A SELF-STUDY REPORT

ACCREDITING COMMISSION FOR SCHOOLS

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

CONTRA COSTA COUNTY ROP

Contra Costa County Office of Education

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CONTENTS

Preface

The Contra Costa County ROP (CCC ROP) began the WASC self-study process in Spring 2021, anticipating that the Visiting Team would be coming in Spring 2022. Due to the COVID pandemic, the visit was moved to Fall 2022. 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

CCC ROP supports courses in 22 high schools, covering a large geographical area. The Leadership Team worked to develop focus groups that represented the diverse schools and curricular areas we serve. Teachers were invited to participate in the Focus Groups at the Fall 2021 Inservice and CCC ROP administrators reached out to teachers to ensure wide participation in the process. We also reached out to district and site administrators, community partners and business advisors. All CCC ROP staff members participated in focus groups, supporting their areas of expertise. The CCC ROP Administration served as chairs for the groups and the CCC ROP staff served as assistant chairs.

Schoolwide Learner Outcomes

The Leadership Team carefully reviewed CCC ROP's mission and the Schoolwide Learner Outcomes (SLOs) from our previous self-study. We updated the SLOs to include CCCOE's priorities for cultural proficiency and diversity initiatives.

We solicited feedback from each of the focus groups, our District Leaders, and from all ROP 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

We held Regional Meetings in March 2022 that included teacher and partner surveys. Teachers disseminated the parent and student surveys. The results were analyzed and reviewed during focus group meetings. Using the data from surveys, student work and teacher input, focus groups helped prepare the draft of the WASC self-study and identify the Areas of Strength and the Growth Areas.

Development of Action Plan

In July 2022, the CCC ROP Leadership team compiled all of the Strength and Growth Areas that had been identified by the Focus Groups for each criteria. The Leadership team identified action items. These action items were then presented to the entire CCC ROP staff. Action Items were grouped and prioritized for implementation. Staff members helped to develop goals, the rationale that explained why we chose them, and the Student Learning Objectives (SLOs) they addressed, and specific steps to achieve the goals. The Leadership Team then worked to develop a reasonable timeline as well as the ways we would assess and report our progress. The Action Plan and goals were presented to CTE District Leaders and Partners at our August 2022 meeting and to all ROP teachers at the Fall Inservice.

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 thorough and will strengthen the CCC ROP as we continue to impact student learning.

[Link to MISSION and SCHOOLWIDE LEARNING OUTCOMES](#)

Self-Study Committee Members

Leadership Team

Hilary Dito Director, College and Career Readiness Lead Administrator	**Dan Hanel** Coordinator, College and Career Readiness Self-Study Coordinator	**Jeff Brauning** Coordinator, College and Career Readiness	**Nick Morgan** Manager, College and Career Readiness
Crystal Gates Administrative Assistant III	**Suzanne Adams** Program Accountant	**Kham Phaxaypraseuth** Data Technician II	**Gina Schenck** Purchasing Technician
Mike Becker Technology Systems Engineer			

Focus Groups

Curriculum	*Instruction*	*Assessment*	*Student Support*
Dan Hanel – Chair CCCOE Coordinator	**Jeff Brauning – Chair** CCCOE Coordinator	**Hilary Dito – Chair** CCCOE Director	**Nick Morgan – Chair** CCCOE Manager
Suzanne Adams CCCOE Program Accountant	**Steve Bateman** CCCOE Tech and Curriculum Manager	**Crystal Gatts** CCCOE Administrative Assistant	**Gina Schenk** CCCOE Purchasing Technician
Sherene Sasser Pittsburg USD Workforce Liaison	**Amber Martin** Antioch USD WBL Coordinator	**Kham Phaxaypraseuth** CCCOE Data Technician	**Edmond Arnold** GG Community Schools Youth Service Specialist
John Putt CCCOE CCAS CTE Teacher (B&CT)	**Christina Carter** CCCOE CCAS CTE Teacher (I&CT)	**Shannon Ortland** CCCOE Assessment Coordinator	**Kendra Ebinger** Antioch USD WBL Coordinator
Jennifer Martinez CCCOE Adult Ed CTE Teacher (HS&MT)	**Kent McCutcheon** Antioch High CTE Teacher (I&CT)	**David House** Antioch High School CTE Teacher (HS&MT)	**Gina Del Carlo** Earn & Learn Founding Director
John Reed California High School CTE Teacher (E&A)	**Barry McQuain** Miramonte High School CTE Teacher (E&A)	**Anh Nguyen** California High CTE Teacher (I&CT)	**Janna Evans** CCCOE CCAS Transition Specialists
Frank Pappas Liberty High CTE Teacher (AM&E)	**Erin Susoev** Antioch High CTE Teacher (AM&E)	**Julie Mello** Monte Vista High CTE Teacher (HS&MT)	**Dylan Howell** Antioch High School CTE Teacher (B&CT)
Anthony Pena Pittsburg High CTE Teacher (E&A)	**John Sierra** Freedom High CTE Teacher (AM&E)	**Jamie Keith** Clayton Valley Charter High Director	**Joanna Castillo** Clayton Valley Charter High CTE Teacher (E&A)
	Brian Hampton California High CTE Teacher (HS&MT)		**Cindi Sekera** San Ramon Valley High CTE Teacher (ECD&FS)
			Leah Rodrigue Junior Achievement Program Manager

