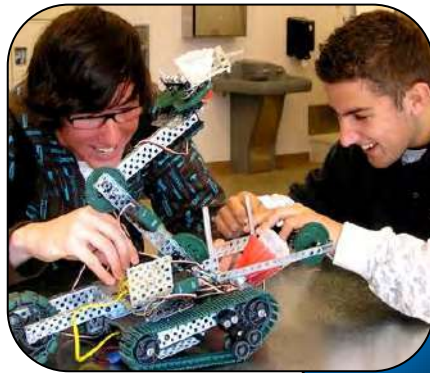


# Contra Costa County ROP April 2016 WASC Self-Study Report



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Contra Costa County Office of Education  
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Pleasant Hill, CA 94523  
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CONTRA COSTA COUNTY  
Office of Education  
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# CONTRA COSTA COUNTY OFFICE OF EDUCATION

***Karen Sakata***

Superintendent of Schools

***Pamela Comfort, Ed.D.***

Deputy Superintendent of Schools

***Janet Haun***

Director

Student Programs

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## Contra Costa County Board of Education

Area 1 *Pamela M. Mirabella*

Area 2 *Christine W. Deane*

Area 3 *Daniel A. Gomes*

Area 4 *Mike Maxwell*

Area 5 *Jeff Belle*

# Table of Contents

Welcome from the County Superintendent of Schools .....	3
Preface .....	4
Self-Study Committee Members .....	6
Chapter 1: Institutional, Community, and Student Characteristics .....	7
Chapter 2: Progress Report .....	21
Chapter 3: Self-Study Findings .....	36
Chapter 4: Action Plan .....	91
Appendices: .....	96
A. Schools List .....	97
B. Course List.....	98
C. Organizational Chart .....	101
D. Mission/Student Learning Objectives .....	102
E. Teacher List .....	103
F. 10 Indicators of a High Quality CTE Program.....	107
G. Articulated Courses.....	110
H. CCCOE Board Policies .....	112
I. Follow-up Survey Results.....	114
J. Student Survey Results.....	117
K. Teacher Survey Results.....	118
L. Staff Survey Results.....	123
M. Parent Survey Results.....	125
N. Advisor Survey Results.....	128
O. List of Website References.....	130
P. List of Acronyms.....	131
Q. Photo of CCCOE ROP Staff.....	133

# Welcome



## Contra Costa County Office of Education

77 Santa Barbara Road, Pleasant Hill, CA 94523 • (925) 942-3388  
Karen Sakata, Superintendent of Schools

February 12, 2016

Dear WASC Visiting Team Members:

I would personally like to welcome your team to the Contra Costa County Office of Education's Regional Occupational Program (ROP).

Our team has conducted a comprehensive self-study and looks forward to showing you firsthand the exceptional program that is offered through our agency. I believe that your visit will be informational and beneficial as you assess the Career Technical Education classes and pathways that are being offered in our ROP classes throughout Contra Costa and beyond.

We thank you for taking time out of your busy schedules to assist us in this ongoing effort to improve. We look forward to receiving your commendations and recommendations and hope that you enjoy your stay in Contra Costa County.

Sincerely,

A handwritten signature in black ink, appearing to read "Karen Sakata". The signature is written in a cursive, flowing style.

Karen Sakata  
Superintendent of Schools  
Contra Costa County

# Preface

The Contra Costa County ROP (CCC ROP) began the WASC Postsecondary self-study process in Spring 2015, anticipating that the Visiting Team would be coming in Spring 2016. The Leadership Team was formed and the timeline established. Stakeholders discussed and fine-tuned the Schoolwide Learner Outcomes that would guide the process.

## Focus Groups

Because the CCC ROP is so large and our area of service so vast, much of the early discussion centered around involving as many stakeholders as possible in focus groups. Focus groups were formed with teachers representing many of the diverse high schools and curricular areas we serve. We also invited our business advisors, parents, and students to participate. All CCC ROP staff members were asked to participate in focus groups according to their areas of expertise. Student Programs Principals and the Director were appointed as chairs of these groups and another staff member was appointed assistant chair.

## Schoolwide Learner Outcomes

The Leadership Team carefully reviewed CCC ROP's mission and the ESLRs from our previous self-study. It was determined that the ESLRs satisfied the criteria for Schoolwide Learner Outcomes (SLOs).

We solicited feedback from each of the focus groups and from all of our teachers at the fall inservice. Recommendations for changes to the mission and SLOs were presented to the Leadership Team for discussion. The Leadership Team voted unanimously to accept the recommended changes.

## Data Collection and Analysis

Much groundwork was done in advance of the initial focus group meetings in order to maximize the opportunities for input from the members. Surveys of students, teachers, parents and business partners were conducted and results were tallied and distributed to the focus group chairs, who prepared rough drafts of the category reports. Focus group meetings focused on reviewing the survey results and the drafts and determining what needed to be added or amended.

Focus Groups were instrumental in identifying the Areas of Strength and the Key Issues.

## Development of Action Plan

In December 2015, the CCC ROP Leadership team compiled all of the Key Issues that had been identified by the Focus Groups for each postsecondary criteria. The CCC ROP staff grouped them into four major areas that we identified as our most pressing needs. This became our Action Plan. Staff members helped to develop goals, the rationale that explained why we chose them, and the Student Learning Objectives (SLOs) they addressed. In subsequent meetings, the staff, together with the Leadership Team, developed the specific action steps that would enable us to achieve these goals. The Leadership Team then worked to develop a reasonable timeline as well as the ways we would assess and report our progress. It was determined that the Administrative Team would include Progress on the Action Plan as a regular agenda item at their meetings.

The Leadership Team has met regularly throughout this process to share and disseminate the discussions in focus group meetings and to review the self-study report for thoroughness, accuracy and readability. We feel the process has been complete and will benefit the CCC ROP for many years to come.

## SELF-STUDY COMMITTEE MEMBERS

### Leadership Team

<b>Janet Haun</b> Director, Student Programs Lead Administrator	<b>Dan Hanel</b> Principal, Student Programs Self-Study Coordinator	<b>Lindi Hunstman</b> Principal, Student Programs	<b>Sally Savage</b> Principal, Student Programs
<b>Suzanne Adams</b> Program Accountant	<b>Brenna Fleck</b> Administrative Assistant	<b>Gina Schenk</b> Purchasing Technician	<b>Rosa Cortez</b> Data Technician
<b>Cookie Teat</b> Career Guidance Liaison	<b>Theresa Moodie</b> Career Guidance Liaison	<b>Christine Curiel</b> Career Guidance Liaison	<b>Kim Owens</b> Career Guidance Liaison

### Focus Groups

<b>Curriculum</b>	<b>Instruction</b>	<b>Assessment</b>	<b>Student Support</b>
<b>Dan Hanel – Chair</b> CCCOE Principal	<b>Lindi Huntsman – Chair</b> CCCOE Principal	<b>Janet Haun – Chair</b> CCCOE Director	<b>Sally Savage – Chair</b> CCCOE Principal
<b>Rosa Cortez – Co-Chair</b> CCCOE Data Technician	<b>Kim Owens – Co-Chair</b> CCCOE Career Guidance Liaison	<b>Theresa Moodie – Co-Chair</b> CCCOE Career Guidance Liaison	<b>Gina Schenk – Co-Chair</b> CCCOE Purchasing Technician
<b>Christine Curiel</b> CCCOE Career Guidance Liaison	<b>Cookie Teat</b> CCCOE Career Guidance Liaison	<b>Tom Trowbridge</b> Concord HS - Engineering	<b>Suzanne Adams</b> CCCOE Program Accountant
<b>Brenna Fleck</b> CCCOE Administrative Assistant	<b>Cindy Egan</b> San Ramon Valley HS – AP Environmental Science	<b>Julie Hubbard</b> Liberty HS – AP Environmental Science	<b>Alvin Burns</b> Emery HS – Web Design
<b>Rachel Hubbard</b> Albany HS – Photo	<b>Grant Cusick</b> Acalanes HS – Auto Tech	<b>Brian Wheeler</b> Alhambra HS – Auto Technology	<b>Ann Sperske</b> Berkeley Technology Academy – Computer Application
<b>Tom Huffaker</b> Piedmont HS – Biotechnology	<b>Tamsen Armstrong</b> Antioch HS – Careers in Teaching	<b>Matt Carr</b> Heritage HS – Law Enforcement	<b>John Ouimet</b> Clayton Valley Charter HS – Engineering
<b>Ted Grover</b> El Cerrito HS – Video Production	<b>Laurie Harris</b> Concord HS - Accounting	<b>Lourdes Sampayo</b> Hercules HS – Culinary Arts	<b>Glen Barker</b> Northgate – Sports Medicine
<b>Mike Huntsman</b> Monte Vista HS – Architectural Design		<b>Erin Susoev</b> Antioch HS – Computer Arts and Animation	



# CHAPTER ONE

## Institutional, Community, and Student Characteristics





The Contra Costa County Office of Education (CCCOE) plays a leadership role in the delivery of quality education to more than 174,000 K-12 students and adult learners in Contra Costa County.



*Contra Costa County Office of Education  
Pleasant Hill, California*

## COMMUNITY INFORMATION

### Introduction

Contra Costa County is one of nine counties in the greater San Francisco Bay Area and is located northeast of San Francisco. It covers approximately 719 square miles. It is the ninth most populous county in California with its population reaching approximately 1,111,000 as of 2014. Its western boundary is San Pablo Bay and its northern boundary the Carquinez Straits. Some 50 miles away, the eastern border touches San Joaquin County. The county is divided into regions by its hills, which are dominated by Mt. Diablo, one of the highest peaks in the Bay Area. The western part of the county near the San Francisco Bay is primarily industrial and has service and retail sectors as well. The northern edge is particularly industrialized with petroleum, steel, and chemical plants. The central part of the county is a major commercial and financial center. The eastern region is suburban with a rural and agricultural base.

These same regions define different economic areas within the county. Approximately 10.5% of families live below the national poverty level, the majority of whom live in the western region. The central and south portions of the county, along with a rapidly growing portion of eastern Contra Costa, are predominantly middle to upper middle class suburban areas. Some agricultural areas remain in the eastern section but are rapidly being overrun by the high demand for large housing developments.

### Population

According to the U.S. Census Bureau 2014 estimate, the county population increased 5.9% from 2010 to 2014 to a population of over 1,111,000. Approximately 46% are White, 25% Latino/Hispanic, 16% Asian, 10% Black/African American, 5% Two or More Races, 1% Alaskan and American Indian, and 0.6% Native Hawaiian and Pacific Islander.

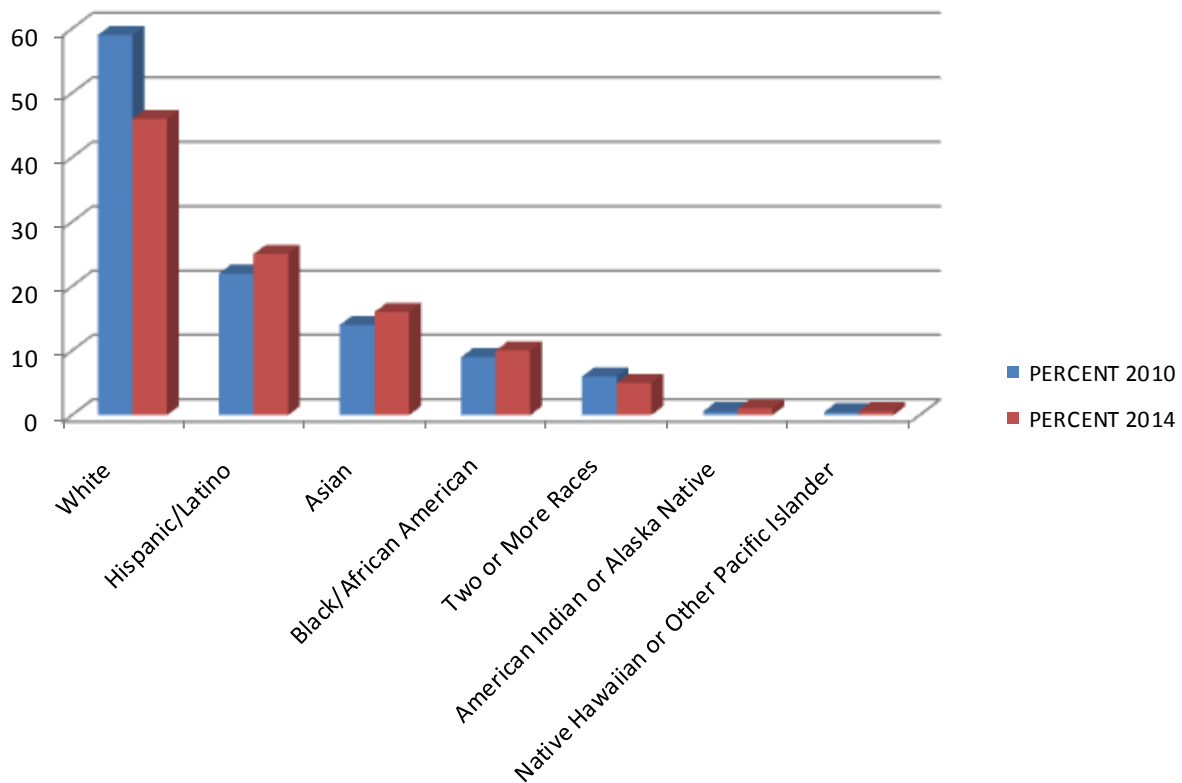
#### **Contra Costa County**

ETHNICITY	2010	2014
White	52%	46%
Hispanic/Latino	22%	25%
Asian	14%	16%
Black/African American	9%	10%
Two or More Races	6%	5%
American Indian and Alaska Native	0.6%	1%
Native Hawaiian and Other Pacific Islander	0.5%	0.6%

Approximately twenty-four percent are foreign born. Thirty-three percent of the population speaks a language other than English at home. Eighty-nine percent of persons age 25+ are high school graduates. Thirty-nine percent have earned a bachelor's degree or higher. The mean household income is just under \$79,000.

The population changes in Contra Costa County reflect the trends in California as a whole, with a decreasing percentage of individuals identifying as White, and an increase in Hispanic/Latino, including those that speak a language other than English at home. There exists a distribution disparity throughout the county, with a larger percentage of minorities living in east and west regions.

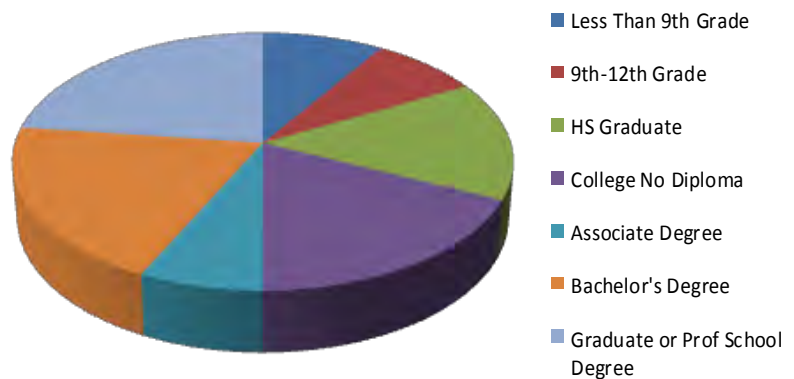
## Contra Costa County Ethnic Makeup



County-wide education data is given in the table and graph below. Education data represents the highest level of education attained by residents in Contra Costa County. In Contra Costa County, 17% of residents 18 and over graduated from high school and 43% completed a Bachelor's degree or higher, which is 11% higher than the statewide level. Education statistics are sourced from the 2015 census.

Education Level for 18 and over	Population
Less Than 9th Grade	9%
9th-12th Grade	8%
HS Graduate	15%
College No Diploma	18%
Associate Degree	7%
Bachelor's Degree	20%
Graduate or Prof School Degree	23%

## Education Level of Population



The following data from the U.S. Census Bureau provides a QuickFacts comparison between Contra Costa County and California.

<b>Population Statistics</b>	<b>Contra Costa Co.</b>	<b>California</b>
Foreign born persons, percent, 2009-2013	23.5%	27.0%
Language other than English spoken at home, pct age 5+, 2009-2013	33.3%	43.7%
High school graduate or higher, percent of persons age 25+, 2009-2013	88.8%	81.2%
Bachelor's degree or higher, percent of persons age 25+, 2009-2013	39.0%	30.7%
Veterans, 2009-2013	57,474	1,893,539
Mean travel time to work (minutes), workers age 16+, 2009-2013	33.3	27.2
Housing units, 2014	406,772	13,900,766
Homeownership rate, 2009-2013	65.9%	55.3%
Housing units in multi-unit structures, percent, 2009-2013	23.6%	31.0%
Median value of owner-occupied housing units, 2009-2013	\$404,000	\$366,400
Households, 2009-2013	375,855	12,542,460
Persons per household, 2009-2013	2.81	2.94
Per capita money income in past 12 months (2013 dollars), 2009-2013	\$38,219	\$29,527
Median household income, 2009-2013	\$78,756	\$61,094
Persons below poverty level, percent, 2009-2013	10.5%	15.9%

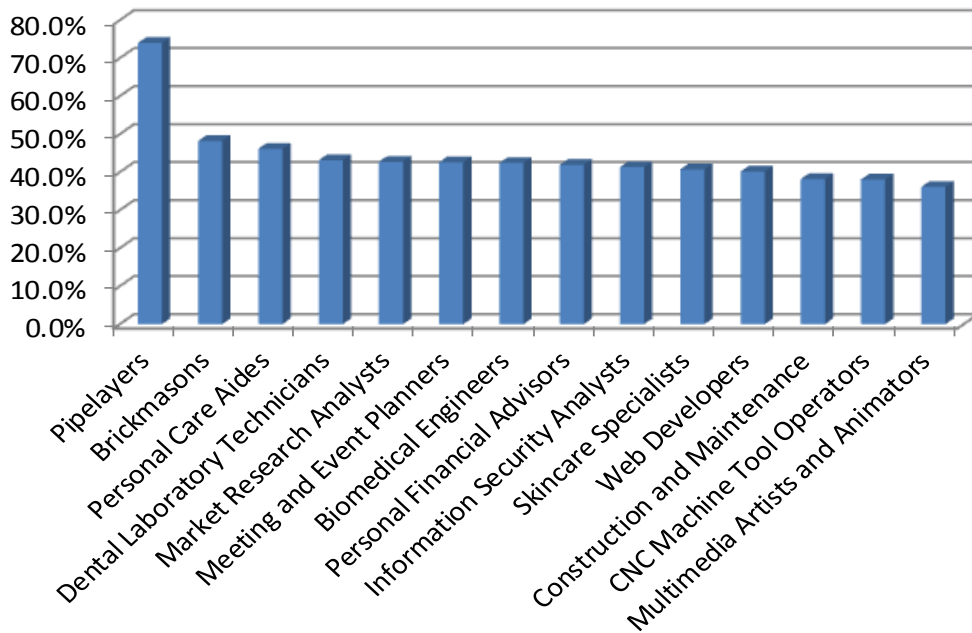
## **Economy**

In March, 2015, Contra Costa County's unemployment rate hit an eight-year low at 5 percent. This ranks the county 10<sup>th</sup> best in the state for employment rate. During the past year, the greatest job growth took place in professional and business services, construction, leisure and hospitality, transportation, manufacturing, and government. Reductions occurred in the financial sector. Some of the major employers in the county include Kaiser Permanente, John Muir Health, state and local government agencies, public school and community college districts, Safeway Inc., and Chevron Corporation.

Due to its proximity to Silicon Valley and other Bay Area counties, a significant number of residents work in information technology and health services. Many of these individuals commute lengthy distances, choosing to live in Contra Costa County's more affordable housing market.

The California Employment Development Department projects the highest percent job growth through 2022 in the careers shown on the graph below. An analysis of job sectors with the most growth potential identified a variety of low-wage jobs, primarily in the service industry, as well as, high-wage jobs in sectors including information/communication technology, health and biomedical, engineering, and advanced manufacturing.

**Projected Job Growth through 2022 in Contra Costa County**



### Schools

Over 174,000 K-12 and adult students are enrolled throughout Contra Costa County in 274 schools within 18 school districts and the Contra Costa County Office of Education. In addition, Contra Costa Community College District operates 3 community colleges and California State University, East Bay supports a satellite campus. Within the county, 19.3% of students attend private schools.

### **Number of Public Schools by Category**

Charter	Elementary	Middle	High	Continuation	Community Colleges	Special Education	Other Programs	Adult Schools
10	149	42	28	15	3	6	16	8



## MISSION

**ROP provides innovative Career Technical Education to prepare students for challenging careers, post-secondary education, and lifelong learning.**

### ROP PROGRAM INFORMATION

#### History

The Contra Costa County ROP (CCC ROP) began operations in 1975. Created to provide career training to high school juniors and seniors as well as to adults, the CCC ROP is operated by the Contra Costa County Office of Education.

In 1976, CCC ROP offered 38 classes in 14 career areas to 1,200 students. During the 2015-16 school year, the program serves more than 11,000 students in 407 class sections covering 60 career areas. While offerings in 1976 included typing, insurance clerk and general office skills, today in the 21st century, course offerings include such rigorous courses as Biotechnology, Analytical Forensic Science, Engineering Design and Development, Medical Interventions and AP Computer Science.

*"The curriculum is relevant for my students. I have never had more success and more fun teaching than I have since joining ROP -- and I've been teaching for nearly thirty years." – ROP Teacher*

In 1976 classes were offered at only 11 high schools in the County and seven adult classrooms. During the 2015-16 school year, however, classes were offered at every one of the 28 comprehensive high schools in Contra Costa County and four comprehensive high schools in Northern Alameda County, as well as at one continuation high school, five adult sites, one special education center, and two adult detention facilities.

State-certified teachers, high-tech equipment, expert guidance from business advisory committees and a commitment to student achievement are the hallmarks of this program, which has provided career training to more than 335,000 students since its inception.

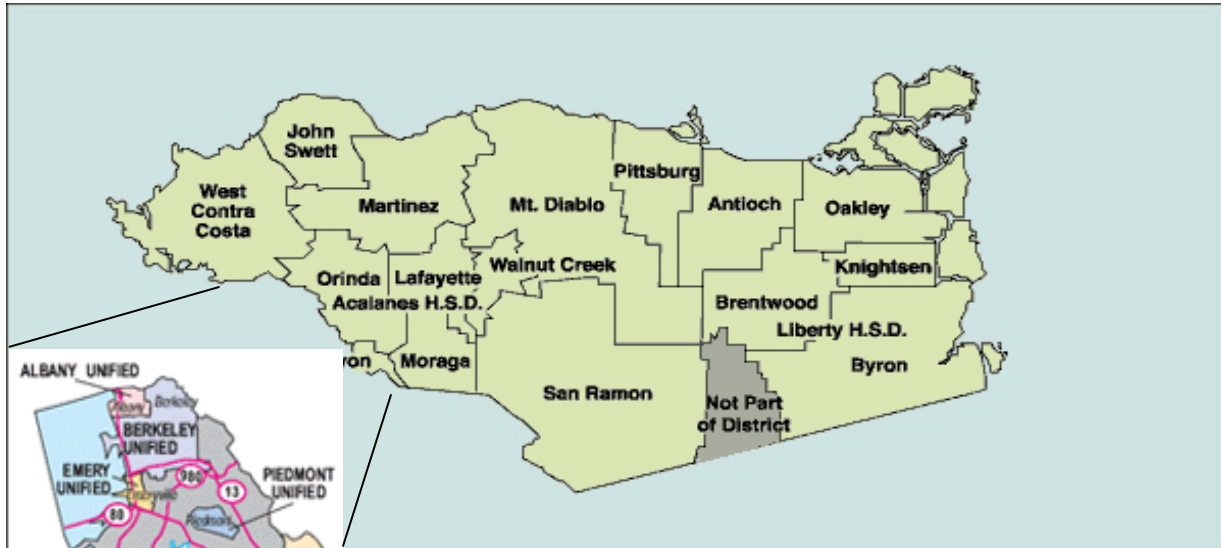
Much has changed in the past 40 years. The high-tech revolution and advances in medicine have created industries and careers that weren't even imagined in the earliest days of ROP. True to its mission, ROP has continued to redefine its course offerings to ensure that students have the opportunity to develop the knowledge and skills they will need to be successful in today's careers and those of the future.

#### Description

Currently, the CCC ROP serves approximately 11,000 students at 28 high schools, a county special education facility, two cosmetology schools, two adult detention facilities, and two adult training centers in Contra Costa County. In addition, five high schools and an adult school in

northern Alameda County are supported by special agreement with the CCC ROP. (See *Appendix A – Schools List*)

### Contra Costa County School Districts



### Northern Alameda County School Districts

CCC ROP offers 89 distinct, standards-based courses addressing the 15 state-identified Career Technical Education (CTE) industry sectors. Of those courses, 82 are currently running in one or more schools, and 55 meet UC “a-g” entrance requirements, the most of any ROP in California. (See *Appendix B – Course List*)

The program is operated by the Contra Costa County Office of Education, with oversight by the CCCOE Board of Education. CCC ROP is within the Student Programs Department that falls within the Educational Services Division. The lead CCC ROP administrator is a Director of Student Programs who reports to the Deputy Superintendent of Schools, and ultimately to the elected Superintendent of Schools. Three Student Programs/ROP Principals support teachers and administrators at the school sites. They are divided by geographic region: east, central, and west county. In addition, four Career Guidance Liaisons (CGLs) assist teachers with career information and attendance, as well as students with work-based learning and career guidance. The program also includes an administrative assistant, an attendance technician, and two computer network technicians. A purchasing technician and a program accountant directly support the ROP/CTE department. (See *Appendix C – Organizational Chart*)

CCC ROP operates year-round, with the majority of classes taking place during the school year. Start and end dates vary according to the partner school districts. During the summer, cosmetology classes continue, automotive internships are provided, a culinary camp runs in partnership with Diablo Valley College, and two Health Careers classes are offered in partnership with Kaiser Permanente.

The CCC ROP Mission was presented to the WASC Leadership Team and ROP teachers during the fall inservice. Feedback was obtained and incorporated into the present statement. The same process was used to review the Schoolwide Learner Outcomes (SLOs) formerly



referred to as Expected Schoolwide Learning Results (ESLRs). (See Appendix D – Mission/SLOs)

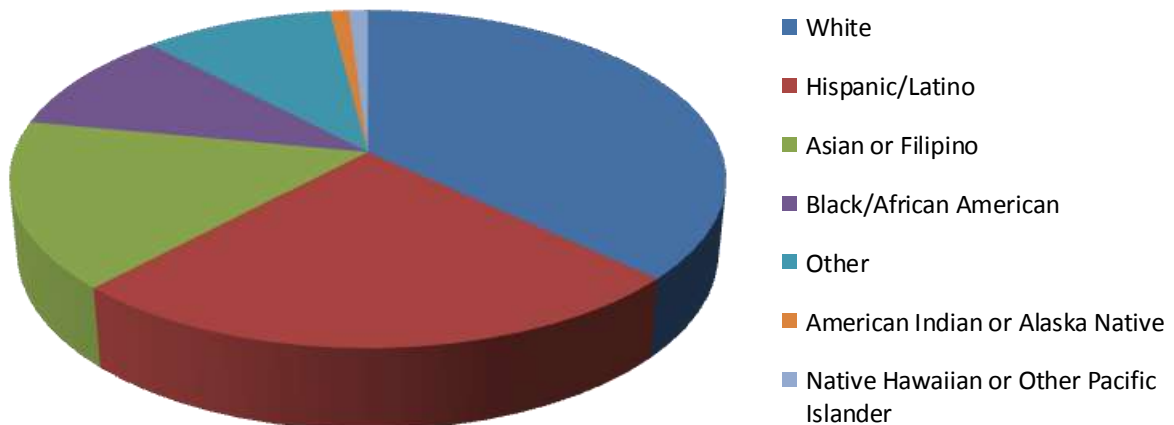
To address its Mission and related SLOs, the CCC ROP also provides the following:

- Collaboration with districts and schools to develop new courses and meet student needs, especially those focusing on STEM and emerging careers
- Facilitation of teacher and industry advisor review of curricula to incorporate current CTE standards and relevant competencies
- Articulation agreements with local community colleges and related student enrollment support
- Capstone courses for career academies that help schools maximize resources
- Support for teachers to incorporate work-based experiences into their course
- Efficient and expedient processes for ordering instructional materials
- Competency-based Certificates of Proficiency to ROP completers
- Professional development and individual instructional support for teachers

### Demographics

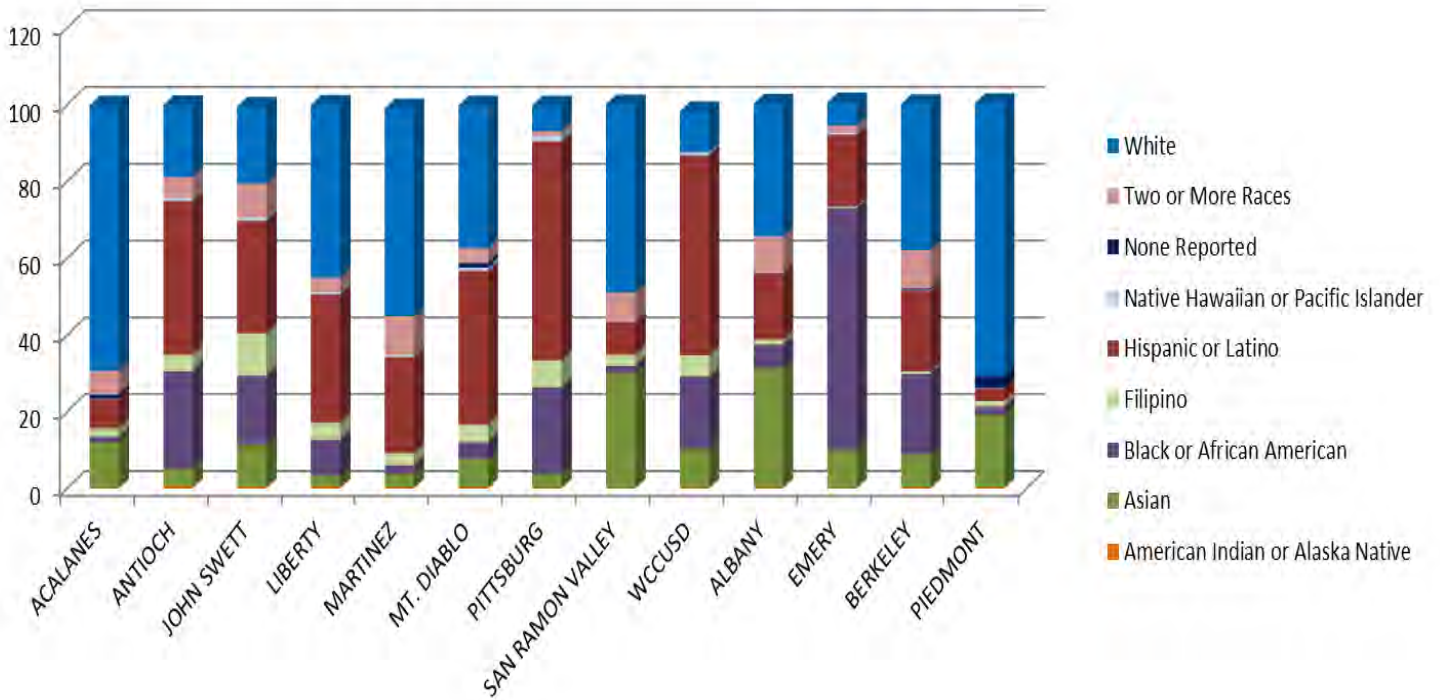
The ethnic makeup of ROP students is 37% White, 25% Hispanic/Latino, 16% Asian or Filipino, 10% Black/African American, 1% Pacific Islander or Hawaiian, 1% American Indian or Alaskan, and 10% other. These percentages are similar to the makeup of the county as a whole, with the exception of fewer White students and more “other” students. This discrepancy may be due to variance in questionnaire categories used by the U.S. Census Bureau and the CCC ROP data system.

**CCC ROP Student Ethnicity 2015**



As noted previously, ethnic populations are not evenly distributed throughout the county. The graph below shows the ethnic makeup of the school districts served by the CCC ROP. School districts and individual schools work to address the needs of their specific populations and associated socio-economic conditions. The CCC ROP provides equitable support and opportunity across all populations in our service area.

### Ethnic Makeup by School District 2015



### ROP Teachers

During the 2015-16 school year, CCC ROP supports 187 teachers throughout the county. All ROP instructors are credentialed in an appropriate curricular area. Most of the teachers who instruct our high school programs are employees of the districts where they work. The CCCOE signs annual Memorandums of Understanding with the districts to cover the salary and benefits of the ROP instructors. Some instructors in the adult programs are employees of the County Office of Education, while others are employed by business partners. (See *Appendix E – Teacher List*)

### Partnerships

CCC ROP prides itself on maintaining lasting relationships with key business and industry partners including: Chevron Corporation, John Muir Health, Kaiser Permanente, Bank of America, Phillips 66, C&H Sugar, Concord BMW, Walnut Creek Honda, and the CCC Employer Advisory Council. For example, the ROP Process Plant Operator adult classes in partnership with Chevron have been offered for over 30 years.

## Student Learning Data

During the 2014-15 school year, 11,882 students were enrolled in a CCC ROP course. Of those, 8,063 completed the course. Most students that did not complete the course dropped or were transferred out of the course some time during the year, usually within the first two weeks of class. Of the completers, 81% received a CCC ROP Certificate of Achievement for meeting the course competencies and having 95% attendance. Completion data for the previous three years is included in the chart below. Of note, the percentage of completer students earning a CCC ROP certificate was 77% in 2012-13, then raised to 81% in 2013-14, where it held during the 2014-15 school year.

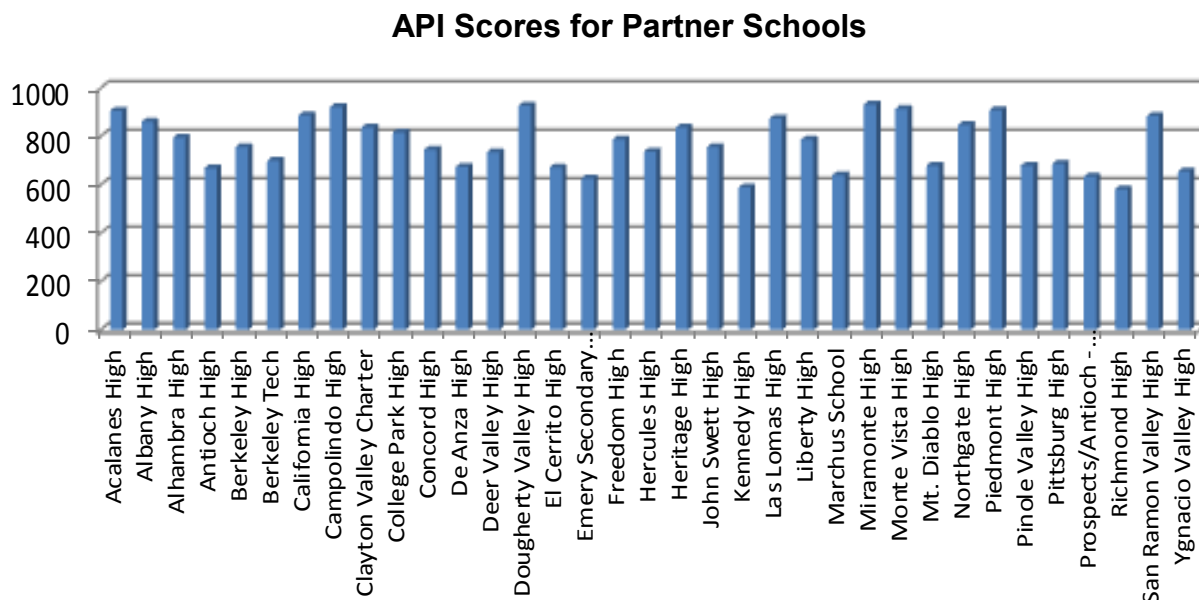
	2012-13	2013-14	2014-15
Total # Enrollments	11,793	12,220	11,882
Total # Completers	8,595	7,919	8,063
Total # Certificates	6,655	6,374	6,554
% Completers earning Certificate	77%	81%	81%

The 2015 Follow-up Survey had CCC ROP teachers provide student data in a number of CTE areas. Post-graduation status indicated that 80% of ROP students were pursuing additional education, with a much smaller percentage entering the military, the workforce, or unknown. Over 200 students participated in SkillsUSA, and nearly 40 each were members of DECA and HOSA student organizations. Over 450 students were members of other local career-related student organizations. More than 1,750 students became CPR/First Aid certified, with another 200 receiving Food-Handler or Serv-Safe certification, and a few earning Microsoft Office Specialist certification in Word.

Nearly 6,000 ROP students were exposed to industry-related guest speakers, over 4,000 created resumes and participated in internships, over 3,000 job shadowed and participated in career-related field trips, 2,500 created work-based portfolios, well over 1,000 participated in career mentoring, mock interview, career fairs, and service learning, while hundreds of other students had experience with summer camps, bridge-to-college activities, school-based businesses, apprenticeships, and other work-based activities.

## School API

The graph below shows API scores for partner schools of CCC ROP during 2013, the most recent data available.



## Data Summary

To help evaluate program effectiveness, the CCC ROP uses the CDE's 10 Indicators of a High Quality CTE Program. These include: Leadership at All Levels, High Quality Curriculum and Instruction, Career Exploration and Guidance, Student Support and Leadership Development, Industry Partnerships, System Alignment and Coherence, Effective Organizational Design, System Responsiveness to Changing Economic Demands, Skilled Faculty and Professional Development, and Evaluation, Accountability and Continuous Improvement.

Data is gathered in each of these areas and reviewed regularly. In addition, the CTE Incentive Grant (CTEIG) requires reporting about these indicators. Appendix F includes a summary of CCC ROP's status on achieving the 10 Indicators of a High Quality CTE Program for districts participating in the CTEIG.

## Recent Changes

### Organization

As described during the 2013 WASC Midterm Progress Report, a significant reduction in staff took place following the last 2010 WASC visit. Since the 2013 midyear report, department organization has remained stable, despite drastic changes in funding. Some personnel have changed, but positions have not.

The most important personnel change at the Contra Costa County Office of Education took place in 2014 with the retirement of long-time County Superintendent of Schools, Dr. Joseph A.

Ovick. Former Deputy Superintendent, Karen Sakata, was publicly elected into the position. The superintendent's office continues to support the mission and goals of the ROP program.

## Course Offerings

During 2012-2013, CCC ROP supported 369 class sections. Despite no additional funding and because of conservative fiscal management, the number of 2015-16 class sections increased to 407. A total of 89 different ROP courses are currently offered, up from 60 courses during the 2010 school year; a 33% increase. Of particular note is the increase in number of UC "a-g" approved ROP courses: 34 during 2010, 44 during 2013, 55 during 2016. CCC ROP continues to work with schools and districts to assist in the development of additional CTE courses that best meet student needs.

All ROP courses had the recently adopted CA Department of Education CTE Model Curriculum Standards incorporated into their course outlines. ROP course-alike teachers and ROP administrators worked together to evaluate curricula and integrate the new standards, ensuring that ROP Courses of Study are rigorous and relevant, and help best prepare students for career and college.

Even before CCCOE's participation in the California Careers Pathways Trust as described in the next section, CCC ROP focused on increasing the number of articulation agreements between local community colleges and CCC ROP courses. CCC ROP principals supported high school teachers as they met with community college faculty to build courses that provided students with college credit and a head-start on post-secondary education. During the 2010 WASC visit, six CCC ROP courses had been articulated with Los Medanos College, Diablo Valley College, or Contra Costa College. Currently, there are 24 articulation agreements in place with more to come. (*See Appendix G- Articulated Courses*)

## Funding

Funding for the Contra Costa County ROP has changed significantly since our last self-study report in 2010. At that time, funding was calculated at 80% of what we had earned based on average daily attendance in 2008-09.

In 2013, the governor initiated his Local Control Funding Formula, which in essence eliminated direct funding for ROPs. For the Contra Costa County Office of Education, this meant that the funding that had previously been dedicated to ROP programs was rolled into the agency's base funding. The legislature, however, enacted a Maintenance of Effort regulation which required that ROPs continue to be funded for two years (through June of 2015) at the same level as they had been in 2012-13.

The Superintendent and Cabinet of Contra Costa County have historically been extremely supportive of CCC ROP and made a commitment to maintaining the program to the highest degree possible, citing the quality of the program and its crucial impact on students' educational success. Meetings were held with the superintendents of each of the 14 districts the CCC ROP serves, all of whom expressed the desire to expand their partnerships with CCCOE and to do what was necessary to maintain the ROP classes at the same level. The CCCOE developed a transitional funding model that was initiated in the 2014-15 school year which required the districts to assume a portion of the cost of operating the ROP classes in each district. The amount was based on a percentage of what the districts would be receiving in Supplemental 9-

12 funding originally earmarked for CTE. The plan was designed so that for each of the following 6 years, the districts would gradually assume more and more of the total cost, but that even at the end of that period, the CCCOE would still be providing nearly one third of the total cost. Even with the new funding model, the CCCOE continued to purchase all supplies, books, instructional materials and equipment and provided administrative oversight, credentialing assistance, professional development for teachers and career guidance for students.

In 2014, the California Career Pathways Trust (CPT) grant was established. The CCCOE served as the lead agency for a consortium of 10 school districts, 4 community colleges, two Workforce Development Boards, two ROPs and numerous business partners across three counties called Diablo Gateways to Innovation. The consortium applied for and was awarded \$8,000,000 over 3 years to develop and expand seamless career pathways from high school to community college in 3 industry sectors – Information and Communication Technologies, Health/Bioscience, and Advanced Manufacturing and Engineering. The grant has enabled CCC ROP to work closely with 6 of its own districts on the development of strong pathways in these fields. In 2014-15, this translated to offering 6 new classes and to purchasing computer labs and textbooks critical to the curricula. Five of the other districts served by CCC ROP were part of the East Bay Career Pathways Consortium which was awarded \$15,000,000 for the development of similar pathways in the same three industry sectors plus Public Service/Law.

