOCROP promotes a student-centered approach that supports individual growth, fosters academic success, and prepares students for future educational and career opportunities. Additionally, instructors celebrate the success of students through [CRP Student of the Month certificates](#) and the [Celebration of Success](#) event.

Connecting the results of data analysis to NOCROP's efforts to address student achievement, mastery of industry standards, and program goals is crucial for ensuring that student learning needs remain at the forefront of NOCROP's priorities. By establishing this cohesive framework, NOCROP ensures that student learning needs drive the organization forward.

**Indicator 6.5: The school uses assessment results for organizational planning, action plan revision, and resource allocation.**

NOCROP leverages assessment results to drive organizational planning, refine action plans, and allocate resources effectively. [Industry certification](#) exam outcomes as well as [internships/externship](#) data are used to measure program success and workforce readiness, informing curriculum adjustments to meet student and industry needs. Partnerships with businesses further support resource allocation by aligning educational goals with industry standards and providing [work-based learning experiences](#), ensuring a focused approach to enhancing student achievement.

Monthly Management team meetings bring Cabinet members and Management Staff together to review and refine [Board Adopted Priorities and Goals](#). Pathway-specific decisions are informed by data from [Pathway Reports](#), planning meetings with partner school district administrators, and updates from the Administrators of Instructional Programs. These discussions also identify areas requiring additional support and ensure alignment with the broader needs of partner districts and CTE initiatives. Furthermore, the organization added an SIS Data Analyst position to provide relevant data pertaining to student success to school sites and district partners, allowing data metrics to drive conversations with our partner districts and community partners for continued strategic planning.

The Human Resources Department, in collaboration with the Educational Services Department, reviews [certificated staff and performance evaluation](#) data in order to plan for recruitments and resource allocation. Additionally, in-services and certificated staff development workshops are planned through the evaluation of this data. Together, these efforts ensure the organization effectively integrates assessment data into planning, action plan revision, and resource distribution.

NOCROP employs a data-driven approach, using assessment results and industry certifications to guide curriculum adjustments, resource allocation, and organizational planning, ensuring alignment with workforce needs and enhanced student learning.

Staff Input and Evidence: Padlet [HERE](#).

## **Criterion 6. Assessment and Accountability Summary**

### **Areas of Strength**

- Structured time and opportunity for all staff to collaborate.
- Learning goals, Model Curriculum Standards & Career Ready Practices (CRP) standards and expectations are clearly communicated through various documents and practices.
- Real-world experiences, industry standard certifications, and technical skills align to industry expectations for students to be college and career-ready.
- Data-driven decision-making, monitoring key performance metrics, and supporting continuous improvement efforts advance student achievement and program effectiveness.

### **Areas of Growth**

- Instructors need additional resources and training to implement Universal Design for Learning (UDL) strategies and targeted tools for special student populations, including English Learners, students with diverse needs, and Justice-involved youth.
- Though multiple data sources are collected, shared and analyzed, there is a need to create a data dashboard to organize and make readily accessible student learner outcomes.
- Create common assessments in pathways to ensure consistency, measure progress, and align learning objectives, providing equitable opportunities for all students to succeed.



## Criterion 7: Student Support Services

*Systems of support are in place to meet the needs of students and help ensure a supportive learning environment focused on student access, progress, learning, and success. The school team systematically assesses student support priorities using faculty, staff, and student input, and other appropriate measures in order to improve effectiveness.*

### **Indicator 7.1: The school provides effective systems of support to enhance the learning environment and support student success, goals and school learner outcomes/completion profiles.**

NOCROP's Educational Services Department and instructors demonstrate a commitment to fostering a supportive and inclusive learning environment that empowers students to achieve their goals and meet schoolwide learner outcomes. Through effective systems, collaborative approaches, and tailored services, NOCROP ensures that students receive the guidance and resources necessary to succeed both academically and professionally.

NOCROP offers a comprehensive range of student support services through a collaborative effort involving support staff, instructors, counselors, and personnel from NOCROP's five partner JPA districts. These support systems, including [Universal Design for Learning \(UDL\)](#), [Social Emotional Learning \(SEL\)](#), [Special Education \(IEPs and 504 plans\)](#), and [Diversity, Equity, and Inclusion \(DEI\)](#), are specifically designed to improve the learning environment for all students and help them develop essential skills such as communication, problem-solving, and critical thinking. The ultimate goal is to prepare students for successful transitions into post-secondary education, further career technical education training, or the workplace.

[ROP Counselors](#) play a vital role in supporting students as they navigate their college and career journeys. Through the ROP Career Counseling Service Agreement, NOCROP financially contributes to the employment of 22 [ROP Counselors](#) assigned to each of the campuses of our five partnering JPA districts. The ROP Counselors work closely with teachers, other school site counselors, and administrators to ensure that students have access to relevant academic and other career-related opportunities. They provide individualized career counseling and advising, helping students explore pathway options, monitor progress, and make informed decisions about their next steps.

These ROP Counselors serve as valuable resources for students, providing guidance and support in their college and career guidance, connecting students to financial aid and scholarships, and ensuring access to career exploration tools. To support these efforts, NOCROP hosts seven yearly [meetings](#) with the ROP Counselors providing information and resources on the career pathways available to students, as well as continuing their education on the latest trends and data in CTE. The ROP Counselors are then better equipped to offer information and resources on college admissions, financial aid, scholarships, vocational training programs, and other post-high school options to all students on their assigned high school campus. They also organize events such as college fairs, workshops, and informational sessions to provide students with opportunities to learn more about various career pathways.