Chapter I. School, Community, and Student Characteristics — School's Mission and Schoolwide Learner Outcomes

Basic Information

Introduction

The Contra Costa County ROP (CCC ROP) is a program within the Student Programs division of the Contra Costa County Office of Education. For over 45 years, the CCC ROP has provided innovative and exemplary Career Technical Education to thousands of high school and adult students throughout Contra Costa and Northern Alameda Counties.

The CCC ROP prepares students for challenging careers, post-secondary education, and lifelong learning in a diverse society. Highly qualified CCC ROP personnel provide leadership and support to teachers and students, as well as site and district administrators in order to manage and strengthen career pathway programs.

The CCC ROP takes pride in its longstanding reputation of effectively operating high quality educational programs. For nearly five decades, the CCC ROP has adapted to the constantly evolving landscape of career and technical education. Though the past few years resulted in the most significant changes to our operating model in program history, we continue to provide leadership and support needed by our partner teachers, schools, and districts to prepare college- and career-ready students.

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

In 1976, CCC ROP offered 38 classes in 14 career areas to 1,200 students. During the 2015-16 school year, the program served more than 11,000 students in 407 class sections. During the 2021-2022 school year, CCC ROP supported 290 sections and 6746 students. The reduction in section and student numbers are due to the transition to a grant-funded model where two large districts (West Country Costa and Mt. Diablo) chose to use their own grants to fund CTE classes rather than the CCC ROP. While offerings in 1976 included typing, insurance clerk and general office skills, today in 2022, course offerings include such rigorous courses as Biotechnology, Autonomous and Electric Vehicle Technology, Engineering Design and Development, Medical Interventions, and Social Media and Web Design.

In 1976 classes were offered at only 11 high schools in the County and seven adult classrooms. During the 2021-22 school year, classes are offered at 18 comprehensive high schools in Contra Costa County and two comprehensive high schools in Northern Alameda County, two adult sites, one special education center, a community school, a juvenile court school, and an adult detention facility.

State-certified teachers, high-tech equipment, expert guidance from business advisory committees and a commitment to student achievement are the hallmarks of the CCC ROP, which has provided career training to nearly 400,000 students since its inception.

Much has changed in the past 45+ years. The high-tech revolution and advances in medicine have created industries and careers that were not even imagined in the earliest days of CCC ROP. True to its mission, CCC ROP has continued to redefine its course offerings to ensure that students have the opportunity to develop knowledge and skills needed for success in careers both today and into the future.

CCC ROP changes since 2019 mid-term report

Significant changes have taken place at both the county office and ROP program levels since the 2019 WASC mid-term visitation. The Contra Costa County Office of Education underwent a reorganization. Two

divisions, Educational Services and Student Programs & Services, are each supervised by a Senior Director. The Student Programs division runs the educational programs for Court & Community Schools, Special Education, and College & Career Readiness, each overseen by a Director III. ROP now falls within the College & Career Readiness department. See this link to the CCCOE ORG Chart.

Personnel

The substantial changes to ROP funding over the past several years required the CCC ROP to make the largest personnel reduction to the program in decades. While still managed by a Director III (for College & Career Readiness), the three ROP Principals supporting east, west, and central county were reduced to two when one principal retired and was not replaced. The Principal title was then changed to Coordinator for College & Career Readiness.

In addition, the four Career Guidance Liaisons that supported ROP teachers throughout the county were released by a reduction in force. The Work-based Learning Liaison position that was grant funded was also terminated. The ROP-dedicated Computer Technician retired mid-year 2021-22 and was not replaced. The ROP teacher tech support was picked up by existing staff within the CCCOE Tech department. The only new hire was a K12 Strong Workforce Program Manager who supports K12 SWP work with our grant consortium.

Funding/District partnerships

The funding mechanism for CCC ROP has been constantly evolving since the state adopted the Local Control Funding Formula and ended direct categorical funding for ROPs in 2013. As described in the 2019 WASC midterm review, most funding was provided through the CTE Incentive Grant (CTEIG) with applications submitted for multiple K12 Strong Workforce Program (K12SWP) grants. The CCC ROP received approval for our three K12SWP grant proposals that year that helped support pathways in Health, Information & Communication Technologies, and Engineering & Advanced Manufacturing.