Yet another change in the funding model for the CCC ROP during 2015, albeit temporary, is the California Career Technical Education Incentive Grant (CTEIG). The CCCOE served as lead agency in collaboration with 11 of our 14 district partners. In February of 2016, the consortium was awarded \$7,703,531. This funding will allow us to rescind the transitional funding model for the participating districts and begin the process of building a stronger, broader and more comprehensive system of CTE delivery.



# CHAPTER TWO

## Progress Report





## Action Plan Implementation and Monitoring

The CCC ROP Leadership Team oversees the progress of the Action Plan. Progress on the objectives listed in the Action Plan is discussed and analyzed at monthly meetings. Overall program achievements and challenges are reported to the Superintendent and Board of Education annually.

In addition, the WASC Action Plan is a standing agenda item on all staff meetings, as well as at the annual Fall Teacher Inservice. Progress on the Action Plan is also reported at advisory committee meetings.

Progress toward each Action Plan step is described below. Evidence supporting the progress is listed following each description. A superscript on each evidence item corresponds to the post-secondary criterion number and indicates where the item can be found in the Evidence Binder. Evidence items without a superscript may be found online by following the corresponding link or appendix reference.

## Action Plan Progress

### **Goal 1: Enhance communication strategies for all ROP stakeholders**

#### **a. Include CCCOE ROP Web link on high school Web sites**

CCC ROP principals worked with school site principals to request that ROP content be added to the school's website. Currently, every comprehensive high school includes a description of CTE/ROP and/or a link to the CCCOE ROP website. Most school websites also list the ROP courses that they offer.

Evidence: *High school websites*

#### **b. Promote the inclusion of more ROP information in high school publications and Web sites**

CCC ROP regularly distributes information about programs to ROP teachers and school administrators with the hope that details will be disseminated to a broader audience of staff, students, and parents. A biannual ROP newsletter is provided to all ROP teachers, school counselors and principals, county board members, local government officials, and select business partners. In addition, the CCCOE sends out an electronic newsletter called Dateline nine times per year to approximately 1500 educators throughout the county. Dateline contains information about professional development, grants, and exemplar programs that can be shared at partner schools and districts. The County Office of Education also utilizes a Twitter feed and a Facebook page to provide further distribution of relevant information, some of which pertains to the ROP program.

One-hundred percent of our comprehensive high school partners include an ROP page or section on their school website. This greatly expands public access to the CCC ROP program information and promotes participation to students, parents, and other community members.

Many high schools create and distribute their own newspaper. Most are done through a Journalism class, many of which are provided by ROP. ROP principals and CGLs regularly suggest article ideas to ROP Journalism classes.

Evidence: [ROP newsletters](#), *School newspapers*<sup>9</sup>, *School websites*, [CCCOE Twitter/Google+/Blog/e-newsletter](#)

c. [Provide Web based communication for teachers to collaborate](#)

A significant amount of communication to, from, and among CCC ROP teachers is carried out via email. CCC ROP principals frequently exchange electronic contact information among course-alike instructors, allowing them to regularly collaborate. This has been particularly useful in helping provide support for new teachers by connecting them with veterans who can share content and answer questions. In addition, the CCC ROP attendance system is used to communicate meeting dates, times, and locations.

The CCC ROP website is also available for teachers to utilize at [www.cocoschools.org/rop](http://www.cocoschools.org/rop). The “For Teachers” section of the website provides links to credential information, as well as, to the California Association of Regional Occupational Centers and Programs (CAROCP) website. Copies of relevant ROP forms are available for download. A CCC ROP goal is to include a cache of webinars that provide instructors easy access to professional development.

An important source of online collaboration for ROP teachers is CTE Online at [www.cteonline.org](http://www.cteonline.org). Here, teachers can register and become part of an online learning community within their related industry sector. Information about this web resource is provided to all ROP teachers.

Evidence: *Emails*, [CTE Online](#), [CCC ROP website](#), *CCC ROP attendance system*, *CCCOE online collaboration tools*

d. [Improve industry advisors’ knowledge of ROP resources](#)

An ongoing connection to and collaboration with local industry advisors is part of the CCC ROP mission. A variety of venues are used to improve industry advisor’s knowledge of ROP resources, as well as, keep ROP staff current with labor market trends.

Every CCC ROP teacher holds at least one meeting annually with an industry advisor appropriate for their course. Advisors become aware of course content and materials. They then provide feedback to teachers to help ensure courses remain rigorous and relevant.

The CCC ROP director, principals, and career guidance liaisons attend a variety of other meetings involving business/industry partners and community members. These include school and district academy meetings, the Workforce Investment Board, Chambers of Commerce, East Bay Works, Workforce Initiative Network, and others.

ROP students also help inform industry partners about ROP resources through work-based learning experiences. Student interns and those job-shadowing or visiting on field trips provide direct communication about resources available to them. Industry partners

are often invited into ROP classrooms as guest speakers, where they gain immediate awareness of the program's curriculum, materials, and equipment.

Of significance is the CCC ROP end-of-the-year Students of Excellence (SOE) ceremony. During this celebration, 40-50 ROP students are recognized for their achievements. They provide first-hand accounts of the opportunities ROP provided to them, and the impact made on their life and career plans. Business/industry partners and local government officials attend, and the ceremony receives county-wide press coverage.

Most recently, Career Pathways Trust consortia efforts to engage business/industry advisors have increased partnerships throughout the county. This includes the hiring of a Work-Force Intermediary whose explicit purpose is to nurture these relationships and develop lasting connections between educators and employers.

Evidence: *Advisory meeting minutes (see binder)*, *SOE program*<sup>9</sup>, *Follow-up survey (See Appendix I)*, *Advisor survey (See Appendix N)*, *WIB meetings*<sup>9</sup>, *Community newspapers*<sup>9</sup>, [CCC ROP Newsletter](#)

e. [Promote to students, parents, counselors, and administration ROP's strong connection between academic and real world application](#)

CCC ROP's connection between academic and real world application is integrated throughout the program and reinforced in a variety of ways. Marketing materials, such as the Facts at a Glance flyer and the CCC ROP newsletter, are distributed to teachers and administrators. CGLs incorporate academic connections into student presentations that discuss career preparation and pathways to success. A CCC ROP Career Guide for High School Students is provided to students to take home and discuss with their parents. Topics include budgeting, job applications, resume writing, and interview skills.

During collaboration meetings, such as those for Career Academies and the California Career Pathways Trust (CCPT) consortia, administrators, teachers, counselors, and other partners regularly discuss academic content and real life application as it relates to developing or improving CTE courses.

In addition, the CCC ROP Students of Excellence ceremony, attended by hundreds of parents, highlights the benefits of ROP courses as they prepare students for both career and college. Personal stories by ROP students commonly emphasize their experience with applying knowledge and skills in meaningful ways.

*"My child loves going to class and feeling like he is a part of the real "working world"*  
– ROP Parent

Every CCC ROP student who successfully completes his/her ROP course receives a certificate that lists the Student Performance Outcomes identified for the course and the CCC ROP Student Learning Objectives. These outcomes provide an accounting of the real-world knowledge and skills students develop during the school year.

Evidence: *CCC ROP Career Guide*<sup>7</sup>, *CGL presentations*<sup>7</sup>, [CCC ROP](#) and [CCC OE newsletters](#), *CCC ROP Facts at a Glance*<sup>9</sup>, *SOE program*<sup>9</sup>, *CPT grants*<sup>8</sup>

- f. Disseminate information about ROP courses that are “a-g” approved as well as courses articulated with community colleges

CCC ROP has worked hard to strengthen existing courses and create new courses that meet UC “a-g” requirements. We take particular satisfaction in noting that 55 of our 89 courses meet these criteria, and new courses are added each year to address school needs. Information about these UC approved courses can be found in the ROP Facts at a Glance sheet, the ROP Course Catalog, CGL student presentations, and the CCC ROP website, as well as the online UC A-G Guide. ROP administrators discuss these courses and the potential for others during meetings with teachers, school principals, and district superintendents.

Articulation agreements with local community colleges are regularly reviewed and renewed. Participation in the California Career Pathways Trust consortia has brought an increased emphasis on these agreements, and the CCC ROP is currently working with community colleges to increase the number and scope of its articulation agreements. Parents and students can find CCC ROP articulated courses by consulting their school counselor and their school’s course catalog. Community college websites also include these details. CCC ROP is collaborating with school districts and community colleges within the CPT grant consortia to help streamline the articulation process and expand agreements to multiple schools within a region.

Evidence: *ROP Facts at a Glance*<sup>9</sup>, [CCC ROP website](#), [ROP online Course Catalog](#), *School Course Catalogs*, *CGL presentations*<sup>7</sup>, *District superintendent meetings*<sup>2</sup>, *CPT grants*<sup>8</sup>, [UC A-G Guide](#)

- g. Continue to collaborate with districts

Collaboration with school districts has always been a mainstay of CCC ROP operations. The CCC ROP director, principals, career guidance liaisons, and network technicians are frequently involved in both formal and informal meetings with school and district personnel. This ongoing communication is an integral part of maintaining a quality program. ROP staff believes it is vital to listen to the needs and concerns of schools, while providing the support and leadership necessary to help students succeed.

Through participation in the Diablo Gateways to Innovation (DGI) and the East Bay Career Pathways (EBCP) CPT grant consortia and the new CTE Incentive Grant, the number of meetings between CCC ROP and partner districts has dramatically increased. Collaborative work focusing on improved CTE pathways will remain in the forefront of CCC ROP efforts for the foreseeable future.

Evidence: *Principal meetings*<sup>2</sup>, *District superintendent meetings*<sup>2</sup>, *Advisory meeting minutes*<sup>4</sup>, *CPT grant collaboration*<sup>8</sup>, *CTE incentive grant*<sup>8</sup>

## Goal 2: Maintain a quality program with reduced funding

- a. Identify priorities in course offerings and section distribution

CCC ROP utilizes a variety of criteria to determine ROP section allotments throughout the county. First and foremost is equity among schools. A school’s previous year’s enrollment of tenth and eleventh grade students determines the total number of ROP

sections allotted to the school. Even with the fixed funding formula currently in use, this number has increased over the past three years from 395 sections in 2012 to 405 in 2015.

In recent years, increased stakeholder demand has increased emphasis on providing UC “a-g” approved electives. Through the creation of new courses and the rewriting of others, CCC ROP has been able to offer courses that better meet school, student, and industry needs without spending additional funds.

Another factor that has influenced priorities in course distribution is school/district participation in career pathways/academies and the Career Pathways Trust. CCC ROP principals meet with school administrators to discuss options for ROP courses to fulfill pathway/academy needs. CCC ROP’s goal is to provide the capstone course in the elective sequences within every pathway and academy within our service area. Currently, of the 62 identified academies or pathways within our comprehensive high schools, 40 include one or more ROP courses, primarily as the capstone class.

*“Without ROP funding, it is pretty clear that at least some of these classes wouldn’t exist. That funding is HUGE, I do not take it for granted, and I am extremely grateful for it.” – ROP Teacher*

The CPT grants also focus on developing articulation agreements between high school and community college courses. CCC ROP has always offered these courses and provided leadership and support for their creation. With 24 articulation agreements already in place, CCC ROP will continue to expand these opportunities.

One other criterion that CCC ROP looks at to help influence course offerings is the overall variety of courses in a school or district. With courses available in all 15 of the California Department of Education’s CTE Industry Sectors, CCC ROP and school principals discuss providing diverse offerings to best meet student interest. Of primary importance in these decisions is data on local labor market trends so that course offerings align with job needs. The DGI CPT consortium identified three sectors for their grant, Advanced Manufacturing/Engineering, Information and Communication Technology, and Health/Bio Science. The EBCP CPT added Law and Public Service to the DGI sectors. Due to student interest, however, courses are offered throughout the county in other industry sectors such as Arts, Media, and Entertainment; Hospitality, Tourism, and Recreation; and others.

Evidence: *Previous year 10<sup>th</sup>/11<sup>th</sup> grade enrollment numbers<sup>1</sup>, Academy/Pathway map<sup>4</sup>, CPT grant criteria<sup>8</sup>, School course listings<sup>1</sup>, [CCC ROP Course Catalog](#), UC “a-g” approved list<sup>4</sup>, Community College articulation list (See Appendix G)*

**b. Identify essential instructional materials for each course**

A guiding principle of CCC ROP is that teachers have state-of-the-art materials and equipment for classroom use. CCC ROP principals are in regular discussions with ROP teachers to determine how to best meet these needs given a reduced budget. Important contributors to these discussions are business/industry advisors. Since each ROP teacher is required to hold at least one advisory meeting each year, feedback from professionals currently working in the field is invaluable. Recommendations about

computer software, biotech lab equipment, and other items help drive the principal-teacher conversations.

The CCC ROP also provides teacher collaboration meetings as requested by course-alike teachers throughout the county. During these meetings, teachers share best practices and information about materials and equipment used at their school. This information then triggers further discussion with CCC ROP principals.

Some course materials are determined by the specialized program in which they belong. For example, the AP Environmental Science course has designated labs determined by the College Board. Several ROP courses are part of the Project Lead the Way program, which also prescribes necessary materials.

Given a fixed budget, the CCC ROP principals, ROP teachers, and school administrators have to find even more creative ways to manage material needs. Some of these include cost-sharing with schools (technology and software), sharing equipment between schools (CPR mannequins), software enterprise agreements for reduced rates, and others.

Evidence: *Principal/teacher discussions, Advisory meeting minutes<sup>4</sup>, Teacher collaboration meetings<sup>4</sup>, [College Board criteria](#), [PLTW criteria](#), Equipment purchases<sup>8</sup>*

#### c. Pursue alternate funding opportunities

With the implementation of the Local Control Funding Formula in 2013, CCC ROP immediately took action to pursue alternate funding sources. A transitional funding formula is currently in place with all partner school districts so that costs of operating ROP classes are shared. This has allowed CCC ROP to continue providing quality support to schools and teachers.

Recent and significant funding sources are the Career Pathways Trust grants. CCC ROP actively participates in the Diablo Gateways to Innovation consortium while the CCCOE serves as lead fiscal agent. We also are a partner in the East Bay Career Pathways consortium. These funding sources can be used, in part, to carry out and enhance CCC ROP activities including partnering with business/industry representatives, collaboration with schools/districts, and community college articulation.

Donations from business and industry partners have always played an important role in CCC ROP operations. Some teachers have been able to incorporate donated materials and equipment into their classroom. Kaiser Permanente contributes to the Medical Assistant program for adults. Scholarships for the Students of Excellence winners are provided by corporate donors, including Chevron Corporation, Walnut Creek Honda, and John Muir Health. With a renewed emphasis on finding alternate funding sources, other corporate sponsors have been actively pursued. This resulted in the addition of Phillips 66 and C & H Sugar to the list of scholarship supporters in 2015.

Through a unique partnership with Chevron, CCC ROP has received a Community Engagement grant for the last three years that entirely funds the operation of a job readiness course, ROP Industrial Maintenance Mechanic. These classes, along with the long-running ROP Process Plant Operator classes are provided to the adult community with minimal impact to the regular CCC ROP budget.



The CCC ROP leverages federal Carl Perkins funds received by the CCCOE to further our mission of delivering state-of-the-art CTE programs.

In partnership with all currently served school districts, CCC ROP is currently in the process of applying for the new CTE Incentive Grant from the California Department of Education. With this additional funding, CCC ROP plans to enhance and expand CTE programs throughout the county.

Evidence: *CPT grants<sup>8</sup>, CTE Incentive Grant<sup>8</sup>, Scholarship sponsors<sup>8</sup>, Transitional Funding Formula<sup>8</sup>, Chevron Community Engagement grant<sup>8</sup>, Kaiser Permanente donation<sup>8</sup>*

d. Increase collaboration with business and education partners to expand resources

As discussed previously, CCC ROP collaboration with business partners and community colleges has increased with recent involvement in the CPT grant consortia. This includes interaction with Workforce Investment Boards and other joint ventures, such as East Bay Works and the Costa County Economic Partnership. These partnerships will continue to expand as progress is made on achieving project goals.

A major component of the CPT grant is the creation of two Workforce Intermediary partner positions. Their roles are to support the development of sustainable Work-Based

*“ROP offers me the flexibility to adjust my curriculum to my students’ needs. My Architectural Design course is articulated with the local JC which allows me the opportunity to collaborate with the teachers in my subject area at a higher educational institution.”*  
– ROP Teacher

Learning (WBL) systems in the county and ensure successful operations of the Earn and Learn partnership, and help expand employer participation in activities that support the DGI collaborative. They will also interface with schools and community partners, to help broker and create work-based learning experiences for youth, including a range of opportunities across the continuum of career awareness, career exploration and career preparation (including career training) to support and successfully deliver key program objectives of the DGI grant.

Collaborating with our education partners has also been essential in leveraging resources. Since the last self-study, CCC ROP has expanded into Berkeley Adult School with an EMT course, and into Pittsburg Adult School with Medical Assistant classes. Each CCC ROP principal continues to be housed on one of the school campuses in an office or classroom provided by the school district.

Summer programs are offered for ROP students through business and education cooperative agreements. Eight week automotive technician internships at Walnut Creek Honda and Concord BMW are available to qualified ROP juniors who have completed the ROP Auto Technician class at Alhambra High School in Martinez. Students work under the close guidance of a trained mentor technician. Students are paid and earn ROP elective credits. Medical internships are offered as part of Kaiser's KP Launch national program. Eight week internships are available for under-served juniors and seniors who apply through Kaiser's application process. Students work four days a week at a Kaiser facility and attend "education day" taught by an ROP teacher once a week. Students are paid and earn ROP elective credits. The Hospitality and Culinary Industry Summer Camp offers an overview of current and emerging career opportunities in the



hospitality and culinary industry. Practice and hands-on application of culinary techniques, skills and knowledge are combined with mini-internships at local hotels. A national BBQ competitor provides students first-hand knowledge of the very best techniques, and an industry roundtable brings together a broad scope of professionals from all aspects of the Hospitality Industry.

*Evidence: CPT grant collaboration<sup>8</sup>, Community College articulations (See Appendix G), Berkeley and Pittsburg Adult<sup>1</sup>, WIB meetings<sup>9</sup>, DVC summer culinary<sup>4</sup>, Kaiser health careers summer program<sup>4</sup>, ROP staff classroom/office use<sup>8</sup>*

#### e. Identify and implement cost saving measures

The most significant cost saving measure implemented since the 2010 self-study was the reduction in CCC ROP staff. CCC ROP principal positions were reduced from four to three, and vacancies for a manager, communications specialist, computer technician, and a bilingual specialist were left unfilled.

The CCC ROP relies much more on electronic and online resources than during previous years. This has limited paper, binder, and printing expenses. Thousands of copies of the entire CCC ROP Course Catalog used to be printed and distributed; it is now available online for everyone. Every ROP Course of Study was previously printed out for teachers each year. These are now sent electronically. More teachers now enroll students through our online system, reducing costly Scantron enrollment forms. In addition, hard copy teacher and student surveys are transitioning to an online format, such as Survey Monkey, when possible.

The computer network technicians routinely communicate about needs throughout the county in order to provide upgrades or redistribution of equipment, rather than costly replacement. This often includes the use of increasingly available “freeware” in place of purchasing comparable software. A more concerted effort on following-up with warranty claims also helps minimize replacement costs. An exciting advancement is the increased use of remote diagnosis and repair of technology, eliminating travel expenses and time.

A benefit to having a designated CCC ROP purchasing technician is the knowledge and ability to best-price shop. Material, equipment, and textbook requests from teachers do not always refer to the least expensive vendors, however the purchasing technician is able to research best values and utilize coupons when available in order to keep costs down. Total travel costs for the CCC ROP department reduced by 10% from 2013-14 to 2014-15, and are on track to reduce by at least another 10% for the 2015-16 school year.

*Evidence: Staff reductions (See Criterion 8 of this report), Travel expenses<sup>4</sup>, Online resource use: Survey Monkey, Courses of Study, Course Catalog (See Appendix O), Tech upgrades and redistribution<sup>4</sup>, Warranty follow-up<sup>8</sup>, Best-price shopping including coupon use*

### Goal 3: Design and implement opportunities to assist students in identifying career goals in high school

#### a. Identify model practices and new opportunities to connect with counselors and student services

CCC ROP career guidance liaisons have revised and updated existing student presentations, and they have expanded their offerings. In particular, CGLs received training on the use of the online California Career Resource Network. A list of CGL services is provided to all ROP teachers. CCC ROP principals also discuss opportunities for CGL presentations when meeting with school administrators and counselors. The CCC ROP Career Guide is distributed to students during presentations, career fairs, career centers, homeless and foster youth through the Youth Development Service, and copies are made available to school counselors.

CGLs have been able to provide much more in-depth career support with partnering districts. For example, three small high schools utilize the CCC ROP CGLs to develop and maintain career centers on their campus. CGLs work directly with visiting students to support their needs, and they work with college and career clubs. Participating in a school's career fair, and in some cases actually coordinating the event, is another way that CGLs are providing improved student services.

Evidence: *CGL presentations<sup>9</sup>, Participation in career and job fairs<sup>9</sup>, CCC ROP principal meetings with school counselors<sup>7</sup>, ROP Career Guide<sup>7</sup>, Poll Everywhere*

#### b. Develop strategies to strengthen delivery of career-related information to students

As discussed previously, CGL student presentations have been updated and new training received about online resources, specifically the California Career Resource Network (CalCRN). CCC ROP administrators have set goals for increasing the number of CGL presentations and are working with ROP teachers to support career guidance curriculum as required by their Courses of Study.

Joint meetings are held between the CCC ROP CGLs and the staff of Youth Development Services (YDS), which provides, among other things, career guidance to foster youth or those that meet income or special education eligibility requirements. These meetings allow for a sharing of career expertise and resources that target an at-risk student population.

CGLs are also becoming more involved in Work-Based Learning experiences for students. In some cases, they assist ROP teacher with enrolling students in specialized programs, such as the summer partnerships with Diablo Valley College and Kaiser Permanente. In other cases, CGLs participate in field trips to business or industry partners where they assist ROP teachers with managing the experience.

*"These classes have helped to decide my future. Everyone should have the chance for the same experience."  
– ROP Student*

Evidence: *CGL training on CalCRN<sup>9</sup>, Joint meeting with YDS staff<sup>9</sup>, Work-Based Learning opportunities<sup>9</sup>*

c. Design and produce career-focused materials that provide career pathway information

The CCC ROP Career Guide is the primary document for providing career preparation information to students. Using this guide, along with the online California Career Resource Network, Career Guidance Liaisons incorporate career pathway information into classroom presentations. Career Ladder displays are posted in all ROP teachers' classrooms.

A new emphasis on career pathways has resulted from participation in the CPT grants. A primary focus of these grants is the development and expansion of career pathways within participating high schools and in partnership with local community colleges. A recently hired CPT grant coordinator works alongside CCC ROP administrators, producing and sharing information about career pathway development at school sites.

Evidence: *Career Guide*<sup>7</sup>, *CGL presentations on CRN*<sup>9</sup>, *Career Ladder displays*<sup>7</sup>, *DGI high school pathway map*<sup>4</sup>, *East Bay Works presentation*<sup>9</sup>

d. Research and design resource guides by industry sector that provide teachers with resources, list of guest speakers, field trip ideas

Many resources are available for ROP teachers through the CTE Online website. These lesson plans, activities, and more, are divided into the 15 industry sectors. In addition, they can be filtered for teacher convenience, such as by grade level and integrated academics. Information about CTE Online is provided to all ROP teachers.

CGLs often visit local or regional employers and post-secondary institutions to gather information about career options, work-based learning opportunities, or program requirements. These details are shared personally with the instructors they support.

*"For me, being able to be supported for my expertise as an engineer is really important. I am more than a teacher and ROP recognizes that." – ROP Teacher*

The DGI CPT Workforce Intermediaries will help gather information on guest speakers, field trips, or other resources into one place. CCC ROP administration is evaluating the benefit of a single list for the entire county, though a resource list divided by region may be more practical for teachers.

Evidence: *CGL professional development: FIDM, Cal State East Bay, Diablo Valley College*<sup>3</sup>, *Contra Costa College*<sup>3</sup>, [CTE Online](#), *CPT Workforce Intermediary*<sup>9</sup>, *DGI WBL Connectors*<sup>9</sup>

**Goal 4: Work collaboratively with districts to increase STEM & Green Technology opportunities for students**

a. Provide professional development to teachers, career guidance liaisons, and administrators on STEM innovations

Following the 2010 WASC report that emphasized increasing STEM opportunities, the County Superintendent of Schools at the time promoted the inclusion of art into the STEM focus. This integrated approach addressed the broader “STEAM” curricular areas of concentration.

Professional development has been provided in a range of venues. The Contra Costa County Office of Education holds an annual STEAM colloquium, focusing on resources and best practices related to science, technology, engineering, art, and math. Participating ROP teachers and administrators are exposed to methods and materials for integrating STEAM components into their CTE curricula, and vice-versa. Some ROP teachers and administrators also attend the annual Educating for Careers conference, sponsored in part by the California Department of Education. Though the conference covers broad career readiness and pathways, many of the speakers, workshops, and exhibits include elements of STEAM.

Some ROP teachers are members of Career Pathways Trust Action Teams. These groups work on developing and expanding career pathways in STEAM-related industry sectors, including health, engineering, information technology, and advanced manufacturing.

CCC ROP also supports teachers in attending other STEAM professional development. Some examples are the Teacher Research Academy at Lawrence Livermore National Laboratory, IISME summer internships, Tech Museum of Innovation - San Jose, Camera Obscura - San Francisco, Bio-Rad Workshops, Computer Science Conference – Texas, AutoDesk - San Francisco, WebCore - San Francisco General Hospital, and others.

Evidence: *CCCOE STEAM colloquium*<sup>5</sup>, *Educating for Careers conference*<sup>5</sup>, *Lawrence Livermore Lab Biotech*<sup>1</sup>, *CPT Action teams*<sup>1</sup>

**b. [Develop new curricula; update current curricula to include Green Technology modules](#)**

Several ROP courses were originally written to include green technology modules. These include Architectural Design and AP Environmental Sciences. In addition, both Automotive Technology and Construction Technology courses were updated to incorporate Green Technology.

Closely connected to CCC ROP, the Youth Development Services department offered an environmental studies summer internship program in partnership with the Friends of Marsh Creek Watershed (FOMCW). Students completed 32 hours of classroom instruction with an ROP teacher. Activities included youth bringing water conservation and environmental issues to the East County Community. They participated in water monitoring and spent time with an Aquatic Biologist being taught about water conservation, clean water practices, chemicals that affected the water sources and what they could do as advocates in their community. They learned what GPS mapping was, and observed watersheds in their area, and attended and served as interns at events in the community where they met with Senator Jerry McNerney, his staff and other constituents at the Three Creeks event in Brentwood where FOMCW was recognized and awarded a grant to continue the work on the 3 creeks projects and tributaries leading to the Delta. This program is recognized as a model program in East County.

A similar YDS program involved partnering with the East Bay Regional Park district. The participants were Workforce Investment and Opportunity Act (WIOA) students who went through pre-employment/job readiness training, applied for the position, interviewed, and were selected for the cohort that took place in the summer. Students were provided with 120 hours and paid at \$12.25. The work they did was project base and identified by the East Bay regional Park district employee/crew leader. As part of the project, students were taught entry level skills in carpentry, dry stack retaining wall construction, and invasive species removal. They also had a recreation day intended to expose students to the regional parks in their county.

Evidence: *Automotive Technology*<sup>4</sup>, *Construction Technology*<sup>4</sup>, *Architectural Design*<sup>4</sup>, *AP Environmental Science*<sup>4</sup>, *YDS summer programs*<sup>4</sup>

c. [Work collaboratively with district principals to include ROP STEM and Green courses as new electives](#)

Since 2010 and the last self-study report, 17 STEM or Green courses have been added to CCC ROP including: Game Art Design, Medical Interventions, Advanced Computer Programming, Biotechnical Engineering, Accelerated Biotechnology and Research, Civil Engineering and Architecture, Computer Integrated Manufacturing, Engineering Design & Development, Exploratory Applied Design, Human Body Systems, Information Systems Design and Management, Medical Technologies, Principles of Engineering, Industrial Maintenance Mechanic, Computer Aided Design and Drafting, Computer Science Principles, Information Systems Design and Management II. Despite reductions in staff and funding, CCC ROP administrators worked collaboratively with school administrators and teachers to develop new courses that best meet student and labor needs. They then facilitated course approvals by the Contra Costa County Board of Education, and in most cases acquired UC “a-g” approval.

Evidence: *List of all STEM and Green courses (See Appendix B)*

d. [Communicate to counselors and students the ROP STEM courses](#)

All ROP courses, including those with a STEM focus, are listed in the CCC ROP Course Catalog which can be found online on the CCC ROP website. CCC ROP principals refer to this, along with the Facts at a Glance flyer, when meeting with school counselors to discuss course options. At some schools these discussions have begun to include the school’s career pathway coordinator or academy leader in association with the CPT grant.

Career Guidance Liaisons provide STEM information to students during classroom presentations. Depending on the topic, the presentation may contain an overview of all ROP course options at the school, or may focus entirely on a STEM pathway, such as to a class of Health Academy students learning how to reach their career goals.

Evidence: [CCC ROP Course Catalog](#), *CCC ROP Career Guide*<sup>7</sup>, *Facts at a Glance*<sup>9</sup>, *CGL presentations*<sup>7</sup>, *CCC ROP principal meetings with school counselors*<sup>7</sup>

e. Design materials that showcase ROP STEM course offerings

The CCC ROP Course Catalog, Career Guide, and website all list STEM course offerings. These are updated annually with revised or newly created ROP courses, most of which are STEM-related. Because many ROP STEM courses are an integral part of school academies and pathways in connection with the CPT, a variety of materials have been developed directly by schools that showcase ROP courses.

Evidence: [Course Catalog](#), [Career Guide](#)<sup>7</sup>, [CTE Pathways map](#)<sup>4</sup>, [CCC ROP website](#)

f. Participate on planning teams for new academies, multiple pathway committees, district level CTE advisory committees

With a growing interest by high schools in developing CTE pathways and academies, CCC ROP staff participates in a substantial number of planning and implementation teams throughout the county. These include: San Ramon Valley CTE Advisory, Career Integrated Academics (MDUSD), Greater Concord Chamber of Commerce Business/Education Committee, DVC Culinary Advisory, C5CTE Committee, DVC Articulation Planning Committee, Contra Costa Employers Advisory Council, ROP Course Advisory meetings, Academy Advisory Committee - Antioch HS, East County Business Education Alliance, Dozier Libbey Advisory Committee, CalWORKS Consortium, Perkins Consortium, SB 1070 Coordinating Committee, CCSESA CTE Committee, Workforce Development Board, Diablo Gateways to Innovation CPT committees, East Bay Career Pathways CPT committees, John Swett Career Academies committee, WCCUSD Linked Learning advisories, Alhambra High NATEF Auto Advisory,

Evidence: *School Academy meetings*<sup>2</sup>, *District CTE meetings*<sup>9</sup>, *CPT grant collaboration*<sup>8</sup>, *East County Business Alliance*<sup>9</sup>, *CTE Incentive grant*<sup>8</sup>

g. Collaborate with community colleges in Tech Prep, sequencing, SB70 funding, articulation

CCC ROP administrators regularly attend collaboration meetings with community college partners. As a member of the Contra Costa County Collaborative for Career Technical Education (C5CTE), discussions with local community colleges address issues such as SB70 and SB1070 grants, CATEMA training, CalPASS +, the Career Ladders Project, summer bridge programs, and articulation agreements. Diablo Valley College, for example, hosts an annual articulation day where CCC ROP teachers can meet with college instructors to develop articulation agreements in a structured setting. CCC ROP CGLs also work with community colleges to support enrolling students in some of these articulated courses.

In addition, new opportunities for working together have been made available through the CPT grants. Serving as the lead agency in the Diablo Gateways to Innovation (DGI) consortium not only allows for increased collaboration with local Contra Costa Community College district schools, but expands opportunities for improving CTE/ROP by including other regional community colleges, specifically Solano College and Las Positas College. This type of cooperation has grown through our partnership in a second



CPT grant, the East Bay Career Pathways (EBCP) consortium, which includes five other regional community colleges.

The vision of DGI is to develop and strengthen robust partnerships among employers, K12 and community colleges to support students' preparation for the 21st century workplace and provide successful student transitions through career pathways into post-secondary education, training, and employment.

Evidence: *SB70 and SB1070 meetings*<sup>8</sup>, *C5 CTE meetings*<sup>9</sup>, *CATEMA training*<sup>3</sup>, *Articulation meetings/agreements (See Appendix G)*, *Community College enrollment support*<sup>9</sup>, *DGI and EBCP CPT members*<sup>8</sup>

#### h. Communicate students' successes in STEM and Green courses

Student success in STEM and Green courses is integrated into the variety of ways that CCC ROP communicates student achievement. The biannual CCC ROP newsletter highlights both teacher and student success stories. These newsletters are also posted on the CCC ROP website for the general public to access. Community news articles occasionally focus on an ROP student of interest and, more frequently, stories are included in school newspapers. Examples of outstanding students are provided during meetings with district superintendents and with the County Board of Education.

*"I believe I have learned more about the real world in this class than any other class. I love this class because it has made me realize what I want to do with the rest of my life" – ROP Student*

The most significant event highlighting outstanding ROP students, many of whom are enrolled in STEM-related ROP classes, is the end of the year Student of Excellence ceremony. Family, teachers, business partners, and government representatives all witness students talking about the impact ROP has played in their life. This event is covered county-wide by newspapers and a video is posted on the CCC ROP website.

Evidence: *SOE program ceremony and video*<sup>9</sup>, [CCC ROP newsletter](#), *Community news articles*<sup>9</sup>, *Press releases*<sup>9</sup>, *Superintendent meetings*<sup>2</sup>, [CCC ROP website](#), [County Board of Education meetings](#).

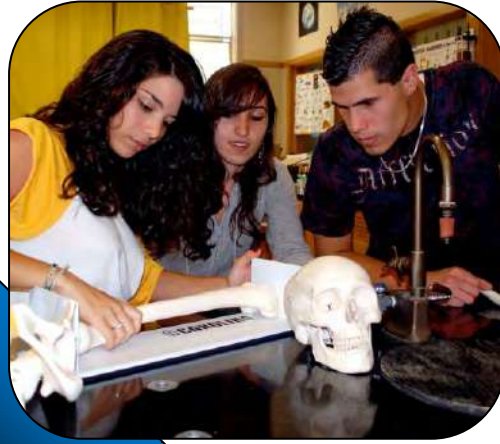
### Impacts on Student Learning

Progress by CCC ROP on the Action Plan key issues has impacted ROP students in significant ways. The expansion of course offerings that meet UC "a-g" requirements by developing new ROP courses and revising existing ones is providing greater opportunities for students to achieve both college and career readiness. With a large number of these courses focused on STEM careers, students also have the chance to become better prepared for the 21st century labor market.

Increased collaboration with school districts and community colleges is leading to clearly defined CTE course sequences. Research indicates that these career pathways lead to increased student motivation and higher achievement. In addition, more community college articulation agreements offer more opportunities for high school students to earn college credit.

# CHAPTER THREE

## Self-Study Findings



## Criterion 1: Institutional Mission and Schoolwide Learner Outcomes

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

*Indicator 1.1: The 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.*

The Mission Statement of the Contra Costa County ROP reflects our commitment to high levels of student learning. It is: **ROP provides innovative Career Technical Education to prepare students for challenging careers, post-secondary education, and lifelong learning.**

The statement describes CCC ROP's purpose by highlighting what we deliver, to whom, and for what reason. CCC ROP continues to focus on providing high school students and adult learners throughout our service area with curriculum and resources that represent the most up-to-date information and materials possible in order to prepare them for future success.

CCC ROP teachers meet with business advisors. Discussions between CCC ROP teachers and industry advisors have been critical in helping CCC ROP address its mission of providing rigorous, state-of-the-art programs that prepare students for post-secondary education and careers. Some teachers meet with advisors individually, while others meet in small groups with course-alike teachers from throughout the county. The business and industry advisors review and provide feedback on course content, ensuring that the knowledge and skills delivered to students are appropriate for a continually evolving labor market. Based on the feedback, teachers may adjust their instruction or areas of emphasis. Any significant changes are incorporated into the Course of Study and shared countywide.

*"ROP is very supportive and clear on our mission and purpose." – ROP Teacher*

In addition, these advisors give input regarding materials, equipment, safety, and software being used in the classroom. When advisors discuss industry standards with teachers, the information is forwarded to CCC ROP administrators for potential action. For example, if the majority of a computer-related industry shifts to different software, the CCC ROP software is updated or entirely new programs are purchased as resources become available so that students receive the most current and beneficial preparation possible. Teachers are then supported with professional development opportunities to help strengthen their own knowledge and skills.

An important area of emphasis for CCC ROP, as noted in its mission statement, is the preparation of students for post-secondary education, as well as for careers. Every CCC ROP course includes academic content and college-readiness skills, such as critical thinking, problem solving, collaboration, and communication. CCC ROP takes particular pride in the fact that nearly 70% of our courses meet UC/CSU "a-g" requirements. Students enrolled in these ROP courses are directly prepared for both college and career. CCC ROP principals work with partner districts and schools to identify potential additions to ROP course offerings and assist in course development and the UC/CSU "a-g" approval process. As a result, more UC approved courses are added each year. All new CCC ROP courses of study are approved by the Contra Costa County Board of Education.

California Education Code Section 52300 establishes Regional Occupational Centers and Programs. Section 52310 states that credits earned from courses completed in a Regional Occupational Center or Program may be applied toward fulfillment of requirements for a high school diploma.

CCC ROP is proud of its continued commitment to provide high quality, challenging and relevant career preparation and training to more than 11,000 students annually.

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

The CCC ROP mission statement was originally created through a collaborative process involving CCC ROP staff and teachers. The Contra Costa County Board of Education voted to approve the statement. Stakeholders review the mission statement and make suggestions for updates to improve relevancy or adjust to evolving education and labor market conditions.

During 2015, CCC ROP staff members and instructors had the opportunity to provide feedback on the mission statement. For most, this took place during the annual Fall Teacher Inservice. For others, feedback forms were collected individually or during small group presentations. The results were summarized and presented to the CCC ROP Leadership Team for discussion. Changes to the mission statement were made and unanimously approved by the Leadership Team.

The CCC ROP mission statement is posted in every CCC ROP teacher classroom, on the CCCOE website, and in most CCC ROP publications, including the CCC ROP newsletter, Facts at a Glance, the Students of Excellence Awards Ceremony program, teacher resource binders, and the Career Guide for High School Students. The mission is highlighted during the Fall Teacher Inservice which all CCC ROP teachers are required to attend, as well as during the spring Students of Excellence ceremony that includes staff, instructors, exceptional students and their families, local business partners, and government representatives.

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

The CCC ROP mission drives all staff decisions and actions. CCC ROP administrators, school administrators, and ROP instructors work together to prioritize ROP course offerings based on both labor market trends and college preparation. School offerings are then adjusted to best meet the needs of students and the community. In some cases, new courses are created and implemented. To ensure that existing courses stay current and relevant, every CCC ROP course of study was reviewed by instructors and the new CA CTE Model Curriculum Standards were added. Every year, business and industry advisors evaluate the curriculum to help keep it up-to-date with industry standards.

To maintain state-of-the-art programs, CCC ROP administrators continually assess and prioritize material and equipment needs. Purchasing decisions are made based on input from instructors, industry advisors, and when appropriate, computer network technicians. This process helps guarantee that students are exposed to content and skills necessary for future success in both college and career.

CCC ROP provides additional support to ROP teachers to help them achieve our mission. The CCCOE provides professional development opportunities that focus on topics such as



instructional strategies and technology. At the September, 2015 inservice, teachers were introduced to NetSmartz and Common Sense Media, two online tools with curriculum designed to instruct students about online etiquette and Internet safety. With CCC ROP funding, teachers attend workshops and conferences to help build knowledge and skills relevant to changing societal demands. Several teachers were sent to the CCCOE's Annual STEAM Colloquium to learn about developments and strategies to improve instruction and learning. Many others were sent to the Educating for Careers conference and a variety of workshops during the summer.

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

Schoolwide Learner Outcomes (SLOs) were developed from the CCC ROP's original Expected Schoolwide Learning Results (ESLRs). The ESLRs were redefined as SLOs and presented to the CCC ROP Leadership Team. The team reviewed the SLOs and compared them to the Standards for Career Ready Practice contained within the California CTE Model Curriculum Standards. The team made recommended changes that further aligned the SLOs with knowledge and skills necessary for post-secondary education, career training, and the workforce.

These changes, along, with the original outcomes, were then presented during the Fall Teacher Inservice. Teachers selected whether to keep the original statements, keep the original statements with the recommended changes, or provide their own change options. Results showed that 30% of teachers elected to keep the original outcomes, 62% elected to keep the originals and add the new recommendations, and 6% provided new options for the outcomes. This feedback was collected and presented to the Leadership Team for discussion. The new SLOs were accepted by the Leadership Team and publicized to all stakeholders.

The SLOs are listed in all CCC ROP Courses of Study which are distributed to every CCC ROP teacher. Teachers integrate these learning outcomes into their curriculum and instruction. For example, a safety unit is part of all CCC ROP curricula, Career Guidance Liaisons present sessions on resume writing and career goals, and advanced technology is provided to enhance work performance, all of which directly address student learner outcomes.

Student achievement of the outcomes is measured by individual instructors through a variety of assessment strategies, including project and performance-based activities. CCC ROP principals follow-up with teachers through regular classroom observations and discussion.

This year, in an effort to gather more data concerning student achievement, the Director of ROP made significant changes to the database used by teachers to report student outcomes. Added to the database were fields to report participation in Career Student Technical Organizations (CTSOs), work-based learning experiences, and industry-recognized certificates earned.