NOCROP also enhances students' learning environment by coordinating field trips that offer tangible, real-world experiences aligned with their chosen pathways. For example, in our System, Diagnostics, Services, and Repair pathway, students work with the [Orange County Automotive Dealers Association \(OCADA\)](#) to secure field trips and advisors for students. In addition, NOCROP's Residential and Commercial Construction pathway supports students through partnerships with [Antis Roofing](#) and [Simon Builders](#) to purposefully connect industry to the classroom. During these trips, students have the opportunity to visit facilities, gain exposure to potential career opportunities, and experience a day in the life of a professional in their chosen industry. Field trips serve to further cultivate students' interest in their desired field and provide a framework for their academic and professional development within their ROP course. Additionally, NOCROP leverages partnerships with industry partners, like [TGR Foundation](#), [KP Hippocrates Circle](#), and [Find Your Grind](#) to enhance the overall student experience.

NOCROP has established comprehensive systems to enhance the learning environment and support student success. Written [policies and procedures](#), along with the transition to the Aeries Student Information System (SIS) ensures the accurate maintenance of student transcripts and records, including admission and career pathway documentation. These records are critical for tracking student demographics, student success, career pathway completion, and industry earned certifications. A goal of the Student Information Services Team is to utilize the Aeries system to track the transition of ROP high school students and adult students to employment or further education institutions.

Marketing and communication materials provide clear and accessible information about available programs, while [onboarding and orientation](#) processes effectively introduce students to resources and expectations. Health, academic, and counseling services are available to address a wide range of student needs, including personal and career counseling. To ensure consistent quality in service delivery, professional development opportunities are offered for support staff, equipping them with the tools to assist students effectively. Additionally, new [teacher training programs](#) provide educators with the resources to foster success across all career pathways.

Annually, North Orange County ROP's Career Education Foundation celebrates student achievements through the [Celebration of Success](#) award ceremony, honoring outstanding ROP students. Each instructor is encouraged to nominate exceptional students who then fill out an application detailing how their ROP classes have positively impacted their lives and potentially their future career path. The process for selecting scholarship winners involves members of the Career Education Foundation and partners, such as non-profit members and NOCROP's Board of Trustees. Selected students are recognized at the Celebration of Success event receiving certificates and scholarship money for their remarkable accomplishments.

**Indicator 7.2: The school provides support for all students from the enrollment phase to the successful completion of the school course/program of choice and transitions to ongoing education or employment opportunities.**

NOCROP supports students from the enrollment phase through successful program completion and beyond, facilitating seamless transitions to further education or employment opportunities. Industry leaders and educational services regularly visit campuses, such as Jetson Robotics

supporting NOCROP's Engineering Pathway at Sunny Hills High School, to inspire students with career insights and strategies for achieving their goals. Through [articulation agreements](#) and early college credit opportunities with colleges like Santa Ana College, Cypress College, and Fullerton College, students can receive advanced placement or credits that align with their career pathways.

[Career Technical Student Organizations](#) (CTSOs) at NOCROP have experienced remarkable growth post-COVID due to renewed emphasis during both the 2023-24 and the 2024-25 school years, expanding their reach, impact, and success. NOCROP has seen an increase in teacher interest and more chapters are actively competing at regional, state, and even national competitions. The Patient Care pathway leads the charge with 11 HOSA – Future Health Professionals chapters, showcasing unparalleled student engagement and leadership. SkillsUSA has grown to include 9 thriving chapters representing programs in dental, construction, graphic design, engineering/robotics, and law. It is important to note that NOCROP hosted and streamed the [2022 Cal-HOSA Fall State Leadership Conference](#) in our Education Center and hosted the Cal-HOSA state competition in our Career Training Center (CTC) in 2023. Educators Rising, one of [NOCROP's newest CTSOs](#), has established two dynamic chapters aligned with the Child Development pathway. NOCROP is especially proud to announce the launch of a DECA chapter, driven by the Entrepreneurship class, as well as a Future Business Leaders of America (FBLA) chapter. NOCROP's CTSOs have become a driving force, equipping students with invaluable leadership skills, hands-on experience, and the tools needed to excel in their academic and professional pursuits.

ROP courses have been enhanced by the participation of [Career Pathway Learning Walks and Advisory Meetings](#), with an average of 7.6 businesses per ROP pathway attending a Learning Walk or Advisory Meeting and contributing to the development and enrichment of NOCROP's industry-relevant curriculum. Both high school age and adult students from the pathway attend the advisory meetings to provide input. Additionally after seeing students in action while on Learning Walks, business partners have provided summer internships, mock interview preparation, resume development, and other work-based learning opportunities to students. It is through these industry connections that students will engage in real-world experiences, but many connect with business partners that offer students employment opportunities.