Currently, CCC ROP funding is provided by the CTEIG, and by three K12SWP grants: Health Science & Medical Technologies, Information & Communication Technologies/Advanced Manufacturing/Engineering, and Equitable Curriculum, Career Exploration & Work-Based Learning. Additional support continues to be provided by the CCCOE general fund which helps offset the budget reductions due to limited grant awards.

The following districts participate in each of the listed grants through established MOUs during 2021-22. ROP sections are supported in each of the districts below except Mt. Diablo USD and West Contra Costa USD.

School District	CTEIG	K12SWP: Health & Medical Technology	K12SWP: ICT/Engineering/ Adv. Manufacturing	K12SWP: Equitable Curriculum, Work-Based Learning
Acalanes UHSD	X	X	X	
Albany USD	X		X	X
Antioch USD	X	X		
Clayton Valley CHS	X	X	X	X
CCCOE Court & Community Schools	X	X	X	X
John Swett USD	X		X	X
Liberty UHSD	X	X	X	X
Martinez USD	X	X	X	X

Mt Diablo USD		X		
Piedmont USD	X		X	X
Pittsburg USD	X	X	X	X
San Ramon Valley USD	X	X	X	X
West Contra Costa USD		X	X	X

Addition of non-funded ROP classes

Over the span of CCC ROP's long history, designated ROP sections at county schools received funding for teacher salary and benefits, class materials and equipment, and additional resources such as field trips, conference registration fees, etc. For the past two years, the CCC ROP decided to offer support for some CTE courses at our partner high schools that are not directly funded through our consortia grants. This option is offered to class sections taught by teachers who have other classes that are CCC ROP funded. For example, if our grant agreement provides funding for three Sports Medicine sections, but the teacher has five total sections, the instructor may designate the two non-funded also as ROP. These sections will receive the support provided by the CCC ROP Coordinators and the K12 SWP Manager. Students will also be able to earn CCC ROP Certificates of Completion and participate in the ROP Students of Excellence recognition program. This arrangement allows CCC ROP to extend its mission of providing staff and student leadership and support beyond the fixed number of class sections designated by grant agreements.

COVID impact

Like most schools across the country, CCC ROP classes ended in-person learning and moved to virtual/distance learning in March of 2020 due to the Covid-19 pandemic. All CCC ROP classes continued to provide instruction through a Zoom or Microsoft Team class meeting and a variety of online programs. As expected, the distance learning model severely impacted teachers' ability to provide important hands-on experiences that many of our courses require. Some teachers were able to utilize software that offered virtual experiences, other teachers adapted curriculum to utilize common materials found in the home. Most teachers/schools had to scramble to ensure all students had access to the hardware, software, and internet access required for instruction. CCC ROP supported our teachers by providing information on resources and connections to colleagues around the county and beyond that could help address the challenge of distance learning. Some schools returned to in-person learning during spring of 2021, while others extended distance learning through the end of the 2020-21 school year. All schools offering CCC ROP classes returned to in-person learning at the beginning of the 2021-22 school year.

Current CCC ROP Description

Governance/Organization

CCC ROP is a program within the College and Career Readiness Department (C&CR) of the Student Programs Division within the CCCOE. The CCC ROP staff consist of two C&CR coordinators, one K12 SWP manager, an administrative assistant, a program accountant, a data technician, a purchasing technician, and a technology support technician. Staff report to the Director for C&CR who reports to the Senior Director of Student Programs. The Senior Director reports to the Superintendent of Schools for Contra Costa County, an elected position. Additional oversight of the CCCOE is provided by five County Board of Education trustees elected by geographic region. See this link to the CCC ROP ORG Chart.

CCC ROP leverages resources to scale CTE programming to 11 districts, 2 charter schools, and CCCOE's court school, ensuring broad access to high-demand, high-wage industry pathways and a shared equity focus. LEAs are overtaxed with multiple initiatives, and district CTE leaders are responding

to COVID-19 issues. CCC ROP's team provides revisions to curriculum and ongoing professional learning to keep our CTE pathways aligned to current industry standards. CCC ROP partners collaborate to share resources, develop and expand robust CTE pathways that respond to regional labor markets and target underserved students, and expand access to diverse populations.

The CCCOE is a leader in equity in education. Equity, inclusion, and diversity are foundational values in CCCOE's strategic plan. CCCOE developed a diversity and inclusion toolkit for LEAs and CCC ROP staff have participated in a series of diversity and equity trainings. We analyze data with an equity lens and continue to support LEAs to develop CTE programs that align to this work.

CCC ROP continues to expand pathways into our multiple LEAs, and is focused on increasing support at our alternative schools. During the 2021-22 school year, we provided funding for transition specialists at Golden Gate Community School and Mt. McKinley Juvenile Court School. During 2022-23, we intend to fund ROP courses at each of those sites, including computer science and construction. We are intentional about developing new pathways and expanding current pathways to meet the needs of students, schools, and the regional labor market.