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

The California Department of Education's 2013 release of the California CTE Model Curriculum Standards significantly influenced the CCC ROP's program evaluation. The rigorous, relevant, and evidence-based standards became the focus for addressing student learning needs. CCC ROP administrators received training on the CTE Model Curriculum Standards provided by the California Department of Education at the Contra Costa County Office of Education in May of

2013. During the 2013-14 school year, CCC ROP administrators provided training to all instructors regarding the new standards. Instructors, either individually or in small groups, integrated the CTE Model Curriculum Standards and the Common Core State Standards into their Courses of Study.

CCC ROP instructors receive annual feedback from business and industry advisors that evaluate course content and skills to ensure that they are up-to-date and appropriate. They also discuss objectives as described in the CCC ROP SLOs, such as job behavior, work ethics, critical thinking, and ability to work collaboratively and independently. CCC ROP staff members participate in meetings with business and industry representatives during school academy/pathway meetings.

An important development in the CCC ROP's ability to incorporate current research into our programs of study is our participation in the Diablo Gateways to Innovation (DGI) consortium for the California Career Pathways Trust (CCPT) grant. In partnership with ten school districts, four community colleges, one California State University, the Workforce Development Board of Contra Costa County, the Contra Costa Economic Partnership, another ROP, and numerous business partners, we have worked for the past two years to begin the development of seamless, rigorous CTE pathways in grades Kindergarten through 14 in three locally strong industry sectors. We identified Health and Bioscience, Advanced Manufacturing and Engineering, and Information Communication Technology as the areas where we could have the strongest impact on students seeking careers locally and on businesses seeking qualified local applicants. With an emphasis on scaffolded work-based learning experiences for students and the visible imprint of local businesses on their learning, we are confident that we are improving the chances for students to seamlessly transition from high school to post-secondary to employment in meaningful high-skill, high wage careers.

During regular meetings with the CCC ROP administration and monthly meetings with the entire CCC ROP non-teaching staff, data is reviewed as it relates to the SLOs. Feedback from teachers and business partners is shared and potential impacts to curriculum discussed. Career Guidance Liaisons provide data on career-related presentations, and ways to best support teachers and students with this content are evaluated. Strategies for assisting teachers with incorporating technology and developing student leaders are brainstormed.

Together, guidance from the research-based California CTE Model Curriculum Standards, feedback from business and industry partners, and ongoing program evaluation ensure current and relevant outcomes for student learners.

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

CCC ROP principals receive data and recommendations about local community concerns from conversations with instructors and school principals. Career Guidance Liaisons talk with teachers and students regarding college and career preparation and relay findings to CCC ROP principals. During advisory or academy meetings, business and industry advisors offer insight into industry-standard practices and labor market trends. Using this input, CCC ROP administrators evaluate courses and programs during monthly meetings.

In addition, an end-of-the-year student survey and a teacher follow-up survey are collected. Data from these surveys are examined and interpreted for trends that can guide future decisions. For example, recent student and teacher surveys indicated that fewer students participated in Career and Technical Student Organizations (CTSOs) than we would like. Since



student involvement in CTSOs is known to provide excellent leadership opportunities, an important Student Learning Outcome, CCC ROP staff is providing guidance and support to teachers in promoting these organizations.

Involvement in the DGI has enabled us to work even more closely with our partnering districts to develop sequenced pathways - with ROP courses as the capstone courses - that feed into programs at our local community colleges.

#### **Evidence:**

*Follow-up Survey (See Appendix I), Student Survey (See Appendix J), CCC ROP Administration meetings, Courses of Study, Advisory meetings, CA CTE Model Curriculum Standards presentations, Mission Statement, SLOs, [CCCOE Board minutes](#), CTE High School Pathways map*

#### **Institution's Strengths and Key Issues for Criterion 1**

##### **Strengths:**

1. Clearly identified mission and a commitment to achieve it
2. Continual evaluation of courses and programs
3. Research-based decisions on course development and offerings

##### **Key Issues (Prioritized):**

1. Improve effectiveness of data collection

## Criterion 2: Organizational Infrastructure and Leadership

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

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

The governing authority of CCC ROP is the Contra Costa County Board of Education. The Board recognizes and values the need for quality career technical education and supports CCC ROP in its efforts to provide exceptional programs and services. The Board has adopted policies for the purpose of ensuring that the program achieves its mission and that students achieve the Schoolwide Learner Outcomes. Those policies can be found in the Instruction section of the Board Policies, Regulations and Bylaws, Section 6151(a) and (b). (See Appendix H – CCCOE Board Policies.)

The County Board of Education develops policies. The elected County Superintendent of Schools, Karen Sakata, delegates the responsibility for implementation of these policies to the Deputy Superintendent, Dr. Pamela Comfort, and the CCC ROP Leadership Team. The Director of Student Programs, Janet Haun, is charged with the overall management of CCC ROP with assistance from Student Programs Principals. The Principals are each assigned a region of the county and are responsible for the operation of ROP classes in their regions and the development of strong relationships with the teachers and administrators at their schools.

The County Superintendent of Schools and the Board of Education request annual reporting from CCC ROP to ensure the program is meeting the stated CCC ROP mission along with the overarching mission of the County Office of Education. The Superintendent and Board members are provided with documentation of follow-up information on students, new courses being offered, labor market information, and newly developed and ongoing partnerships.

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

A recent survey of teachers found that 98% feel that CCC ROP provides support throughout the year. Ninety-six percent of teachers felt that CCC ROP leadership communicated regularly about policies and procedures, and 89% felt there was an opportunity for input. Ninety-five percent agreed that CCC ROP established a clear mission that reflected its beliefs and philosophy. Ninety-four percent of teachers also believed that CCC ROP staff were committed to the ROP purpose and worked together to achieve it. (See Appendix K - Teacher Survey Results)

To help students achieve SLO #1 (Communication), academic English standards are included in all CCC ROP curricula. Teachers are encouraged to incorporate a variety of communication activities in their lesson plans, including oral presentations, appropriate correspondence, verbal

and written explanations of technical material, and demonstrations of how technology can enhance communication. Students in internships have the opportunity to improve their communication skills through interfacing directly with the community.

To help students achieve SLO #2, (Job Skills, Etiquette and Work Ethic), Career Guidance Liaisons present and explain the content of the CCC ROP Career Guide for High School Students to classes. They also do presentations on building resumes, interview skills, and dressing professionally. As a result, high school ROP students have direct career guidance and a multitude of resources available to them. The guide is available in printed format and in electronic format on our Web site. Students are also assisted in achieving SLO #2 by participating in career fairs, interviews, internships, mentoring, and job shadowing.

CCC ROP leadership allocates resources to classrooms in order to update equipment, instructional materials, and software on a timely basis. This ensures that students have access to technology resources to assist them in their assignments. This attention to students' needs contributes to their development as critical, complex, and creative thinkers (SLO #3). In addition, classroom assignments, competitions and projects simulate real work experiences, challenging students to analyze information, solve problems, and apply knowledge and skills to new situations.

ROP students participate in numerous student organizations and undertake leadership roles, both inside and outside of the classroom. Many CCC ROP students participate in internships where they have the opportunity to demonstrate not only their skills and knowledge, but also their ability to work productively as individuals and as members of a team (SLO #4). Development of portfolios, group projects, competitions, and classroom simulations also contribute to the achievement of SLO #4.

Because student achievement of the SLOs is critical, the Student Program Director and Principals regularly communicate with teachers and share with them strategies and instructional materials that enhance the teaching and learning in CCC ROP classrooms. The Student Programs Principals visit teachers in their classrooms on a regular basis to observe instruction, demonstrate their support, and to discuss any matters of concern. CCC ROP leadership encourages participation in professional development activities by suggesting workshops, conferences and trainings and funding these opportunities for CCC ROP teachers. Many teachers have stated that they feel fortunate to be teaching for CCC ROP because of the level of support they receive and because their Student Programs principals are always available to them. They are grateful to be treated as professionals.

Teachers are regularly consulted for suggestions for program improvement. Many teachers have been instrumental in the development of new classes, in enhancement of the curriculum, and in the development of strategies for student recruitment. CCC ROP teachers are integral in the curriculum development process. One of the primary ways they do this is through participation in business advisory committees during which they receive input on industry standards and the labor market. In addition, with the support of administration, teachers meet with their peers to share best practices and ideas, and collaborate to improve the delivery of curriculum and instruction. Teachers are also asked to submit requests to help guide the purchase of equipment and instructional materials. More than 87% of CCC ROP teachers agreed that CCC ROP involves teachers in determining classroom purchases.

*"I value working with and learning from instructors and administrators that realize the value of CTE education. I appreciate the support ROP offers and the professional conduct of all of the ROP staff."  
– ROP Teacher*

Another important role of CCC ROP principals is to regularly meet with school site principals. During these collaborative discussions, CCC ROP principals share information regarding potential course offerings, labor market trends, career pathway possibilities, teacher options, and other program details. School principals share enrollment data, local community wants and needs, and future plans. Together, the principals create strategies for maintaining and improving program offerings.

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

The CCC ROP leadership works with the support staff to ensure participation, commitment and accountability. Monthly Leadership meetings are held to share information, to offer feedback, and to evaluate programs. To improve communication and provide opportunities for staff to be a part of the decision-making process, quarterly meetings involve all CCC ROP support staff, including Career Guidance Liaisons, the Data Technician, the Purchasing Technician, the Administrative Assistant, the Program Accountant, and the Computer Network Technicians when available. Staff members are encouraged to submit agenda items. The support staff regularly contributes information and suggestions, and many of these have been implemented into the program. The CGLs also hold their own monthly meetings to discuss presentations, data collection, student progress, teacher issues, and share ideas.

Once a semester, the CCC ROP staff meeting expands to include members of the Youth Development Services (YDS) department, whose mission of serving foster and homeless youth, along with other high-risk populations, overlaps with CCC ROP goals. This collaboration helps both departments better address the particular needs of special populations.

The CCC ROP Director provides a status report to the CCCOE Deputy Superintendent during weekly meetings. During Cabinet meetings, the Deputy Superintendent reports on CCC ROP to the County Superintendent of Schools and, when appropriate, to the County Board of Education. The general public is able to provide feedback regarding CCC ROP operations during the public comment portion of board meetings.

Through two-way dialogue between CCC ROP staff and stakeholders, the CCC ROP organizational processes and programs receive rigorous and on-going evaluation.

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

CCC ROP operations are governed by CA State Education Code and by Board Policy and Administrative Regulations set forth by the Contra Costa County Board of Education. The CCC Board of Education approved mission statement provides the overarching philosophy that guides all CCC ROP activities. As discussed previously, the mission statement and related SLOs created by the CCC ROP guide all areas of curriculum, instruction, assessment, and support provided to CCC ROP teachers and students.

CCC ROP's ability to consistently maintain a high level of support with reduced staff and funding is a notable achievement. Our stability is due to effective budget management, collaborative partnerships, and the hiring and retention of highly qualified and committed staff.

**Evidence:**

CCC ROP Staff meetings, CCCOE Mission, [CCCOE Board minutes](#), CCCOE Board Policy, CA Ed Code, Teacher Survey results (See Appendix K)

**School's Strengths and Key Issues for Criterion 2****Strengths:**

1. Strong, collaborative relationships with stakeholders at all levels
2. Increased classes and maintenance of support with reduced staff

**Key Issues (Prioritized):**

1. Difficult to bring staff together given geographical coverage areas

### Criterion 3: Faculty and Staff

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

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

The vast majority of CCC ROP teachers are employees of their respective school districts. School and district administrators work closely with CCC ROP administrators to ensure that instructors are appropriately qualified. The California Commission on Teacher Credentialing (CCTC) determines requirements for CTE instructors, and these are monitored by both district and CCCOE personnel. All CCC ROP teachers have either a Designated Subject – CTE credential associated with their ROP course's industry sector, or a similarly aligned Single Subject credential with related industry experience. It is important to note that even teachers working with a Single Subject credential in direct alignment with their ROP course must have the equivalent of three years of industry experience to qualify for a CCC ROP position. (See *Appendix E -Teacher List*)

CCC ROP Principals frequently work with site administrators to identify candidates, review candidates' qualifications, and make recommendations for hire. At times the CCC ROP Principals participate in the interview process.

For CCC ROP instructors new to the profession, guidance and support are offered during the credentialing process. A CCC ROP principal provides new teachers with a list of approved DS-CTE credentialing programs. For some programs, application paperwork is collected and reviewed by the CCCOE Credential Analyst prior to submission to the credentialing institution. The analyst is able to certify that the application is complete prior to its submission. The principals are also trained as mentors to newly credentialed teachers, able to coach them in classroom management strategies, the development of lesson plans, and the integration of work-based learning and academics.

*"It is extremely helpful to have a support circle. Being a first year teacher, I know that I can ask any of the other ROP teachers or principal for help." – ROP teacher*

The CCC ROP administrative assistant annually reviews CCC ROP instructors' credentials for impending expiration. Results are forwarded to CCC ROP principals who contact instructors to discuss the renewal process and associated timeline. If necessary, school administrators are contacted about any credential renewal concerns.

Non-teaching CCC ROP staff are employed by the CCCOE. Every staff member meets or exceeds the minimum qualifications outlined in their position's job description. The CCCOE Human Resources Department works with CCCOE leadership and the CCC ROP Director to hire qualified personnel who help fulfill the CCC ROP mission. The CCC ROP staff positions are reviewed annually by the CCC ROP leadership. Any adjustments to job descriptions are submitted to the CCCOE leadership and appropriate union representative for review and, if approved, to the CCC Board of Education for final consent.



The ROP Administrators all hold valid teaching credentials as well as administrative credentials. The Director and one Principal are former ROP teachers. Another Principal is a former high school Assistant Principal and District Curriculum Coordinator. The third Principal is a well-respected curriculum expert, serving on UC's Cadre of Experts. One principal participated in the Leadership Development Institute for CTE sponsored by the California Department of Education and Butte County Office of Education.

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

As described above, most CCC ROP teachers are hired by the school district in which they work, often not solely for ROP courses. The district's human resources department determines compliance with relevant credentialing regulations as determined by the CCTC. If the instructor will be assigned to teach one or more ROP classes, then the CCC ROP principal works with school administration to verify appropriate credentialing and work experience needed for the course(s).

Open ROP teacher positions are posted publically on EDJOIN by the sponsoring school district. Applications are submitted directly to that district's HR department for consideration. The CCC ROP principal consults with the hiring school's principal regarding preferred ROP instructor qualifications. Often, CCC ROP staff utilizes our extensive professional network when seeking new instructors. Through word of mouth, email blasts, and occasional postings on CTEOnline, potential applicants are directed to open positions. This method has been responsible for many recent hires.

The CCCOE HR department posts CCC ROP non-teaching positions publicly on EDJOIN and internally through email flyers. Job descriptions and salary schedules are posted publicly on the CCCOE website. Screening, interviewing, and hiring of these positions is facilitated by CCCOE HR personnel under the supervision of the Director of Student Programs and the Deputy Superintendent of Schools. Both internal and outside applicants must meet the minimum requirements presented in the position's job description. This helps ensure that candidates are able to effectively contribute to the CCC ROP mission and achievement of the SLOs.

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

Every CCC ROP instructor receives a New Teacher Handbook. The handbook contains CCC ROP policies and procedures, and includes applicable forms, resources, and references. New teachers are required to participate in a New Teacher Orientation soon after being hired where CCC ROP administration reviews policy and procedure details and answers questions.

Handbook and orientation topics include the CCC ROP mission and SLOs, teacher responsibilities, safety, uniform complaint procedure, and a variety of procedures to help instructors navigate their CCC ROP role efficiently. Personal assistance to teachers is provided by communicating directly with the CCC ROP principal, the Career Guidance Liaison, the Attendance Technician, and the Purchasing Technician, all of whom are available to help answer questions and clarify issues.

Updates to the handbook are provided annually to returning CCC ROP teachers during the Fall Teacher Inservice. CCC ROP administrators follow-up with instructors to address questions or

concerns. 96% of CCC ROP teachers surveyed indicated that the CCC ROP leadership communicates regularly about policies and procedures.

Non-teaching CCC ROP staff follow policies and procedures set forth by the CCCOE leadership and communicated by the Human Resources department. In a recent CCC ROP staff survey, 100% agreed that CCC ROP leadership has established a mission statement that reflects its beliefs and philosophies, and 83% agreed that leadership communicates with staff regarding implementation of policies and procedures. Procedures that are specific to the CCC ROP department are clearly outlined by administrators. These department-specific procedures are reviewed regularly during CCC ROP administrator meetings, and at least annually during full CCC ROP staff meetings.

*“Great teamwork that strives to provide an outstanding service to teachers, students, staff, and the community.”*  
– ROP Staff Member

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

As employees of their school district, CCC ROP teachers receive their formal evaluation from their school site administrator. Evaluation guidelines are determined by the negotiated contract between the school district and its associated teacher’s union. CCC ROP principals assess all CCC ROP teachers annually by utilizing the CCC ROP Program Review tool. CCC ROP principals discuss Program Review components with teachers throughout the school year.

Discussion takes place throughout the year between the CCC ROP principal and school principal regarding teacher effectiveness in order to address any concerns. An improvement plan may be created with CCC ROP offering a variety of supports, including additional classroom observations and professional development opportunities.

All CCC ROP non-teaching staff members receive a formal annual or biannual evaluation by their immediate supervisor. These evaluations follow contractual guidelines. CCC ROP believes that improvement is an open and on-going process; therefore, regular communication between CCC ROP administrators and staff is expected. Input from CCC ROP staff regarding program improvement is encouraged.

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

The CCC ROP SLOs are presented to all teachers and support staff during the September teacher inservice. Teachers have the opportunity to comment on the SLOs and provide recommendations for possible changes. Eighty-nine percent of teachers indicated that they had an opportunity for input into the SLOs. The CCC ROP SLOs are incorporated into every CCC ROP Course of Study and instructors include them in their classroom instruction. Teachers are supported in addressing SLOs by the CCC ROP principals and the Career Guidance Liaisons.

Individual CCC ROP instructors evaluate student achievement of SLOs. This includes assessment strategies such as oral presentations, written research, team projects, and a variety of other methods. Career Guidance Liaisons may assist in the delivery of SLO-related content such as goal-setting, career exploration, and development of “soft skills”.

The on-going collaboration between teachers and the CCC ROP staff is critical in assuring the achievement of all Schoolwide Learner Outcomes by students. Recognition of student achievement is documented on CCC ROP Certificates of Completion that are generated by Career Guidance Liaisons and presented by teachers to students who have satisfactorily met the stated SLOs, course-specific competencies and the attendance standard.

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

CCC ROP encourages teachers to continuously update their knowledge and skills through professional development. Eighty-nine percent of ROP teachers surveyed felt that they were provided opportunities for professional development. Teachers attend workshops and conferences, some of which are funded by their school or district, and others funded by the CCC ROP. Following CCCOE policies and procedures, teachers may submit a Travel Request form for workshop or conference attendance. The form is reviewed by CCC ROP administrators for relevance to the CCC ROP mission and SLOs and, if approved, submitted for processing.

Recent professional development received by CCC ROP teachers includes the Fall ROP Inservice, the annual Educating for Careers conference, the CCCOE STEAM conference, course-alike meetings to integrate CA CTE Model Curriculum Standards, participation in Career Pathways Action Teams as part of the CPT grants, and many others. After attending professional development, instructors add new content and strategies to their classroom instruction. Some teacher professional development is also highlighted in the CCC ROP newsletter.

Non-teaching CCC ROP staff are also encouraged to attend professional development opportunities that strengthen skills and keep college and career knowledge current and relevant. For example, recent activities by CGLs include attending career-related workshops at the Educating for Careers conference, training on using CA Career Zone, and Career Confidential, LLC. The CGLs then incorporate new information into their classroom presentations to help address relevant SLOs. Other classified staff members have attended ACSA Region 6's Classified Personnel Conference. The CCCOE Technology Department provides professional development opportunities for CCC ROP staff members.

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

CCC ROP non-teaching staff members are evaluated as prescribed by Contra Costa County Board of Education-approved bargaining agreements. Classified staff members are evaluated by their supervisor, typically a CCC ROP principal or the CCC ROP Director, who reference the appropriate job description and assist the employees in setting and achieving goals related to their performance of their jobs. On-going communication between staff and supervisors is critical in ensuring efficient and effective achievement of the CCC ROP mission. Staff members are encouraged to provide feedback and program improvement strategies during individual and monthly group meetings. Student, teacher, and staff success stories are frequently shared during these meetings.

*"The work is interesting and we provide a valuable service to the schools we serve."  
– ROP Staff Member*

The CCC ROP principals are evaluated by the CCC ROP Director. Principals set goals in the areas of vision, leadership, management, collaboration, ethics and integrity, and political and

social context. Achievement toward stated goals is reviewed annually. The CCC ROP Director receives a yearly evaluation from the Deputy Superintendent of Schools following a similar process.

**Evidence:**

*Teacher Survey (See Appendix K), Staff Survey (See Appendix L), Job Descriptions, [CCCOE Website](#), New Teacher Handbook (includes Program Review form, Certificate of Completion, Program Review Tool, Classified Evaluation form, [CCC ROP Newsletter](#), Professional Development list, SDCOE MOU for DS-CTE credentialing*

**School's Strengths and Key Issues for Criterion 3**

**Strengths:**

1. Highly qualified CCC ROP teachers and staff
2. Updated policy and procedure handbook with new teacher orientation
3. CCC ROP staff support of teachers
4. Ability to do more with less

**Key Issues (Prioritized):**

1. Need to improve data collection practices from staff and teachers

## Criterion 4: Curriculum

**Criterion:** The school demonstrates a conscious effort to support student learning through the development of a challenging, coherent, and relevant curriculum that allows all students the opportunity to reach Schoolwide Learner Outcomes (SLOs). The school's curriculum reveals its mission and SLOs and connects directly to current student learning needs. The school pursues current, research-based curriculum development information to keep its programs relevant and effective.

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

*"The skills my child is learning in this ROP class are invaluable in the technology marketplace. I can't imagine high school without this type of opportunity. EVERY high school in California should have this type of class because it offers an intro into a tech career that is vital to a modern and competitive workforce. I see it as critical to the success of our high schools in preparing kids for good careers." – ROP Parent*

The CCC ROP offers curriculum for 89 different courses covering all 15 California Department of Education CTE Industry Sectors. Currently, 55 of those courses have received UC "a-g" approval. Course offerings are listed in the CCC ROP Facts at a Glance, and on the CCC ROP website with an accompanying description and the locations they are offered. The UC Course Management Portal lists the approved CCC ROP courses, many of which include access to the full course outline.

CCC ROP teachers are provided the course of study for their ROP class(es). Each course of study includes a description, prerequisites, and type of credit earned. Course-specific Student Performance Objectives and the CCC ROP SLOs are listed. A course outline is

provided which includes integrated CA CTE Model Curriculum Standards and recommended activities. Instruction and assessment strategies are included, as is projected job market data from the U.S. Department of Labor.

This curriculum is reviewed annually with input from course-alike teachers and business/industry advisers. The Student Performance Objectives and CCC ROP SLOs are listed on each course's Certificate of Completion which is presented to every successful student.

The connection between CCC ROP courses and career options is presented visually in Career Ladder Posters. These posters are displayed in all CCC ROP classrooms and provide students information about career choices related to the course, including entry-level requirements and responsibilities.

Some courses, such as ROP Clinical Medical Assistant, directly prepare for industry certification. Sports Medicine and Hospital Health Services classes offer the opportunity for students to become CPR/First Aid certified. Some Culinary Arts programs require students to become Serv-Safe certified. Other courses have articulation agreements with local community colleges which allow high school students to earn college credit. (*See Appendix G – Articulated Courses*).

Many high schools within our service area have created career pathways or academies. Some schools follow a CPA or Linked Learning model, some utilize the Project Lead the Way program, while others have identified their own pathways. CCC ROP courses are included in these sequences and often are the capstone course. The CPT consortia have identified existing pathways and academies throughout the region with an indication of CCC ROP's role. (See *Evidence Binder - CPT Pathways and Academies*)

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

Every CCC ROP course of study is reviewed annually to ensure content and skills are relevant in today's labor market. Some CCC ROP teachers meet in collaborative course-alike groups with business and industry representatives to evaluate their curriculum. Other instructors conduct their own advisory meetings for this purpose. Many advisory meetings are held in conjunction with career academy mandates, such as those that receive funding through California Partnership Academies or the Linked Learning initiative.

CCC ROP supports the curriculum review process through financial assistance when necessary, including meeting supplies and substitutes. CCC ROP principals assist in facilitating advisory meetings and attend when possible. CCC ROP teachers are required to submit meeting minutes to their CCC ROP principal. Any recommended changes to the curriculum are discussed with the CCC ROP principal. Major changes require dialogue with all course-alike teachers under the guidance of a CCC ROP principal. Approved curriculum updates are made to the official courses of study which are stored on an internal CCCOE server and sent to all appropriate instructors.

All CCC ROP courses of study address the CCC ROP mission and SLOs. For example, instructional units about safety and career exploration are part of every curriculum. Recommended activities focus on communication, critical thinking, collaboration, and creativity.

From a broader perspective, curriculum offered to schools by CCC ROP is evaluated at least annually by CCC ROP administration. Specifically, regional labor market trends are reviewed and used to drive the conversation between CCC ROP principals and school site principals regarding course offerings. Participation in the CPT consortia has also steered discussion about relevant curriculum toward career pathways identified in the grants. For the DGI consortium, these include Health and Bioscience, Information and Communication Technology, and Advanced Manufacturing/Engineering. For the EBCP consortia they include Information Communication Technology and Digital Media, Health and Biosciences, Advanced Manufacturing and Engineering, and Public Services and Law.

Each year, new CCC ROP courses are developed with the support of CCC ROP administration. Curriculum development is typically initiated by a school site to meet local demands, such as student interest or career pathway/academy development of a CTE sequence. CCC ROP principals assist instructors with creating the course of study to ensure it meets CCC ROP requirements. Since nearly every new high school CCC ROP course developed during the past six years has sought UC "a-g" approval, CCC ROP principals help guide the submission process.



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

Under the current funding model, CCC ROP and the CCCOE have established MOUs with our service area school districts to provide the textbooks, materials, and equipment necessary for an effective program. Approved textbooks are listed in the course of study. CCC ROP principals ensure that each student requiring a textbook has one.

As CCC ROP teachers identify material or equipment needs, they discuss options with their CCC ROP principal and submit formal requests for approval. Technology requests are discussed with a CCC ROP computer network technician for feedback on capability and connectivity. CCC ROP administration prioritizes requests based on usefulness in meeting the CCC ROP mission and SLOs, and on equitable distribution of resources throughout our service area.

An important aspect of supplying material needs for instructors is the collaboration between CCC ROP and schools. For example, schools may use funding sources such as Perkins, Linked Learning, industry grants (e.g., Chevron’s support for Project Lead the Way), or the CPT grant to help supplement classroom materials. These partnerships are especially helpful regarding technology. Some computer labs are funded and maintained entirely by CCC ROP, some by the school and district, and others in a shared arrangement. CCC ROP network technicians work closely with district technology

*“I feel supported and have the necessary materials. My students get the benefit of a hands-on class they would otherwise not have access to. I love being an ROP teacher. I get what I need!”*

*– ROP Teacher*

personnel to create effective learning environments. While there are substantial benefits to this partnership, challenges remain, especially in regards to technology. Issues such as the inability to load CCC ROP software onto district-owned computers or the use of a CCC ROP-purchased computer lab by non-ROP classes must be navigated.

**Evidence:**

*Courses of Study, Career Ladder poster, Articulation agreements, Industry certifications, CPT pathways and academies, Advisory meeting minutes, Five-year Budget of expenditures, Technology inventory*

**School’s Strengths and Key Issues for Criterion 4**

**Strengths:**

1. Eighty-nine CCC ROP courses available in all 15 industry sectors, with 55 UC “a-g” approved.
2. Annual curriculum review with business/industry advisors.
3. Collaborative use of resources to support student learning.
4. Schools able to offer CTE courses which otherwise would be too costly to run

**Key Issues (Prioritized):**

1. Challenges with shared use of resources, especially technology.

## Criterion 5: Instructional Program

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

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

*"I feel ROP classes should be required as they teach skills that I use in the real world that aren't taught in common core."  
– ROP Student*

Contra Costa County ROP provides innovative, rigorous, and sequenced Career Technical Education (CTE) programs to high school and adult students. CCC ROP instruction provides students with opportunities for growth in academic and technical areas, and promotes success in today's challenging job market, postsecondary education, and lifelong learning. Curricula are standards-based and focus on students developing academic and technical competencies and achieving the SLOs.

Through partnerships with local school districts, community organizations, and industry, CCC ROP provides instruction in current and emerging career fields, with an emphasis on high skill, high demand, high wage courses. Teachers bring industry skills and knowledge into their classroom, and provide opportunities for students to analyze their own skills and interests in relation to current and future career paths. With this knowledge, students can become self-directed, career-focused learners.

The California Teacher of the Year program recognizes exemplary teachers who best represent all of California's teachers and symbolize the profession's contribution to quality education. CCC ROP is extremely proud to have two ROP teachers recognized as County Teachers of the Year for the past two years, and an ROP teacher nominated for next year's competition. All of our ROP teachers bring a wealth of industry experience and technical skills into their classrooms, and do so with energy, enthusiasm, and professionalism. They provide exceptional role models for their students, and prepare them well for next steps to careers.

Focus Group discussions indicated that there are many qualitative and quantitative measures for a quality program. In the classroom, CCC ROP administrators observe teachers connecting with students and often moving around the classroom. Meaningful activity begins when students enter the classroom. Some teachers do front end warm up activities, some post logic puzzles or brain ticklers or writing-warm-ups for students. Students are engaged in the activity being presented, whether it is a lab, group work, or doing computer research. In a classroom with quality instruction the teacher creates an environment that has a sense of safety and community; this is a place where students feel welcome and accepted, and is free from bullying. Enrollment and retention are high and absences are low. Ninety-percent of surveyed students agree that their teacher sets high, clear expectations for all of them, and the teacher is a safety net for those students needing an extra boost. Students are achieving the SLOs, as indicated by the number of ROP Certificates of Achievement awarded at the end of the year. After graduation, students stay in contact with the teacher, reporting on jobs they got as a result of what they learned in class. Graduated students may return to the class to visit, provide

subjective feedback, or as guest speakers. A quality ROP program also includes an element of transition for the student, paving the way for next steps. This transitional element may be an industry certification (NATEF, MOS, CPR), assistance in meeting college requirements (“a-g” or AP status), community college credit (through articulation), or a student organization or club (CTSO) which promotes leadership and career guidance.

For quality career-technical instruction, teachers design and provide effective, standards-based instruction that is student-centered, promotes student engagement, and utilizes assessment to support student learning. Of the CCC ROP teachers surveyed in 2015, 99% indicate that their instruction helps students develop workplace skills and knowledge, and 98% agree that their instruction include skills necessary to be successful after high school. All ROP high school courses meet high school graduation requirements as electives. Some ROP courses meet graduation requirements in English, Math, Science, or Visual & Performing Arts. Examples of these classes are Computerized Accounting (math credit), Architectural Design (fine arts credit), Environmental Science and Biotechnology (science credits), Journey for Justice (Government credit) and Introduction to Engineering (Physical Science credit).

CCC ROP currently has 3 Advanced Placement (AP) courses: AP Music Theory, AP Computer Science, and AP Environmental Science. During the next school year, Computer Science Principles will become an AP course. These rigorous college-level courses provide students with an opportunity to earn college credit or advanced standing and strengthen academic and technical skills. Teachers participate in the College Board audit process, and use textbooks and resources from the College Board website. Exam scores on the AP exams demonstrate student success in mastering course competencies. All students need to be prepared for postsecondary learning opportunities, and earning transferable credits while still in high school, either through AP courses or articulated courses, gives students an edge planning for their future. It also provides a smoother transition to higher education for students who may need additional support in setting career goals.

*“This class was the best class I’ve taken in high school. Not only is the teacher passionate but he is caring and understanding. This class has influenced my decision about my career after college and it has prepared me for the future.”*  
– ROP Student

CCC ROP student internships in the community enable students to apply skills and knowledge learned in the classroom, enhance their interpersonal skills, participate as a team member and exercise leadership. Students can intern in Automotive Technology - NATEF (Alhambra HS) at local car dealerships during the summer. Careers in Teaching (7 sites) students intern at elementary, middle and preschools. Restaurant Occupations (Mt. Diablo HS) students utilize local hotels for their internship placement. ROP Community Service Professions students at Berkeley High School explore their career interests through participation in a variety of internship areas in the community, such as Government, Law, and Health. Students interested in the Health Science & Medical Technology sector can apply for summer internships at Kaiser Permanente sites. Sports Medicine students intern with their sports teams after school; some students utilize Children’s Hospital (Northgate), or physical therapy facilities (Alhambra) for their placements. Some Civil Engineering & Architecture (Clayton Valley Charter, California, Monte Vista) students get individual placements at architectural firms. Additionally, some teachers supervise internships for individual students throughout the year.

Safety is a priority for CCC ROP classrooms, and teachers need to ensure an organized, safe classroom with necessary safety instruction and appropriate equipment such as eye wash stations, goggle sanitizers, welding helmets and protective gloves and aprons. Of surveyed CCC ROP teachers, 95% agree that their instruction includes classroom safety. Emergency

procedures should be posted, along with CCC ROP SLOs, Course Outcomes for Students, and current information on careers, such as Career Ladders. In ROP classrooms, CCC ROP Principals look for student work samples and completed projects displayed on the walls or shelves. ROP teachers may display student work in galleries, administrative offices, hallway display cases or at the County Office of Education building. Showcasing student work is reflective of the quality of instruction in the classroom, and provides students with an opportunity to see growth in their own work and appreciate the diversity of skills within their peer group.

There are a variety of resources which teachers access to keep current in best practices, instructional strategies and methodologies for their classroom. Teachers attend district and ROP-sponsored conferences and workshops, such as Educating for Careers, CUE, and College Board AP Institute. Industry partners at advisory meetings provide teachers with insightful information pertinent to their teaching. For example, at the Sports Medicine Advisory, a doctor gave a lecture on Stretching & Conditioning and the Relationship to Injuries in Young Athletes, and another doctor lectured on concussions. Project Lead the Way (PLTW) teachers participate in an intensive, two week summer training to assist them in best practices for their courses. All PLTW teachers meet on a regular basis in the evening to share best practices, and may attend San Jose State University's regional training workshops. CCC ROP, in partnership with Lawrence Livermore Laboratories, Bio-Rad Laboratories, and the San Ramon Valley Unified School District, provided a regional Biotechnology training for teachers, highlighting the latest developments in the field. Research opportunities for ROP Biotechnology, Engineering and Science teachers are available through the Industry Initiative for Science and Math Education (IISME) during the summer. This paid fellowship program enables teachers to be summer interns and provides an opportunity for them to gain valuable industry experience working with scientists.

CCCOE also sponsors a STEAM Colloquium each year which highlights best practices for teaching. STEM courses have strong science and mathematics strands integrated throughout the curricula, and provide a challenging, rigorous means for students to achieve SLOs. Research opportunities are directly integrated into science and engineering classes and emphasize students doing their own in-depth research on current issues in the field. These classes provide evidence of "student inquiry" utilized in the classroom.

CCC ROP teachers enhance their leadership skills and stay current with state-of-the-art technologies through membership in professional organizations. Many teachers and administrators have leadership roles in professional organizations such as California Association of Regional Occupational Centers and Programs (CAROCP), Association of California School Administrators (ACSA), Bay Area Biotechnology Educators Consortium (BABEC), National Athletic Trainers Association (NATA) and California Teachers Association (CTA); some hold leadership positions such as department chair, academy coordinator, or site councils. Through sponsorship of conferences and trainings, these professional organizations provide opportunities for teachers to see and try new software, specialized equipment, and the latest technology tools available to assist them in their classrooms. CCC ROP teachers also utilize their community connections in industry to keep them current on new technologies and enhancements in their field.

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

Focus group discussions and direct principals' observations indicate that teachers utilize research-based strategies and methodologies in ROP classrooms, and stay current in educational research through participation in professional development. Ninety-nine percent of

surveyed teachers agree that they use a variety of instructional strategies that actively engage students at a high level of thinking and learning. Professional development trainings and workshops offered by the districts and the CCC ROP increase the knowledge base of teachers by focusing on learning methodologies and industry-based technical knowledge and skills. Teachers are encouraged to engage in learning opportunities that strengthen their industry expertise and build a strong repertoire of strategies and instructional methodologies that enhance their teaching and support students achieving the SLOs.

A 2015 survey of CCC ROP students provided the following results regarding classroom instruction. The results show an overwhelmingly positive response to the ROP experience.

		<b>Agree</b>	<b>Disagree</b>	<b>Not Sure</b>
1	My ROP class is interesting and challenging	92.99%	3.15%	3.94%
2	My ROP class helps me develop workplace attitudes, skills and knowledge	90.20%	3.73%	4.99%
3	My ROP class has the necessary equipment, supplies, and materials.	85.96%	5.38%	7.04%
4	Academic skills of reading, writing, mathematics, listening, and speaking are reinforced in my ROP class	75.25%	9.00%	14.54%
5	I use skills such as thinking creatively and analytically applying reason to solve problems in my ROP class	88.49%	4.33%	5.57%
6	Workplace skills such as responsibility, honesty, professionalism and ethics are reinforced in the ROP programs.	87.91%	3.50%	5.35%
7	My ROP teacher is enthusiastic and knowledgeable about the subject being taught	92.63%	2.62%	3.07%
8	My ROP teacher has high expectations for me and cares about my success and achievement.	89.51%	3.03%	5.80%
9	My ROP teacher uses a variety of activities to involve me in learning.	87.61%	4.41%	5.71%
10	My ROP teacher is giving me skills for college and career.	88.21%	3.54%	6.09%
11	My ROP class has made a positive difference in my education.	85.82%	4.69%	7.61%
12	My ROP teacher has helped me explore career options.	83.53%	6.96%	8.12%

Emphasis on research-based instructional strategies and methodologies enable ROP teachers to greatly enhance delivery of instruction and provide a cognitively sound and dynamic learning environment for students. Self-study data, discussions and direct classroom observations provide strong evidence that CCC ROP teachers use research-based strategies to maximize student achievement. Some of the strategies we discussed and observed include:

- Direct instruction/group instruction
- Project-based learning
- Challenge-Based Learning Scenarios
- Cooperative groups/teams
- *Constructed-response questions* (assessment items that ask students to apply knowledge, skills, and critical thinking abilities to real-world, standards-driven performance tasks)
- Inquiry-based learning experiences
- Generating and testing hypotheses



- Community-classroom
- Reinforcing effort and providing positive recognition
- Using a combination of lower and higher level questioning techniques; applying higher-order thinking activities
- Gardner's Multiple Intelligences to address different learning styles
- Strategies for construction meaning, such as predicting, inferencing, analyzing, summarizing, and activating prior knowledge
- Providing systematic, timely feedback
- Simulations, dramatizations and educational games
- Goal setting – short and long-term
- Use of visual organizers such as timelines, graphs, tables, charts, diagrams, sketching to link ideas and concepts
- Summarizing and note-taking strategies
- Thematic teaching
- On-line assignments, i.e., My Accounting Lab; students can read and work at their own pace. Tutorials for additional learning support.
- High level thinking activities, i.e., compare/contrast, similarities/differences, analogies
- Differentiated instruction strategies, i.e., tiering, open-ended asks, flexible grouping
- Growth Mindset (Carol Dweck) Mindset: The New Psychology of Success.

ROP teachers utilize a variety of resources to develop differentiated teaching strategies to assist students in being successful in the classrooms. Special needs students have appropriate accommodations made to ensure that each student has full access to the curricula. WASC survey data indicates that 91% of teachers agree that ROP classrooms accommodate people with disabilities. Teachers may attend IEP meetings to determine whether student placement in a particular ROP class is appropriate, and if so, determine what accommodations will best benefit the student. Teachers have access to 504 Plans, which are tailored to a child's individual needs, and include specific accommodations, supports and services. For example, students may be given iPads or Chromebooks to use to assist them with note-taking. Resource Specialists and Instructional Assistants may come into the classrooms and work with students one-on-one or in small group. Access to Specialists, such as Sign Language Interpreters, is provided through the school districts.

Many districts provide professional development in differentiated instruction and curriculum modification not only for special needs students, but English Language Learners as well. Focus Group discussion and principal observation indicate ROP teachers utilize many strategies and techniques to assist special needs and EL students in meeting course competencies. Teachers may modify lesson plans, assignments, and extend deadlines for projects or assignments to enable all students to complete the work. Teachers are available before and after school to assist students with additional support. In the classroom, teachers use specialized equipment, such as lavalier microphones, document cameras, and laptops. Supplementary materials such as chapter workbooks, handouts, manipulatives and visual aids also assist students in understanding concepts presented in class. Many teachers post their PowerPoint presentations and lectures online, so students can review the work with a parent, or work through the material at their own pace.

ROP teachers also use Specially Designed Academic Instruction in English (SDAIE) techniques. This is an approach to teaching academic courses to English Learner students, in English. It is designed for non-native speakers of English and focuses on increasing the comprehensibility of the academic courses typically provided to Fluent English Proficient (FEP) and English-only students.



Districts provide collaboration time for teachers to share effective strategies/methodologies with their peers on campus, and also provide time off-site to meet with job-alike teachers. These scheduled meetings provide planning time to share best practices, review test data, plan common assessments, and share student work. In most Partnership Academies, teachers have common preps and Professional Learning Community (PLC) meetings to discuss student performance across academic and CTE classes. Project Lead the Way (PLTW) teachers from across districts meet regularly off-site to review assessment results, and plan best practices for upcoming modules. Other collaboration opportunities reported by the Focus Group for faculty members to meet and discuss student performance include staff meetings, common preps, meetings with subject level teams planning for common assessment, advisory group meetings, and library meetings district-wide.

ROP teachers, Resource Specialists, academic teachers, Instructional Assistants, and parents participate in IEP and 504 meetings for individual students, discussing recommended teaching strategies to improve student achievement and/or behavior in the classroom.