In the Adult Career Education (ACE) Program, there are multiple ways to initiate onboarding. In the student information system, Orbund, there is an online inquiry form that prospective students complete, which initiates a follow-up phone call regarding their inquiry about a certain class or training program. Prospective students also contact the Adult Career Education (ACE) program via phone or by visiting the Career Training Center during business hours or by appointment. ACE program staff assist prospective students through a detailed process, beginning with initiating a conversation with the prospective student about their goals, career interests, and applicable programs available at the Career Training Center (CTC). ACE staff ensures students receive detailed information about their chosen class, including schedules, prerequisites, learning outcomes, and clinical externship opportunities. To familiarize them with the CTC campus, prospective students are given a tour of the campus and classrooms, including both the theory and skills lab areas. Enrollment assistance is provided to ensure a smooth transition into the program. Additionally, students are introduced to wrap-around support services available in the community and provide insights about their instructor to help them feel prepared for their first day. For those in need of financial assistance, the process is thoroughly explained, including the available funding

streams. The Adult Career Education (ACE) Program courses are listed on [California's Eligible Training Provider List](#), which contains all qualified employment training providers authorized to service students participating in federal, state, and other grant-based programs, including [CalWORKS](#) and [Workforce Innovation and Opportunity Act \(WIOA\)](#). Because NOCROP's ACE students do not qualify for Pell Grant funds through the Federal Student Aid (FAFSA) process, ACE staff work diligently to partner with community organizations, workforce development, rehabilitation, and other partners to assist prospective students with training funding. These [funding streams](#) include WIOA funding through workforce development partners, [LeadingAge California](#), [Equus](#), and the [Orange County United Way](#). Students receive step-by-step guidance in completing and submitting funding paperwork and an overview of what to expect from the funding source throughout the approval process. Since each funding stream has unique requirements, students are given tailored support to navigate their specific application process. Once approved, students are contacted to confirm their status and address any pending questions. For those opting for other payment methods, further assistance is provided.

In the end, NOCROP provides support for all students from the enrollment and/or onboarding phase to the successful completion of the course or program with supportive transitions to ongoing education or employment opportunities.

**Indicator 7.3: The school provides ongoing support including referral services, such as health and family support, career and personal counseling, and academic assistance based on the analysis of student needs.**

The Adult Career Education (ACE) Program's commitment to ongoing support is evident through its comprehensive [referral services](#) and its advocacy for a full time counselor. The financial funding for a full time counselor for the ACE Program was in partnership with [North Orange County Regional Consortium for Adult Education \(NOCRC\)](#). Health and family support, career counseling, and academic assistance are tailored to meet the diverse needs of students. Services are informed by student surveys and needs assessments are conducted with Adult Career Education students, which guide the ACE Counselor in the development of workshops on topics like stress management, time management, and career readiness. This full time, dedicated counselor for the ACE Program, along with the teacher on special assignment (TOSA) for adult outreach work together to provide personalized referrals to community services, collaborate with students one-on-one to address specific needs, and connect prospective students with funding resources when they are available through workforce development partners and collaborative partner grants.

The ACE Counselor provides personalized referrals to community services and collaborates with students one-on-one to address specific needs. Adult Career Education has implemented a [multi-tier system of support](#), and the staff in the ACE office have been participating in a year-long MTSS training to revise the existing plan to match current students' needs. Workshops addressing topics such as [Universal Design for Learning \(UDL\)](#) and [Social Emotional Learning \(SEL\)](#), and [Diversity, Equity, and Inclusion \(DEI\)](#) further enhance the supportive infrastructure. The introduction of training on creating and supporting students with diverse learning needs and/or on 504 plans highlights the ACE Team's dedication to creating an inclusive environment that prioritizes the well-being of all of their adult students.

**Indicator 7.4: School team provides an educational approach that customizes learning for each student's strengths, needs, skills and interests.**

NOCROP, along with the ROP Counselors embedded in every high school within our five partner JPA Districts, customizes its support services to meet the diverse needs of students and strives to create an equitable and responsive educational environment. The ROP Counselors have developed various practices and programs focused on college and career readiness. These initiatives aim to prepare students for employment, industry certifications, or post-secondary education.

NOCROP's educational framework prioritizes individualized learning to align with each student's strengths, needs, and aspirations. Career pathway educators collaborate to integrate the [Career Ready Practices \(CRPs\)](#) and life-readiness lessons into the curriculum, ensuring that students graduate equipped for success in the modern workforce.

Additionally, NOCROP instructors utilize the student support services that are provided at their assigned high school, including the Student Success Teams (SSTs), Special Education Teams, and counseling departments. Along with the Career Ready Practices embedded into all ROP courses, instructors utilize the district initiatives, for example the [Anaheim Union High School District's \(AUHSD\) 5 C's Framework](#), which emphasizes communication, collaboration, creativity, critical thinking, and character. In most capstone classes, students complete capstone projects and/or create portfolios that allow them to showcase their growth and development. NOCROP staff members participate in these senior capstone project presentations supporting students not only in NOCROP classes, but across the districts.

In the Adult Career Education (ACE) Program, data on adult students with diverse learning needs is collected from registration forms, and adults are urged to willingly indicate and share such information. When an adult discloses a special need on the enrollment form, the ACE Counselor engages with the student to acquire additional details and determine any required accommodations in instruction in partnership with the instructor of that course. Regular grade checks and check in meetings are established to ensure that the student is making progress in their classes and the accommodations are meeting their unique needs.

NOCROP's ongoing efforts to support students and staff members, addressing areas for growth while celebrating successes, have contributed to a thriving educational community.

Staff Input and Evidence: Padlet [HERE](#).

**Criterion 7: Student Support Services Summary**

**Areas of Strength**

- Transition to Aeries Student Information System for maintaining and tracking student records.
- Establishment of the ROP Student Ambassador Program.

- Active student participation in industry partnerships, Learning Walks, and Advisory Boards that enhance curriculum relevance and further elevate the student experience in all pathways.
- Staff Development emphasis on customized learning approaches and innovative teaching strategies, including Universal Design for Learning (UDL), Social Emotional Learning (SEL) and Diversity, Equity, and Inclusion (DEI).
- The Adult Career Education (ACE) Team has a full time counselor and has collaborated on an updated Multi-tiered System of Support (MTSS) for the adult learners.