COVID-19 has had a major impact on student learning and engagement, and many of our LEAs were over-worked on creating virtual programs. CCC ROP provided support to our partners with online curriculum, virtual communities of practice, and one-on-one technical assistance. As we transitioned back to in-person learning, we continued to support LEAs as they rebuilt their CTE programs.

Funding and Partnerships

For the 2021-22 school year, the CCC ROP receives its funding from three main sources: CCCOE LCFF, CTEIG, and three K12SWP grants, In addition, three smaller grants add to the budget: the Chevron Community Grant solely funds the Industrial Maintenance Mechanic class, the Students of Excellence grant (donations from several business partners) goes only to funding the Students of Excellence recognition program and its related scholarships, and the CalWORKS grant funds are primarily used to support the adult Clinical Medical Assistant program. Below is a table summarizing the funding sources for the past four years. The figures represent the amount of funds awarded to CCC ROP in that fiscal year, regardless of which fiscal year they are actually spent. Note that while Chevron is not providing additional funding during 2021-22, the substantial carryover and reduced program size should be enough to sustain the program for a few years.
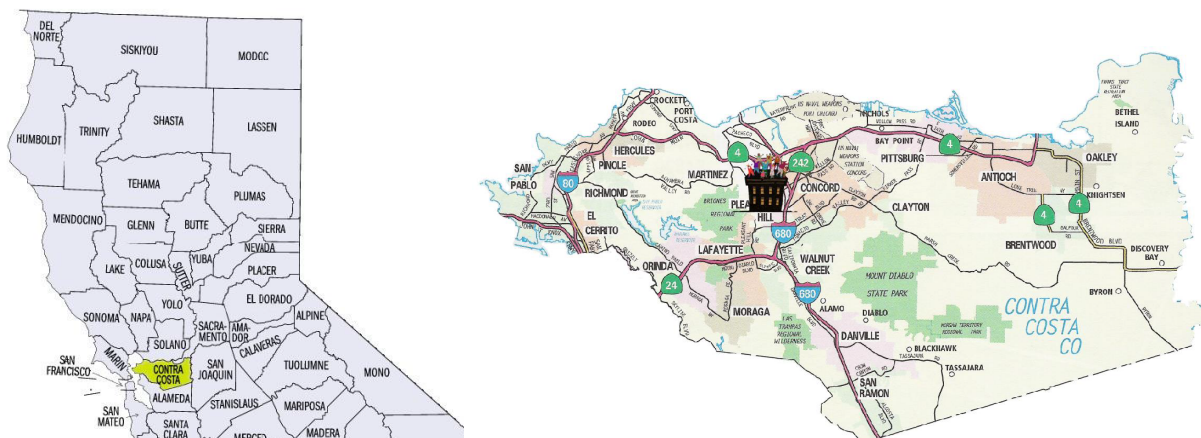
ROP FUNDING	2018-19	2019-20	2020-21	2021-22
CCCOE LCFF	$3,056,739	$3,056,739	$3,056,739	$3,056,739
GRANTS				
CTEIG	$2,608,716	$3,458,562	$3,200,894	$3,500,000
K12 SWP	$2,266,234	$4,106,058	$3,006,856	$3,000,000
CALWORKS	$27,701	$21,446	$26,656	$TBD

STUDENT OF EXCELLENCE	$9,500	$8,000	$11,000	$6,800
CHEVRON	$185,000	$185,000	$185,000	0
TOTAL FUNDING	$8,153,890	$10,835,805	$9,487,145	$9,563,539

As mentioned, the K12SWP is actually composed of three separate grants. For 2021-22, the K12SWP provided $1,134,470 from the K12SWP Health Science & Medical Technology grant; $1,110,535 from the K12SWP ICT/Adv. Manufacturing, & Engineering grant; and $761,851 from the K12SWP Equitable Curriculum, Career Exploration & Work-Based Learning grant. Details about each K12SWP and CTEIG grant's partnering districts and key components can be found at the 2021-22 CCC ROP Grant Funding Overview.