ROP offers teacher collaboration days to share effective lessons and labs, new technologies being used in the classroom, textbooks, journals and website resources. Teachers have used these collaboration days to integrate the Model CTE Standards in their curriculum, plan bridge activities for students, or design common district-wide assessment for their courses. These professional development days also provide support for new teachers who can collaborate with veteran teachers and can assist with lesson planning, assessment, and effective strategies for the classroom.

Our community colleges set up articulation events that enable ROP teachers and college faculty to collaborate on curriculum and pave the way for a viable articulation between the high school program and the college. This effort has been successful and resulted in many new articulation agreements. Articulation meetings provide valuable dialogue opportunities for teachers and post-secondary faculty to discuss and compare methodologies and resources for teaching the curriculum which would maximize student learning and better prepare students to transition successfully to college.

All CCC ROP courses provide hands-on opportunities for students. Focus group members agreed that students who were able to actively engage in their learning and provided an opportunity to solve problems had a better understanding of the main concepts being taught. The hands-on approach promotes the use of critical thinking skills, and enables the teacher to increase the complexity of skills the students are learning. Students work in collaborative groups and have an opportunity to try out leadership roles within the groups, and understand how important each group member's role is to the success of the team. These soft-skills are valued by industry partners. ROP classrooms have work-based learning opportunities in place which enhance classroom instruction. Examples of work-based learning directly observed in our classrooms include guest speakers from industry, field trips, internships, job-shadowing, competitions, exhibitions, and performances.

*"He is learning in a completely different manner from all his other classes. He uses math and language skills to create designs, but in a creative way that enhances and re-enforces the learning. He is engaged in a way that he is not engaged in more traditional academic classes."*

*– ROP Parent*

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

There are a variety of resources available to teachers to assist them with using technology more effectively in their classrooms. Technology enables teachers to provide current and more efficient feedback to students, parents, and administrators. School districts utilize web-based course management systems such as School Loop, Chalk, Schoolwires, and PowerSchool to assist teachers in attendance, lesson planning, and grade assessment. These systems also enable teachers to communicate academic progress and assessment results more efficiently, and encourage one-on-one dialogue with students and parents about individual progress. Students can track their classroom progress, including grades and missing assignments, and communicate directly with the teacher. The school districts provide training for their web-based systems to teachers.

A 2015 survey of CCC ROP teachers indicates that 89% agree that CCC ROP offers technical support to maintain classroom equipment. Some districts have a Technology Action Team which is part of their IT Department. The team includes community members, teachers, and students, and meets once a month to discuss training needs. There are districts that provide release period for tech-savvy teachers to assist classroom teachers with technology needs; some districts provide a Teacher-on-Special-Assignment for Technology on each campus. Science TSAs assist teachers with the Next Generation Science Standards. In Mt. Diablo USD, the district technician is working to make all classrooms Google classrooms. Some districts (CVCHS, Mt. Diablo USD) provide Technology Camps for teachers during the summer, and assist teachers with learning new software and technology tools for their classrooms. Teachers are encouraged to attend technology workshops and conferences, including the Apple and Google Conferences, and share technology innovations and trends with the staff. Not all districts have a district technology plan or a Technology Team in place, however. Focus Group discussion indicated that in a few districts, grants are the only way to update technology in the classroom. CCC ROP assists, when possible, in providing teachers with current hardware and software. This support includes the purchase of new computers, teacher laptops, Chromebooks, printers, document cameras and specialized technology for classrooms.

Many districts provide professional development in technology for their teachers. Recent examples of these trainings include: Introduction to Google Classroom, Blogging in the Classroom (addresses writing standards), Digital Literacy & Citizenship, Creating Classroom Web Sites and e-Portfolios, Thinking Maps, How to Create and Manage an Engaging Student Centered Classroom, ABI Teacher Portal Training for Secondary School Teachers (new grade book), Using Technology to Engage, Enhance and Enrich Curriculum, Educreations – Using iPads to Explain, and Illuminate. Vendors also provide technology trainings to assist teachers with using new specialized equipment. For example, our Snap-On vendor representative can arrange for hands-on training for new automotive equipment purchases.

Students at some high schools are provided with Chromebooks to assist them in the classroom. For example, at Alhambra High School, all students have Chromebooks; at San Ramon Valley High School, about one-half of the students have Chromebook access. Individual schools may have a check-out program for laptops or Chromebooks in place for students who do not have access to technology in their homes, and these technology tools greatly assist students in accessing information for school assignments.

CCC ROP teachers use industry-standard software, SmartBoards, document cameras, and Student Response Systems, such as Qwizdom, for presentations, teaching and assessing student learning. The Focus Group discussed technologies integrated into their classroom. Some examples include:

- *Architectural Design* teachers use industry software AutoCad, SolidWorks, lasers, and 3-D printers to design and build prototypes and models.
- *Biotechnology* teachers use specialized equipment such as spectrophotometers and PCR Thermocyclers for labs
- *Computer Integrated Manufacturing* teachers use AutoDesk Inventor software, lasers and CNC equipment
- *Game Design and Art & Animation* teachers use a variety of current software such as Blender
- *Art of Video* classrooms have Adobe Final Cut Pro, and other editing software.
- *Construction Technology* uses V-Carve Pro for the CNC Router
- *Creative Writing* teachers use document cameras to assist students in analyzing writing samples
- *Analytical Forensic Science* students use imaging systems for labs
- *Introduction to Engineering* students use GIS software and handhelds for instruction, Amatrol equipment, and software such as SketchUp and Solidworks
- *Principles of Engineering* teachers use CAD-CAM software and lasers for instruction
- *Culinary Arts* students use Points of Sale (POS) devices
- *Automotive Technology* teachers use Modular Diagnostic Information Systems (MODIS) for car diagnostics, All Data Software, Mitchell Diagnostic Software, Identafix Software
- *Digital Recording Studio* students use industry software and equipment for recordings
- *Sports Medicine* teachers demonstrate the use of therapeutic ultrasound technology for injury assessment, electric stimulation and interferential units for pain control, and Game Ready for inflammation.

#### **Evidence:**

*Direct classroom observation, Student Surveys (See Appendix J), Teacher Surveys (See Appendix K), Advisory meeting minutes, Staff development documentation, Work-Based Learning Opportunities, Student Portfolios, Guidelines and Rubrics, Teacher Credential and SDAIE/CLAD, Technology Inventory, New Teacher Binder, Courses of Study, UC 'a-g list, Articulation List (See Appendix G)*

#### **School's Strengths and Key Issues for Criterion 5**

##### **Strengths**

1. CCC ROP instructional programs provide rigorous, relevant and engaging career technical instruction, as evidenced by:
  - Well-qualified, creative, talented teachers who excel at engaging students and preparing them to be career and college-ready
  - Dedicated staff who support teachers' instructional needs
  - Instructors teaching at a higher level, incorporating standards (CCSS, NGSS & CTE) into curriculum.
  - Course alignment to state/national standards and exams (MOS, NATEF, Cosmetology, Fire Science, Medical Assistant)
2. High student expectations from teachers

3. In collaboration with districts, local community colleges, and industry partners, CCC ROP provides professional development opportunities for teachers to strengthen instructional practices and technical skills related to their pathways.
4. Teachers utilize a variety of research-based instructional strategies and methodologies to effectively reach all students

**Key Issues (Prioritized):**

1. Impact of changing school leadership (new administrators) on the school, resulting in on-going need to inform new staff about ROP.
2. Funding in terms of keeping current with technology and textbooks
3. Cost of technical equipment to repair and the “wait time” for these repairs
4. Some classrooms may need additional technology support from ROP if district support is unavailable.

## Criterion 6: Use of Assessment

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

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

Core competencies and specific learning outcomes are developed using a variety of resources. Since ROP programs are uniquely designed to prepare students for success in employment, we rely heavily on the input of our business advisors. At annual business advisory meetings, we ask our industry partners to review our curricula and the student learning outcomes that are included in them and confirm that the curricula address the skills students need for employment and that achieving the student learning outcomes would indicate that the student is a qualified candidate for entry level employment. More than 96% of our advisors agreed that ROP teaches skills that are necessary to be successful in entry-level employment.

Core competencies are listed on the back of all ROP Certificates. Students earning an ROP certificate are verified as having met the learning outcomes (competencies) and as having achieved a 95% attendance rate (a job skill underscored as critical by employers.)

As a result of our involvement in the Diablo Gateways to Innovation California Career Pathways Trust (DGI CCPT) consortium, discussions have begun between high school teachers and community college faculty to further define student learning outcomes specific to each industry pathway. These collaborative discussions are designed to make the transition from course to course in each pathway seamless and logical. Classes are being aligned both within the high schools and between the high schools and the community colleges.

ROP teachers (99%) regularly use assessment data to modify, enhance and improve classroom instruction, with the goal of enabling all students to meet academic and CTE Model Curriculum Standards, curricular objectives and the SLOs.

Focus groups verified the use of multiple assessments and agreed that data is regularly used to enhance or modify their lessons. When assigning projects, teachers include rubrics so students know what to expect and what is required for a certain level of competency. Rubrics are often developed as a class and used to provide peer feedback. Teachers use assessment results as an indicator for providing additional clarity on a concept or process. For example, if quiz data indicates that students have difficulty understanding how a catalytic converter works, the teacher readdresses the lesson, or paces the lesson more slowly, utilizing different instructional

*This class provides critical exposure to computer science and engineering for today's students in a tech world. It changed my older daughter's entire trajectory in education & probably for life. She learned and appreciated the course so much that she is now a computer science major in college and already working on smart phone apps and websites for a start-up company. This never would have happened if this course was not offered. I know it is having an equal impact on my son who is currently taking the course.* – ROP Parent

strategies such as concept mapping, cutaway diagrams, or models. Focus Group teachers provided many examples of different strategies used to address learner needs. Assessment results are used to measure student's progress, provide feedback to the student and parent, and play a role in determining the student's course grade.

Focus Groups provided a variety of supportive examples on how evaluations improve curriculum delivery and assist students in achieving the SLOs. For example, an assessment that indicates students are not grasping the content of the instruction guides the teacher in adjusting the curriculum to better meet students' needs. Assessment data may indicate that a student needs direct instruction on a one-on-one basis, or a student may be integrated into a mixed peer-learning group with a peer interpreter. Assessment results assist teachers with pacing a lesson or refocusing a lesson to reinforce troublesome concepts.

Additional strategies ROP teachers use to assist students in mastering the course competencies and achieving the SLOs include:

- Use of realia (real objects and materials)
- Manipulatives
- Posters, graphs, tables, maps
- Multimedia presentations
- Storyboards, story maps
- Visuals
- PowerPoint/Smartboard presentations
- Reproductions of paintings and authentic source documents
- Graphic organizers (concept mapping, Venn Diagrams, matrices and webs)
- Collaborative activities (cooperative learning, student-generated discussions, debates, presentations)

AP Music Theory, AP Computer Science and AP Environmental Science utilize the national Advanced Placement test to assess student learning. Students taking the AP exam have the opportunity to earn college units if they pass the exam with a score of 3, 4 or 5. Teachers use test score data to determine areas of strength and weakness in instructional units and adjust their teaching strategies as a result of this data. ROP Student Programs Principals also use the successful pass rate on AP exams as a tool in determining the effectiveness of the program. These courses are reviewed annually by the College Board to ensure their rigor and relevance.

All CCC ROP Project Lead the Way courses include pre- and post-tests that are used by teachers to evaluate the quality of their instruction and of student learning.

Automotive Technology includes standards to meet Automotive Service Excellence (ASE) certification. The ROP Automotive Technology program at Alhambra High School has National Automotive Technicians Education Foundation (NATEF) certification. Students participate in after-school and summer internships at local dealerships and this experience provides valuable feedback to both students and the instructor.

In addition, we rely on our teachers to provide input on student learning outcomes. Since they have all come from industry, and worked in the field which they teach, they have first-hand knowledge of what is needed to succeed in the workplace.

Lastly, we rely on the efforts of the team that, in partnership with the California Department of Education, developed the 2013 version of the CTE model Curriculum Standards. These standards represent the results of the most advanced research on what students need to know in order to be considered "career-ready." During the 2013-14 school year, CCC ROP administrators were trained, via a two -day workshop offered by the CDE, on the CTE Model



Curriculum Standards. Subsequent to that training, various members of the Leadership Team conducted trainings for all ROP teachers, as well as for district CTE teachers from several partnering districts. These trainings provide CTE/ROP teachers with the tools necessary to ensure that their students are career and college ready.

All courses are regularly evaluated by instructors and new lesson plans and assessments are developed to improve student achievement of the Schoolwide Learning Outcomes. Teachers also use surveys to gather student evaluations of their instruction. Formative assessments are used during class time to ensure that students are grasping the concepts being presented. One such assessment is the technology assessment tool called Quizdom, which allows teachers to immediately assess student understanding via handheld clickers on which students record their answers which are directed to the teacher's computer for evaluation and analysis of understanding.

ROP teachers report that they regularly adjust their instruction to ensure student understanding. Many improvements have been added to instruction to ensure better understanding and student achievement of the learning outcomes. Examples include a Law Enforcement teacher sharing formulas for accident investigation reconstruction with the math teachers, so the appropriate math calculations can be reinforced; a Civil Engineering and Architecture teacher collaborating with Chemistry teachers in teaching the thermal characteristics of materials in which they had the Chemistry students design a structure and the CEA students used that structure to learn about the properties of the materials, and the development of many collaborative projects with academic teachers that provide more contextualized learning experiences for students.

Participation in the Diablo Gateways to Innovation California Career Pathways Trust Consortium has allowed the CCC ROP to more closely collaborate with partnering districts to develop better sequenced pathways. In addition, with the focus on articulation and dual enrollment, common assessments at the high school and community college levels are becoming more prevalent.

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

CCC ROP administrators meet 2-3 times a month to discuss course offerings, instruction, student learning and options for improvement. They regularly visit ROP classrooms to observe instruction and to gain first-hand knowledge of student understanding. In addition, CCC ROP Student Programs Principals gather AP exam results, the percentage of cosmetology students getting licensed, the number of industry certifications earned by ROP students and the number of students earning ROP Certificates of Proficiency.

CCC ROP brings together all ROP teachers in the fall each year to collaborate on strategies for improving student understanding and achievement. In addition, ROP schedules collaboration days for teachers to meet with their same-subject peers from across the county to share lesson plans, instructional strategies and techniques to improve student learning. During these collaborations, teachers also use assessment data to analyze students' achievement of the SLOs and discuss ways to improve comprehension and achievement of the course competencies.

At one of our high schools, teachers meet once a month to look at data on Illuminate. They also have weekly collaboration meetings to review WASC objectives, retention rates and demographics. Another high school holds weekly meetings focused on students who need

intervention. One district holds biweekly meetings to share different methodologies and strategies that focus on formative assessment.

ROP teachers report that their teaching methodologies and instructional strategies are constantly evolving and developing to improve learning as a result of learning data analysis. One teacher reports that she has screen-recorded her lectures and put them online to allow students to work at their own pace, which has resulted in a huge increase in performance. One high school sets aside an hour every Wednesday for a homeroom period during which students can sign up for make-up sessions, mini-courses or test make-up, which has dramatically decreased the number of Ds and Fs. Yet another school has initiated an Intervention and Enrichment period at the end of every school day.

Most ROP teachers have improved their use and integration of technology. They use Google Docs for student collaboration and peer evaluations. They use online communication tools with students and parents. Many have put their lesson content and videos online. They have also used digital blackboard organizers and CTE Online. They regularly perform action research on student engagement. AP teachers analyze AP exam results and make changes to their instruction based on those results.

Teachers report that incorporating state and national standards into their lessons, and informing students at the beginning of each class of the of the day's agenda and objective has resulted in improved grasp of the concepts presented.

In delivering a rigorous, standards-based curriculum, all CCC ROP teachers include multiple measures for assessing student performance. WASC Teacher Survey results indicate that (99%) of the teachers regularly use a variety of assessments to improve the teaching/learning process.

Mastery of the Student Learning Outcomes is assessed both formatively and formally by these methods:

- Classroom discussions
- Daily assignments
- Reflective writing
- Digital portfolios
- Tests and quizzes
- Written homework assignments
- Community Classroom (CC) and Cooperative Vocational Education (CVE) employer evaluations
- Laboratory performance
- Web-based inquiry and tests
- Group Work
- Role playing and simulations
- Observation
- Research reports
- Oral presentations
- Demonstrations and presentations
- Self-assessment and peer assessment
- Performance-based projects
- Rubrics and self-assessments for projects
- Advanced Placement exams
- Community college final exams for articulation
- Industry certification exams

Teachers utilize project-based activities within their curriculum, which enable assessment to be embedded throughout the learning process. Project-based learning also facilitates students' mastery of the SLOs, strengthening their skills in communication, critical and creative thinking, and working collaboratively as a team. Students acquire industry-specific competencies, demonstrate safe use of equipment and materials, utilize technology and do project planning, in addition to acquiring the "soft" skills valued by employers.

In Community Classrooms (CC) and Cooperative Vocational Education (CVE) sites, employers incorporate the SLOs in their feedback and assessment of student work performance. The training site supervisor and the classroom teacher regularly assess CC and CVE students. Teachers visit internship sites on a regular basis, observing the student and meeting with the Training Site Supervisor for feedback. Teachers use the assessment data as the basis for weekly classroom instruction. The valuable assessment feedback provided by the site supervisors enables teachers to refocus activities to the areas of need, such as improving communication skills (SLO #1), working productively as a team member (SLO #4,) or developing technology skills, organizational skills or career goals (SLO #2). Assessment enables teachers to change instructional content and strategies to adapt to areas which need support in community classrooms.

Focus group teachers discussed the professional development offered by their districts, especially in the areas of standards and benchmarks, use of assessment, and assessment tools such as rubrics. Our data indicates that school districts are providing training in these areas. Professional development is necessary to ensure that new teachers understand the standards and benchmarks and utilize both in developing appropriate assessment tools for students. Student Program Principals work directly with new teachers to support training, often by pairing new teachers with an on-campus mentor teacher or utilizing the services of Beginning Teacher Support and Assessment (BTSA), CTE Online and Project Pipeline. Support is important for teachers coming directly from industry who have not had the opportunity to complete the related credential classes.

Technology enables teachers to provide better assessment feedback to students and parents. Most school districts utilize some type of web-based management system such as BlackBoard or School Loop to enable teachers to communicate academic progress and assessment results more efficiently and to encourage one-on-one dialogue with students and parents about individual progress. Students are able to track their academic progress in class, and request additional support if necessary.

ROP takes great pride in being an instrumental factor in determining that students are career and college ready. Progress on the Action Plan key issues has impacted ROP students in significant ways. Increasing the number of courses that meet UC/CSU "a-g" requirements to 55 is providing students with greater opportunities to achieve both college and career readiness. With a large number of these courses focused on STEM careers, students also have the chance to become better prepared for the 21<sup>st</sup> Century labor market.

Research has shown that students who receive career guidance in high school make better choices about potential careers and are more likely to complete a pathway of courses resulting in employment or success in post-secondary education. To that end, we have consistently striven to improve our career guidance activities to assist students towards that goal. During 2015, the "Career Guide for High School Students" was completely redesigned and updated. It is available on the ROP website and in printed form. It is distributed to high school Career Centers and is used as a tool in many of the presentations delivered by the Career Guidance Liaisons. In addition, we have updated the Career Ladders displayed in every ROP classroom to include emerging career options and opportunities for post-secondary education to achieve those jobs.

Data collected from community colleges underscores the benefits of ROP classes articulated with the community colleges. Diablo Valley College reports that in 2014-15, 887 ROP high school students qualified for college credit and earned 1,798.5 units. That number is expected to increase as a result of our participation in the DGI CCPT and its focus on articulation and dual enrollment.

Teachers make regular use of appropriate assessment tools to measure student progress in achieving the SLOs and mastering the academic and technical content. WASC survey results indicate that 99% of teachers use a variety of assessments that are an integral part of the teaching/learning process, and 98% of teachers use assessment results for regular evaluation and improvement of instruction. (See Appendix K, Teacher Survey Results.) These findings were confirmed through discussions and classroom observations.

Assessment data for achievement of the SLOs is used in planning professional development for teachers. For example, CPR certification is a required competency for students in Sports Medicine and Fire Science classes. This certification addresses SLO #2. ROP plans and funds CPR Instructor Trainings in order that our students receive their certification from our teachers. For Biotechnology and Forensic Science, we have collaborated with Bio-RAD scientists for teacher training in the latest laboratory methodologies and use of state-of-the-art equipment. Teachers are given release time to work on curricular units and assessments related to training. As a result, teachers will be better prepared to help student be successful at SLO # 2 and SLO #3.

Self-assessment encourages students to reflect on their own learning and acquire the ongoing capacity to improve their work over time. This assessment technique also helps students formulate comparative standards, utilize rubrics, and measure their own skill growth. Students in ROP Advanced Photography use self-assessment in organizing their portfolios. They include their best photographs and communicate why particular photos were chosen. In doing so, students use professional terminology, think critically about specific techniques, and judge based on specific standards.

Students in Creative Writing and Journalism do a similar self-assessment and utilize a rubric as a guideline in assessing their written work. Robotics Engineering Technology students do partner reviews of presentations and peer assessments of projects. The teacher guides the critiques, assisting students in developing meaningful and supportive critiques (SLO #4.) Sports Medicine students use reflective journals in their internships to communicate and analyze the appropriate assessment of injury and treatment for athletes, and to organize and apply information from class to new situations on the sidelines of sporting events (SLO #3.) Auto Technology teachers use the Skills USA competition and the Ford AAA competition as assessment tools. Law Enforcement teachers monitor the performance of students accepted into the Police Explorer Program as a means of assessment and report that the students generally have a very high success rate.

Career interest surveys are another self-assessment tool utilized by teachers. ROP Career Guidance Liaisons conduct surveys for classes using the California Career Resource Network. This site assists students in achieving SLO #2.

In designing appropriate assessments, teachers analyze the standards to identify specific knowledge and skills students will need to be successful. Teachers regularly and consistently use a variety of assessments in their classrooms, including on-demand assessments such as multiple choice, short written response tests, quizzes, and standardized or teacher-designed tests. Cumulative assessments are used to evaluate students' acquisition of standards in greater depth. Cumulative assessments include projects, portfolios, demonstrations, exhibitions and competitions. Teachers use performance assessments that require students to perform

individually or in a group. Examples include injury assessments for athletes, designing and constructing a bridge to withstand pressure, safely changing the brakes on an automobile and instructing a robot to perform an assigned task.

*I have been an ROP teacher for the past 24.5 years (my entire teaching career). Having come out of Industry and also owning my own business, my ROP class has allowed me to share my knowledge, expertise, and experience with my students helping to better prepare them for higher level learning and the world of work. I still maintain contact with many of my former students who help mentor my new ones.*  
– ROP Teacher

ROP curricula include appropriate safety units (SLO #2) and safety assessment is an ongoing part of the instructional process. Safety is essential in classes with machinery, equipment and tools, such as Automotive Technology and Construction Technology. It is also a priority in classes using chemicals or food products, such as Culinary Arts, Biotechnology, Analytical Forensic Science and AP Environmental Science. Fire Science teachers stress the importance of proper handling and use of equipment and materials throughout the course. Instructional safety posters are displayed in classrooms requiring extra attention to safety. Surveys indicate that 95% of teachers agree that their classrooms are safe places.

Teachers provide a course syllabus each year detailing grading policies, appropriate behavior and classroom policies. In addition to physical safety, teachers address personal safety issues such as bullying, harassment, and Internet security. Specialized classes include safety units on chemical safety, sanitation, use of first aid stations, material safety sheet instruction, and special disposal of chemical wastes and sharp objects. High school classes participate in routine safety training for Shelter-in-Place, Intruder Alert, and fire/earthquake drills. Assessment in the area of safety is integrated in the curriculum and ongoing throughout the year.

Teachers agreed (97%) that ROP courses have coherent and relevant curricula that promote student achievement of the SLOs. Discussions in Focus Groups supported the variety of assessments used to measure mastery of the competencies and achievement of the individual SLOs. These discussions were very positive and teachers understand the link between, student assessment, learning success and achievement of the SLOs.

The chart on the following page illustrates the connections between learning activities and ROP SLOs.

<b>SLO #1</b> <b>Demonstrate effective skills in oral and written communications</b>	<b>SLO #2</b> <b>Demonstrate job skills, etiquette, and work ethic valued by employers</b>	<b>SLO #3</b> <b>Demonstrate the ability to think critically and creatively about complex issues</b>	<b>SLO #4</b> <b>Work productively both as an individual and a team member</b>
<ul style="list-style-type: none"> <li>• Using appropriate medical terminology</li> <li>• Writing and researching articles for a school newspaper</li> <li>• Contributing student work to a school literary magazine</li> <li>• Reading, writing and following directions</li> <li>• Creating a musical video</li> <li>• Preparing a PowerPoint or Prezi presentation</li> <li>• Participating in a debate</li> <li>• Producing a marketing report</li> <li>• Writing critical analyses of paintings or photographs</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in mock interviews</li> <li>• Resume and cover letter writing</li> <li>• Portfolio projects</li> <li>• Completing projects and assignments on time</li> <li>• Proper use of safety equipment</li> <li>• Meeting deadlines</li> <li>• Utilizing Professional Journalism Code of Ethics in writing a story</li> <li>• Demonstrating professionalism, such as accepting responsibility within a team</li> <li>• Following a prescribed dress code</li> <li>• Following a work schedule</li> <li>• Demonstrating a positive attitude in a Community Classroom setting</li> <li>• Proper handling of equipment</li> <li>• Assuming leadership positions within a group</li> <li>• Managing group time when working on a project</li> </ul>	<ul style="list-style-type: none"> <li>• Writing an analysis of literary works</li> <li>• Critiquing work (students and others) based on a rubric</li> <li>• Troubleshooting computer problems</li> <li>• Responding in an emerging injury situation in Sports Medicine</li> <li>• Synthesizing learned skills</li> <li>• Demonstrations and presentations</li> <li>• Debates on water conservation and pollution</li> <li>• Developing a business</li> <li>• Role-playing</li> <li>• Designing a building using a given architectural style</li> <li>• Critically evaluating an art exhibit</li> <li>• Writing a script and editing a video</li> <li>• Data analysis of lab results in biotechnology</li> </ul>	<ul style="list-style-type: none"> <li>• Joint projects</li> <li>• Paired projects with roles</li> <li>• Design a web site as a team</li> <li>• Peer teaching</li> <li>• Organizing group members into a team and distributing work</li> <li>• Completing a diagnostic repair as a team</li> <li>• Competing in culinary competitions individuals and in groups</li> <li>• Demonstrating confidence in individual decisions</li> <li>• Roundtable competitions</li> <li>• Working successfully on assigned duties</li> <li>• Completing CV or CVE assignments independently</li> <li>• Peer identification of successful contributions of others</li> <li>• Demonstrating sensitivity and respect for the abilities of others</li> </ul>



Student competitions assess student achievement of the SLOs and help validate effective achievement in the classroom. Our ROP students have won numerous awards in student competitions for journalism, culinary arts, automotive technology, CAD, robotics engineering technology, art and animation, video production, computer programming, and sports medicine, just to name a few.

The Newspaper Association of America Foundation regularly recognizes many ROP Journalism students and newspaper publications for Best Column Writing, Overall Excellence, and “Best in the West” newspapers. These achievements effectively support mastery of SLO #1 and #2, using effective skills in oral and written communication, using technology to enhance work performance, writing effectively in a variety of formats, demonstrating leadership roles, and working effectively as a team.

In Photography, the skills of the students are assessed in local competitions such as the Business Education Roundtable. Through the process of art, students learn that visual communication of viewpoints is a valuable means of communication (SLO #1) and they can apply their skills to enhance future careers in photojournalism, fashion photography and web design.

ROP Automotive Technology programs illustrate achievement of the SLOs in the annual Ford AAA competition. Students consistently perform very well at this competition and effectively demonstrate their problem-solving skills and collaborative teamwork. (SLOs #3 and #4.)

ROP Robotics Engineering Technology students showcase their achievement of the SLOs by ongoing, outstanding performances at the NASA-sponsored “For Inspiration and Recognition of Science and Technology (FIRST)” competitions. Students demonstrate their abilities to set goals, read and comprehend technical material, show initiative and resourcefulness, assume leadership roles, and collaborate with team members. This competition also awards students points for demonstrating professionalism and ethics prior to and during the competition. (SLO #2)

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

ROP teachers report that there is constant evaluation of each student for each skill level by means of both formative and summative assessments. In order to maximize student understanding, teachers start by identifying what they want students to know or be able to do. Once they’ve taught what they want students to know, they use a variety of formative assessments to evaluate student understanding. If they determine that’s students haven’t completely mastered the content, they use differentiated strategies to reteach the lesson.

Mastery of the Student Learning Outcomes is assessed both formatively and summatively by these methods:

- Classroom discussions
- Daily assignments
- Reflective writing
- Digital portfolios
- Tests and quizzes
- Written homework assignments

- Community Classroom (CC) and Cooperative Vocational Education (CVE) employer evaluations
- Laboratory performance
- Web-based inquiry and tests
- Group Work
- Role playing and simulations
- Observation
- Research reports
- Oral presentations
- Demonstrations and presentations
- Self-assessment and peer assessment
- Performance-based projects
- Rubrics and self-assessments for projects
- Advanced Placement exams
- Community college final exams for articulation
- Industry certification exams

Through the analysis of learning data, we have determined that we need to make a concerted effort to support Career Technical Student Organization (CTSO) membership and participation for more of our students. Research shows that these organizations are an excellent means of developing leadership skills in students. Our own data indicates that some of our students have been very successful in competitions sponsored by Skills USA, Junior Achievement, HOSA, DECA, FBLA and FFA and have served in leadership roles both locally and statewide. For example, numerous students in one school's ROP courses, including ROP Architectural Design, ROP Automotive Technology, ROP Construction, and ROP Web Design, all participated in Skills USA competitions, with several reaching the State-level events. At another school, an ROP Culinary Arts student participating in Junior Achievement recently received national recognition for his business model and was awarded the opportunity to travel to Washington D.C. to meet the President.

We have also made efforts to increase the number of students receiving industry certification. Virtually all of our students in Sports Medicine, Fire Science, Careers with Children, and Medical Assistant classes earn CPR/First Aid certification. Nearly all of our Culinary students receive the ServSafe certification. Students in Automotive Technology have the opportunity to earn ASE Certification while Computer Applications students can earn Microsoft Office certification.

To help assess the effectiveness of the overall program, CCC ROP principals utilize the Program Review tool. This instrument helps evaluate areas including classroom environment, curriculum and instruction, business/industry partnerships, professional development, and accountability. Results are discussed with ROP teachers and provide additional data for CCC ROP administration meetings.

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

Student learning results are reported to stakeholders on a regular basis. A CCC ROP newsletter is produced biannually. The newsletter highlights students' achievements in competitions and in project-based learning activities. The newsletter is posted to the CCC ROP web site and is distributed in hard copy form to all district superintendents, high school principals, a random selection of parents, local elected officials, and business advisors.

The Director meets with the Deputy Superintendent on a weekly basis and reports student learning results and achievements. The Deputy Superintendent in turn meets with the Superintendent and her Cabinet weekly and shares those reports with them. At bimonthly Board meetings, the Deputy Superintendent and the Superintendent share information with the Board trustees. At least annually, the Director makes formal presentations to the Board of Education highlighting student achievement and success stories.

In the spring of each year, ROP holds its annual Students of Excellence Awards ceremony. This event is one of the highlights of the year. Teachers are asked to nominate their most outstanding student. The teacher nominations usually highlight student mastery of the skills taught in the class as well as exemplary work ethics, leadership skills and communication. The nominated students are also asked to submit an essay describing the impact their ROP classes have had on their lives and their career goals. The essays are most often moving, powerful and a testament to the critical importance of quality CTE programs. The nominations and essays are judged by a team of our business advisors who select the winners. Typically, 40-45 winners are selected. The winners and their families are invited to the awards ceremony to be recognized and awarded a plaque and a monetary scholarship provided for by donations from our industry partners. Elected officials provided certificates of recognition for the students. Students are asked to speak briefly and these speeches highlight the impact ROP has had on their plans for the future. Local journalists frequently attend the awards ceremony and highlight these students in local newspapers.

*"I enjoyed my class, the material, learning, and the people who supported each other through thick and thin. We laughed, cried and monologued our hearts out. I'm inspired and plan on pursuing a job in theatrics. I used to be awkward, but the classes I've taken in theater have rebuilt me and all I can say is thanks." – ROP Student*

In compliance with state and federal regulations, CCC ROP submits all required reports to Cal WORKS and Perkins.

Information about student learning results is shared with ROP teachers at the fall Teacher Inservice. We review the results of the follow-up reporting that teachers submit at the end of the school year.

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

All stakeholders are involved in the institutional planning of the Contra Costa County ROP. At quarterly staff meetings we seek the input of our entire staff to review progress toward our action plan goals and address any concerns. On a monthly basis, administrators meet with the Career Guidance Liaisons to discuss how to improve the career guidance offered to students.

The Student Programs Principals regularly utilize a variety of assessment data in planning, budgeting and resource allocation for ROP Programs. Classroom needs are assessed using data from many sources. Competencies and revisions in curricula, COE technology standards, the COE Tech Plan, grant funding, budget limitations, class size, industry advisor recommendations, and discussions with teachers are some important variables used to determine funding for programs. This process is ongoing throughout the year. Teachers and principals work collaboratively to prioritize classroom needs based on curriculum revisions, anticipated student growth, required safety equipment, condition and age of technology and equipment, major upgrades in industry, and anticipated changes in classroom layout or location.

In evaluating funding requests, several factors are taken into consideration. We ask that the school maintain a minimum enrollment of 25 students in order to maximize the use of funds. Enrollment determines the acquisition of textbooks, supplies and equipment. Larger class sizes will require additional funding. Student Programs Principals assess the level of student achievement as indicated by ROP Certificates of Achievement awarded and industry-based certifications students have earned. Program assessments may also identify training needs that would strengthen teaching methodologies and content delivery for teachers. For example, a new teacher might benefit from a workshop on classroom management or individualized learning styles. Funding would be allocated for the teacher to attend an appropriate training. Teachers who are competent in the classroom both with academic and technical content and the instructional methodologies are in the best position to assist students in successfully achieving the SLOs.

During the 2014-2015 school year, CCC ROP expended \$391,445 from the operating budget for books, instructional supplies and equipment. With the uncertainty surrounding funding for ROP programs, Student Programs Principals are carefully evaluating classroom expenditures and considering additional sources of funding such as professional development offered by industry and equipment donations from community partners.

Industry Advisory Committee feedback plays an important role in the allocation of resources. Industry advisors annually review course curriculum competencies, SLOs and CTE Model Curriculum Standards. Recommendations from industry partners are important for technology purchases, safety equipment, software, and equipment necessary to maintain well-equipped classrooms. Each Student Programs Principal maintains his/her own budget dedicated to providing appropriate and adequate instructional resources for each regional program.

Teachers agree (88.5%) that they are involved in determining classroom purchases, and they agree (85%) that the necessary resources for learning are in ROP classrooms. Industry advisors surveyed indicate that approximately 70% agree that classrooms have the necessary resources for learning. (See Appendix K - Teacher Survey and Appendix N - Advisor Survey.) In discussing this discrepancy in Focus Group and Leadership Team meetings, it was suggested that many advisors have not had the opportunity to be in the classrooms, as advisory meetings are often held off-site. Teachers suggested having rotating advisory committee meetings at different high schools, or having advisors tour their programs outside of the advisory meetings. Industry advisors are not always aware of the monies spent in the classroom following their recommendations. Better follow-up communication of purchases resulting from advisory meeting recommendations is needed to bridge this gap.

Labor market analysis guides us in the development of innovative new courses and is tied to resource allocation. Local market demand for employment in identified industry clusters, such as Health Science and Medical Technology supports the development of new ROP programs.

Assessment of learning data has resulted in a number of modifications to the Schoolwide Action Plan. In an effort to expand the resources available to teachers to improve learning, we have

conducted several mini-workshops on the use of the CTE Online web site for collaboration with other CTE teachers, for access to innovative lesson plans and project-based learning activities and for strategies for incorporating the CTE Model Curriculum Standards more effectively in the curriculum.

### **School's Strengths and Key Issues for Criterion 6**

#### **Strengths:**

1. Competency-based Certificate of Proficiency
2. Curriculum alignment to academic standards, CTE Model Curriculum standards, and professional standards
3. Talented, dedicated, and student-focused ROP teachers, staff, and leadership
4. Curricula are current, relevant, standards-based and industry-driven
5. Industry Advisory Committees review and update curricula and labor market information annually
6. Research-based professional development resources offered to teachers based on need
7. Variety of assessments used regularly by teachers strengthens instruction and delivery
8. Variety of teaching strategies, methodologies and delivery models meet the learning needs of all students
9. Multiple opportunities for dynamic, engaging, hands-on learning experiences for students, including internships, competitions and field trips
10. Teachers provide curriculum access to all students, including English Learners and Special Education, through a variety of research-based methodologies
11. Teachers and students validate well-equipped classrooms with professional, industry-standard equipment, tools and software
12. Technology enhances the learning opportunities for all students
13. Course descriptions and information available in the ROP web site for teacher resources and public access
14. Collaborative, strong partnerships with industry and school districts

#### **Key Issues (Prioritized):**

1. Increase the course-to-course articulation agreements with community colleges
2. Continue to develop internship opportunities and Community Classroom training sites for students
3. Increase opportunities to assist students in making the connection between SLOs, skills taught in their ROP classes, and their core academic classes
4. Continue to align course outlines and instruction to academic and CTE Model Curriculum Standards, course competencies and ROP SLOs
5. Identify ways to increase the time available for data analysis
6. Identify ways to provide more time for ROP teacher job-alike collaboration

## Criterion 7: Student Support Services

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

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

*“ROP gives my son, a person who has struggled his whole life in school, confidence. He excels in this class and it has become a passion for him. It has given him the confidence he needs to head out into the world and that is more important than any traditional academic class. ROP is a MUST!! Not all people are cut out for the academic world. They need to know they still have value even though they struggle in History or English class.” – ROP Parent*

One of our goals is to ensure that all CCC ROP students are connected to support services in their school and in their community. This connection is achieved through a variety of active roles in which the CCC ROP staff members are involved throughout the community and in the districts we serve. Our staff interacts with school counselors, principals and assistant principals, teachers, superintendents, board members, parents, business members, community organizations, business and education committees, Employment Development Department (EDD), Workforce Development Boards, post-secondary educational institutions, CTE programs at both local and state levels, state and federal legislators, and other ROPs throughout the state.

The primary purpose of involvement with so many stakeholders is to provide a comprehensive support system for all students and help them understand the connections between academic classes, future career choices, higher education opportunities, and current interests. One goal is to enhance the students’ career decision-making skills by offering exemplary courses that will challenge their intellectual and individual abilities.

Because the CCC ROP is a program and not a center, we work closely with individual schools and districts sharing student support resources. The majority of our high school teachers are contracted to the district and not the CCC ROP. As district employees, they are familiar with district procedures involving counseling support for students in need of academic or personal assistance. This understanding of the local support services available for students allows for optimal and timely intervention.

Extensive and varied support services are available at the high schools CCC ROP serves.

Support programs and services include:

- Peer tutoring
- Care teams



- Health services (including health vans)
- Free and reduced food/food pantries
- Wellness centers
- Campus resource officers
- College and Career Centers
- School libraries

Additionally, academy teacher meetings focus on student success and the development of procedures and processes for assisting struggling students. Common prep time allows academy/pathway teachers to engage in important conversations about struggling students.

CCC ROP offers support systems and support in a variety of ways.

- Articulation with community colleges
- Most courses are UC ‘a-g’ approved
- Courses that help students focus on career choices
- Enthusiastic and knowledgeable teachers
- Accessible CCCOE Student Programs Principals and CGLs
- Strong collaborative relationships between CCCOE and districts
- Technical support dedicated to CCC ROP classrooms
- Courses that reflect emerging and growing career fields
- Career Guide for high school students
- Experienced and professional Career Guidance Liaisons
- Courses offered in all Contra Costa County comprehensive high schools and four high schools in Alameda County, one continuation school, and several community schools

The majority of high schools CCC ROP serves have counselors. In some districts, vice principals fulfill the counselor duties. CCC ROP principals and CGLs inform counselors and administrators about ROP course offerings and program entrance requirements.

Academic counseling is available in the form of peer tutoring and learning centers. Some schools have academic assistance periods built into their schedules allowing students to access academic assistance on a weekly basis during school hours. One school has a Saturday Bridge Program that provides teachers to offer academic support on Saturdays from 8:00 – 11:00.

Technology support is provided in numerous ways. CCC ROP technicians support all classroom equipment purchased by ROP. CCC ROP has an online Help Desk system in place which teachers utilize to request timely technical assistance. CCC ROP technicians often work closely with district technicians in order to best serve the technical needs of ROP classrooms and teachers. CCC ROP technicians respond promptly to technical help requests ensuring that technology is functioning efficiently. Additionally, during the summer CCC ROP technicians spend a great deal of time preparing classroom technology for the upcoming school year by updating software, cleaning out hard drives, setting up labs, and bundling cables.

CCC ROP leadership studies Help Desk data to determine technician response time and to evaluate the variety of technical service requested.

Several high schools provide ChromeBooks to every student each school year. Some schools provide “tech checkout” programs for students who cannot afford to purchase devices. Most schools have COWS (computers on wheels) that are available for class use on a sign-up basis. All high schools have computer labs which are available for class use on a sign-in basis. Additional computers are available in high school libraries.

In order to evaluate the quality of CGL presentations, CCC ROP leadership evaluates the number of presentations that CGLs present each semester and occasionally evaluate presentations to ensure quality. CCC ROP teachers are encouraged to schedule presentations throughout the school year. CGLs keep records of the number of presentations they give each semester and the number of students they work with individually.

Information regarding student services is shared in a variety of ways. Marketing brochures are available for promoting and educating the community about CCC ROP. Course information is available at each school, in the community, and is posted on the CCC ROP website and school websites.