**Areas of Growth**

- The Adult Career Education (ACE) Team has limited ability to track alumni in order to collect data on long-term outcomes for certain programs and services.
- Expand early college credit opportunities for high school coursework in all pathways.
- Increase parent education regarding career pathways and student support resources.



## Criterion 8: Resource Management

*Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, implementation and enhancement of programs and services. The level of financial resources provides a reasonable expectation of both short- and long-term financial solvency.*

**Indicator 8.1: The school operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.**

NOCROP demonstrates a strong commitment to financial integrity and transparency. Fiscal Services presents detailed [budget reports](#), including [first](#) and [second interim](#) reports, [unaudited actuals](#), and proposed budgets, to the Board of Trustees, ensuring oversight and public accountability. With over [100 Standard Operating Procedures \(SOPs\)](#) in place, staff training and task execution are consistent and precise.

NOCROP has a spotless record with external [financial audits](#), being the only district in Orange County with no findings in its history. [Quarterly budget meetings](#) with administrators allow for ongoing adjustments, ensuring resources are allocated equitably to meet classroom needs. The purchasing process includes rigorous checks, with paper trails maintained for accountability and three layers of approval to minimize liability.

The ROP's investment in a [Pension Stabilization Plan](#) of \$7 million positions it as a financial leader, targeting self-sustainability within a decade. Additional revenue streams, including [property rentals](#) and a cell tower lease, offset rising costs, enhancing financial stability. The utilization of digital platforms such as Orange County Department of Education's Shoreline/Business Plus and InformedK-12 has streamlined processes for budget management and purchase requests, increasing efficiency and transparency.

[Regular training sessions for staff on fiscal procedures](#) and tools ensure compliance and effective utilization of resources. The collaboration between Fiscal Services and stakeholders, including pathway-specific needs assessments, reflects a commitment to aligning expenditures with strategic goals and equitable resource distribution. Additionally, the Fiscal Services team started writing Standard Operating Procedures in 2020, and now have over [100 documents](#) and training videos on [how to perform technical tasks](#) within the department to ensure cross training and accuracy within our task.

**Indicator 8.2: Organizational planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning to ensure financial stability.**

NOCROP's financial planning process is forward-looking and adaptable. The school secures diverse revenue streams, such as [Career Technical Education Incentive Grants](#), K-12 Strong Workforce Grants, and Perkins Grants, to supplement its general fund. This information is [shared with our partner districts](#) in an effort to build shared knowledge and transparency. The ROP begins budget planning in February where [all budgets start with a zero balance](#) and are built intentionally for the upcoming year, often referred to as "Zero-based budgeting" where meetings are held in

March with each administrator that outline vision-aligned financial priorities, ensuring resources support all pathway courses and initiatives.

Annual external inspections and consistent training for administrators promote compliance and effective grant management. Administrators oversee assigned pathways, ensuring equity and tailored support for all classrooms. Long-term planning is a priority, with NOCROP participating in a [consortium through CAEP](#) to create annual budgets and three-year projections. The organization's transparent financial presentations to the Board, including updates on [COLAs and compensation adjustments](#), underscore its commitment to attracting and retaining top talent.

Pathway parity is addressed through collaborative PLC discussions and equipment needs assessments, ensuring all classrooms within a pathway meet industry standards. [Safety and compliance are paramount](#), with accessible Safety Data Sheets in all classrooms and proactive planning for expenditures prior to grant expiration.

**Indicator 8.3: The school provides facilities that are clean, safe, and well-maintained in order to provide for an effective learning environment.**

NOCROP's facilities are clean, safe, and well-maintained, providing an optimal learning environment. A work order system ensures timely repair submissions, while annual planning meetings prioritize [summer projects](#) for cleanliness and refreshment. Comprehensive renovations, including auto shops, preschool classrooms, and collaborative spaces, have significantly elevated the quality of learning spaces.

Recently, NOCROP conducted our [largest classroom renovation](#) in history. During this time, all stakeholders were engaged in the process where [teachers met during their PLCs](#) to come to consensus on what industry standard looks like, and what their rooms needed in order to level up their instructional space. [Classroom facility walks and planning meetings](#) were conducted and included NOCROP staff, site administration, teacher, the district's Chief Business Officer, and technology and facility staff members to determine classroom needs. NOCROP developed a priority list, and the Administrators of Instructional Programs met with instructors during PLC meetings to discuss final purchases. The [presentation titled "Moving NOCROP Forward: Enhancing the Student Experience in our Classrooms"](#) was presented on four different occasions, to the Board of Trustees, the Leadership Team, and to the instructors during two PLC meetings to ensure effective communication and collaborative decision-making. As additional projects are identified, NOCROP continues to prioritize collaboration with partner districts during [documented facility walks](#) to ensure alignment on major projects, documented through Facility Planning Forms. Safety is a core value and a top priority, with exemplary resolutions for reported concerns documented on [Classroom Safety Checklists](#) and no safety findings during [Keenan](#) inspections over the past two years. Renovations and upgrades are guided by a commitment to equipping classrooms with industry-standard tools and equipment.

Facilities staff engage stakeholders in prioritizing and completing projects on schedule, maximizing efficiency despite a small team. These efforts ensure that all learning spaces remain conducive to effective instruction and aligned with educational goals.

Staff Input and Evidence: Padlet [HERE](#).