Community Information

Contra Costa County
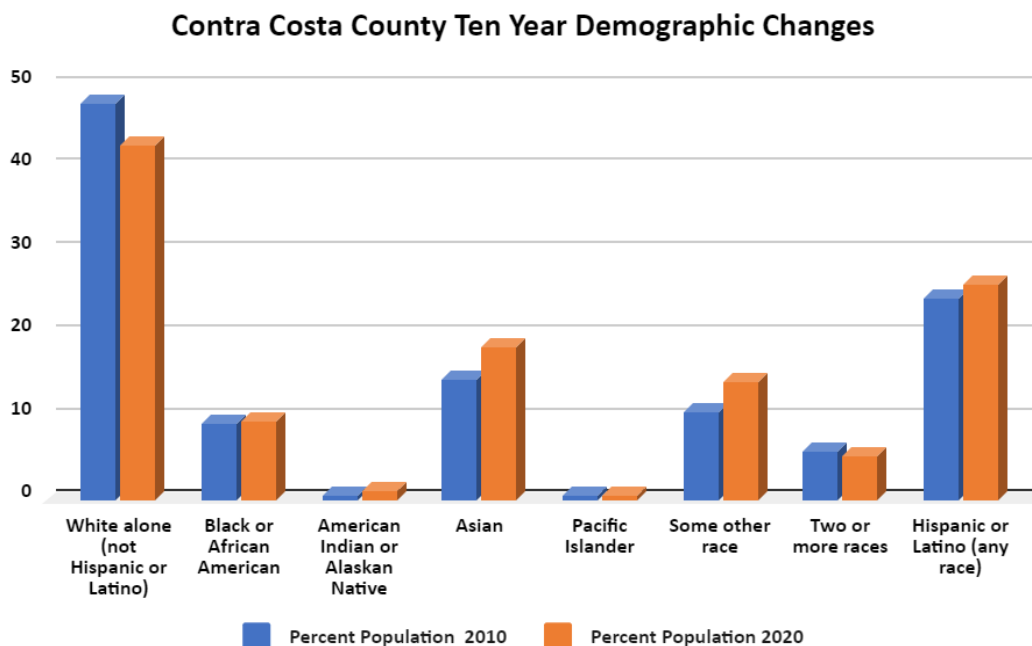

Contra Costa County Office of Education

Description of Geographic Area

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 1,153,526 as of the 2020 U.S. Census data. This is a 9.9% increase since the 2010 U.S. Census. The county's 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 7.9% 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.

Community Demographic Characteristics

According to the 2020 U.S. Census, Contra Costa County's total population is 1,153,526. This is a 10% increase from the 2010 census data. The graph below disaggregates the county population by race and ethnicity. For numeric values, follow this link to the Contra Costa County Ten Year Demographic Changes. Most notably is the decrease in percentage of White and increases in percentage of Asian, Other Race, and Hispanic or Latino ethnicity. These changes reflect general trends with the larger U.S. population.

Approximately 25% of Contra Costa County residents are foreign born, and 11.4% are not U.S. citizens. 37% of the population speak a language other than English at home. The percentage of residents holding
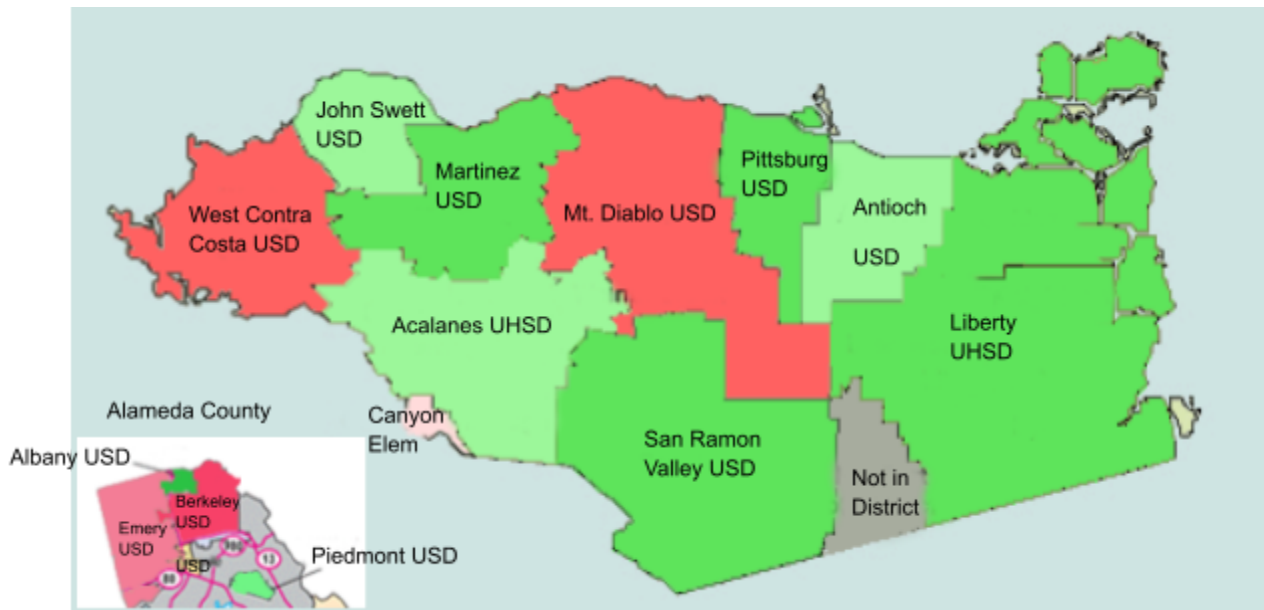
a bachelor's degree or higher is 42.4%. The median household income is $99,716 and approximately 8% live in poverty.