In the community CCC ROP participates in and supports many outreach activities. Our staff participates in school site open houses, career events, award and recognition ceremonies, school-to-career events, athletic events (sports medicine students), education and business committees, community-based organizations, higher education committees, as well as state and local education committees. Through these contacts, the CCC ROP has an opportunity to share with our community the success of ROP and the extent of our program offerings. In return, we learn of new opportunities, collect new ideas, and identify needs and trends.

*"My daughter has enthusiasm for this class that I have never seen her exhibit before. It is fantastic." – ROP Parent*

Students are informed about available services and programs in numerous ways: school websites, student handbooks, daily announcements, referrals for service from teachers and counselors, career and academic centers, Link Crew, student ambassadors, student leadership, grade level newsletters, counselor presentations, grade level meetings, administrators and teachers.

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

CCC ROP Career Guidance Liaisons present valuable career development information to ROP classes, and occasionally to non-ROP classes when requested. They have prepared presentations on many career topics: creating and updating resumes, interviewing skills, dress for success, job search skills, and professional soft skills.

CCC ROP CGLs have strong connections with the high school career centers. Career centers are a source for employment and internship opportunities for students. CGLs sometimes are asked to do their presentations in the career centers.

CGLs attend professional development conferences and seminars such as: Educating for Careers, Fashion Institute of Design and Merchandise (FIDM) information days, COE technical classes, COE sexual harassment training, COE mandated reporting training, and Diablo Valley College CATEMA trainings.

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

CCC ROP classes are marketed in numerous ways: back to school nights, academy nights, showcase of schools, business roundtables, ROP teacher visits to middle schools, counselor presentations, CCC ROP and school newsletters, press, career fairs, career centers, ROP catalogs and brochures, CCC ROP website, grade level class meetings, and grade level parent meetings.

Students can be provided job shadowing opportunities, internships, field trips, guest speakers, competitions, CTSOs, junior achievement, and mentors.

Students are provided job placement and further education information in various ways. Field trips to sites of higher education are often available and speakers from higher education often present in the CCC ROP classrooms and career centers. Students are provided job skill presentations on interviewing, resume writing, and professional soft skills. CCC ROP teachers write college and work recommendations. High school counselors create career and education plans for all students when they enter high school and revisit them occasionally.

Attempts are made in various ways to reach out to CCC ROP graduates and gather information. Surveys are sent to email addresses and surveys are “snail” mailed. Teachers inform us that students contact them to let them know where they are doing post-secondary work, where they are doing internships, and where they are employed. Social media is another way teachers keep in contact with graduates. Many ROP students return as guest speakers. CCC ROP teachers often keep track of college acceptances for ROP seniors and post them in their classrooms.

Cosmetology passing rates for the state licensing exam are available on line at [http://www.barbercosmo.ca.gov/schools.schls\\_rslts.shtml](http://www.barbercosmo.ca.gov/schools.schls_rslts.shtml). A CCC ROP administrator checks this site to ensure that ROP students are passing the state exam.

CCC ROP personnel test and interview candidates for entrance into the adult programs we offer.

CCC ROP high school classes are often part of a pathway, sequence, or academy and may have prerequisites other than the ROP age requirement.

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

Student support needs are identified through IEPs and 504 plans which list best practices for student success, referrals from school personnel, and teacher collaboration. Student study teams often evaluate student services needed and identify programs to support student learning. The primary method for evaluating student needs is teacher assessment and observation. CCC ROP teachers meet with students, parents, and other site staff to help address struggling student issues. The CCC ROP principal provides additional support and guidance.

*“The only reason I got out of bed half the time was because of this class. It adds purpose to my life.”*  
– ROP Student

Students in CCC ROP classes are also offered career support in a variety of ways. These include industry speakers, field trips, competitions, CTSOs, job shadowing, tutoring, and career

clubs. Students that feel connected to school through a career interest have been shown to be more successful.

**Indicator 7.5:** *The school maintains student records permanently, securely, and confidentially with provision for secure back-up of all files.*

CCC ROP has a confidential online attendance system that reports student daily attendance, can generate certificates and attendance records, and generates follow-up information (completer, leaver, etc.). The system was custom designed for CCC ROP by an outside vendor, and is regularly updated in response to teacher and staff feedback. The CCC ROP Data Technician maintains these records, following appropriate confidentiality protocols, with oversight by the CCC ROP Director.

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

Our CCC ROP website is updated on a regular basis. All high schools we serve have the CCC ROP link on their websites.

Adult students are pre-tested and interviewed by ROP personnel in order to qualify for entrance into any adult program. High school Cosmetology students are required to have a cumulative GPA of 2.2 and demonstrate positive attendance at their high school in order to be approved for the cosmetology program. Students must submit a recent copy of their high school transcript. If accepted, ROP pays for their tuition.

CCC ROP provides appropriate instructional materials and annually updates curriculum in order to ensure that students will benefit from the ROP program.

Annually CCC ROP advisors and administration evaluate labor market statistics for Contra Costa County.

CCC ROP documents the accomplishment of the intended outcomes in a variety of ways: certificates earned, student of excellent awards, competition outcomes, completion records and student follow-up records.

**Evidence:**

*Student Surveys (See Appendix J), Courses of Study, CGL presentations, Career Guide, Articulation list (See Appendix G), [CCC ROP website](#), Completion and Certificate data*

**School's Strengths and Key Issues for Criterion 7**

**Strengths:**

1. Breadth and strength of services available
2. Support for ROP teachers
3. "Wealth in years" (experienced teachers)

**Key Issues (Prioritized):**

1. Coordination of support services

2. Gathering post-secondary and career information from ROP graduates
3. Continue to promote to students, parents, and counselors ROP's strong connection between academic and real world application and the connection between college and high school
4. Look at ways to strengthen sequencing of courses at schools so 9th and 10th graders can advance into ROP in the 11th and 12th grades
5. Improve the process for informing high school counselors and administrators of courses that meet "a-g" requirements and are articulated with local colleges

## Criterion 8: Resource Management

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

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

The Contra Costa County ROP has consistently stayed within budget for the past three years, despite uncertainty and changes in the funding model. With an annual budget of approximately \$10,000,000, CCC ROP leadership consciously practices conservative money management and fiscal responsibility. Through years of financial uncertainty, the CCC ROP administration was able to build a fund balance that allowed us to maintain, and in some cases, increase the number of sections offered each year. One reason for this was the paring of our core staffing. During our last WASC Self-Study in 2010, 24 staff members were involved in the operation of CCC ROP. Through attrition and incentivized retirement programs, that number has been reduced to 15. Staff members have had to assume additional responsibility as a result of these reductions, and their dedication has enabled us to maintain our strong, valued programs.

When it became apparent that the Local Control Funding Formula would effectively eliminate dedicated funding for ROP, the County Superintendent of Schools made the decision to do whatever possible to support ROP and ensure that the programs of which we are so proud would continue. CCCOE Leadership met with district superintendents and other officials to outline the constraints put on the COE's budget as a result of LCFF and to reassure them that we intended to continue to operate the CCC ROP. We proposed a transitional funding model that asked districts to shoulder a portion of the costs of operating ROP, an amount that would gradually increase over six years. The CCCOE committed to continue to fund at least one third of the operating costs by the end of the model's term and to continue to support the ROP programs via supervision, credential assistance, curriculum development, advisory committees, integration of the CTE Model Curriculum Standards, and CTE expertise.

This year, the CCCOE took the regional lead in applying for the governor's Career Technical Education Incentive Grant (CTEIG) with 11 of its partnering districts, with the intent of suspending the transitional funding model for 2015-16 and 2016-17. A first year grant amount of \$7,703,531 was awarded. We intend to use the grant funds to cover the amounts districts would have to assume under the transitional funding model, allowing us to strengthen and expand our program.

**Indicator 8.2:** *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.*

Annually, the CCC ROP Management Team develops preliminary and final balanced budgets. Through a formal process, including an oral public presentation, the proposed budget (in a multi-year form) is presented to the Contra Costa County Board of Education for approval. In addition, first, second and third interim budget reports for ROP and other departments are reviewed in meetings with Business Services staff during the school year.



All Student Programs administrators attend an annual CCCOE budgeting procedures workshop. A proactive plan is maintained to analyze hardware and software needs. Guidelines are in place to replace computers every three years. Software upgrades are made regularly within the constraints of the budget. All in all, we work in collaboration with our partnering high schools to lessen the fiscal impacts we each incur annually.

Teachers are requested to submit prioritized requests and anticipated financial needs to their Student Programs Principals. The projected costs for administration, support staff, marketing, and professional development are allocated based on historical trends and anticipated needs.

CCC ROP administration collaborates on the development of the overall budget. Each administrator is responsible for student enrollment, attendance, and all expenditures for their individual programs. Teacher input is received regarding instructional needs. Together, the Student Programs Director and Principals analyze the budget and revenue projections and develop the proposed expenditure budget.

When surveyed, 95.9% of teachers indicated that ROP involves teachers in determining classroom purchases. (See Appendix K, Teacher Survey Results, question #21.)

Partnerships, grants, and fee-based programs contribute to the financial solvency of CCC ROP. Chevron Corporation has generously funded our Process Plant Operator and Industrial Maintenance Mechanic classes for adults for the past several years. Our Medical Assistant classes for adults have a fee that has gradually increased over the years with the goal of someday covering the majority of the cost of operating the classes. The California Career Pathways Trust grant allowed us to offer six new classes in 2015-16.

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

Our long-range planning includes regular review of ADA trends. At management meetings, we review multiyear ADA data, state budget projections, anticipated instructional costs, and anticipated increases in personnel costs (Cost of Living Adjustment, Health Benefits, etc.) In addition, we review labor market trends, individual class performance, high school enrollment trends, and the districts' plans for growth and for smaller learning communities. This data contributes to the development of our annual budget and our proactive plans for the future.

As a safeguard against potential state funding cuts and economic uncertainties, we maximize classroom spending every year in order to protect our state-of-the-art classrooms from unanticipated budget reductions. We feel that by ensuring that classrooms have the latest technology and instructional supplies, we minimize the potential impact of future budget cuts on our students and programs.

Our long-range plan becomes a part of, and is dependent on, the long-range plan of the Contra Costa County Office of Education.

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

All CCC ROP classes are offered on campuses not controlled or operated by the Contra Costa County Office of Education. CCC ROP Principals, however, are frequently in the classrooms observing not only the instruction and learning, but also the conditions of the learning environment. As a result of their observations, they may need to speak to facility managers or site administrators to seek correction of any conditions that do not contribute to a clean, safe,

effective learning environment. For example, if a classroom has faulty air-conditioning, the principals may request a repair and provide fans in the interim.

The Memoranda of Understanding between the CCCOE and our districts state that it is the district's responsibility to "Provide the teacher and students with a safe work environment."

Principals also work with site administrators to ensure that classrooms are assigned appropriately, e.g. assigning a Biotechnology class to a science lab.

#### **Evidence:**

*MOUs with districts, Budget reports, Classroom materials request forms, Purchase order spreadsheets, Advisory Committees list, Publications publicizing partnerships, CCC ROP newsletters*

#### **School's Strengths and Key Issues for Criterion 8**

##### **Strengths:**

1. Superintendent and Cabinet committed to supporting and continuing ROP
2. Efficient and expedient ordering, purchasing, and delivery process for instructional materials
3. End each fiscal year with a positive financial balance and required reserves
4. Timeliness in response to financial fluctuations
5. Willingness to take the lead in applying for grants designed to safeguard CTE (CCPT and CTEIG)

##### **Key Issues (Prioritized):**

1. Continue to stay ahead of changes in funding
2. Improve advisors' knowledge and perception about ROP resources
3. Develop strategies to ensure adequate funding that allows for growth

## Criterion 9: Community Connection

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

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

Every CCC ROP teacher is required to have a business/industry advisor for their course. These local community connections review curriculum and provide feedback on the labor market. Advisors often serve as guest speakers in the classroom and some offer field trip and internship opportunities for students.

The charts below show results from the 2015 survey of 30 business/industry advisors working with CCC ROP teachers. Data indicates a strong agreement with the positive outcomes of CCC ROP programs. Results over 100% are due to respondents providing more than one answer to the question.

ROP programs help students develop workplace attitudes, skills, and knowledge.		ROP classrooms have the necessary equipment, supplies, and materials for learning.		Academic skills are reinforced in ROP classes.	
Agree	93.3%	Agree	70.0%	Agree	100.0%
Disagree	3.3%	Disagree	10.0%	Disagree	6.7%
Not Sure	6.7%	Not sure	20.0%	Not sure	0.0%
Skills such as thinking creatively and analytically, and applying reason to solve problems are reinforced in ROP classes.		Workplace skills such as responsibility, honesty, professionalism, and ethics are reinforced in ROP classes.		ROP teaches skills that are necessary to be successful in entry-level employment.	
Agree	96.7%	Agree	93.3%	Agree	93.3%
Disagree	3.3%	Disagree	0.0%	Disagree	3.3%
Not sure	3.3%	Not sure	6.7%	Not sure	3.3%
Community agencies and businesses are involved in ROP programs and have opportunity for input.		Business and community resources are used to support student learning.		The ROP programs reflect the current labor market needs of the community.	
Agree	100.0%	Agree	96.6%	Agree	80.0%
Disagree	0.0%	Disagree	0.0%	Disagree	6.7%
Not sure	3.3%	Not sure	6.9%	Not Sure	13.3%

The CCC ROP maintains partnerships with community businesses and industries for the support of the broader ROP mission. Companies such as Chevron Corporation, John Muir Health, Kaiser Permanente, Bank of America, Phillips 66, C&H Sugar, Concord BMW, and Walnut Creek Honda provide funds for scholarships, opportunities for student internships, expertise in curriculum review, and participation in career fairs.

Recent participation by CCC ROP in the DGI collaborative through the Career Pathways Trust has increased our business connections. Partners now include Bayer, Delta Diablo Sanitation, Norman Hatch Contracting, DOW, Lawrence Livermore National Laboratory, PG&E, Sutter Health, and others.

Along with local business connections, CCC ROP works cooperatively with many community organizations. The Workforce Development Board of Contra Costa County, the Alameda County Workforce Investment Board, the East Bay Leadership Council, the Hospital Council of Northern California, and other government and non-profit organizations all help support CCC ROP with career guidance expertise.

CCC ROP also has an excellent relationship with local government representatives. For example, during the Students of Excellence ceremony in May, award recipients receive signed certificates from County Supervisors and members of the State Assembly, State Senate, and US Congress. Local State Assemblyman, Jim Frazier, attended and spoke at the 2015 ceremony.

Even prior to the CPT collaborations, CCC ROP worked with our local community colleges to establish program alignment and develop articulated courses. Participation in the CPT grants has increased emphasis on building these relationships. Formal dialogue is streamlining the process for developing articulated and dual enrollment courses. This increased focus will improve opportunities for CCC ROP students and the community at large.

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

CCC ROP encourages and supports the development of internship opportunities for students. Courses such as Careers in Teaching and Careers with Children have students attend neighborhood schools to work with children alongside elementary teachers. The Restaurant Occupations students at Mt. Diablo High School have students work at Crowne Plaza Hotel in Concord for 8 weeks. Some students in the Hospital Health Services classes at De Anza High School receive paid summer internships at locations such as community hospitals and health centers.

Many ROP courses provide opportunities for students to give back to their community. Examples include the California High School Careers in Teaching students that adopt a Richmond elementary school, teaching Junior Achievement and providing books; the Berkeley High School AP Computer Science students that created a website for the non-profit Dorothy Day House to serve the homeless; the Hercules High School Culinary Arts students that sell their Herban Movement recipe book and donate proceeds to charities such as the CA Autism Foundation, the Construction Technology students at Kennedy High School who built "little free libraries" and placed them around their city, and the John Swett High School CADD students that helped design a vice for holding prosthetic limbs while being repaired. These vices are now manufactured at the school and distributed to the lab at Shriner's Children's Hospital in Sacramento.

The two CCC ROP classes located at Marchus School serve students aged 16-22 with special needs. All students are in Special Education and the teachers of the programs have industry

experience as well as valid teaching credentials in Special Education. The ROP Hotel Occupations program was started in 1983 for the purpose of giving students with special needs an option for a more focused vocational program. Hotels were contacted and graciously opened their doors for community training opportunities. The Crowne Plaza and Concord Hilton have provided the class equipment, expertise, and an opportunity to practice on site what students first learn in their school classroom. Skills emphasized include: vacuum maintenance, floor care, window cleaning, laundry, hall care, restroom maintenance, grounds maintenance, and room cleaning. Appropriate work attitudes are stressed. Students have obtained employment in the hotel industry and related fields. The ROP Restaurant Occupations course provides direct instruction and hands-on experience in the school's café, Strawberry Corner. This is a vocational preparation program where students prepare for entry level employment, especially in the food service industry.

**Indicator 9.3:** *The school informs its community regarding its mission, its programs and learning opportunities, recognizing the benefits that community support can bring.*

As a part of the Contra Costa County Office of Education, CCC ROP connects with the community we serve through a variety means. The CCC ROP website provides information about our mission and describes all of our high school and adult programs. Parents can access career guidance and job preparation resources through the website. Our Facts at a Glance flyer is available for the general public who visit the County Office.

*"As a senior, my child feels the class is helping him to gain knowledge and skills for future careers by providing hands-on experience. It is an excellent way to prepare for college."  
– ROP Parent*

In partnership with Chevron Corporation, the ROP Industrial Maintenance Mechanic and ROP Process Plant Operator courses are promoted in targeted cities. Community billboards are displayed during the enrollment period and brochures are distributed to neighborhood locations.

Significant outreach to the community occurs through the work of CCC ROP Career Guidance Liaisons. The CGLs attend school career fairs to promote our programs and make connections. For some schools, they coordinate the entire career fair as well as run the school's career center. Their work with business and industry partners helps spread the importance of the CCC ROP mission.

A recent survey of nearly 450 parents of ROP students showed significant impact of our outreach efforts. Over ninety-one percent agreed that their student is gaining meaningful career skills in his/her ROP class. Ninety-five percent of parents agreed that academic skills are reinforced in their child's ROP class. Ninety-four percent agreed that skills such as thinking creatively and analytically, and applying reason to solve problems are reinforced in their child's ROP class. Ninety-four percent agreed that their child's ROP class is challenging and relevant.

**Evidence:**

*Parent Surveys (See Appendix M), Advisor Surveys (See Appendix N), Chevron billboard ad and brochure, Facts at a Glance, [CCC ROP website](#), [DGI website](#), Articulated course list (See Appendix G)*

### School's Strengths and Key Issues for Criterion 9

#### **Strengths:**

1. Support from community and business partners
2. Valuable work-based learning experiences for students
3. Meaningful outreach of curriculum and CCC ROP mission to the community

#### **Key Issues (Prioritized):**

1. Desire to increase number and variety of internship opportunities
2. Need for increased awareness of CCC ROP by the general public



## Criterion 10: Action Plan for Ongoing Improvement

**Criterion:** The school uses the self-study process to identify key issues that are inserted into a schoolwide Action Plan that governs school improvement activities and events. The schoolwide Action Plan is used regularly, reviewed annually, and monitored consistently by the governing body to ensure ongoing school improvement.

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

As a result of the self-study process, CCC ROP has developed an Action Plan to address key issues identified by our stakeholders. The Action Plan identifies goals and lists rationale for choosing them. Specific action steps are described for each goal. The plan identifies the people responsible for carrying out the action steps, gives a timeline, and lists necessary resources. For each specific action step, methods for assessing and reporting progress are provided.

The Action Plan goals were selected due to their impact on the Schoolwide Learning Objectives. Each goal was determined to help students achieve all aspects of the SLOs either directly, such as assisting them with career goals, or indirectly, by supporting teachers with resources and professional development.

Each month, when the CCC ROP administration team meets, action steps for the Action Plan goals are discussed. A full evaluation of progress toward meeting the goals is prepared annually and includes adjustments to the plan, as necessary.

**Indicator 10.2:** *As a result of the accreditation process, the school has identified key issues (short- and long-term) that will impact student learning and increase the achievement levels of students.*

During the self-study process, data was gathered in a variety of ways. Program metrics such as course offerings, teacher credentialing, and student certifications, were collected and analyzed by the leadership team. Surveys were provided to CCC ROP staff, teachers, students, parents, and industry advisors. The leadership team reviewed and discussed survey data, using responses to help address post-secondary criteria #1, 2, 3, 8, and 9. Focus groups comprised of CCC ROP staff and teachers discussed and responded to criteria #4-7. Significant program strengths and key issues were identified for each criterion.

As a result of the thorough analysis of the available data and the input from various stakeholders, the leadership team summarized the strengths and key issues. The team also examined the Action Plan from the previous WASC accreditation. Four key issues were selected as the most important challenges facing CCC ROP during the next few years.

Key Issue 1: Maintain a quality CTE program under a new funding model

Key Issue 2: Design and implement opportunities to assist students in identifying career goals in high school

Key Issue 3: Work collaboratively with districts and community colleges to develop coherent CTE course sequences.

Key Issue 4: Enhance ROP communication strategies with all stakeholders.

Further discussion by the leadership team prioritized the key issues based on their impact on student achievement. The resulting key issues were used to create the goals that drive the Action Plan.

*Indicator 10.3: The school has procedures in place to implement the Action Plan with the support of stakeholders.*

To form the Action Plan, the goals derived from the significant key issues were prioritized by the leadership team. The team determined action steps that would help achieve each goal. The current status of each action step is given, along with necessary resources. The leadership team identified the person or persons responsible for leading the efforts to accomplish each action step. Further discussion by the group identified the means by which each action step will be regularly assessed and the manner it will be reported.

Progress on the action steps is monitored by the CCC ROP administration during monthly meetings. Additional review takes place during meetings with the full CCC ROP staff that occur monthly, as well. Annually, stakeholders including teachers, students, parents, and industry advisors are surveyed for feedback on items associated with the Action Plan goals. The CCC ROP administration will then adjust action steps and resources as needed.

A commitment exists from the CCCOE Superintendent of Schools and the CCCOE Board of Education to support the ROP mission. Resources are allocated to promote the achievement of each action step. This includes funding for personnel, professional development, equipment and materials, and other necessary expenditures. In addition, the CCC ROP administration continues to pursue funding sources that can supplement current CCCOE budget.

*Indicator 10.4: The school has a definitive plan for how the Action Plan is to be monitored to maintain accountability, as well as to report progress to all stakeholders.*

Each Goal of the Action Plan identifies a time line for achieving individual action steps. A means of assessing the ongoing progress of the action steps and the reporting methods for these steps are listed. The person(s) responsible for the action step monitors the progress, as does the entire CCC ROP administration.

Annually, a CCC ROP status report is presented to the Contra Costa County Board of Education and the Superintendent of Schools. Additionally, all CCC ROP teachers are updated during the Fall Teacher Inservice. To provide Action Plan progress to others stakeholders, such as industry advisors, parents, and the community, CCC ROP produces a brochure identifying program strengths and Action Plan steps. This brochure is made available on the CCCOE website and copies can be picked up in the CCCOE lobby.

*Indicator 10.5: The schoolwide Action Plan is used for institutional planning, resource allocation, and the evaluation of existing programs.*

The CCC Board of Education and the County Superintendent of Schools are committed to the CCC ROP mission. Funding is provided to support ROP in its work on the Action Plan. This includes personnel, training, materials, and equipment. The CCC ROP administration then allocates resources based on goal priorities and equitable distribution.

Since the CCC ROP Director reports to the Deputy Superintendent who shares information with the CCCOE cabinet, an ongoing dialogue exists between ROP and the CCCOE leadership. Regular reports are provided to the agency leadership and feedback obtained. Any decisions that impact the ROP department are discussed at the cabinet level, and then by the CCC ROP administration. The goal at all levels is to continue and strengthen progress toward the Action Plan goals and the overall CCC ROP mission.

# CHAPTER FOUR

## Action Plan



**Goal #1:** Maintain a quality CTE program under a new funding model.

**Rationale:**  
 To continue support of students and staff during evolving financial conditions  
 To provide students with access to high quality CTE courses  
 To develop additional partnerships and work-based learning opportunities for students  
 To provide CCC ROP teachers with essential instructional resources

**SLOs addressed:** This goal impacts all Schoolwide Learning Objectives

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	TIME LINE TO COMPLETION	MONITOR AND ASSESS PROGRESS	REPORT PROGRESS
Identify priorities in course offerings and section distribution	<ul style="list-style-type: none"> <li>• Director</li> <li>• Principals</li> </ul>	<ul style="list-style-type: none"> <li>• Labor market trends</li> <li>• Enrollment data</li> <li>• District and academy/pathway Data</li> <li>• Grant criteria</li> </ul>	Ongoing – reviewed spring of each year	<ul style="list-style-type: none"> <li>• Analyze data</li> <li>• Discuss priorities by school, district, region</li> <li>• Review district MOUs</li> </ul>	<ul style="list-style-type: none"> <li>• CCCOE Board report</li> <li>• CCC ROP website</li> </ul>
Identify essential instructional resources for each course	<ul style="list-style-type: none"> <li>• Director</li> <li>• Principals</li> <li>• Teachers</li> <li>• Advisors</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-Principal meetings</li> <li>• Advisory meetings</li> <li>• Purchasing data</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Evaluate resource requests for each course</li> <li>• Review purchasing data and budget</li> <li>• Discuss teacher feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Report at CCC ROP admin meetings</li> <li>• Report to site principals</li> <li>• Report to CCC ROP teachers</li> </ul>
Pursue alternative funding opportunities	<ul style="list-style-type: none"> <li>• Director</li> <li>• Principals</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Grants – State, Corporation, Foundation</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Current grant data</li> <li>• Exploration of future funding sources</li> </ul>	<ul style="list-style-type: none"> <li>• Report at staff meetings</li> <li>• CCCOE Board report</li> </ul>
Collaborate with business and education partners to expand resources	<ul style="list-style-type: none"> <li>• Director</li> <li>• Principals</li> <li>• Teachers</li> <li>• CGLs</li> </ul>	<ul style="list-style-type: none"> <li>• Advisory meetings</li> <li>• Academy meetings</li> <li>• CPT and CTEIG meetings</li> <li>• Articulation meetings</li> <li>• Student competitions</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• List of business partners</li> <li>• Participation in student scholarship program</li> <li>• Surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Report at staff meetings</li> <li>• Advisory meeting agenda item</li> <li>• CPT grant report</li> </ul>
Identify cost saving measures	<ul style="list-style-type: none"> <li>• Director</li> <li>• Principals</li> <li>• Teachers</li> <li>• ROP Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Budget</li> <li>• CCC ROP Expense data</li> <li>• Shared cost data</li> <li>• Alternative purchasing strategies</li> </ul>	Ongoing – reviewed spring and fall of each school year	<ul style="list-style-type: none"> <li>• Budget reviews</li> <li>• Expenditure reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meeting reports</li> </ul>

**Goal #2:** Design and implement opportunities to assist students in identifying career goals.

**Rationale:** To provide students with additional support in the area of career guidance.  
 To help students benefit from a well-defined sequence of CTE courses  
 To provide opportunities for students to participate in Work-Based Learning experiences

**SLOs addressed:** This goal impacts all Schoolwide Learning Objectives

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE TO COMPLETION	MONITOR AND ASSESS PROGRESS	REPORT PROGRESS
Identify model practices and new opportunities to connect with counselors and student services	<ul style="list-style-type: none"> <li>Principals</li> <li>Teachers</li> <li>CGLs</li> </ul>	<ul style="list-style-type: none"> <li>School career guidance data</li> <li>CCC ROP Career Guidance Liaison materials and services</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>List of career guidance strategies</li> <li>Presentation data</li> <li>Work-based learning data</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly report at CCC ROP staff meetings</li> </ul>
Develop strategies to strengthen delivery of career-related information to students	<ul style="list-style-type: none"> <li>Principals</li> <li>CGLs</li> </ul>	<ul style="list-style-type: none"> <li>Career Guide</li> <li>CCC ROP Career Guidance Liaison materials and services</li> <li>Work-Based Learning opportunities</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Feedback from counseling staff, teachers site administrators, staff, parents, students</li> <li>List of current practices and strategies for delivery of career information</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly report at CCC ROP staff meetings</li> </ul>
Design and produce career-focused materials that provide career pathway information	<ul style="list-style-type: none"> <li>CGLs</li> </ul>	<ul style="list-style-type: none"> <li>Funding resources for publication costs</li> <li>Career-related websites</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Publications printed and distributed</li> <li>CGL presentations</li> </ul>	<ul style="list-style-type: none"> <li>Report at CCC ROP staff meetings</li> <li>Materials on CCC ROP's Web site</li> <li>Report at CGL and joint YDS meetings</li> </ul>
Increase participation in work-based learning experiences, including CTSOs, internships, job shadowing, etc.	<ul style="list-style-type: none"> <li>Principals</li> <li>Teachers</li> <li>CGLs</li> </ul>	<ul style="list-style-type: none"> <li>Marketing materials</li> <li>Work-Based Learning opportunities</li> <li>Teacher training</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Creation of marketing materials</li> <li>List of WBL activities</li> <li>Survey of student participation</li> <li>Follow-up data on attendance system</li> </ul>	<ul style="list-style-type: none"> <li>Report at CCC ROP staff meeting</li> <li>CPT grant report</li> <li>Report to CCCOE Board</li> </ul>

**Goal #3:**                    **Work collaboratively with districts and community colleges to develop coherent CTE course sequences**

**Rationale:**                To provide students access to sequenced, career-focused pathways  
 To provide opportunities for students to enhance academic and job-ready skills  
 To expand student awareness of career opportunities and emerging fields  
 To help students transition to post-secondary opportunities

**SLOs addressed:**        This goal impacts all Schoolwide Learning Objectives

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE TO COMPLETION	MONITOR AND ASSESS PROGRESS	REPORT PROGRESS
Develop a plan for CPT and CTEIG sustainability after grants expire	<ul style="list-style-type: none"> <li>• Director</li> <li>• Principals</li> <li>• School District Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Funding sources</li> <li>• Business and education partnerships</li> </ul>	Ongoing – Plan in place beginning 2017	<ul style="list-style-type: none"> <li>• List of funding sources</li> <li>• Review of business and education partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• CCC ROP staff reports</li> <li>• Budget report to CCCOE Board</li> <li>• Report to CPT and CTEIG Executive Committee</li> </ul>
Provide leadership in CPT and CTEIG grant accountability	<ul style="list-style-type: none"> <li>• Director</li> <li>• Principals</li> </ul>	<ul style="list-style-type: none"> <li>• Grant outcomes</li> <li>• Scheduling time to attend meetings</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Grant data</li> </ul>	<ul style="list-style-type: none"> <li>• CCC ROP staff reports</li> <li>• Grant reports to CPT and CTEIG Executive Committees</li> <li>• Reports to CDE</li> </ul>
Participate on planning teams for new and existing academies, pathways, and district level CTE advisory committees	<ul style="list-style-type: none"> <li>• Director</li> <li>• Principals</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduling time to attend meetings</li> <li>• Regional pathway map</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• List of ROP courses integrated in academies and pathways</li> <li>• Standardized CBED codes</li> </ul>	<ul style="list-style-type: none"> <li>• CCC ROP staff reports</li> <li>• Grant reports</li> <li>• Report to site and district administration</li> </ul>
Collaborate with community colleges regarding articulation and dual enrollment	<ul style="list-style-type: none"> <li>• Director</li> <li>• Principals</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduling time to attend meetings</li> <li>• Articulation days</li> <li>• Community College lists of potential pilot classes</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Articulation data</li> <li>• Dual enrollment data</li> </ul>	<ul style="list-style-type: none"> <li>• CCC ROP staff reports</li> <li>• Grant reports</li> </ul>



**Goal #4: Enhance CCC ROP communication strategies with all stakeholders.**

**Rationale:** To inform more students, parents, and community members about CCC ROP opportunities, benefits, and student accomplishments  
 To involve more stakeholders in CCC ROP classes  
 To improve data gathering for use in decision making

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE TO COMPLETION	MONITOR AND ASSESS PROGRESS	REPORT PROGRESS
Improve effectiveness of data collection from stakeholders	<ul style="list-style-type: none"> <li>• Director</li> <li>• Principals</li> <li>• ROP Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Survey tools</li> <li>• Time for data gathering</li> <li>• User-friendly data programs</li> </ul>	Ongoing with year-end reporting	<ul style="list-style-type: none"> <li>• Data review</li> <li>• Teacher feedback</li> </ul>	<ul style="list-style-type: none"> <li>• CCC ROP staff reports</li> <li>• Grant reports</li> <li>• CDE reports</li> </ul>
Promote the inclusion of more ROP information in high school publications	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Teachers</li> <li>• CGLs</li> </ul>	<ul style="list-style-type: none"> <li>• ROP Journalism, Publications, Radio, Video teachers</li> <li>• Marketing materials</li> <li>• School/district administration support</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Collect and review school publications and websites</li> </ul>	<ul style="list-style-type: none"> <li>• CCC ROP staff reports</li> </ul>
Provide web-based communication for teachers to collaborate	<ul style="list-style-type: none"> <li>• Director</li> <li>• Principals</li> <li>• CCCOE Tech Dept.</li> </ul>	<ul style="list-style-type: none"> <li>• Web-based resources</li> <li>• CCCOE Tech dept. support</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Teacher feedback</li> <li>• Evaluate web usage</li> </ul>	<ul style="list-style-type: none"> <li>• CCC ROP staff reports</li> </ul>
Improve industry advisors' knowledge of ROP resources	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• List of community partners</li> <li>• Students of Excellence program</li> <li>• Marketing materials</li> <li>• Meeting time</li> <li>• Advisor visitations</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Teacher and advisor surveys</li> <li>• Meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>• CCC ROP staff reports</li> </ul>
Promote to students, parents, counselors, site and district administration ROP's strong emphasis on academic and work-based learning	<ul style="list-style-type: none"> <li>• Director</li> <li>• Principals</li> <li>• Teachers</li> <li>• CGLs</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing materials</li> <li>• Meeting time</li> <li>• Observation by principals</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Anecdotal evidence</li> <li>• Surveys – student, parent</li> <li>• Meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>• CCC ROP staff reports</li> <li>• Newsletters to stakeholders</li> </ul>
Disseminate information about ROP courses that are "a-g" approved and ROP courses articulated with community colleges	<ul style="list-style-type: none"> <li>• Director</li> <li>• Principals</li> <li>• Teachers</li> <li>• CGLs</li> </ul>	<ul style="list-style-type: none"> <li>• Course lists with 'a-g' and articulations</li> <li>• Marketing materials (print and web)</li> <li>• Community College Websites</li> <li>• School career centers</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Review course lists</li> <li>• Distribution review of marketing material</li> </ul>	<ul style="list-style-type: none"> <li>• CCC ROP staff reports</li> <li>• Print and web postings</li> </ul>

# APPENDICES



## APPENDIX A – Schools List

	ROP Class Location	Address	City	Zip
1	Acalanes High	1200 Pleasant Hill Road	Lafayette	94549
2	Albany High	603 Key Route Boulevard	Albany	94706
3	Alhambra High	150 E Street	Martinez	94553
4	Antioch High	700 West 18th Street	Antioch	94509
5	Berkeley Adult School	1701 San Pablo Ave	Berkeley	94702
6	Berkeley High	1980 Allston Way	Berkeley	94704
7	Berkeley Technology Academy	2701 M.L.K. Jr Way	Berkeley	94703
8	California High	9870 Broadmoor Drive	San Ramon	94583
9	Campolindo High	300 Moraga Road	Moraga	94556
10	Chevron Hensley Campus	Hensley St.	Richmond	94804
11	Clayton Valley Charter High	1101 Alberta Way	Concord	94521
12	College Park High	201 Viking Drive	Pleasant Hill	94523
13	Concord High	4200 Concord Boulevard	Concord	94521
14	De Anza High	5000 Valley View Road	Richmond	94803
15	Deer Valley High	4700 Lone Tree Way	Antioch	94509
16	Delta Beauty College	320 H Street	Antioch	94509
17	Dougherty Valley High	10550 Albion Road	San Ramon	94582
18	El Cerrito High	540 Ashbury Avenue	El Cerrito	94530
19	Emery Secondary School	1100 47th Street	Emeryville	94608
20	Freedom High	1050 Neroly Road	Oakley	94561
21	Golden Gate Community School	Stoneman Ave.	Pittsburg	94565
22	Hercules High	1900 Refugio Valley Road	Hercules	94547
23	Heritage High	101 American Avenue	Brentwood	94513
24	John Swett High	1098 Pomona Avenue	Crockett	94525
25	Kennedy High	4300 Cutting Boulevard	Richmond	94804
26	Las Lomas High	1460 South Main Street	Walnut Creek	94596
27	Liberty High	850 Second Street	Brentwood	94513
28	Marchus School	2900 Avon Avenue	Concord	94520
29	Marsh Creek Detention Facility	12000 Marsh Creek Rd	Clayton	94517
30	Miramonte High	750 Moraga Way	Orinda	94563
31	Monte Vista High	3131 Stone Valley Road	Danville	94526
32	Mt. Diablo High	2450 Grant Street	Concord	94520
33	Northgate High	425 Castle Rock Road	Walnut Creek	94598
34	Paris Beauty College	1655 Willow Pass Road	Concord	94520
35	Piedmont High	800 Magnolia Avenue	Piedmont	94611
36	Pinole Valley High	2900 Pinole Valley Road	Pinole	94564
37	Pittsburg Adult Ed Center	1151 Stoneman Ave	Pittsburg	94565
38	Pittsburg High	250 School Street	Pittsburg	94565
39	Richmond High	1250 23rd Street	Richmond	94804
40	San Ramon Valley High	501 Danville Boulevard	Danville	94526
41	West County Detention Facility	5555 Giant Highway	Richmond	94806
42	Ygnacio Valley High	755 Oak Grove Road	Concord	94518

## APPENDIX B – Course List

### CCC ROP Course List by Industry Sector

COURSE	UC "a-g"	Active 2015-16	STEM or Green	INDUSTRY SECTOR
Veterinary Science	g	Y	X	Ag & Natural Resources
Advanced Communications Media	f	Y	X	Arts, Media & Entertainment
Advanced Computer Graphic Arts	f	N	X	Arts, Media & Entertainment
Advanced Digital Photography	f	Y	X	Arts, Media & Entertainment
Advanced Journalism	g	N		Arts, Media & Entertainment
Advanced Photography	f	Y		Arts, Media & Entertainment
Advanced Publications		N		Arts, Media & Entertainment
Advanced Video Productions		Y	X	Arts, Media & Entertainment
AP Music Theory	f	Y		Arts, Media & Entertainment
Art of Video Productions	f	Y	X	Arts, Media & Entertainment
Commercial Art	f	Y		Arts, Media & Entertainment
Computer Art & Animation	f	Y	X	Arts, Media & Entertainment
Creative Writing	g	Y		Arts, Media & Entertainment
Digital Arts / Design for the Web	f	Y	X	Arts, Media & Entertainment
Digital Photography	f	Y	X	Arts, Media & Entertainment
Digital Recording Studio		Y	X	Arts, Media & Entertainment
Game Art Design		Y	X	Arts, Media & Entertainment
Journalism	g	Y		Arts, Media & Entertainment
Photography	f	N		Arts, Media & Entertainment
Play Production	f	Y		Arts, Media & Entertainment
Publications		Y		Arts, Media & Entertainment
Radio Broadcasting		N	X	Arts, Media & Entertainment
TV Broadcasting		Y		Arts, Media & Entertainment
TV/Video Productions	f	Y	X	Arts, Media & Entertainment
Broadcast Journalism	g	Y	X	Arts, Media & Entertainment
Computer Graphics Arts	f	Y	X	Arts, Media & Entertainment
Desktop Publishing		N	X	Arts, Media & Entertainment
Cabinet Making		N		Building & Construction Trades
Construction Technology		Y	X	Building & Construction Trades
Computerized Accounting	g	Y	X	Business & Finance
Introduction to Business	g	Y		Business & Finance
Careers in Teaching		Y		Ed., Child Dev.& Family Services
Careers in Teaching Internships		Y		Ed., Child Dev.& Family Services
Careers with Children		Y		Ed., Child Dev.& Family Services
Develop. Psychology of Children	g	Y		Ed., Child Dev.& Family Services
AP Environmental Science	d	Y	X	Energy, Environment & Utilities
Environmental Science		Y	X	Energy, Environment & Utilities