## **Criterion 8: Resource Management Summary**

### **Areas of Strength**

- Fiscal Services sets a standard for compliance and operational transparency, as evidenced by clean audits and the only district in Orange County to never have a finding.
- Writing a new budget every year where the organization starts with a zero budget and builds the budget based on needs, often referred to as, zero-based budgeting, along with quarterly reviews to ensure alignment between expenditures and educational priorities.
- Extensive stakeholder engagement ensures pathway parity and equitable distribution of resources.
- Strong financial planning, including a Pension Stabilization Plan, secures long-term fiscal health.
- Comprehensive facilities upgrades have modernized learning environments, aligning them with industry standards.

### **Areas of Growth**

- Continuing to work toward consistent parity in equipment across all pathway classrooms.
- Continuing to refine the purchasing process by dividing accounts payable and accounts receivable to expedite the purchasing process.
- Asset management system upgrades in an effort to provide more efficient record-keeping.
- Repairs and the purchasing process can experience delays due to approval layers and logistical constraints, especially during the end of terms for grant spending.

## Criterion 9: Community/Educational Partnerships

*The school leadership engages in strategic relationships, partnerships and collaborations with employers and other organizations in order to develop and improve educational opportunities for youth and adult learners.*

### **Indicator 9.1: The school communicates the goals of the programs and works collaboratively with community partners to meet local needs.**

Since its founding, NOCROP has been dedicated to fostering strong relationships with district and community partners, recognizing collaboration as a key driver of student success. Over the years, the ROP has strategically expanded its network, strengthening ties with local businesses, partner districts, and colleges. Additionally, NOCROP plays an integral role in the regional CTE Collaborative, contributing to workforce development initiatives that enhance career opportunities for students.

As a committed member of the Orange County Business Council, NOCROP actively participates in workforce development meetings throughout the year, staying informed on industry trends and employment needs. Furthermore, the Parent Engagement Specialist maintains active membership in local Chambers of Commerce, Rotary clubs, and Parent Teacher Associations (PTAs) within north Orange County, ensuring a strong presence in the business community and fostering mutually beneficial partnerships.

The Adult Career Education (ACE) Program courses are listed on [California's Eligible Training Provider List](#), which contains all qualified employment training providers authorized to service students participating in federal, state, and other grant-based programs, including [CalWORKS](#) and [Workforce Innovation and Opportunity Act \(WIOA\)](#). Because NOCROP's ACE students do not qualify for Pell Grant funds through the Federal Student Aid (FAFSA) process, ACE staff work diligently to partner with community organizations, workforce development, rehabilitation, and other partners to assist prospective students with training funding. These [funding streams](#) include WIOA funding through workforce development partners, [LeadingAge California](#), [Equus](#), and the [Orange County United Way](#).

Additionally, ACE has several partnerships and signed agreements with workforce development boards, including the [Anaheim Workforce Development Board \(AWC\)](#) and the [South Bay Workforce Investment Board \(SBWIB\)](#). Through these partnerships, NOCROP agrees to provide employment training services to eligible participants of such federal, state, and other grant-based programs, and AWC and SBWIB agree to reimburse NOCROP for eligible participants' tuition at the rates included in the agreement. Another ACE Program partnership that supports adult students is with [Hope Builders](#), a non-profit organization that empowers Orange County's young adults with mentorship, life skills, and job skills training. This partnership and agreement allows for the ACE Program, along with Hope Builders, to be contracted as a Medical Assistant training provider for the City of Anaheim YouthBuild grant. All of these partnerships, not only financially support adult students in the ACE Program, but support NOCROP's commitment to supporting the regional workforce needs with emerging talent.

With a network of over hundreds of business and industry partners, NOCROP offers students a

wide range of career-building opportunities. These partnerships facilitate [internships](#), [work-based learning experiences](#), guest speaker engagements, job-shadowing, and direct employment pathways. By continuously expanding and strengthening these collaborations, NOCROP ensures that students have access to [real-world experiences](#) that align with current industry demands, preparing them for future success in their chosen careers.

North Orange County ROP actively communicates its mission and [Board Adopted Priorities and Goals](#) through multiple channels and avenues. The newly revised [website](#) features the mission and vision statements, program details, [pathway course offerings](#), and [regional course offerings](#), serving as a central resource for students, parents, community members, and adult learners interested in our Adult Career Education (ACE) Program. In collaboration with our five partner JPA districts, NOCROP programs are also promoted on partner high school district websites and through district-created student Google classrooms, guiding prospective students and families to NOCROP programs and services.

For direct outreach, NOCROP utilizes the Parent Engagement Specialist, Administrators of Instructional Programs, ROP Counselors, the ACE Counselor, the ACE Teacher on Special Assignment (TOSA), and the Work-Based Learning Coordinator. ROP Counselors assigned to partner high schools, educate students about NOCROP programs, recruit participants, and provide information at school events. Staff members also attend College and Career Fairs, Career Days, and other CTE/ROP events to expand community engagement.

NOCROP leverages social media platforms including [Instagram](#), [Facebook](#), [Twitter](#), and [LinkedIn](#). This strong digital presence is further enhanced by a dynamic weekly [“Slice of Success” newsletter](#) keeping stakeholders informed and engaged.