School Demographic Characteristics

The CCC ROP supports classes in 7 of the 9 high school districts in Contra Costa County, as well as two districts in Northern Alameda County (Albany USD and Piedmont USD). This involves 18 public high schools. In addition, ROP programs are offered at two adult sites (Pittsburg Adult Education Center and Chevron Training Center), one special education center (Marchus School), a community school program (Golden Gate), an incarcerated youth site program (Mt. McKinley), and an adult detention program (Contra Costa Adult School).

School districts of Contra Costa and N. Alameda Counties (districts with ROP classes in green)

Courses/teachers

	2019-2020	2020-2021	2021-2022
Number of ROP Teachers	97	99	103
Number of Students	6524	6545	6746
Number of Sections	256	263	290

The CCC ROP has added four additional teachers to the 2021-22 school year and twenty-six additional sections. This is due to the addition of non-funded CTE sections to ROP as described previously. Each year, the C&CR Coordinators and Director evaluate offerings at each school site. Based on funding allotments, the CCC ROP's guiding mission, and school needs, courses are selected for ROP support. Factors such as appropriate teacher credentialing, labor market demands, and equity all influence which CTE courses at a school are categorized ROP.

The link below shows the 73 different 2021-22 ROP course offerings by CTE industry sector. Twelve of the fifteen CDE-recognized sectors are represented, leaving only Business & Finance, Fashion & Interior
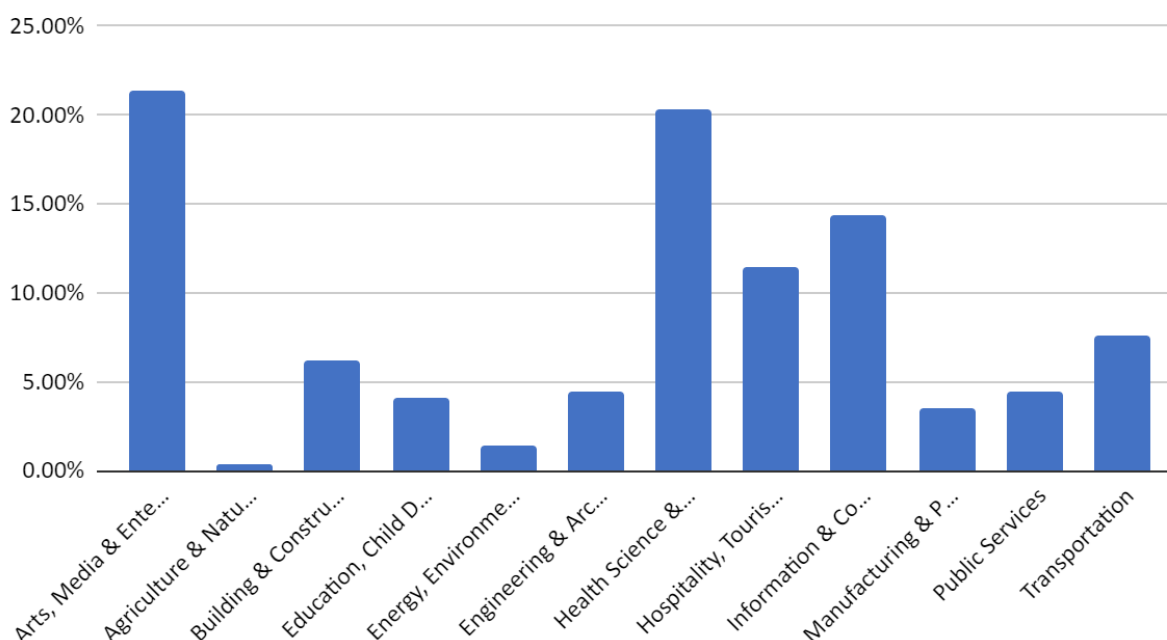
Design, and Marketing, Sales & Service without CCC ROP supported classes due either to funding limitations or to the courses not being offered this school year. Four new ROP courses added this school year are Drones (Pittsburg High), Web Design & Social Media (Antioch and Deer Valley High), Multi-Craft Core Curriculum (Contra Costa Adult School), and XR for Social Good (Dougherty Valley High). See this link to the CCC ROP Course List by Industry Sector.

Currently, 22 articulation agreements for CCC ROP courses have been created between local community colleges and partner high schools. These allow high school students to acquire college credit for satisfactory completion of the ROP course. See this link for a list of Articulated ROP courses.

The graph below shows the percentage of the 290 CCC ROP supported sections within each of the industry sectors. These provide one or more of the courses in a career pathway sequence for that industry sector. The Arts, Media & Entertainment sector includes a wide variety of courses, from Graphic Arts to Video Production to Play Production. The majority of sections within the Health Science & Medical Technology sector are Sports Medicine. Culinary Arts sections make up most of the Hospitality, Tourism & Recreation sector. While the Information & Communication Technologies sector contains mostly computer science sections, it also includes Robotics and Social Media courses.