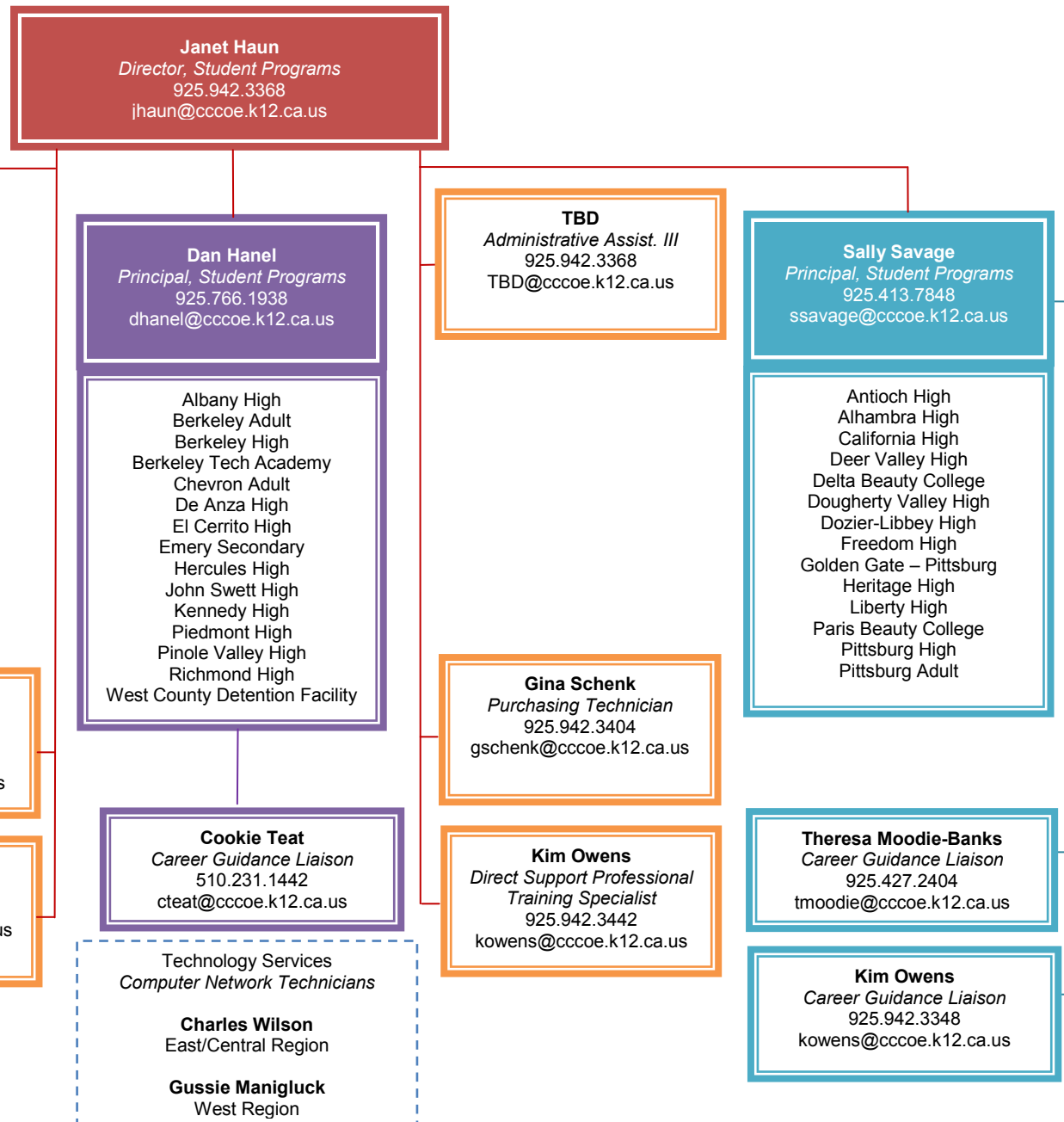
Intro to Electrical Engineering	g	Y	X	Energy, Environment & Utilities
Architectural Design	f	N	X	Engineering & Architecture
Advanced Architectural Design	f	Y	X	Engineering & Architecture
Civil Eng. and Architecture (PLTW)	g	Y	X	Engineering & Architecture
Engineering Design & Dev.(PLTW)	g	Y	X	Engineering & Architecture
Exploratory Applied Design	f	N	X	Engineering & Architecture
Introduction to Engineering	g	Y	X	Engineering & Architecture
Intro. to Engineering Design (PLTW)	g	Y	X	Engineering & Architecture
Principles of Engineering	g	Y	X	Engineering & Architecture
Principles of Engineering (PLTW)	g	Y	X	Engineering & Architecture
CAD		Y	X	Engineering & Architecture
CADD	g	Y	X	Engineering & Architecture
Cosmetology		Y		Fashion and Interior Design
Esthetician		Y		Fashion and Interior Design
Manicuring		Y		Fashion and Interior Design
Administrative Medical Assistant		Y	X	Health Sci. & Med. Technology
Advanced Sports Medicine		Y	X	Health Sci. & Med. Technology
Biological Sciences Lab. Research	d	Y	X	Health Sci. & Med. Technology
Biotechnology	d	Y	X	Health Sci. & Med. Technology
Biotechnology Accel. & Research	d	Y	X	Health Sci. & Med. Technology
Biotech Engineering (PLTW)	g	Y	X	Health Sci. & Med. Technology
Clinical Medical Assistant		Y	X	Health Sci. & Med. Technology
Health Careers Core		N	X	Health Sci. & Med. Technology
Hospital Health Services		Y	X	Health Sci. & Med. Technology
Human Body Systems (PLTW)	d	Y	X	Health Sci. & Med. Technology
Medical Front Office		N	X	Health Sci. & Med. Technology
Medical Interventions (PLTW)	d	Y	X	Health Sci. & Med. Technology
Medical Technologies	g	Y	X	Health Sci. & Med. Technology
Medical Terminology		N	X	Health Sci. & Med. Technology
Sports Medicine	g	Y	X	Health Sci. & Med. Technology
Summer Health Careers Internships		Y	X	Health Sci. & Med. Technology
Advanced Culinary Arts		N		Hospitality, Tourism & Rec.
Commercial Baking		Y		Hospitality, Tourism & Rec.
Com. Foods: Nutrition and Wellness		Y		Hospitality, Tourism & Rec.
Culinary Arts		Y		Hospitality, Tourism & Rec.
Foods: Adv Baking and Cooking	g	Y		Hospitality, Tourism & Rec.
Hotel Occupations		Y		Hospitality, Tourism & Rec.
International Cuisine	g	Y		Hospitality, Tourism & Rec.
Restaurant Occupations		Y		Hospitality, Tourism & Rec.
Summer Culinary and Hosp. Camp		N		Hospitality, Tourism & Rec.
Advanced Computer Science	g	N	X	Info & Communication Tech
AP Computer Science	g	Y	X	Info & Communication Tech
Computer Applications		Y	X	Info & Communication Tech
Computer Programming	g	Y	X	Info & Communication Tech

Computer Science	g	Y	X	Info & Communication Tech
Computer Science Principles	g	Y	X	Info & Communication Tech
Computer Systems M & M 1		N	X	Info & Communication Tech
Computer Systems M & M 2		Y	X	Info & Communication Tech
Info Sys Design and & Manage 1	g	Y	X	Info & Communication Tech
Info Sys Design and & Manage 2	g	Y	X	Info & Communication Tech
Intro to Computer Programming	g	Y	X	Info & Communication Tech
Microsoft Office Certification		N	X	Info & Communication Tech
Multimedia	f	Y	X	Info & Communication Tech
Robotics Engineering Technology	g	Y	X	Info & Communication Tech
VS Net		N	X	Info & Communication Tech
Webpage Design		Y	X	Info & Communication Tech
Webpage Dev. & Programming		N	X	Info & Communication Tech
Comp. Integrated Manufact. (PLTW)	g	Y	X	Manufacturing & Product Dev.
Refinery/Industrial Maint. Mechanic		Y	X	Manufacturing & Product Dev.
Refinery/Process Plant Operator		Y	X	Manufacturing & Product Dev.
Marketing		Y		Marketing Sales & Service
Analytical Forensic Science	g	Y	X	Public Services
Com. Ser.: A Sociological Perspective	g	Y		Public Services
Emergency Medical Careers		Y	X	Public Services
Emergency Medical Technician		Y	X	Public Services
Fire Science		Y	X	Public Services
Fire Science 'g'	g	Y	X	Public Services
Introduction to Law	g	Y		Public Services
Journey for Justice	a	N		Public Services
Law Enforcement Careers		Y		Public Services
Advanced Auto Technology		Y	X	Transportation
Auto Technology		Y	X	Transportation



# APPENDIX C – Organizational Chart

## Country Costa County Office of Education ROP/Student Programs



## APPENDIX D – Mission/SLOs

### MISSION

ROP provides innovative Career Technical Education to prepare students for challenging careers, post-secondary education, and lifelong learning.

### SCHOOLWIDE LEARNER OUTCOMES (SLOs)

#### ROP STUDENTS WILL:

- ➔ **Demonstrate effective skills in oral and written communication.**
  - Speak and write effectively using professional and industry-specific terminology
  - Develop appropriate listening, speaking, and presentation skills
  - Read and comprehend industry-related material
  - Create an appropriate and professional resume and cover letter
  
- ➔ **Demonstrate job skills, etiquette, and work ethic valued by employers.**
  - Use appropriate technology to enhance work performance and acquire industry-specific competencies
  - Meet occupational safety standards
  - Demonstrate organizational skills such as career goal setting and time management
  - Respond appropriately and professionally to interview questions
  
- ➔ **Demonstrate the ability to think critically and creatively about complex issues.**
  - Create and evaluate ideas and solutions
  - Access resources to organize and analyze information
  - Apply knowledge and demonstrate problem-solving skills
  
- ➔ **Work productively both as individuals and as team members.**
  - Demonstrate initiative and resourcefulness
  - Collaborate effectively with others
  - Demonstrate leadership potential
  - Give and receive constructive feedback

# APPENDIX E – Teacher List

## ROP TEACHER CREDENTIALS 2015-16

Last Name	First Name	Middle	Credential Type	Exp. Date	Subject (DS) or Wk. Exp. (Reg)
Abrew	Ronald	Anthony	Clear DS Vocational	11/1/2015	Athletic Trainer
Acevedo	Rene	Augustin	Clear DS Vocational	12/1/2019	Multimedia Production
Acevedo	Rene	Augustin	Single Subject	6/1/2018	Art/ CLAD Language
Ahuna	Marilyn	Ann	Clear Single Subject	7/1/2017	Math
Albiento, Jr.	Ray	Hilario	Clear DS Vocational	9/1/2017	Athletic Trainer
Albrink	Sherry	Reynolds	Career Technical Education Teaching Credential	10/1/2014	Health Sci and Med Tech
Albrink	Sherry	Reynolds	Clear Single Subject	1/1/2015	Biology, English by exam
Allen	Deborah	Marie	Clear DS Vocational	8/1/2019	Food and Beverage Production and Preparation
Anwar	Bhupinder		Clear Multiple Subject	5/1/2017	
Armstrong	Stephen	James	Clear DS Vocational	11/1/2015	Commercial Art
Armstrong	Stephen	James	Standard Secondary	Life	Physical Education/ Biological Sciences
Armstrong	Tamsen		Clear Single Subject	1/1/2018	English
Avery	Leone	Celeste	Preliminary Single Subject	10/1/2014	Art
Avery	Leone	Celeste	Preliminary DS CTE Credential	11/1/2014	Hospitality, Tourism, and Recreation
Bandrowski	Linda	Jean	Clear Single Subject	9/1/2019	Science: Biological Sciences
Barker	Glen	Ernest	Clear DS Vocational	10/1/2015	Athletic Training and Fitness Technology
Barr	Brian	Thomas	Clear DS Vocational	11/1/2019	Multimedia Production
Barr	Brian	Thomas	Clear Single Subject	8/1/2018	English (Examination), US Government and US Civics, World History
Baskerville	Leah	Caywood	Clear Single Subject	4/1/2018	Biological Sciences
Bellini (Liron)	Rebecca	Mary	Clear Single Subject	8/1/2018	English/ CLAD Language
Bender	Patrick	Michael	Clear Multiple Subject	1/1/2017	Industrial & Technology Education
Berent	Gabriel	Leon	Clear Single Subject	8/1/2018	Social Science
Bertero	Ana	B	Preliminary DS Career Technical Education	9/1/2015	Public Service
Bible	Jennifer		Clear single subject	3/1/2018	Industrial & Tech Ed, Aty
Birney (Johnson)	Doreen		Child Development Associate Teacher Permit	5/1/2012	
Black	Beth	Ellen	Clear Single Subject	11/1/2019	English
Blades	Patricia	Janelle	Preliminary DS Vocational	7/1/2012	Law Enforcement Occupations
Blades	Patricia	Janelle	clear DS Career Technical Education	9/1/2017	Public Service
Boone	Steven	Carroll	Professional Clear Single Subject	9/1/2020	Industrial & Technology Education/Introductory Physical Education
Briggs	Glenn	Foster	Clear DS Vocational	9/1/2016	Athletic Trainer
Briggs	Glenn	Foster	Clear Single Subject	8/1/2017	Health Science (Examination), Foundation-Level Mathematics (Examination), Introductory Physical Education/ CLAD Language
Budge	Alan	Thomas	Clear Single Subject	3/1/2019	English (Examination)/ Crosscultural, Language & Academic Development Emphasis
Budge	Alan	Thomas	prelim CTE	3/1/2016	Legal Office Occupations
Burns	Alvin	Marice	Clear DS Vocational	8/1/2017	Computer Systems Operation/ Multimedia Production
Burns	Alvin	Marice	Preliminary Administrative Services Credential	8/1/2017	
Carr	Matthew	Lee	Preliminary Single Subject	3/1/2018	Health Science (Examination)/ CLAD Language
Carr	Matthew	Lee	Preliminary DS Vocational	6/1/2018	Law Enforcement Occupations
Carreon	Juan		Preliminary Career Technical Education	8/1/2017	Art, Media, Entertainment
Castle	Jeffrey	Marc	DS Career Technical Education	4/1/2019	Multimedia
Castle	Jeffrey	Marc	Clear Single Subject	10/1/2014	Life Science/ Crosscultural, Language & Academic Development Emphasis/ Forestry & Horticulture/ Plant Science
Chugh	Neeraj	"Jay"	clear single subject	7/1/2018	Biology
Clark	Christopher	Joseph	Preliminary DS Vocational	7/1/2020	Athletic Trainer
Clark	Christopher	Joseph	Clear Single Subject	7/1/2015	Physical Education (Examination)/ Introductory Business/ CLAD Language
Clopp	Jerry	Bruce	DS Career Technical Education	5/1/2018	Hospitality, Tourism, and Recreation
Clopp	Jerry	Bruce	Clear Level II Education Specialist Instruction	7/1/2014	Moderate/Severe Disabilities Mild/Moderate Disabilities
Cochran	Chad	Rodger	Clear Single Subject	6/1/2019	Art (Examination)/ CLAD Language
Cochran	Chad	Rodger	DS Vocational	6/1/2016	Arts, Media, and Entertainment
Cogmon	Javon	Demetrius	Preliminary career technical education	10/1/2015	Arts, Media, and Entertainment
Connor	Chris	Robert	clear Single Subject	7/1/2018	English
Connor	Chris	Robert	Preliminary career technical education	2/1/2016	Arts, Media, and Entertainment
Cooper	Kelly	Ruth	DS Vocational Education Teaching Credential	6/1/2016	Athletic Trainer
Cooper	Kelly	Ruth	Single Subject	2/1/2019	Biology, Physical Ed
Corbin	Scott	Roger	DS Vocational Education Teaching Credential	10/1/2016	Therapeutic Services, Business Ownership
Cosca	Paul	Lawrence	Clear Single Subject Teaching Credential	9/1/2017	Social Studies
Costello	Cheryl	Ann	Clear Single Subject	9/1/2017	Science
Cusick	Grant	William	DS Vocational	Life	Automotives
Cusick	Grant	William	Single Subject	Life	Industrial and Technology Education
Daly	Lucinda	Ann	Clear Single Subject	2/1/2018	Art
Dalziel	Preet		single subject	2/1/2016	Math, Biology, Chemistry, Physics
Dashiell	Carolyn		Clear DS Vocational	9/1/2019	Teaching/Teacher Aide
Dashiell	Carolyn		Clear Multiple Subject	6/1/2020	General Subjects/Art/English
Dashiell	Carolyn		Clear Pupil Personnel Services	2/1/2011	School Counseling
Davies	Sarah	Lynn	Clear Single Subject	7/1/2020	Health Science
Davis	Penelope	Ann	Single Subject Teaching Credential	11/1/2016	Life Science
Dean	James	Warren	Professional Clear Single Subject	7/1/2017	Industrial & Technology Education (Examination)/ English/ Art/ Crosscultural, Language & Academic Development Emphasis
DeBrito	Monique	Diandrea	Preliminary SS Teaching Credential	8/1/2019	Sciences: Biological Sciences (Examination)
Denny	Barbara	Jean	Clear Single Subject	4/1/2018	Sciences: Biological Sciences (Examination)
Di Nino	Kaelalyn		preliminary single subject teaching	6/1/2019	Life Science
Doigny	Michael		Clear Single Subject	8/1/2019	Business/ Social Science (Examination)/ Crosscultural, Language & Academic Development Emphasis
Dorr	Jonathan	James	Preliminary DS	1/1/2012	Welding
Dorr	Jonathan	James	clear Single Subject	8/1/2018	Industrial and Technology Education/ CLAD Language
Doux	Al		Preliminary CTE Credential	1/1/2017	Health Science & Med Tech
Dumin	Edward	George	Standard Secondary Teaching	Life	Industrial Arts (Academic)
Egan	Cynthia	Leah	Clear Single Subject	9/1/2018	Science: Biological Sciences (Examination)/ CLAD Language
Egan	Cynthia	Leah	DS Vocational	6/1/2018	Engineering Occupations
Faison	James	D	DS Subjects Career Technical Education	9/1/2013	Health Science and Medical Technology
Farquhar	Scott		Single Subject Teaching Credential	7/1/2019	Business
Fivella	Justin	R	30-Day Substitute Teaching Permit	9/1/2016	
Fletcher	Maria	Lourdes	Clear Single Subject	4/1/2019	Life Science
Fong	Debra		Preliminary single subject	6/1/2019	Physics
Frew	Douglas	Stirling	Clear CTE Credential	4/1/2020	Information Technology
Fuller	Kevin	Andrew	Professional Clear DS Vocational	1/1/2017	Food & Beverage Production & Preparation
Gell	Aileen	Rae	Clear DS Vocational	7/1/2019	Drafting
Gell	Aileen	Rae	Single Subject	Life	Industrial and Technology Education
Genna	Jamey	Marie	Clear Single Subject	8/1/2014	English

**ROP TEACHER CREDENTIALS 2015-16**

Last Name	First Name	Middle	Credential Type	Exp. Date	Subject (DS) or Wk. Exp. (Reg)
Gershen	Cindy	Marie	Preliminary CTE Credential	6/1/2019	Finance & Business, Hospitality, Tourism and Recreation
Gill	Ben	E.	Preliminary CTE Credential	43313	Arts, Media, and Enter., Info Tech, Transportation
Gohler (Miller)	Loralie	Loralie	Clear Single Subject	5/1/2018	Art
Gonzalez	Claudia	Leticia	Single Subject Teaching Credential	8/1/2020	Biology
Govnik	Diana	Lynn	Clear Single Subject	6/1/2018	Art (Examination)
Griffin	Marianne		Single Subject Teaching Credential	7/1/2019	English
Griffiths	Donald	Walter	Clear DS Vocational	7/1/2015	Computer Applications
Gripsby	John	Tyler	DS Career Technical Education	7/1/2019	Health Science and Medical Technology
Gripsby	John	Tyler	Preliminary DS Vocational	9/1/2011	Athletic Trainer
Gross	Richard	Allen	Professional Clear Single Subject	2/1/2013	Art
Grover	Theodore (Ted)	Paul	Clear DS Career Technical Education	8/1/2017	Arts, Media, Info Tech, Finance and Business
Guardado	Gus		prelim CTE	6/1/2015	Media
Haber	Kate	Golde	Clear Single Subject	7/1/2016	Biological Sciences
Halpern	Phillip		Career Technical Education Teaching Credential	10/1/2017	Arts, Media & Entertainment
Halpern	Phillip		Single Subject Teaching Credential	6/1/2016	English
Hansen	Gina		Clear single subject	9/1/2016	English
Harkins	Timothy		Career Technical Education Teaching Credential	6/1/2018	Health Sci & Med Tech
Harper	Wade		Preliminary CTE Credential	6/1/2017	Public Service
Harris	Laurie	Beth	Clear Single Subject	8/1/2018	Mathematics (examination)/Foundation-Level Mathematics/ Marketing/Entrepreneurship/ Introductory Business/ Accounting including Finance/ Office Tech inc. Word Proc. & Business Com.
Harris-Muchell	Carolyn		Career Technical Education Teaching Credential	9/1/2014	Health Science/Medical Technology
Hawkes	Amanda				
Headington	Janet	Rose	Clear Single Subject	1/1/2015	English, Introductory French
Heagle	Jessica		Single Subject Teaching Credential	7/1/2016	English, Spanish
Healy	Melissa		Single subject lifetime		Life
Heeb	James	Eugene	Clear Single Subject	2/1/2018	Industrial & Technology Education
Heinz (Castro)	Jennifer	Leign	Clear Single Subject	1/1/2011	Health Science (Examination)
Heinz (Castro)	Jennifer	Leign	Clear DS Vocational	11/1/2016	Athletic Trainer
Heinz (Castro)	Jennifer	Leign	Professional Clear Pupil Personnel Services	2/1/2010	School Psychology
Henderson, Jr.	James	Wilson	Clear DS Career Technical Education	3/1/2017	Building Trades and Construction
Hennig	Robert	Francis	Clear DS	10/1/2016	Police Science
Horvath	Paul	Andrew	Clear Single Subject	4/1/2016	Social Science (Examination)
Huang	Katherine	Peiya	Clear Single Subject	7/1/2016	Science: Biological Sciences
Hubbard	Julie	Ann	Professional Clear Single Subject	7/1/2017	Science: Chemistry (Examination)
Hubbard	Julie	Ann	Clear Multiple Subject	7/1/2017	General Subjects (Examination)
Hubbard	Rachel	Marie	Preliminary Single Subject	11/1/2018	Art
Hudson	Michael	John	Clear Single Subject	7/1/2017	Science: Biological Sciences (Examination)/ Crosscultural, Language & Academic Development Emphasis/ Chemistry
Huffaker	Tom	Kenneth	Clear Single Subject	9/1/2020	Life Science/Chemistry
Huffaker	Tom	Kenneth	Preliminary DS Vocational	3/1/2009	Health Care Biotechnology Services
Hunt (Knott)	Connie	Lou	Professional Clear Single Subject	4/1/2019	Home Economics (Examination)
Huntsman	Michael	Warren	Clear DS Vocational	9/1/2018	Automotive Maintenance & Repair
Huntsman	Michael	Warren	Single Subject		Life
Hybarger	James	David	Clear Single Subject	9/1/2010	Agriculture/ Life Science/ Physical Science (Examination)
Hybarger	James	David	Clear Administrative Services Credential	9/1/2010	
Hybarger	James	David	Clear Specialist Instruction Credential (Agriculture)	9/1/2010	Agriculture
Jenkins	Karen	Emanuel	Clear Single Subject	7/1/2016	Crosscultural, Language & Academic Development Emphasis/ English/ Introductory French
Jones	Colin	Peter	Clear Single Subject	9/1/2019	Science: Chemistry (Examination), Science: Biological Sciences (Examination)/ CLAD Language
Joyce	Mike		Preliminary CTE Credential (in progress)		
Kadri	Mary	Ziegler	Clear Single Subject	3/1/2018	Social Science (Examination)
Kauzer	Tren	Charles	Clear Single Subject	7/1/2018	Science: Biological Science (Examination)
Kelley	M'Lisa		Preliminary CTE Credential	4/1/2017	Hospitality, Tourism, and Recreation
Kennedy	Jennifer	Lynn	Professional Clear Single Subject	8/1/2020	Art/ Introductory English
Kish	Steven	Laddie	Clear Single Subject	7/1/2017	Business, Social Science (examination)
Kuntz	Raymond	Paul	clear single subject	7/1/2019	Science: Geosciences
La Casse	Paul	Lucien	Clear DS Vocational	11/1/2019	Multimedia Production
La Casse	Paul	Lucien	Clear Multiple Subject	7/1/2010	General Subjects (Examination)
Lane	Susan	A	DS vocational	10/1/2016	Computer App, Technical Illustration, Office Occupations
Lee	Janeal		preliminary Single Subject	4/1/2019	English
Lee	Janeal		Preliminary Career Technical Education	10/1/2016	Arts, Media, & Entertainment
Lengacher	Bruce	Cabot	Single Subject	1/1/2017	Music
Leslie	Kenneth		Designated Subjects Vocational Education Teaching Credential: Full Time	9/1/2019	Information Processing
Lindsay	James	Roy	Clear Single Subject	6/1/2018	Foundational-Level Mathematics
Liu	Te Ning	Ernest	Clear DS Vocational	12/1/2019	Biomedical Equipment Technology
Liu	Te Ning	Ernest	Clear Single Subject	11/1/2018	Science: Biological Sciences (Examination)/ Crosscultural, Language & Academic Development Emphasis/ Chemistry
Looney	Jennifer (J)	Karen	Preliminary Career Technical Education	6/1/2014	Arts, Media, and Entertainment
Looney	Jennifer (J)	Karen	Clear Single Subject	7/1/2019	English
Lyons	Gregory	Allen	Single Subject Teaching Credential	6/1/2016	Math
Machado	James	Louis	Clear Single Subject	2/1/2018	Industrial and Technology Education (Examination)/ Physical Science (Examination)/ Introductory Mathematics
Marek	Andrea		Single Subject Teaching Credential	9/1/2018	German
Marks	Mary	Elizabeth	DS Career Technical Education	10/1/2015	Hospitality, Tourism, and Recreation
Martin	Anaficia		Career Technical Education Teaching Credential	1/1/2018	Health Science and Medical Technology
Martinez	Jennifer	L.	Clear DS Career Technical Education	11/1/2018	Health Science and Medical Technology
Mason	Corey	John	Clear Single Subject	7/1/2017	Foreign Language: Spanish/ Psychology/ CLAD Language
Mason	Corey	John	Career Technical Education Teaching Credential	12/1/2016	Arts, Media & Entertainment
Mason	Corey	John	Clear Single Subject	7/1/2012	Spanish, Psychology
McGill	John		Single Subject Teaching Credential	9/1/2018	Computer App, Spanish
Muetterties-Medel	Gretchen		Preliminary Career Technical Education Teaching Credential		Health Sci & Med Tech
Mello (Everett)	Julie	Everett	Professional Clear DS Vocational	8/1/2020	Athletic Trainer
Milam	Walter	Henry	Clear DS Vocational	1/1/2020	Interior Maintenance (Residential and Commercial)
Miller	Danylle		Preliminary Career Technical Education	2/1/2018	Information & Communication Technology
Mooney	Kathleen	Rossi	Career Technical Education Teaching Credential	12/1/2019	Health Sci & Med Tech
Mooney	Kathleen	Rossi	School Nurse Services Credential	11/1/2015	



**ROP TEACHER CREDENTIALS 2015-16**

Last Name	First Name	Middle	Credential Type	Exp. Date	Subject (DS) or Wk. Exp. (Reg)
Moore	Carolyn	Elizabeth	Clear Single Subject	10/1/2018	Art
Morris	Sean	Michael	Clear Single Subject	5/1/2020	Math
Murray	Jan		single subject	2/1/2015	Health, Biology, Chemistry
Myers	Elizabeth		Preliminary Career Technical Education	2/1/2018	Health Sci & Med Tech
Nakahara	Stanley	Tadashi	Standard Secondary	Life	Physical Education/Chemistry/Social Science: History
Nguyen	Anh	Ngoc	Clear Single Subject	7/1/2017	Math
Nickerson	Andrea		Preliminary Single Subject Teaching Credential	6/1/2016	
Nolte	James	Thomas	Clear Single Subject	3/1/2019	History, Home Economics (examination), Drama/Theatre
Ohlmann	John	Martin	Clear Single Subject	11/1/2017	Art
O'Leary(NcNamee)	Kim	Dawn	Clear Single Subject	1/1/2019	Physical Education Health Science authorization (per temp. county cert)
Olf	Kiel	Michael	Preliminary DS Vocational	10/1/2016	Multimedia Production
Oliver	Patrick	Malliet	Preliminary Single Subject	7/1/2012	Science: Biological Sciences (Examination)
O'Shea	Daniel	John	Clear Single Subject	6/1/2016	Physical Education/ Biology
Ouimet	John	Richard	DS Career Technical Education	2/1/2016	Engineering and Design, Transportation, Manufacturing
Ouimet	John	Richard	Clear Single Subject	2/1/2016	Industrial & Technology Education (Examination)
Palmer	Thomas	Thatcher	Single Subject Teaching Credential	8/1/2020	Social Science
Pappas III	Frank	Zante	Clear DS Vocational	8/1/2019	Multimedia Production
Pardi	Robert	J.	Clear Single Subject	9/1/2018	Business (Examination)/ Introductory Mathematics
Parsons (Trujillo)	Erin	Bethany	Clear SS Teaching Credential	8/1/2016	Art
Patterson	Laurel	Anne	Clear DS Vocational	3/1/2020	Food & Beverage Production & Preparation/ Food & Beverages Services
Patterson	Laurel	Anne	Clear Multiple Subject	8/1/2014	General Subjects (Examination)
Patterson	Laurel	Anne	Clear Specialist Instruction in Special Education	8/1/2014	Severely Handicapped
Patton	Nick		Prelim. Single Subject Teaching Credential	7/1/2018	Art
Paymer	Carol	Abbott	Clear SS Teaching Credential	5/1/2018	Mathematics and Computer Concepts and Applications
Paymer	Carol	Abbott	Clear Multiple Subject	5/1/2018	
Pintado	David		Preliminary Career Technical Education Teaching Credential	6/1/2018	Health Sci & Med Tech
Pinto	Steven	Mark	Clear Single Subject	8/1/2018	Art/ Computer Concepts & Applications/ Introductory Social Science/ Office Technologies inc. Word Processing & Business Communication
Pon	Linda		Prelim CTE	11/1/2015	Health Sci & Med Tech
Porter	Robert		Clear Single Subject	8/1/2012	Art
Powell	Cindy	Deann	Clear DS Vocational	9/1/2012	Nursing Services/ Health Care Supportive Services
Purdum	Edward	Wallace	Preliminary DS Vocational	7/1/2008	Multimedia Production
Purdum	Edward	Wallace	Clear Single Subject	7/1/2020	English (Examination)
Pygeorge	Scott	William	Clear DS	6/1/2018	Athletic Trainer/ Health Care Preventive Services
Pygeorge	Scott	William	CLEAR DS Career Technical Education	6/1/2018	Health Science and Medical Technology
Quiter (Kujawski)	Melissa		Clear Single Subject	7/1/2017	Social Science (Examination)/ CLAD Language
Raser	Sean		Preliminary Single Subject Teaching Credential	10/1/2019	Math
Raynor	Kristian				Hospital Health Services
Reed	John	Charles	Preliminary Single Subject	7/1/2019	Mathematics, Physics, and Chemistry (examination)
Renaud	Paul	Robert	Clear DS Vocational	5/1/2016	Culinary Arts/ Audio-Video Production/ Furniture Design and Restoration
Renaud	Paul	Robert	Clear DS Supervision and Coordination	5/1/2016	
Renaud	Paul	Robert	Clear Single Subject	5/1/2016	Social Science/ Literature
Rodney	Laurie	Beth	Clear Single Subject	2/1/2017	English
Rodriguez	Elizabeth	Ann	Clear Single Subject	8/1/2019	Home Economics
Rosenbaum	David	Barnett	Career Technical Education	7/1/2018	Engineering and Design, Arts, Media, and Ent.
Rosenbaum	David	Barnett	clear Single Subject	4/1/2015	Mathematics, journalism
Rousseau	Mark	Timothy	Clear Single Subject Teaching Credential	8/1/2017	English
Rousseau	Mark	Timothy	Career Technical Education Teaching Credential	7/1/2015	Arts, Media & Entertainment
Sampayo (sampayp)	Louderes		Clear CTE Credential	5/1/2020	Hospitality, Tourism, Finance and Business
Saviskas	Allan		Preliminary CTE Teaching Credential	5/1/2017	Building Trades and Construction
Scarborough	Jim		Preliminary CTE Teaching Credential	2/1/2017	Public Service
Schain	Eliot	Anthony	Clear Single Subject	9/1/2020	English, Social Science
Schar (Hagmaier)	Bonnie	Jean	Clear DS Vocational	5/1/2017	Athletic Trainer/ Health Care Supportive Services
Schrampf	Daphne		Single Subject Teaching Credential	8/1/2016	Art
Scott	Melanie	Suzanne	Clear Single Subject	7/1/2018	Biology
Seaman	Stephen	Arthur	Professional Clear DS	11/1/2020	Carpentry/ Residential & Commercial Repair & Remodeling
Seelenbacher	Dawn	Deanne	Clear Career Technical Education	8/1/2019	Public Service
Sekera	Cynthia	Dawn	Clear Specialist Instruction	10/1/2011	Early Childhood Education
Sekera	Cynthia	Dawn	Clear Single Subject	10/1/2016	Business (Examination)
Shah (dos Santos)	Melody	Aimee	Clear DS Career Technical Education	1/1/2017	Information Technology, Arts Media and Entertainment
Shah (dos Santos)	Melody	Aimee	Preliminary DS Vocational	2/1/2012	Multimedia Production
Sharp	Wayne		Single Subject Teaching Credential	6/1/2019	Intro Math, Business
(Phillips)Shoemaker (N)	Norma	J.	Standard Secondary	Life	Biology, Drama
Sias	Marsha	Lee	Standard Secondary	Life	Home Economics/ Social Science: Geography
Sierra	John	Charles	Clear Single Subject	7/1/2019	Science: Geosciences (Examination)/ CLAD Language
Silverman	Jeff		Single Subject Teaching Education	7/1/2016	Industrial and Tech Ed, Math, PE
Simionas	Romeo		Single Subject Teaching Credential	7/1/2018	Industrial and Tech Ed, Math
Simon	Krys	Gail	Clear Career Technical Education	2/1/2020	Arts, Media & Entertainment, Info Tech
Small	Nina		Preliminary Career Technical Education	7/1/2017	Health Sci & Med Tech
Smidebush	Michael	John	Preliminary Single Subject	10/1/2015	Science Physics (Examination)/ CLAD Language
Smith	Jeffrey	George	Clear Single Subject	9/1/2018	Industrial and Technology Education/ Social Science/
Smith	Jeffrey	George	Certificate of Eligibility for the Administrative Services Credential	None	
Sperske	Ann	Jean-Marie	Clear Single Subject	9/1/2016	Social Science
Sperske	Ann	Jean-Marie	Clear Teacher Librarian Services	9/1/2016	
Spore	Kate				
Thomas	Steven	Michael	Clear Single Subject	6/1/2014	life science
Susoev	Erin	Elizabeth	Professional Clear DS Vocational	10/1/2016	Business Office Occupations
Sutherland	Colin	Peat	Clear Single Subject	7/1/2020	Physical Science; Introductory Mathematics
Sweeney	Collette	Helena	Clear Single Subject	7/1/2017	Art
Tammer	Anthony	Michael	Preliminary DS Adult Ed	8/1/2009	Social Sciences/ Industrial Technology/ Elementary & Secondary Basic Skills, English as a Second Language
Tammer	Anthony	Michael	Preliminary DS Vocational	9/28/2008	Machine Tool Operation and Machine Shop
Tammer	Anthony	Michael	Clear DS Career Technical Education	7/1/2019	Manufacturing and Product Development
Taylor	Michael	Walsh	Preliminary Single Subject	5/1/2017	Mathematics
Tobias	John		Preliminary Single Subject Teaching Credential	7/1/2020	Social Science
Tolomei	Chris		Preliminary Single Subject Teaching Credential	7/1/2016	Art
Tolomei	Chris		Preliminary DS Career Technical Education Teaching Credential	8/1/2015	Art, Media & Entertainment; Info Tech, Child Devel., Ed.
Torres	Phillip	John	Clear DS Career Technical Education	6/1/2018	Transportation
Trimlett	Kate	Loraine	Preliminary Single Subject	8/1/2015	Science: Biological Sciences (Examination)

**ROP TEACHER CREDENTIALS 2015-16**

Last Name	First Name	Middle	Credential Type	Exp. Date	Subject (DS) or Wk. Exp. (Reg)
Trowbridge	Tom		DS Career Technical Education	10/1/2020	Arts, Media & Entertainment; Building Trades
Trujillo	Erin				
Vargen	Jeff	Lee	Clear DS Vocational	5/1/2015	Multimedia Production
Velken	Maria		Preliminary Single Subject	8/1/2014	Biological Sciences (examination)
Watson	Junell		Preliminary Career Technical Education Teaching Credential	9/1/2017	Hospitality, Tourism, and Recreation
Wharton	Michael	Lawrence	Clear DS Vocational	10/1/2018	Auto Mechanics
Wharton	Mickey	Lawrence	Standard Secondary	Life	Industrial Arts (Academic)
Wheeler	Brian	Arthur	Preliminary DS Career Technical Education	9/1/2018	Transportation
Wheeler	Theresa				
White	Andrew	George	Clear Single Subject	8/1/2016	Science: Biological Sciences/ Chemistry
Willats	Andrew	Jonathan Bosworth	Professional Clear Single Subject	5/1/2020	Science: Biological Sciences
Widener	Larry		Clear single subject/	6/1/2018	music
Williams	Andy	James	Clear Single Subject	8/1/2018	Art
Wiser	Maureen	Calderon	Clear Single Subject	8/1/2018	Science: Biological Sciences, Chemistry
Woods	Laura	Elizabeth	Preliminary Single Subject	9/1/2016	English (Examination)
Worden	Barbara	Elizabeth	Clear DS Vocational	10/1/2020	Drafting; Computer-Aided Drafting
Worden	Barbara	Elizabeth	Professional Clear DS Vocational	7/1/2012	Office Occupations
Worden	Barbara	Elizabeth	Clear DS Supervision & Coordination	10/1/2015	Subjects & classes: Pre-school, K-12, adults
Yaeger	Stacie	(Ikemoto)	Multiple Subject Teaching Credential	7/1/2017	
Yuen	Patricia	Lynn	Clear Single Subject	12/1/2020	Home Economics
Yuen	Patricia	Lynn	Clear Multiple Subject	2/1/2014	General Subjects (Examination)
Zuffi	Tim	Roger	Clear Single Subject Teaching Credential	4/1/2018	Chemistry



**APPENDIX F –**  
**10 Indicators of a High Quality CTE Program**  
**CCC ROP Status**  
**(Includes CCC ROP and 11 districts in CTE Incentive Grant)**

**Indicator 1 - Leadership at All Levels**

- CCCOE has played a major role in the application and oversight of the DGI CCPT grant, and has taken the regional lead for the CTEIG Grant
- Existing career pathways have been strengthened and new pathways created
- Focus on increasing articulations
- 17 articulations within the CTEIG are currently active
- Focus on the development and implementation of dual enrollment courses
- CCC ROP presentations to school counselors re: CTE and ROP
- CCC ROP principals have regular discussions with site principals re: course offerings, pathway development and improved opportunities for students

**Indicator 2 - High Quality Curriculum and Instruction**

- CCC ROP has 55 of its classes approved as meeting UC "a-g requirements"
- Career pathways have been identified at 15 of the 21 high schools; others are in process of identifying pathways
- Intense work is being done with community colleges to develop and deliver dual enrollment opportunities for students
- CTE Model Curriculum Standards have been integrated into every CCC ROP course
- CCC ROP plans to work with districts to integrate CTE Model Curriculum Standards into all district CTE courses
- All CCC ROP classes provide work-based learning opportunities for students
- CCC ROP plans to work with districts to help integrate strong work-based learning activities into all district CTE courses
- All ROP courses incorporate technology into the instruction
- CCC ROP continues to work with districts to develop courses which strengthen pathways

**Indicator 3 - Career Exploration and Guidance**

- All CCC ROP courses provide career guidance opportunities for students
- All CCC ROP classes have career ladders and Student Learning Outcomes posted
- Four CCC ROP Career Guidance Liaisons make scores of career-related presentations to students annually (e.g. Resume Writing, Interview Techniques, Dress for Success, Soft Skills Valued by Employers, etc.)
- CCC ROP Career Guidance Liaisons operate 3 high school Career Centers and have regular staffing hours
- CCC ROP distributes the "Career Guide for High School Students to thousands of students

- annually and makes it available to counselors and career centers. It is also posted online.
- ROP Principals and Career Guidance Liaisons participate in and contribute to numerous Career Fairs annually
  - Most schools have developed a four-year plan for every student
  - CCC ROP plans to work with district to develop and provide Career Exploration activities for their 7th and 8th grade students
  - Nearly every high school operates a Career Center to provide students with tools that support career guidance and exploration

#### **Indicator 4 - Student Support and Leadership Development**

- 20 classes have established charter memberships in a CTSO
- Many students have achieved significant success at local and state CTSO competitions
- Many additional classes are investigating membership
- All CCC ROP courses have leadership activities embedded in the curriculum
- Special Education, English learner, non-traditional and general population students are enrolled in ROP CTE classes
- Schools produce their own course catalogues, advertising ROP course offerings to students and their parents
- CCC ROP also produces a course catalogue, by industry sector, which is available in career centers, counselors' offices, and online, as well as brochures for many classes which are available county-wide
- CCC ROP supports student competitions, Science & Engineering Fairs, and Junior Achievement

#### **Indicator 5 - Industry Partnerships**

- All CCC ROP courses hold advisory committee meetings
- The agenda for every CCC ROP Business Advisory Committee Meeting requires that advisors update us on the latest labor market trends in their industry sectors as well as the relevance and currency of the curriculum. This information is added to each course curriculum.
- New business advisors are being invited to participate in CTE through our involvement in the CCPT grant
- During the 2014-15 school year, 5,796 ROP students listened to guest speakers from industry
- During the 2014-15 school year, 2,114 ROP students completed an individual job for an industry partner
- During the 2014-15 school year, 972 ROP students participated in a job-site visit
- During the 2014-15 school year, 4,339 ROP students participated in internships, 3,691 in a job shadow, and 1,694 in mentoring
- Certifications are available in CPR/First Aid, ServSafe, Food handlers, ASE, MOS, NCCER, NATEF
- During the 2014-15 school year, 1,964 students earned an industry recognized certification
- Students in Cosmetology, Manicuring and Esthetician are prepared to take the state licensing exam

## **Indicator 6- System Alignment and Coherence**

- 17 CTEIG member courses are currently articulated with local community colleges
- Many other articulations are in progress as a result of the work of the DGI and EBCP CCPT consortia
- A map of all district and CCC ROP classes has been created to help identify areas where pathways/sequences need to be developed and/or strengthened; Work is in progress to develop district-funded CTE courses in each sequence
- 55 current CCC ROP CTE courses are UC "a-g" approved
- CCC ROP offers job-alike teachers collaboration days to review curriculum, share lesson plans and best practices and identify areas of growth
- Through the DGI CCPT grant, district and CCC ROP teachers are released to participate in Pathway Action Team meetings to analyze course sequences and collaborate with community college faculty to ensure seamless transitions for students

## **Indicator 7 - Effective Organizational Design**

- Students in Sports Medicine classes participate in work-based learning on a regular basis at after-school sporting events
- Students in Fire Science classes often participate in ride-alongs after school or on weekends
- Students in Careers in Teaching participate in internships at local elementary schools
- Students in Hospital Health Services and Community Service Professions participate in internships both during the school year and during summer
- Adult ROP classes (EMT, Industrial Maintenance Mechanic, Process Plant Operator, Clinical Administrative Assistant, Administrative Medical Assistant) are scheduled to maximize the number of students who can attend while still working (morning, evening and weekend classes available)
- Adult students in the Medical Assistant program are encouraged to take both courses in the sequence, but can test out of the Administrative course

## **Indicator 8 - System Responsiveness to Changing Economic Demands**

- Labor Market Demands are tracked through reports from our business advisors, EDD reports and Department of Labor reports
- Teachers are required to ask their industry advisors annually to describe the current labor market in their fields and to review curricula for relevance and sufficiency
- CCC ROP expenditures on books, instructional materials, supplies and equipment over the past three are as follows: 2012-13 - \$445,514.42, 2013-14 - \$693,708.43, 2014-15 – \$436,790.17; budgeted amount for 2015-16 - \$615,000
- CCC ROP expenditures on services and other operating expenses over the past three years are as follows: 2012-13 - \$555,955.00, 2013-14 - \$799,630.19, 2014-15 - \$579,113.79; budgeted amount for 2015-16 - \$797,000.00
- In addition to annual CCC ROP Business Advisory Committee Meetings, we have gained information about regional economic and labor markets through collaboration with the Diablo Gateways to Innovation Consortium for the California Career Pathways Trust Grant,

particularly in work with the Industry Intermediaries, the Workforce Development Board of Contra Costa County and the Contra Costa Economic Partnership, a division of the East Bay Leadership Council

### **Indicator 9 - Skilled Faculty and Professional Development**

- All CCC ROP teachers have documented work experience in the program area taught
- The majority of CCC ROP teachers have either Designated Subject Vocational Education, Designated Subject CTE or Lifetime Home Economics, Computer, or Industrial Technology credentials
- CCC ROP and teachers regularly participate in Professional Development
- CTE teachers meet as a department monthly
- CCC ROP offers a New Teacher Orientation to familiarize new teachers with CCC ROP's mission, policies and procedures
- CCC ROP principals are in the classrooms regularly providing support to CCC ROP teachers

### **Indicator 10 - Evaluation, Accountability and Continuous Improvement**

- The CDE 101-E1 is submitted annually by the CCC ROP prior to the October 15 deadline
- CCC ROP Administration reviews enrollment data on a regular basis and shares the data with district and site administrators
- CCC ROP has its own, customized attendance/follow-up system that collects data regarding student placement status
- Several improvements to this system were implemented in 2014-15 and 2015-16 to improve the data collection process
- Students, teachers, parents and advisors have been surveyed to gather their opinions about the relevance and value of the CTE classes
- The CDE 101-E2 report is submitted annually by the CCC ROP prior to the March 15 deadline
- The CCC ROP Principals consult with site counselors and administration to ensure adequate placement of students in classes they are truly interested in and to reduce the number of students who are allowed to drop classes
- All Core Indicators meet or exceed state standards
- Expenditure reports (CDE 101-A and VE-5) are submitted to the CDE annually by our Perkins Consortium Coordinator by September 30

## APPENDIX G – Articulated ROP Courses

### Diablo Valley College

#### **Advanced Architectural Design**

- ◆ Alhambra High School

#### **Architectural Design**

- ◆ Monte Vista High School

#### **Careers in Teaching**

- ◆ Alhambra High School
- ◆ California High School
- ◆ Dougherty Valley High School
- ◆ Northgate High School
- ◆ San Ramon Valley High School
- ◆ Ygnacio Valley High School

#### **Commercial Baking**

- ◆ Mt. Diablo High School

#### **Computerized Accounting**

- ◆ Concord High School

#### **Computer Aided Design**

- ◆ Alhambra High School
- ◆ Heritage High School
- ◆ John Swett High School

#### **Construction**

- ◆ Alhambra High School
- ◆ Mt. Diablo High School

#### **Computer Applications**

- ◆ Berkeley High School

#### **Computer Graphic Arts**

- ◆ Pittsburg High School

#### **Culinary Arts Advanced**

- ◆ Monte Vista High School

#### **Digital Design**

- ◆ Acalanes High School

#### **Restaurant Careers**

- ◆ Mt. Diablo High School

### Los Medanos College

#### **Careers with Children**

- ◆ Deer Valley High School
- ◆ Freedom High School

#### **Careers in Teaching**

- ◆ Antioch High School

#### **Sports Medicine**

- ◆ Liberty High School

## APPENDIX H – CCCOE Board Policies

### Instruction

6191(a)

### Regional Occupational Program Mission, Goals, and Objectives

#### Mission

The Contra Costa Regional Occupational Program (ROP) is an integral part of the public education system in Contra Costa County. The mission of the ROP is to provide; high quality vocational and technical job training opportunities to a large number of the population than can be provided adequately, efficiently and economically by a single school or a district. Additionally, vocational skill training is provided for residents to meet the human resource demand of local businesses.