**Indicator 9.2: School leadership develops strong relationships among education institutions such as community colleges, workforce development organizations, and local employers.**

NOCROP prioritizes strong connections with both the business and educational communities to ensure its educators remain at the forefront of industry trends. To stay aligned with the evolving job market, skill requirements, and technological advancements, NOCROP instructors actively collaborate with local businesses and educational institutions, including both Fullerton College, Cypress College, and Santa Ana College. These partnerships provide valuable insights that directly inform curriculum development and instructional strategies, ensuring students receive relevant, up-to-date training.

NOCROP relies on data to guide its work with its partner districts and the community. The [Orange County Center of Excellence](#) provides critical information to staff members as it refocuses our attention on the changing demographics and associated gaps and workforce development needs of the county. During the January 2025 ROP Counselor meeting, NOCROP hosted a representative from the Center of Excellence to present labor market data directly to the counselors and the Educational Services Department, supporting the need to encourage all students into career technical education classes.

Recognizing the power of collaboration, NOCROP hosts [Learning Walks and Advisory Meetings](#). These pathway-specific gatherings serve as key forums for exchanging industry insights, with

instructors, students, and parents playing an active role in shaping discussions. By engaging in these meetings, instructors foster meaningful connections between classroom instruction and workforce demands, strengthening the bridge between education and industry. During the 2023-2024 school year, NOCROP paired its first Advisory Meeting, since the pandemic, with a [Learning Walk](#), which was scheduled one week prior. Business and industry partners were invited to both activities, and we saw an increase in engagement from our partners after they visited the classroom and experienced our students in action. Not only were they impressed with the industry-standard designed equipment in the classrooms, but they were impressed with the technical skillset of the students. It was through this collaboration of a Learning Walk, coupled with an Advisory Meeting, that NOCROP saw an increase in engagement and work-based learning opportunities from our business and industry partners.

Further reinforcing this commitment to increase relevant industry experiences, NOCROP's Work-Based Learning Coordinator, along with the ACE Program Team, reach out to local businesses, local workforce development boards, and those connections made by NOCROP's Partner Engagement Specialist. These connections not only encourage business participation in internships and externships, but provide financial assistance for adult students enrolled in courses in the ACE Program. This mutually beneficial relationship provides students with hands-on experience while allowing businesses to help shape the future workforce by mentoring emerging talent.

NOCROP is also the Local Education Agency (LEA) for five apprenticeship programs. These partnerships include Associated Builders and Contractors Southern California, California FireFighter Joint Apprenticeship, Plaster Tenders for Southern California, Southern California Plastering Institute, and Southern California Sheet Metal Apprenticeship. These partnerships help adults acquire essential training for employment in their future careers.

As an active member of the North Orange County Regional Consortium (NOCRC), NOCROP participates in monthly California Adult Education Program (CAEP) meetings to foster collaboration among consortium members. These meetings facilitate the exchange of ideas, resources, and best practices, ensuring a cooperative approach to adult education. Consortium activities include student-sharing initiatives, program enhancements that complement Career Technical Education (CTE) offerings, joint marketing efforts, and professional development workshops.

Two of NOCROP's flagship events, the [Celebration of Success](#) and the [Legacy and Luminaries](#) event, highlight its commitment to recognizing student success and strengthening community ties. The Celebration of Success, hosted by the [Career Educational Foundation](#) (CEF), honors outstanding students and their achievements, reinforcing the organization's dedication to academic and career excellence. Additionally the first annual Legacy and Luminaries event held in May of 2024 attracted a wide audience, including current and former NOCROP staff members, instructors, student honorees, state representatives, and community members. These events provide opportunities for these individuals to actively participate in and support the mission and vision of NOCROP.

NOCROP's multifaceted approach to collaboration, industry engagement, and community outreach underscores its mission to provide high-quality, relevant, and inclusive educational experiences. By continuously strengthening relationships with businesses, educational institutions,



workforce development boards, and local organizations, NOCROP ensures that students receive the training and opportunities needed for future success, making a lasting impact on both individuals and the broader community.

**Indicator 9.3: School leadership invites partners to engage with the students in activities such as presentations, mock job interviews, tours of the business, or work-based learning experiences.**

NOCROP leads the way in innovative education by seamlessly integrating [work-based learning opportunities](#) into its programs, providing students with invaluable hands-on learning experiences. These initiatives bridge the gap between classroom instruction and real-world application while reinforcing NOCROP's commitment to building meaningful partnerships with businesses and industries that share its vision for workforce development.

Through collaborations with hundreds of local businesses, NOCROP offers a diverse range of [Work-based Learning \(WBL\) sites](#), ensuring students gain practical exposure to their chosen fields. In partnership with [Vector Pathways](#), their system is utilized to house our business and industry partner database, as well as the system for instructors and students to track their experiences. Work-based learning data is reviewed and analyzed regularly in order to make program improvements as needed, like increasing the number of experiences and/or internship sites in a specific geographical area that meets the needs of a specific course and/or pathway. During the summer of 2025, NOCROP partnered with [CEO Leadership Alliance of Orange County](#) to provide 100 students from our five JPA districts with summer internships. Additionally, NOCROP partners with Anaheim Union High School District's [AIME](#) program, to provide career mentoring and internship opportunities.