Percent ROP Sections per Industry Sector

The number of students supported within each of the industry sectors is provided in the chart below. As expected, the more ROP sections within a sector, the more students supported.

Industry Sector	Number of Students
Agriculture & Natural Resources	28
Arts, Media & Entertainment	1379
Building & Construction Trades	380
Education, Child Development & Family Services	260
Energy, Environment & Utilities	90
Engineering & Architecture	297
Health Science & Medical Technology	1558
Hospitality, Tourism & Recreation	677
Information & Communication Technologies	1131
Manufacturing & Product Development	169
Public Services	342
Transportation	435

Additional detail about the distribution of ROP sections and numbers of students served in each of our partnering school districts can be found on the District Summary Reports. These reports were provided to each district during CTE Leadership meetings organized by the CCC ROP Director.

2021-22 student demographics

The total 2020-21 K-12 enrollment in Contra Costa County was 173,021. This is approximately a 4% increase from 2010. The 2020 Census indicates that 22.4% of the county's population is under 18 years old which is a slight decrease from the 24.2% during the 2010 Census. While the total number of students in the county has increased during the past ten years, they make up a slightly smaller percentage of the total population. The tables below indicate the county's K-12 percentage enrollment by ethnicity and by special populations.
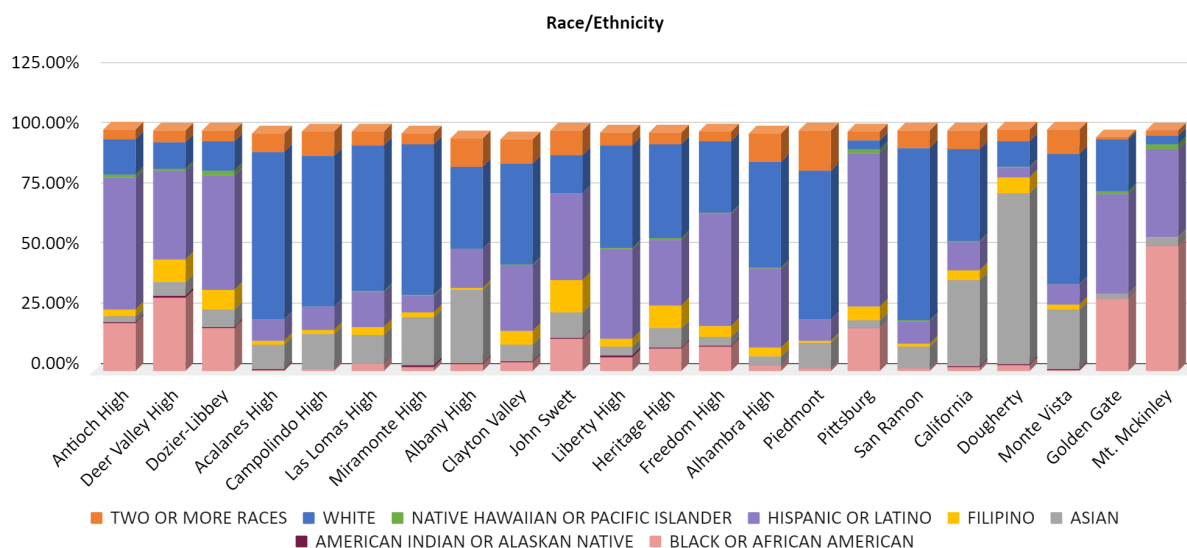
Contra Costa County K-12 Enrollment by Ethnicity

Hispanic or Latino	37.2%
White	27.6%
Asian	13.4%
African American	8.4%
Two or More Races	6.8%
Filipino	4.2%
Not Reported	1.5%
Pacific Islander	0.6%
American Indian or Alaskan Native	0.3%