#### Goals

In order to achieve the above mission, the Board of Education adopts the following goals:

To operate in accordance with Sections 52300 52323 of the Education Code of California; Title V of the California Administrative Code, Sections 11501 11511; and the California State Plan for Vocational Education.

To establish and maintain curriculum with the advice and cooperation of a representative advisory committee consisting of business, labor, high education and other appropriate organizations.

To train for occupations to the point of developing marketable skills, abilities, understanding attitudes and work habits sufficient to enable the trainee to secure and hold an entry level job in that occupation or to prepare the trainee for advanced vocational education programs.

To directly relate ROP classes to existing or anticipated employment opportunities, where there is a reasonable expectation of employment at the completion of training.

To maintain vocational guidance including effective selection, placement, and follow-up of students.

To make sure that instructional personnel possess adequate professional qualifications for teaching and are occupational competent in the subject area of instruction.

To provide a clear audit trail of all income and expenditures by program, of all agreements and contracts, of enrollment, and other statistical information pertaining to fiscal and instructional accountability.

To maintain state-of-the-art equipment in classes which reflect the rapid technological changes.



## Regional Occupational Program Mission, Goals, and Objectives (Continued)

### Objectives

In order to reach the above goals, the following objectives are a part and parcel of the Regional occupational Program:

Promote planning among all the schools and manpower agencies in the county area in order to improve opportunities for effective career training.

Provide ROP courses to all county and surrounding area residents who desire and can profit by taking the classes.

Provide resources to the districts where necessary to make the planning and staffing of the ROP courses more effective.

Facilitate student transportation when appropriate to extend career education opportunities to all areas participating.

Provide onsite educational experiences in selected areas of career preparation.

Improve guidance services so that all students are aware of the realities of the world of work, the need to prepare for a career, and about the variety of opportunities available to them. One of the outcomes of the guidance program should be improved recruitment practice of students entering career training programs.

Facilitate advanced placement of high school students into Contra Costa Community college District vocational education programs.

Improve articulation in the following areas: (a) high school community college; (b) grammar school high school; (c) community college and high school adult education; (d) school programs manpower agencies; to avoid duplication of training, facilities, equipment and to promote smooth matriculation from one school to the next.

Provide inservice training to counselors and teachers because well prepared career education personnel are a must for an effective ROP Program.

Provide communication so that adequate information is available to all lack of public understanding is a deterrent to running an efficient and effective unit.

Make effective use of business advisory committees in planning and operating all ROP programs.

Develop an evaluation plan which will show whether the individually accepted objective and goals have been achieved.

Provide an annual report to the County Board of Education on the progress toward attainment of ROP's goals and objectives.

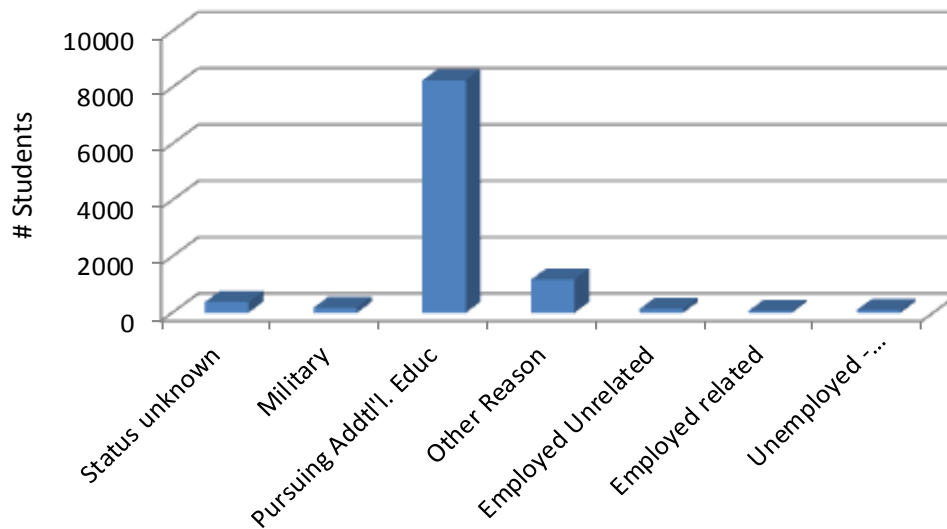
Policy adopted: March 25, 1987

# APPENDIX I – Follow-up Survey Results

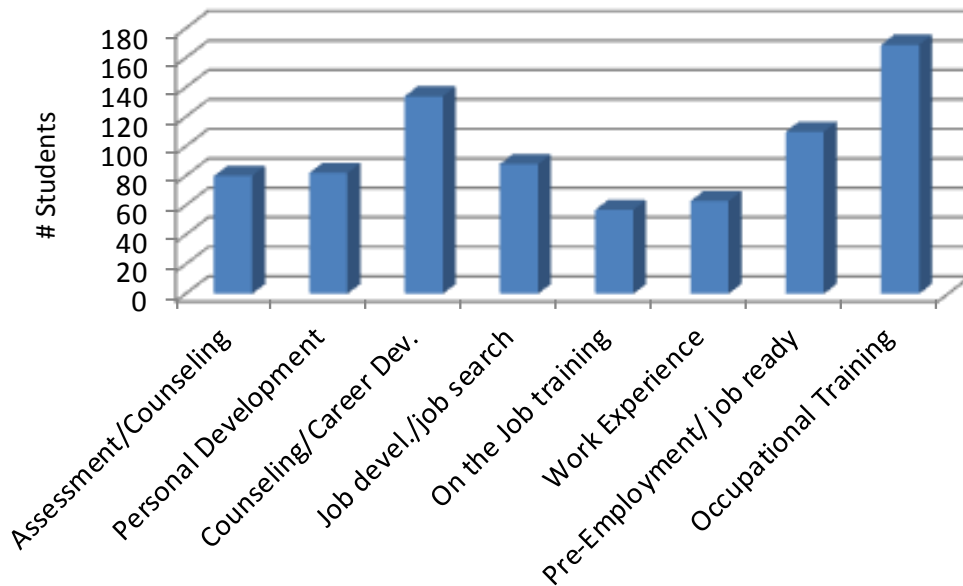
2015

The data below is the result of a CCC ROP teacher survey taken in May-June of 2015. Without 100% of teachers responding, the total number of students represented in each category is not an exact accounting. Rather, the data provides relative information that can be used to interpret areas of strength and areas that may require additional focus.

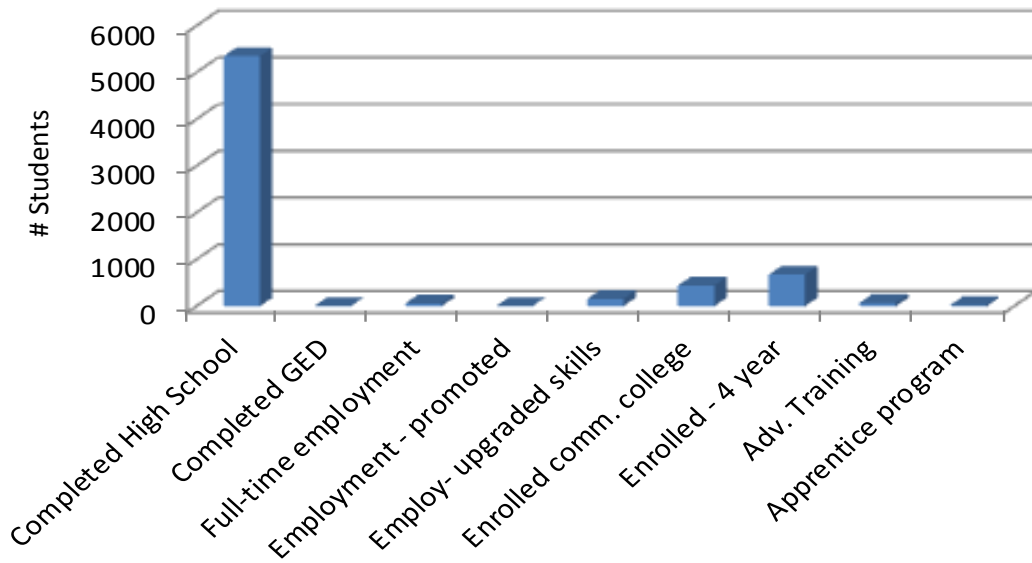
### Student Follow-up Status



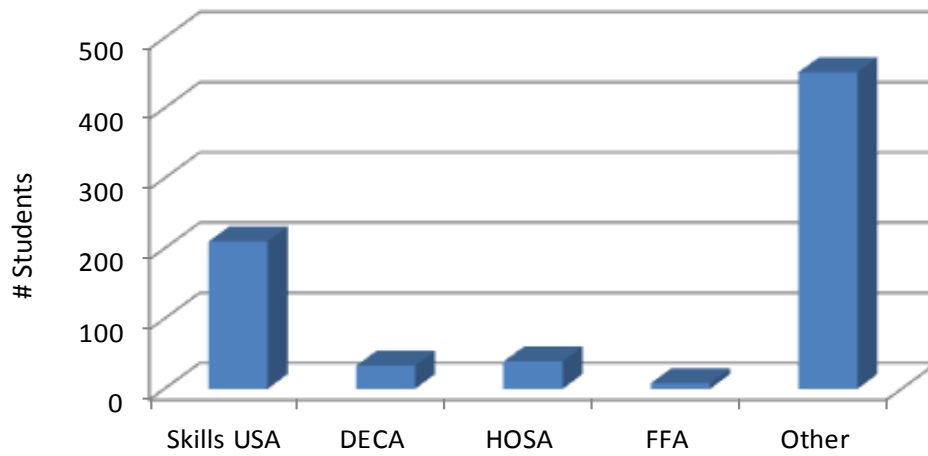
### Services Received by Students



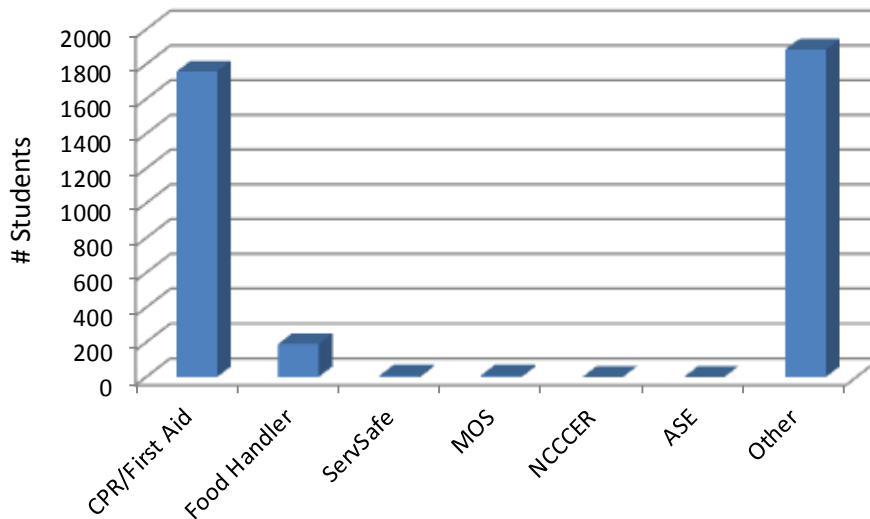
### Student Learner Results



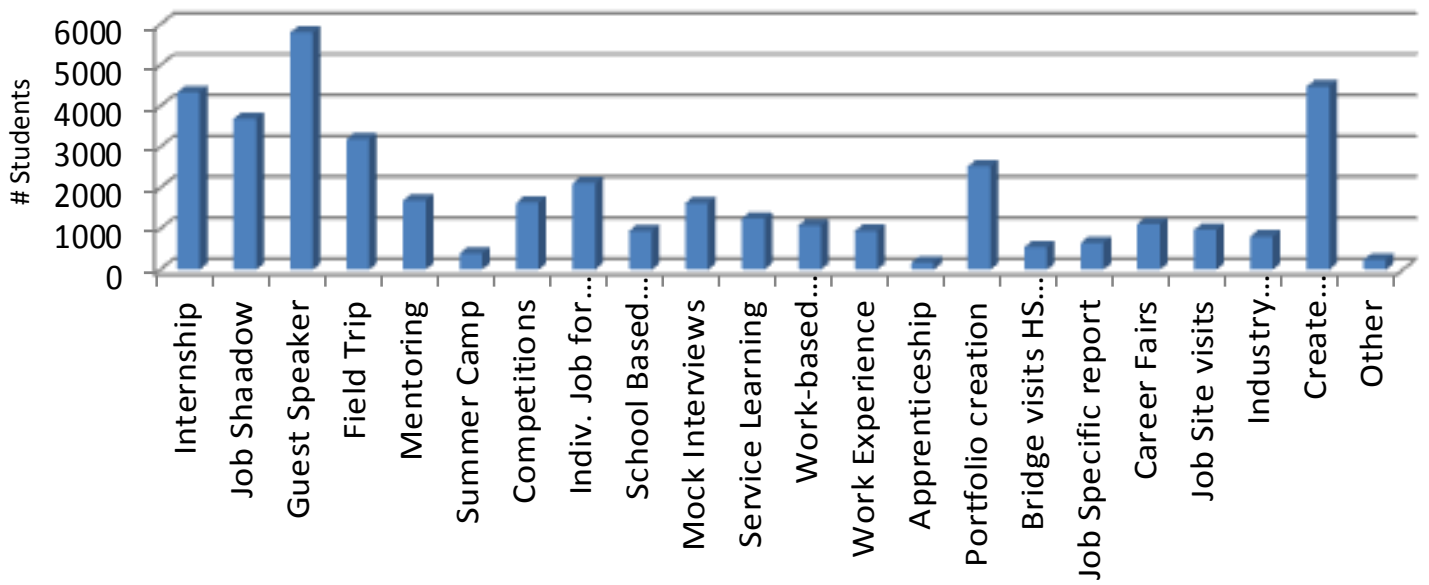
### CTSO Membership



### Student Certification



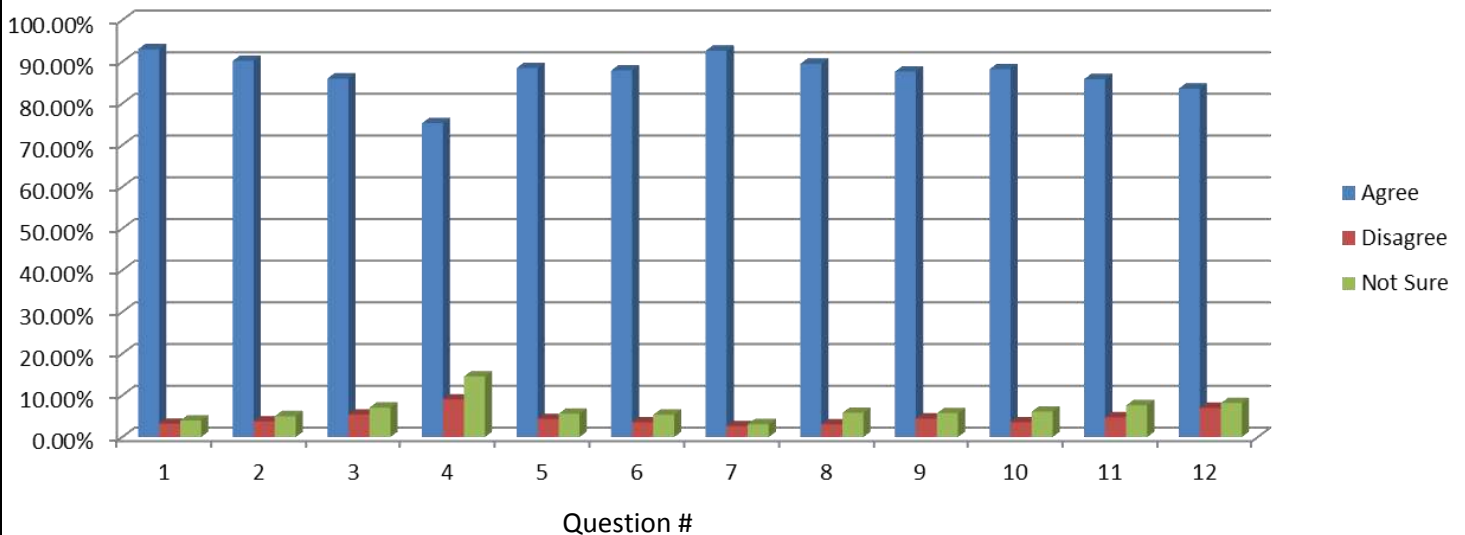
## Work-based Activities by Students



## APPENDIX J – Student Survey Results

2015

Question#		Agree	Disagree	Not Sure
1	My ROP class is interesting and challenging	92.99%	3.15%	3.94%
2	My ROP class helps me develop workplace attitudes, skills and knowledge	90.20%	3.73%	4.99%
3	My ROP class has the necessary equipment, supplies, and materials.	85.96%	5.38%	7.04%
4	Academic skills of reading, writing, mathematics, listening, and speaking are reinforced in my ROP class	75.25%	9.00%	14.54%
5	I use skills such as thinking creatively and analytically applying reason to solve problems in my ROP class	88.49%	4.33%	5.57%
6	Workplace skills such as responsibility, honesty, professionalism and ethics are reinforced in the ROP programs.	87.91%	3.50%	5.35%
7	My ROP teacher is enthusiastic and knowledgeable about the subject being taught	92.63%	2.62%	3.07%
8	My ROP teacher has high expectations for me and cares about my success and achievement.	89.51%	3.03%	5.80%
9	My ROP teacher uses a variety of activities to involve me in learning.	87.61%	4.41%	5.71%
10	My ROP teacher is giving me skills for college and career.	88.21%	3.54%	6.09%
11	My ROP class has made a positive difference in my education.	85.82%	4.69%	7.61%
12	My ROP teacher has helped me explore career options.	83.53%	6.96%	8.12%

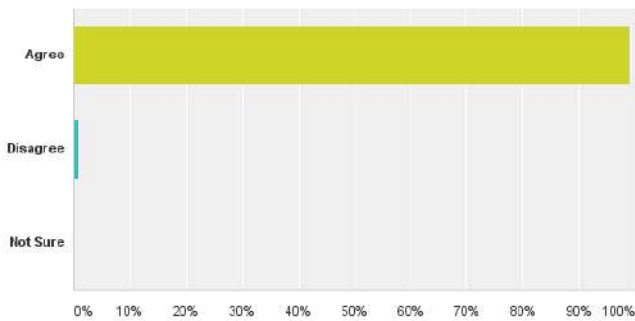


# APPENDIX K – Teacher Survey Results

2015

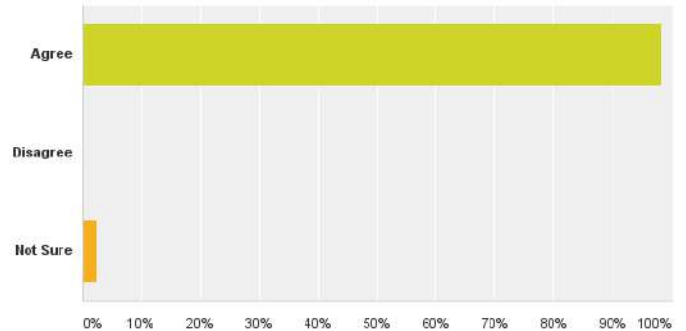
**Q3 My ROP class helps students develop workplace skills and knowledge.**

Answered: 125 Skipped: 1



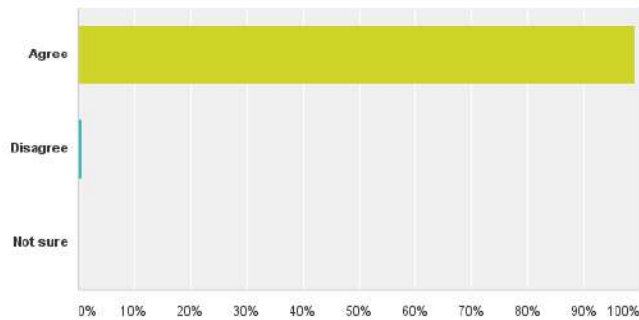
**Q4 Academic skills of reading, writing, arithmetic, listening, and speaking are reinforced in my ROP class(es).**

Answered: 123 Skipped: 3



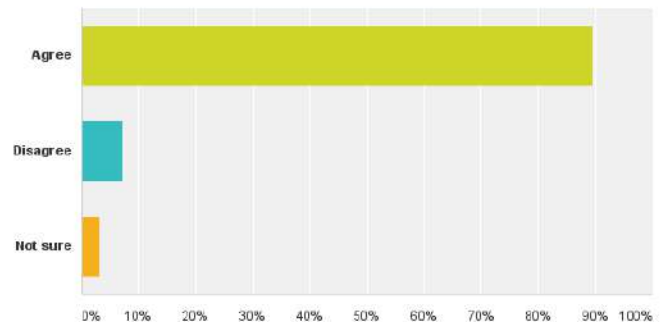
**Q5 Workplace soft skills such as responsibility, professionalism, teamwork, and ethics are reinforced in my ROP class.**

Answered: 126 Skipped: 0



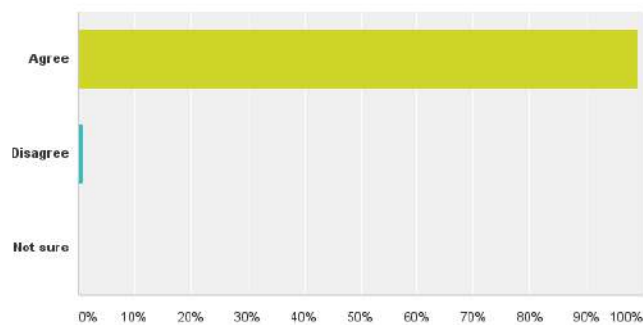
**Q6 My ROP classroom has the necessary equipment, supplies, and materials for learning.**

Answered: 124 Skipped: 2



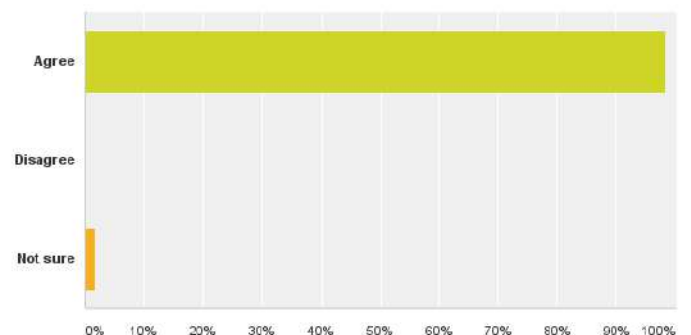
**Q7 I use a variety of instructional strategies that actively engage students at a high level of thinking and learning.**

Answered: 126 Skipped: 0



**Q8 I use a variety of student assessments in the teaching/learning process.**

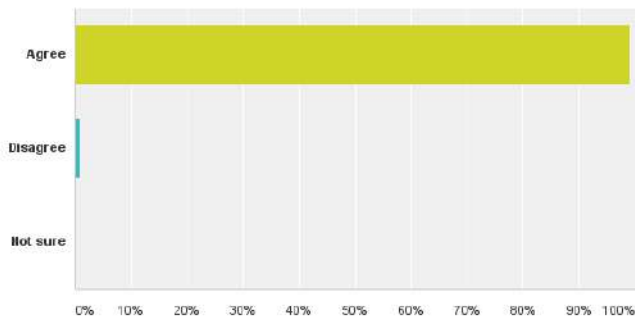
Answered: 126 Skipped: 0





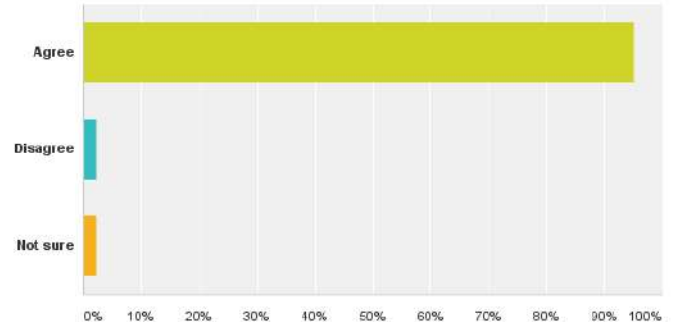
**Q9 I use assessment results for regular evaluation and improvement of instruction.**

Answered: 126 Skipped: 0



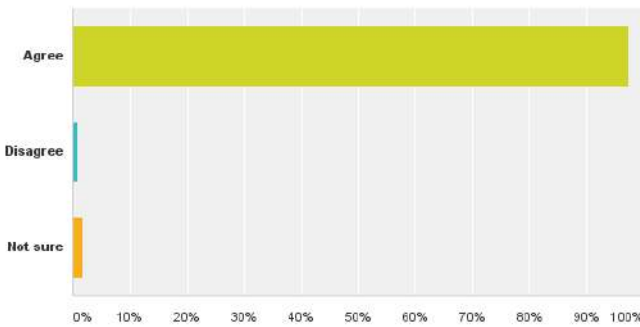
**Q10 My ROP instruction includes classroom safety.**

Answered: 125 Skipped: 1



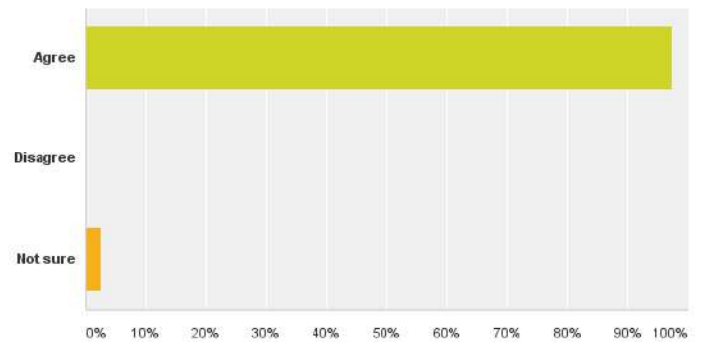
**Q11 My ROP curriculum includes academic and career technical education standards.**

Answered: 124 Skipped: 2



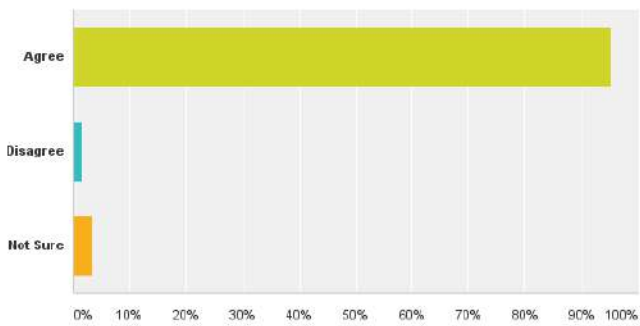
**Q12 My ROP instruction include skills necessary to be successful after high school.**

Answered: 123 Skipped: 3



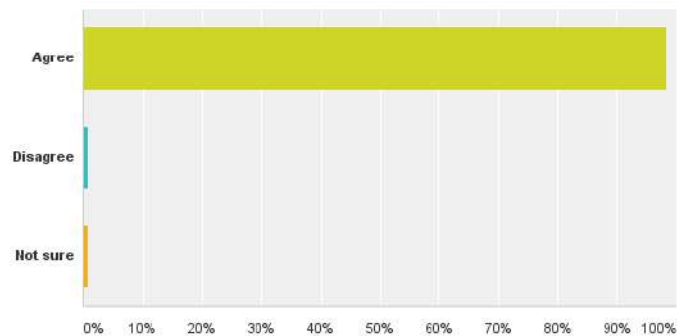
**Q13 ROP provides a teacher's resource handbook and resource website.**

Answered: 123 Skipped: 3



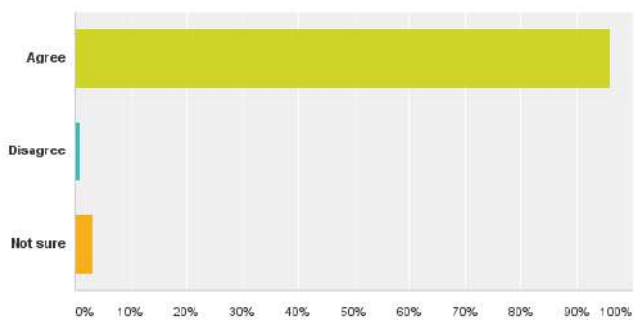
**Q14 ROP provides support to teachers throughout the school year.**

Answered: 126 Skipped: 0



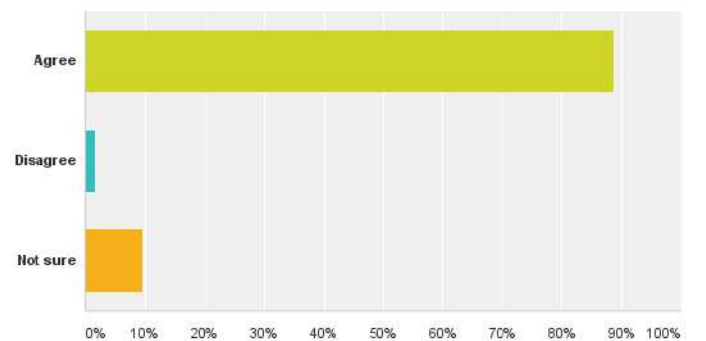
**Q15 ROP communicates with teachers regarding the implementation of policies and procedures.**

Answered: 125 Skipped: 1



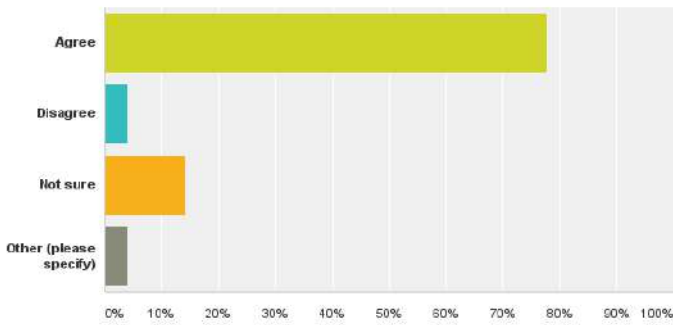
**Q16 ROP provides a variety of opportunities for teacher input.**

Answered: 124 Skipped: 2



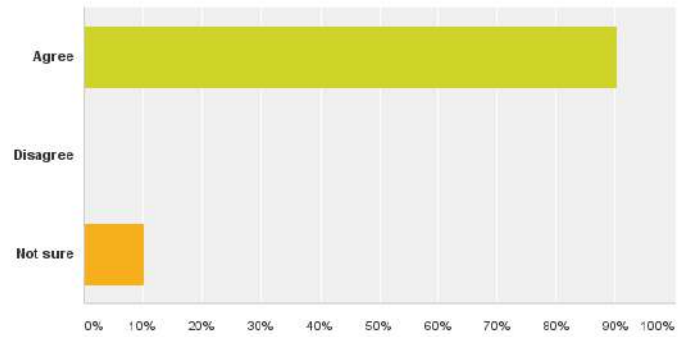
**Q17 I had the opportunity to provide feedback on the ROP SLOs (Student Learning Outcomes, formerly the ESLRs).**

Answered: 126 Skipped: 0



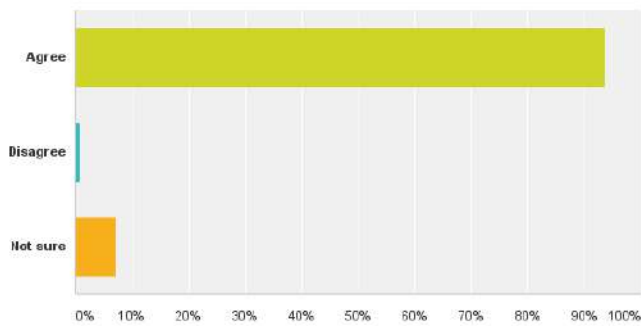
**Q18 ROP adopts policies consistent with the ROP mission and achievement of its SLOs.**

Answered: 126 Skipped: 0



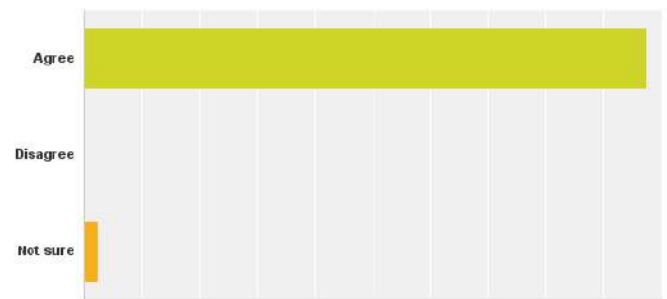
**Q19 ROP provides teachers with copies of the SLOs so they can be incorporated into instructional units.**

Answered: 126 Skipped: 0



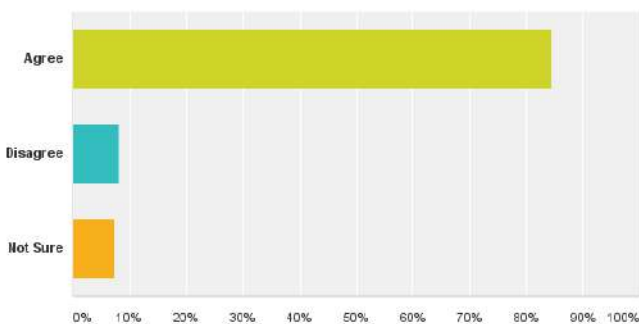
**Q20 My ROP class has coherent and relevant curriculum that promote students achieving the SLOs.**

Answered: 124 Skipped: 2



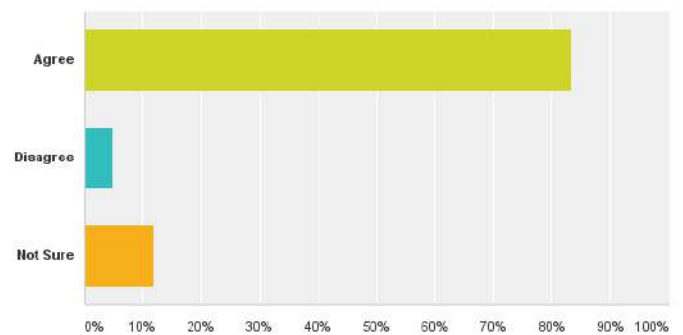
**Q21 ROP strives to maintain appropriate class size to allow for quality instruction.**

Answered: 123 Skipped: 3



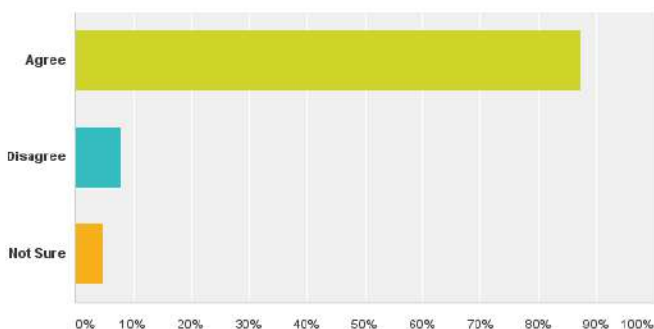
**Q22 ROP provides instructional resources for my program.**

Answered: 126 Skipped: 0



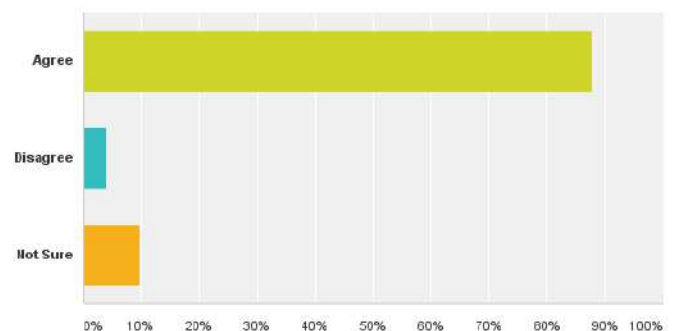
**Q23 ROP collaborates with teachers in determining classroom purchases.**

Answered: 125 Skipped: 1



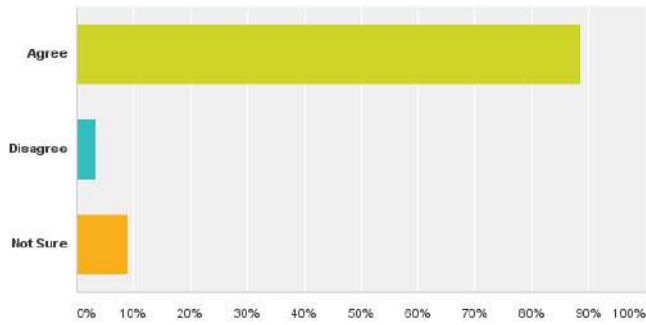
**Q24 ROP provides opportunities for professional development.**

Answered: 123 Skipped: 1



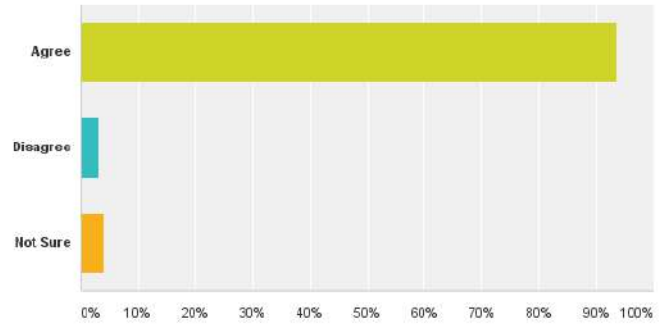
**Q25 ROP offers technical support to maintain classroom equipment.**