Several NOCROP pathways incorporate structured internships, giving students first hand insight into the day-to-day operations of real businesses. This experiential approach enhances learning by allowing students to apply classroom knowledge to real-world scenarios, deepening their understanding of industry expectations and practices. Businesses hosting ROP students focus on providing a clear view of their respective sectors, while teachers work closely with industry partners to design meaningful internship experiences. These collaborations not only enrich student learning but also foster motivation, achievement, and career readiness. NOCROP's industry partnerships span a variety of sectors, reflecting its commitment to diverse student interests. Clinical sites for the Nurse Assistant Training Program (NATP) provide hands-on training in convalescent facilities and other healthcare settings. The Foods & Hospitality pathway offers externships at local restaurants, giving students experience in professional kitchen environments. Similarly, Dental Assistant Training Program (DATP) students complete externships at dental offices, ensuring they develop essential skills in a real-world setting. Additionally, students intern with [Healthy Smiles](#), a long-standing industry partner that has a Healthy Smiles trailer/clinic adjacent to NOCROP's Career Training Center (CTC), has supported over hundred students for the past five years. Through these work-based learning experiences, NOCROP equips students with the practical knowledge and industry connections needed to succeed in their careers.

The strong participation of businesses in work-based learning programs and the high attendance at NOCROP events highlight the institution's exceptional reputation and the value it brings to its

partnerships. NOCROP's deep engagement with the local business community reflects the trust it has cultivated, reinforcing its role as a key player in workforce development in Orange County.

A core component of NOCROP's approach is [project-based learning \(PBL\)](#), which provides students with authentic, hands-on experiences. Instructors collaborate closely with business partners, particularly in high-demand fields, including Patient Care and Residential Commercial Construction to ensure that instructional practices are current and relevant. Field trips, guest speakers, business tours, and mock interviews with industry professionals are integral to student success. Additionally, NOCROP's Work-Based Learning Coordinator and Partner Engagement Specialist play a crucial role in strengthening business and industry partnerships, ensuring that students have access to real-world learning opportunities.

NOCROP focuses on providing high-quality [internships and externships](#) that prepare students for professional environments. Internship providers serve as mentors, helping students develop critical skills and competencies necessary for a seamless transition from the classroom to the workplace. Externships, in particular, give students and aspiring professionals a deeper understanding of specific industry sectors by immersing them in real-world settings. For example, the Medical Assistant Training Program (MATP) currently has [87 sites](#) supporting NOCROP high school students in externships.

Beyond structured work-based learning, NOCROP's extensive network of community partners enhances the student experience through active participation in educational activities. Business representatives engage with students by serving as guest speakers, hosting field trips and job-shadowing experiences, participating in career fairs, and acting as judges for student leadership competitions and recognition events. [Advisory Meetings](#) and [training agreements](#) illustrate NOCROP's structured approach to fostering collaboration between instructors, students, and industry experts. This commitment to industry engagement and innovation underscores NOCROP's dedication to preparing students for success in an evolving workforce.

Over the past few years, NOCROP has partnered with some outstanding businesses, organizations, and universities.

- In 2021, NOCROP partnered with University Lab Partners (ULP) to create an eight (8) week high school educational course titled, "Medical Innovation, Research, and Entrepreneurship" known as MIRE. [MIRE](#) is a program where high school student teams work with industry leaders/mentors to solve real-world unmet pediatric clinical needs devising a proof-of-concept, an intellectual property/patent strategy, and devising an exit plan which they [pitch to industry leaders](#) on the final day of the course. [Hundreds of students](#) have positively benefited from this partnership.
- In the summer of 2023, NOCROP partnered with the Ronald M. Simon Family Foundation with phase one of the development of a new program entitled [Simon Builders](#). The Simon Builder program objective is to enhance and elevate the learning experience of rising high school juniors in the Building Industry Technology Academy (BITA) while working toward providing affordable housing in the Anaheim Community. Students participating in this program at Anaheim High School and Western High School are hired by NOCROP and work from Monday through Thursday from 6:30 am to 8:30 am in order to build a tiny house. This partnership has changed the lives of all students and staff members involved

in this program.

- During the 2023-2024 and the 2024-2025 school year, NOCROP partnered with the [TGR Foundation](#), Anaheim Union High School District, and [Providence](#) to provide Medical Assistant (MA) instructor and student work-based learning experiences. During the [planning](#) meetings, the instructors and partners worked collaboratively to provide an elevated student experience that included guest speakers, field trips, and instructor externships. With the success during the first year, the Public Health Pathway instructor and students participated during this current year.
- During the current 2024-2025 school year, NOCROP partnered with the [CEO Leadership Alliance](#) (CLAOC) to provide the [Career Exploration Experience \(CEE\)](#) to 100 high school juniors and seniors in the summer of 2025. Students [applied](#) for an internship from a job board of business and industry partners and during the internship, the student will be supported by a NOCROP instructor who will mentor them throughout their experience.

Staff Input and Evidence: Padlet [HERE](#).

## Criteria 9. Community/Educational Partnerships Summary

### Areas of Strength

- NOCROP has a strong history of business and community partnerships.
- Partner Engagement Specialist and the Work-based Learning Coordinator work tirelessly to expand partnerships and work-based learning experiences.
- Board of Trustees, Superintendent, and NOCROP Leadership advocate for CTE with local, state, and national political and education leaders.
- Strong communication and collaboration with partner districts.
- NOCROP celebrates the success of students, staff members and community members through key events including Celebration of Success and the Legacy and Luminaries.

### Areas of Growth

- Increase work-based learning experiences on the continuum.
- Improve the data collection process to track student success and trajectory.
- Participation on regional workforce development boards.