Answered: 122 Skipped: 4



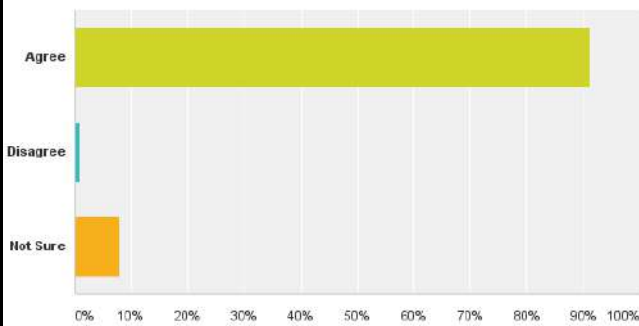
**Q26 Community organizations and businesses are involved in the ROP programs and have opportunity for input (e.g., advisories, speakers, field trips, etc.).**

Answered: 126 Skipped: 0



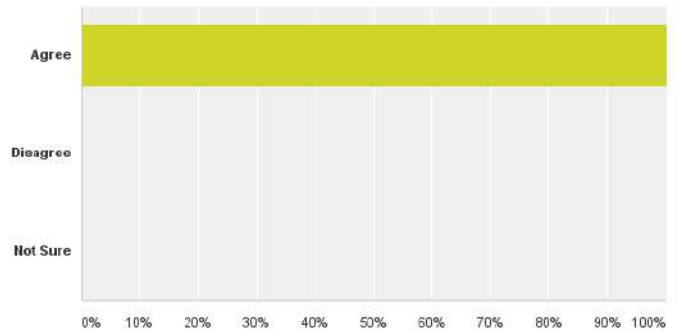
**Q27 ROP classrooms accommodate people with disabilities.**

Answered: 125 Skipped: 1



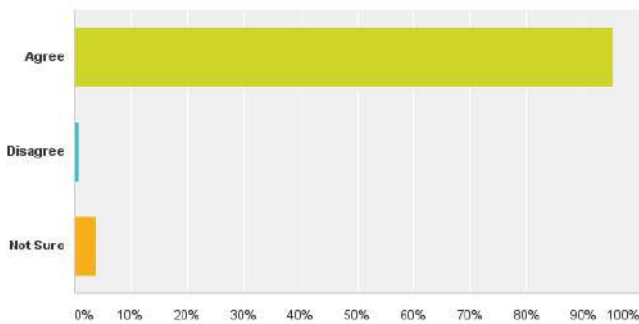
**Q28 In my ROP class students are treated with respect.**

Answered: 126 Skipped: 0



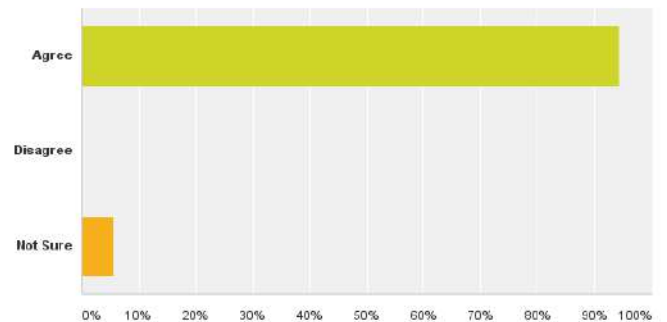
**Q29 Contra Costa County ROP has established a clear mission statement that reflects its beliefs and philosophy.**

Answered: 126 Skipped: 0



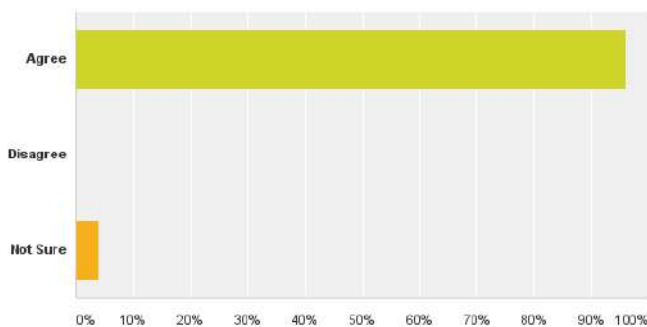
**Q30 ROP staff is committed to the ROP's purpose and works together as a team to achieve it.**

Answered: 125 Skipped: 1



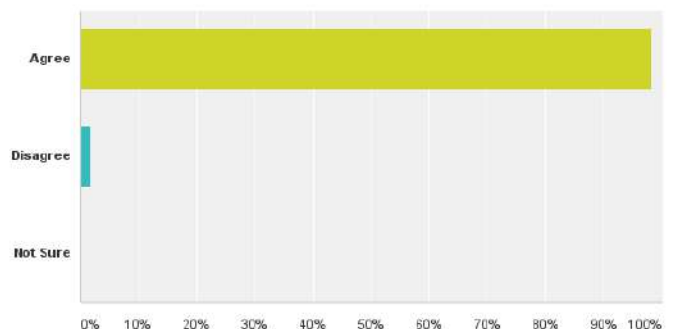
**Q31 The ROP staff supports a safe environment.**

Answered: 125 Skipped: 1



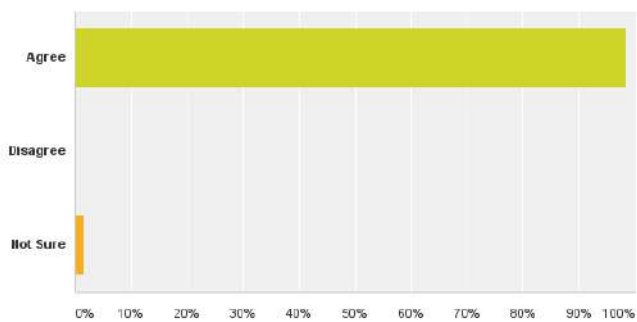
**Q32 My classroom provides a safe, comfortable learning environment.**

Answered: 124 Skipped: 2



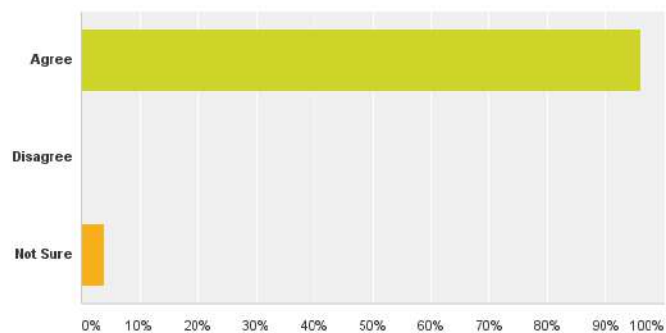
**Q33 Students are aware of the emergency procedures in my classroom.**

Answered: 125 Skipped: 1



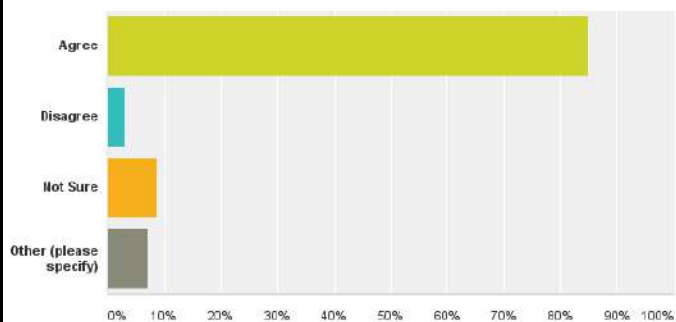
**Q34 My students know they are in an ROP class..**

Answered: 126 Skipped: 0



**Q35 My students have access to career guidance through ROP (e.g., Career Guidance Liaison presentations).**

Answered: 126 Skipped: 0

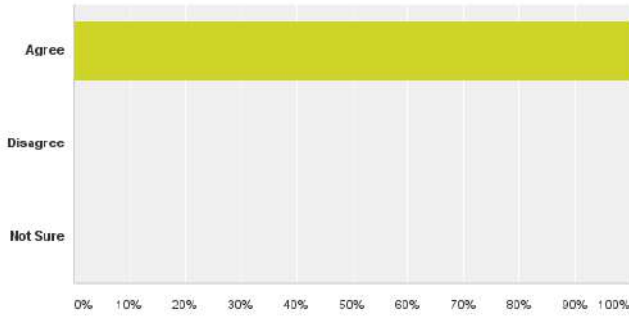


# APPENDIX L – Staff Survey Results

2015

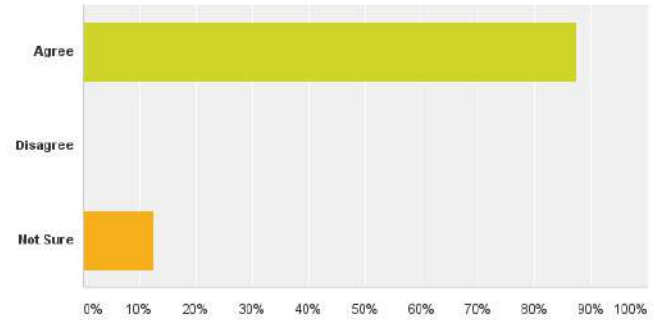
**Q1 Contra Costa County ROP has established a mission statement that reflects its beliefs and philosophy.**

Answered: 9 Skipped: 0



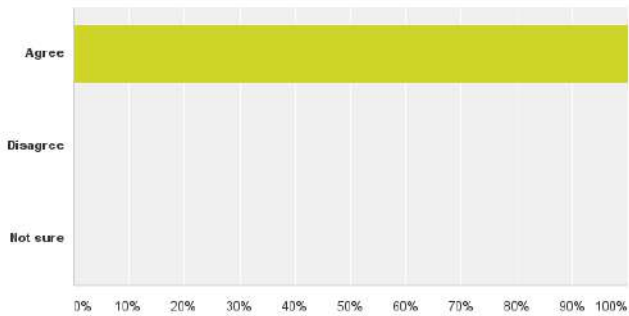
**Q2 ROP programs help students develop workplace attitudes, skills, and knowledge.**

Answered: 8 Skipped: 1



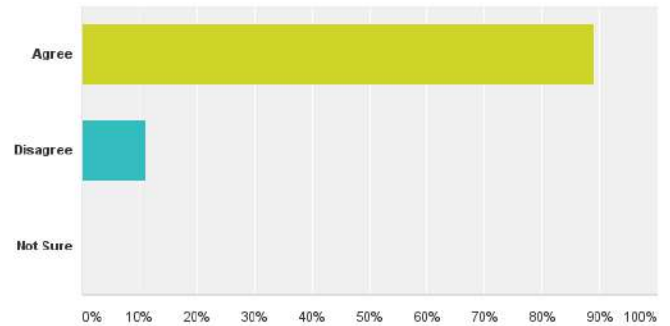
**Q3 ROP staff members are qualified for their jobs and responsibilities.**

Answered: 8 Skipped: 1



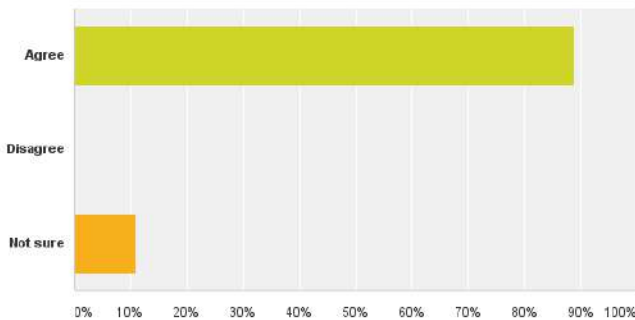
**Q4 ROP staff supports a safe, healthy, and nurturing environment.**

Answered: 9 Skipped: 0



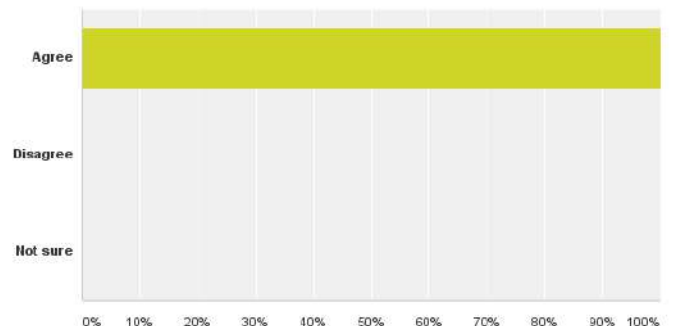
**Q5 ROP classrooms have the necessary equipment, supplies, and materials for learning.**

Answered: 9 Skipped: 0



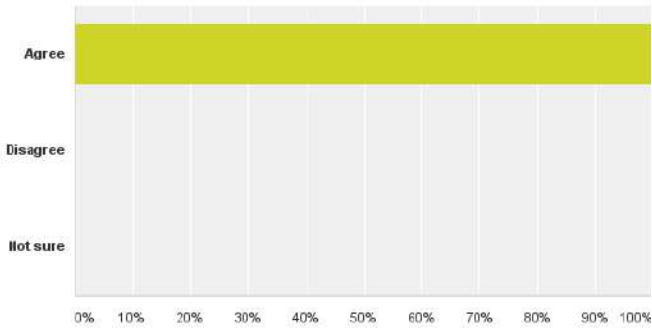
**Q6 ROP staff members are committed to ROP's purpose and work together as a team to achieve it.**

Answered: 9 Skipped: 0



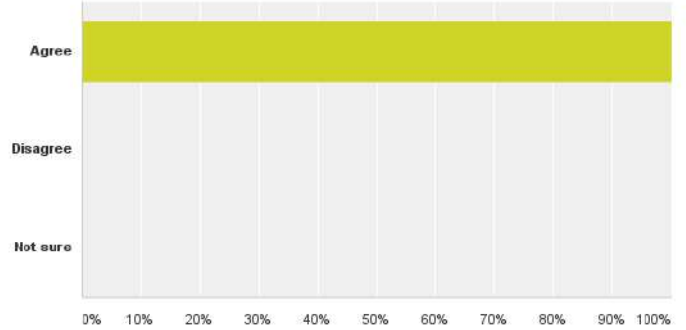
**Q7 I work in a safe environment.**

Answered: 8 Skipped: 1



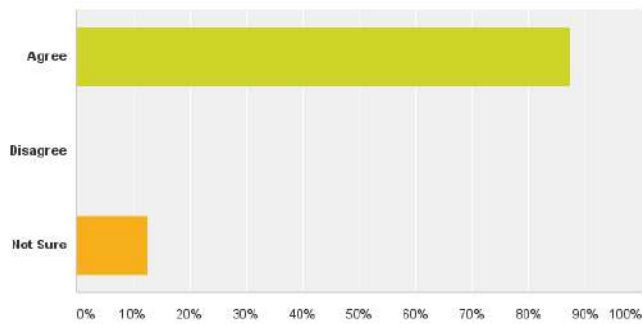
**Q8 I know whom to contact if I have a safety concern.**

Answered: 8 Skipped: 1



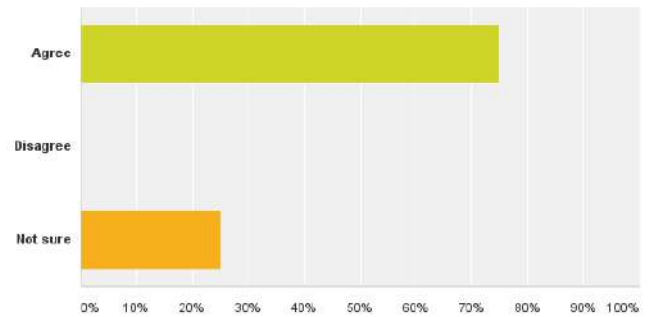
**Q9 ROP communicates with staff regarding the implementation of policies and procedures.**

Answered: 8 Skipped: 1



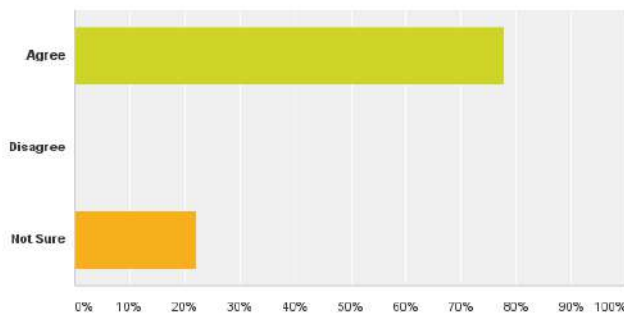
**Q10 ROP leadership provides a variety of opportunities for staff input.**

Answered: 8 Skipped: 1



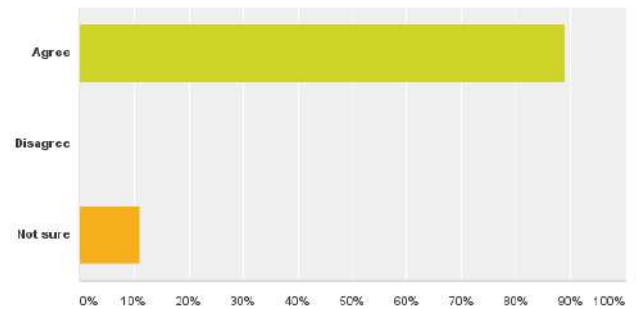
**Q11 ROP has provided adequate funds to upgrade equipment regularly over the last 5 years.**

Answered: 9 Skipped: 0



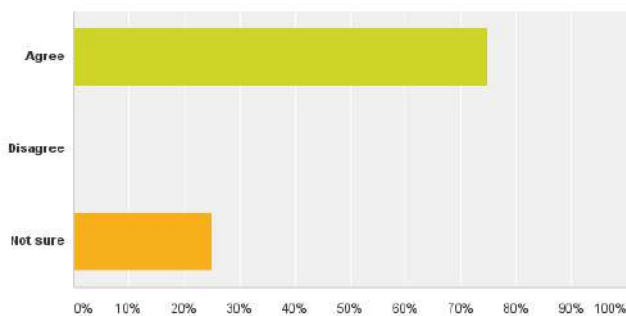
**Q12 ROP leadership adopts procedures consistent with the ROP purpose and achievement of its SLOs (Student Learning Outcomes).**

Answered: 9 Skipped: 0



**Q13 ROP provides opportunities for professional growth.**

Answered: 8 Skipped: 1



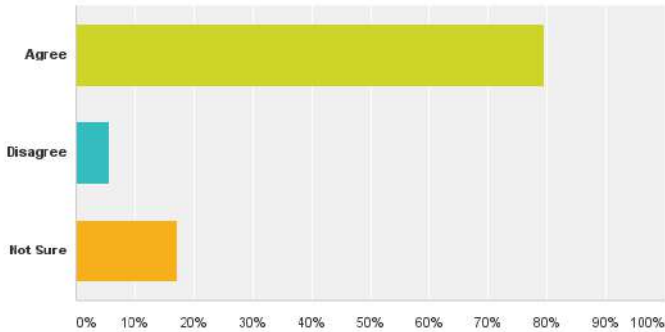


# APPENDIX M – Parent Survey Results

2015

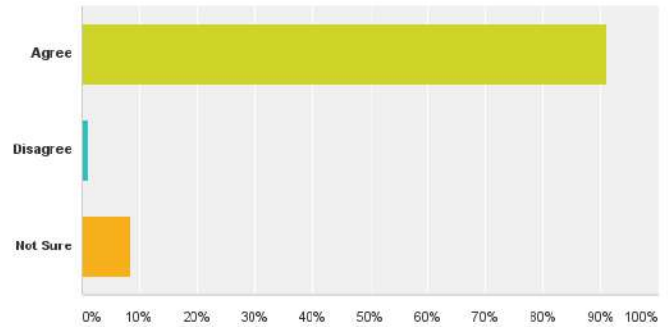
**Q3 I understand what an ROP class is.**

Answered: 442 Skipped: 3



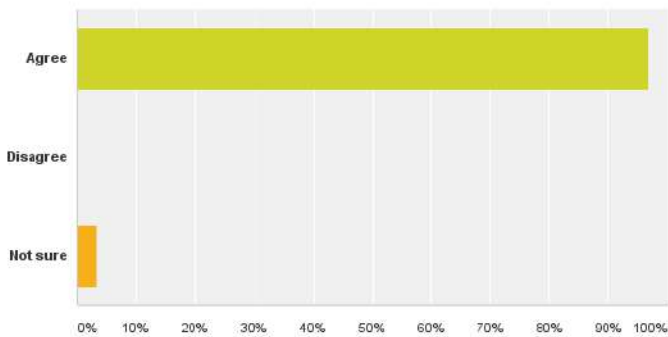
**Q4 I think my student is gaining meaningful career skills in his/her ROP class.**

Answered: 439 Skipped: 6



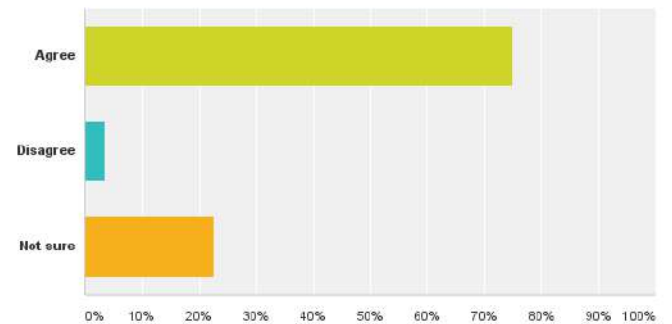
**Q5 My child's ROP class provides a safe environment.**

Answered: 441 Skipped: 4



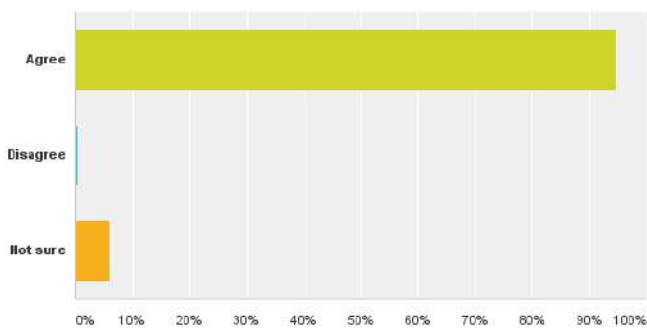
**Q6 My child's ROP classroom has the necessary equipment, supplies, and materials for learning.**

Answered: 438 Skipped: 7



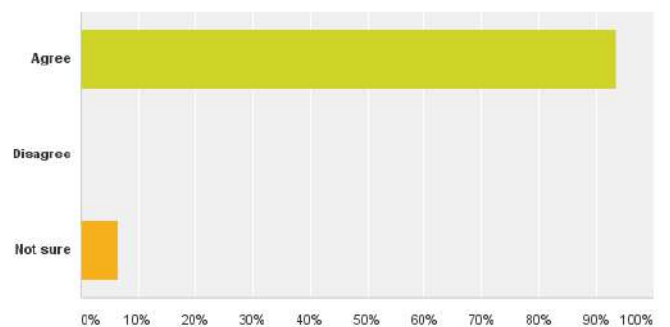
**Q7 Academic skills are reinforced in my child's ROP class.**

Answered: 443 Skipped: 2



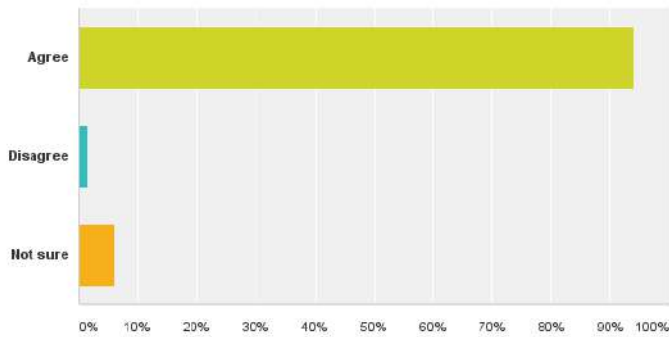
**Q8 Skills such as thinking creatively and analytically, and applying reason to solve problems are reinforced in my child's ROP class.**

Answered: 441 Skipped: 4



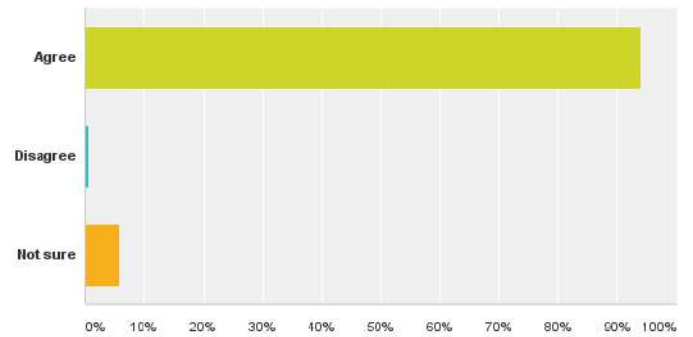
**Q9 The ROP class helps prepares my child for success after high school.**

Answered: 441 Skipped: 4



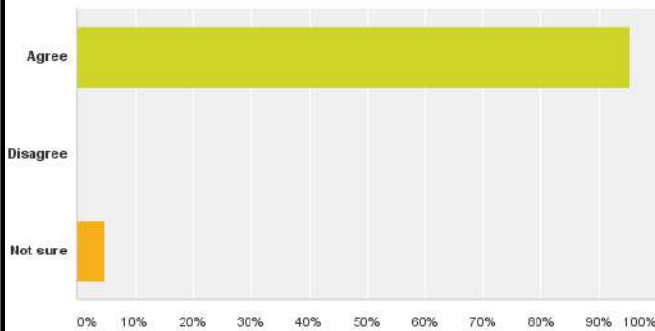
**Q10 My child's ROP class is challenging and relevant.**

Answered: 441 Skipped: 4



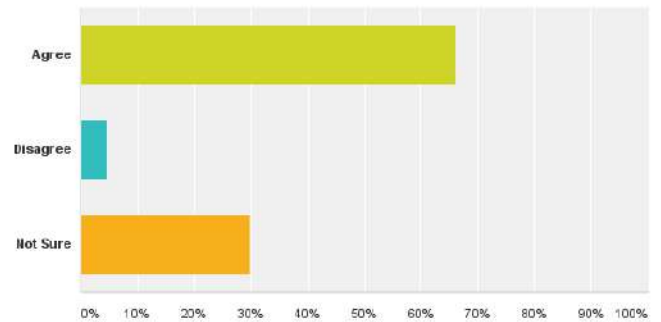
**Q11 My child's ROP teacher is enthusiastic and knowledgeable about the subject.**

Answered: 438 Skipped: 7



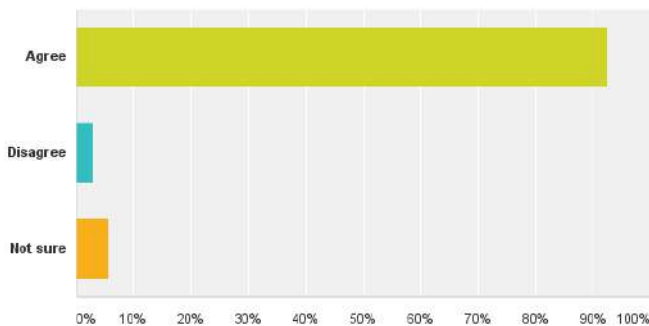
**Q12 Academic and career guidance are available to my student (such as: career presentations, guest speakers, internships, interviewing skills, career days, career center, field trips, job shadowing, scholarships, school counselor).**

Answered: 435 Skipped: 10



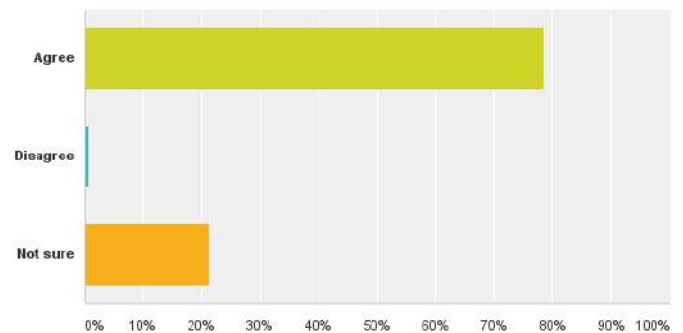
**Q13 My child's academic growth and skill are evaluated in a variety of ways (such as: tests, projects, presentations, etc.).**

Answered: 440 Skipped: 5



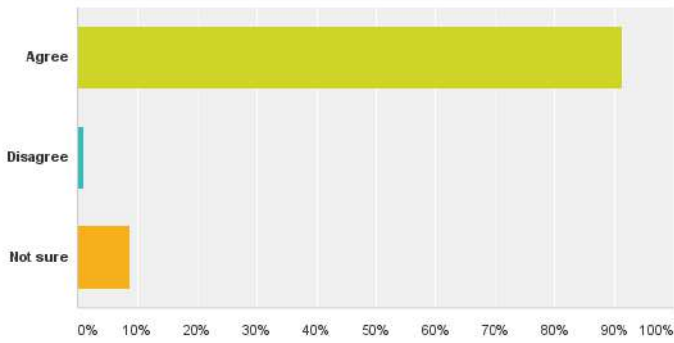
**Q14 If I have a concern or question, the ROP teacher responds in a timely manner.**

Answered: 414 Skipped: 31



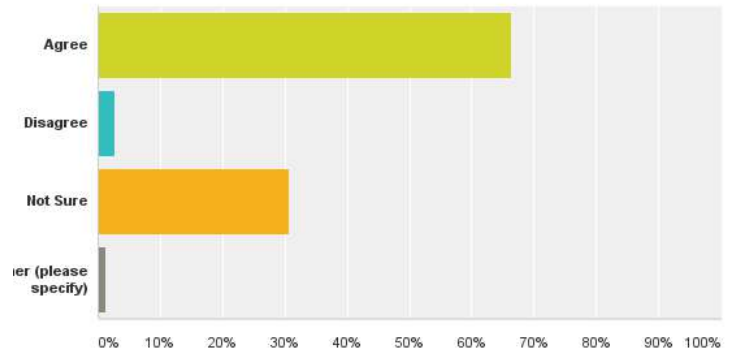
**Q15 ROP has made a positive difference in my child's education.**

Answered: 442 Skipped: 3



**Q16 My child's ROP class provides valuable information about the related labor market.**

Answered: 443 Skipped: 2

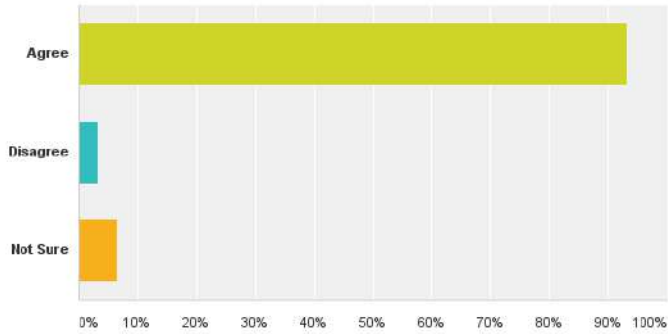


# APPENDIX N – Advisor Survey Results

2015

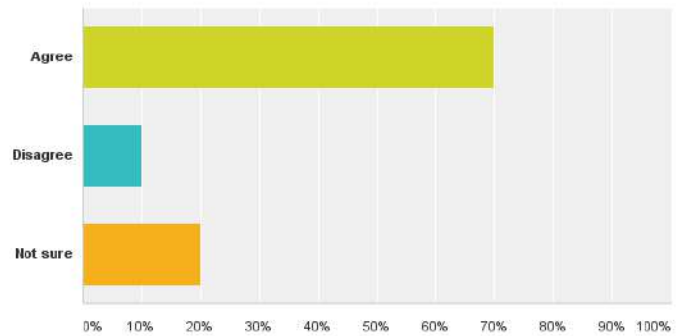
**Q1 ROP programs help students develop workplace attitudes, skills, and knowledge.**

Answered: 30 Skipped: 0



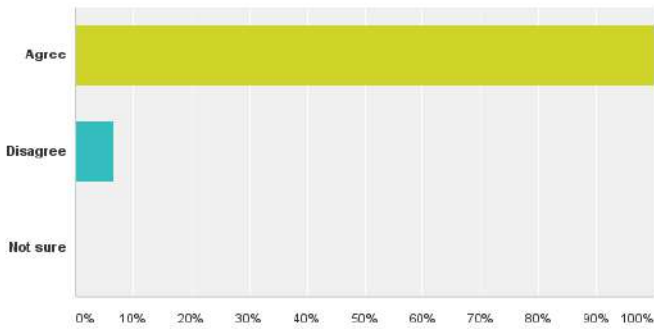
**Q2 ROP classrooms have the necessary equipment, supplies, and materials for learning.**

Answered: 30 Skipped: 0



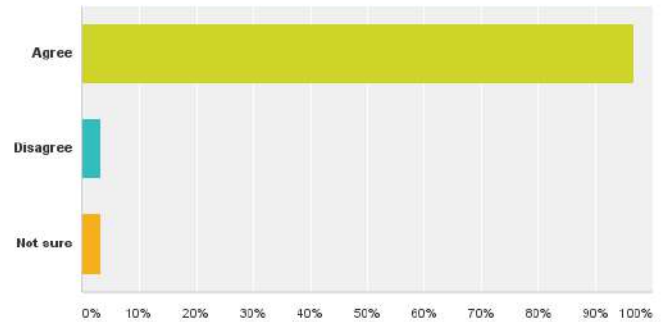
**Q3 Academic skills are reinforced in ROP classes.**

Answered: 30 Skipped: 0



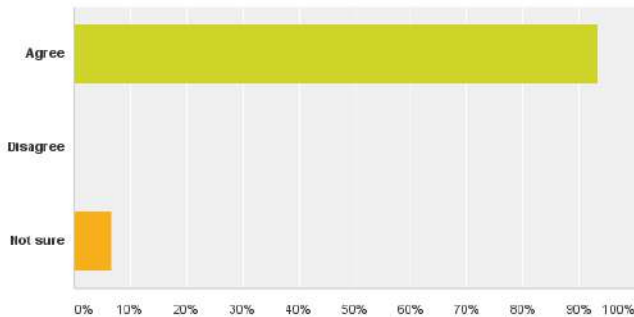
**Q4 Skills such as thinking creatively and analytically, and applying reason to solve problems are reinforced in ROP classes.**

Answered: 30 Skipped: 0



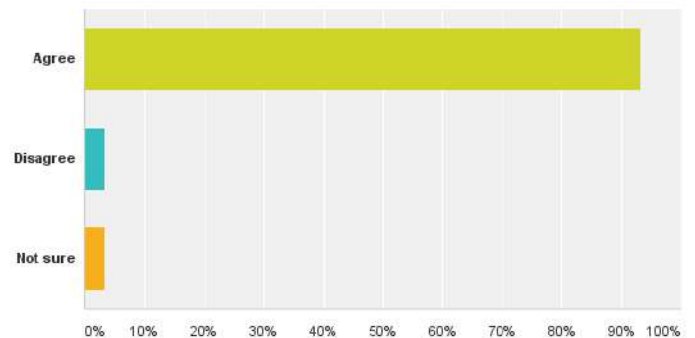
**Q5 Workplace skills such as responsibility, honesty, professionalism, and ethics are reinforced in ROP classes.**

Answered: 30 Skipped: 0



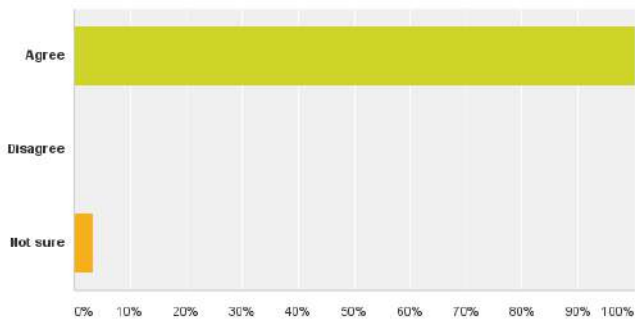
**Q6 ROP teaches skills that are necessary to be successful in entry-level employment.**

Answered: 30 Skipped: 0



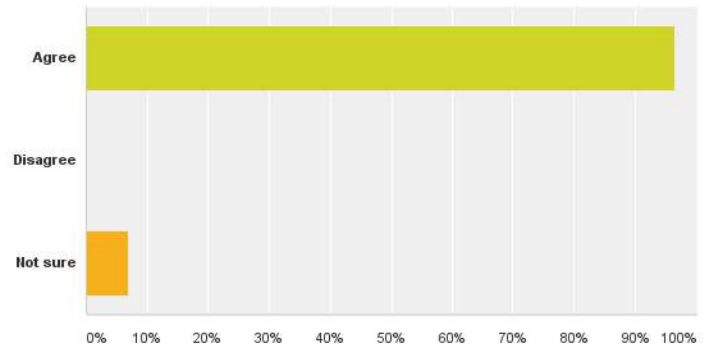
**Q7 Community agencies and businesses are involved in ROP programs and have opportunity for input.**

Answered: 30 Skipped: 0



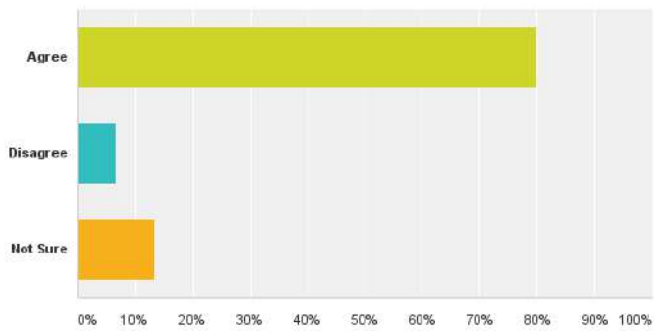
**Q8 Business and community resources are used to support student learning.**

Answered: 29 Skipped: 1



**Q9 The ROP programs reflect the current labor market needs of the community.**

Answered: 30 Skipped: 0



## **APPENDIX O – List of Website References**

CCC ROP website [www.cccoe.k12.ca.us/stsvcs/rop](http://www.cccoe.k12.ca.us/stsvcs/rop)

CCC ROP online Course Catalog [http://www.cccoe.k12.ca.us/stsvcs/rop/hs\\_courses.html](http://www.cccoe.k12.ca.us/stsvcs/rop/hs_courses.html)

CCC ROP newsletters [http://www.cccoe.k12.ca.us/stsvcs/rop\\_newsletters.html](http://www.cccoe.k12.ca.us/stsvcs/rop_newsletters.html)

CCCOE Twitter/Facebook/Blog/e-newsletter [www.cccoe.k12.ca.us](http://www.cccoe.k12.ca.us)

CCCOE newsletters [www.cccoe.k12.ca.us/supe/dateline.html](http://www.cccoe.k12.ca.us/supe/dateline.html)

College Board criteria <http://apcentral.collegeboard.com>

County Board meetings <http://www.cccoe.k12.ca.us/supe/board.html#meetings>

CTE Online [www.cteonline.org](http://www.cteonline.org)

Diablo Gateways to Innovation CPT <http://www.dgipathways.org>

East Bay Career Pathways CPT <http://eastbaycareerpathways.org>

PLTW criteria [www.pltw.org](http://www.pltw.org)

UC A-G Guide [www.ucop.edu/agguide/a-g-requirements](http://www.ucop.edu/agguide/a-g-requirements)



## APPENDIX P – List of Acronyms

Acronym	Meaning
ACSA	Association of California School Administrators
ADA	Average Daily Attendance
BMA	Budgetary Management Agreement
CADD	Computer Assisted Drafting and Design
CalCRN	California Career Resource Network
CAROCP	California Association of Regional Occupational Centers/Programs
CBEA	California Business Educators Association
CC	Community Classroom
CCC ROP	Contra Costa County Regional Occupational Program
CCCCD	Contra Costa Community College District
CCEP	Contra Costa Economic Partnership
CCCOE	Contra Costa County Office of Education
CDE	California Department of Education
CGL	Career Guidance Liaison
CLAD	Cross Cultural Language and Academic Development
CNA	Certified Nursing Assistant
CPR	Cardio-Pulmonary Resuscitation
CPT	Careers Pathways Trust
CTE	Career and Technical Education
CTEIG	Career Technical Education Incentive Grant
CVE	Cooperative Vocational Education
DECA	(No longer used as an acronym)
DGI	Diablo Gateways to Innovation
DS	Designated Subject
DSP	Direct Service Provider
DVC	Diablo Valley College
EAC	Economic Advisory Committee
EBCP	East Bay Career Pathways
EDD	Economic Development Department
ELD	English Language Development
ELL	English Language Learner
ESLR	Expected Schoolwide Learning Results
FIDM	Fashion Institute of Design and Merchandising
HOSA	(Formerly <i>Health Occupations Students of America</i> , now <i>HOSA – Future Health Professionals</i> )
IISME	Industry Initiative for Science and Math Education
LMC	Los Medanos College
LMI	Labor Market Information
MOS	Micorsoft Office Suite

MOU	Memorandum of Understanding
NATEF	National Automotive Technicians Education Foundation
NCLB	No Child Left Behind
PLTW	Project Lead the Way
ROP	Regional Occupational Program
SACS	Standardized Accounting Code System
SARC	School Accountability Report Card
SDAIE	Specifically Designed Academic Instruction in English
SLOs	Schoolwide Learner Outcomes
SOE	Students of Excellence
WASC	Western Association of Schools and Colleges
WCC	West Contra Costa
WIOA	Workforce Investment and Opportunity Act
WIB	Workforce Investment Board
YDS	Youth Development Services

## **APPENDIX Q – Photo of CCC ROP Staff**



### **CCC ROP Staff 2015-16**

Front Row: Kim Owens, Cookie Teat, Rosa Cortez, Gina Schenk

Back Row: Charles Wilson, Sally Savage, Janet Haun, Suzanne Adams, Lindi Huntsman, Dan Hanel

Not Shown: Theresa Moodie-Banks, Christine Curiel, Gussie Manigluck