## **Chapter 4: Summary from Analysis of Identified Major Student Learner Needs**

NOCROP strives to provide high quality career technical education programs that are diverse, equitable, and inclusive for all learners to succeed in the ever-changing, global workforce. With this at the forefront of planning programs and elevating career pathways, the NOCROP staff is constantly in pursuit of the mission to equip and empower students to achieve academic excellence and career success by leveraging our district, industry, and community-based partnerships. We are continuously evaluating courses, programs, pathways, instructional practices, assessments, student support services, policies and procedures, budgets, facilities, and personnel in a systematic cycle of improvement. This improvement process involves analyzing student learner outcome data, as well as staff and student survey data, reflecting on the data and the results, planning next steps, and outlining an action plan. The WASC Self-Study accreditation process is the formal presentation of this improvement cycle with the collected evidence in the organization's Self-Study Report.

Through the collaborative efforts of the Leadership Team, the certificated instructors, ROP Counselors, students, and other accreditation committees, the Self Study findings emerged from research and evidence on each criterion. The faculty and staff held meetings, addressed key questions, and collaboratively developed the written report that led to identifying areas of strength and the growth areas for the organization's updated action plan. NOCROP is pleased to present the organization's key areas of strength and growth from our Self-Study:

### **Areas of Strength:**

- NOCROP operates with a high-functioning governance structure that ensures ethical, effective leadership.
- Representation from all staff levels (certificated, classified, management) ensures diverse input in decision-making.
- Board of Trustees and Leadership advocate for Career Technical Education (CTE) at local, state, and national levels.
- Consistently aligned with the CTE Model Curriculum Standards to support student achievement.
- Professional Learning Communities (PLCs) and pathway-like instructor meetings drive collaboration and curriculum growth.
- Learning Walks and Advisory Meetings provide actionable insights for improvement and curriculum development.
- Emphasis on industry equipment, certifications, and events that connect to industry expectations.
- Students gain hands-on, career-ready experiences through industry partnerships and work-based learning experiences.
- Offers a wide range of opportunities for certificated staff, including focused training for new teachers through the New Teacher Learning Community (NTLC).
- NOCROP fosters a supportive and collaborative culture among instructors and staff.
- Student learner outcomes, the Career Ready Practices (CRPs), are aligned with college and career readiness needs.
- Workshops, individualized support, and career guidance, with the support of the ROP Counselors enhance student success.

- The Aeries SIS system maintains and monitors student records and is in alignment with our five partner districts.
- Recruitment processes, curriculum access, and resource distribution prioritize equity and access.
- Policies, standards, and expectations are clearly communicated to all staff members, stakeholders, and community members.
- Collaboration with OCDE, industry advisory boards, and community partners ensures curriculum relevance and credentialing compliance.
- Integration of tools enhances learning and prepares students for real-world applications.
- Fiscal Services adheres to strict standards, reflected in clean audits.
- Strong financial planning secures long-term fiscal health.

**Areas of Growth:**

- Establish data metrics to evaluate Career Ready Practices in projects and PBL activities.
- Simplify and organize data for ease of use in decision-making across staff levels.
- Integrate data into PLC discussions.
- Improve the data collection process to track student success and trajectory after high school and completion of the Adult Career Education (ACE) classes.
- Revise/create professional development processes and incentives for certificated, classified, and management staff.
- Provide resources and training to implement UDL strategies for all and special populations (English Learners, Students with Disabilities, and Justice-involved youth).
- Develop a comprehensive new hire orientation and onboarding program.
- Embed project-based learning (PBL) into the curriculum with real-world applications.
- Integrate work-based learning experiences into the curriculum systematically.
- Achieve consistent parity in equipment across all pathway classrooms.
- Upgrade the asset management system for more efficient record-keeping.

**Summary**

NOCROP excels in leadership, curriculum alignment, professional development, equity, student support, partnerships, and operational transparency. Its focus on career readiness, collaboration, and innovative teaching ensures that students and staff thrive in a supportive and real-world-oriented environment.

NOCROP is focused on aligning its mission and vision across all platforms while strengthening communication and data-driven decision-making processes. Additionally, NOCROP is establishing four core values, including safety, collaboration, inclusion, and excellence, along with revising its mission and vision statements. Key growth areas include enhancing professional development, onboarding, and support systems for staff, ensuring consistent equity in curriculum, certifications, and equipment, and expanding work-based learning opportunities for students. The organization aims to further embed real-world relevance and results-driven intentionality through project-based learning, align industry certifications with career pathways, and implement rubric-based grading practices that align with the Career Ready Practices.. Additionally, there is a strong commitment to providing resources for struggling students, enhancing MTSS initiatives, and improving operational efficiency to better serve students, staff, and the broader community.

## Chapter 5: Schoolwide Action Plan or CIP

[2025 WASC Action Plan](#)



# Appendices

Include hyperlinks to relevant evidence:

- A. [Abbreviations and Acronyms Used by NOCROP](#)
- B. Assessment Data
  - [Local formative and summative assessment data](#)
  - [Adult Career Education \(ACE\) data](#)
  - [Career Ready Practices \(CRPs\) student survey data](#)
- C. NOCROP Board Adopted Priorities and Goals
  - [2024-25](#)
  - [2023-24](#)
- D. [NOCROP 26 Pathways in 11 Industry Sectors](#)
- E. [Norms for Leadership Team Meetings](#) (Established 2024)
- F. Student Handbooks
  - [NOCROP Student Handbook](#)
  - [Adult Career Education \(ACE\) Handbook](#)
- G. UC A–G approved course list
  - [Complete List Including Honors](#)
- H. WASC
  - [2019 Self-Study Report](#)
  - [Mid-cycle review 2022](#)
- I. [2024-25 Collaboration and Meeting Schedule](#)