Special K-12 Populations

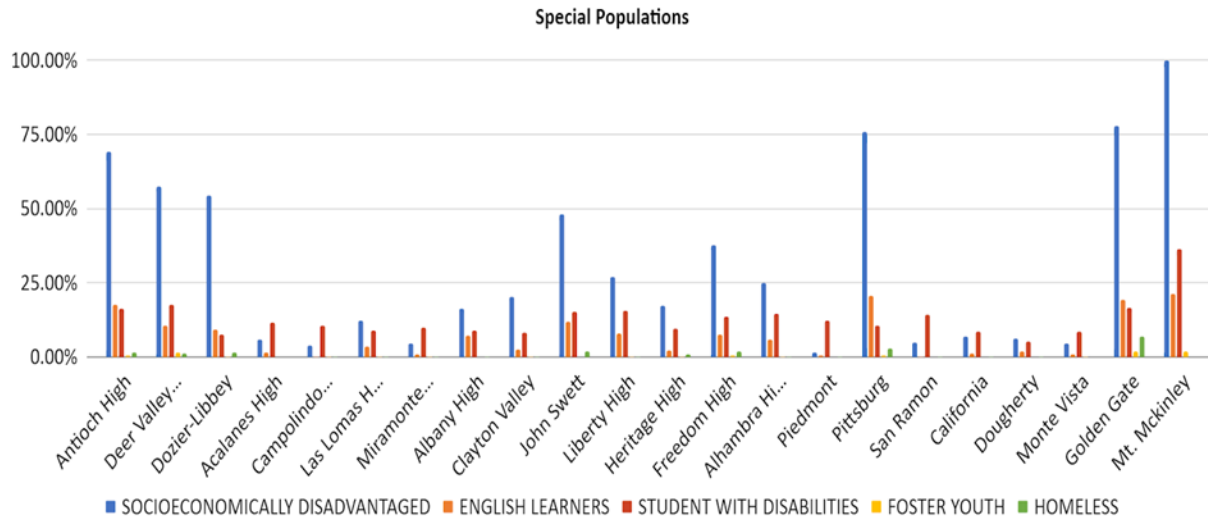|	
English Learners	15.1%
Foster Youth	0.002%
Homeless Youth	1.1%
Students with Disabilities	12.2%
Socioeconomically Disadvantaged	38.6%

The demographic breakdown of students can vary greatly by geographic region within the county. The charts below show the ethnicity/race percentages of high school students at each of our partner schools. The CCC ROP pays special attention to those schools that serve a majority of underrepresented populations to ensure an equitable distribution of funds and support. Numerical values of this data can be found at this link to School Demographic Data.

Race/Ethnicity

TWO OR MORE RACES ■ WHITE ■ NATIVE HAWAIIAN OR PACIFIC ISLANDER ■ HISPANIC OR LATINO ■ FILIPINO ■ ASIAN
■ AMERICAN INDIAN OR ALASKAN NATIVE ■ BLACK OR AFRICAN AMERICAN

Special Populations as designated by the CDE include Socioeconomically Disadvantaged, English Learners, Students with Disabilities, Foster Youth, and Homeless. The percentage of each partner school's students within each of these categories is indicated by the chart below. Of note is that the schools with the highest percentages of these students are the CCCOE's alternative programs: Golden

Gate community school, and Mt. McKinley school for incarcerated youth. CCC ROP has made a special effort to support these students through additional funds and program expertise.

Special Populations

Legend: SOCIOECONOMICALLY DISADVANTAGED, ENGLISH LEARNERS, STUDENT WITH DISABILITIES, FOSTER YOUTH, HOMELESS

ROP Students in Special Programs

The number of ROP students supported in each of our special programs is provided below. The Chevron ROP program which used to run both Process Plant Operator (PPO) and Industrial Maintenance Mechanic (IMM) dropped the separate IMM course at Chevron's discretion. The Clinical Medical Assistant class has had a significant decrease in enrollment over the past few years due in part to pandemic consequences, but also to the need to increase tuition fees that support the program. While significantly more affordable than local private CMA training programs, the cost can still be a roadblock for some students. The CCC ROP has managed to freeze price increases recently and hopes to keep them at the current level.

The Contra Costa Adult School serving incarcerated adults offers Computer Applications, Construction Technology, and Career Exploration at West County Detention Facility, Martinez Detention Facility, and Marsh Creek Detention Facility.

Marchus School serving students with significant behavioral and social-emotional challenges from throughout the county just recently restarted its Restaurant Occupations class after the long-time teacher retired and the class did not run for two years. A new teacher was hired halfway through the 2021-22 school year and is just beginning to enroll interested students. It is expected this program will operate fully during the 2022-23 school year.

Program	# of Students for 2021-22
Chevron Process Plant Operator - Adult	33
Clinical Medical Assistant - Adult	28
Contra Costa Adult School (Incarcerated adults)	63

Marchus School (students with special needs)	30

CCC ROP Student Demographics by Industry Sector

Using data from each partner school district's CALPADS reports, the CCC ROP identified student demographics for each CTE industry sector that includes ROP courses. Three years of data from 2020-2022 including race/ethnicity, gender, EL, and SPED are shown in the tables at ROP Course Demographics. Data from 2021-22 school year is then aggregated into industry sectors for each school or district. This information is shared with CTE leaders to facilitate discussions about equity and help guide pathway programming.

A single county-wide table reflects only gender percentages within each industry sector. This is due to the wide variation in each school/district's student demographics. Gender make-up at each site is approximately 50% male/50% female which allows for an appropriate comparison to industry sector data. Sectors such as Building & Construction Trades, Engineering & Architecture, and Manufacturing & Product Development skew heavily male, while Education, Child Development & Family Services and Health Science & Medical Technology enroll more females.

Anticipated changes in school demographic data

It is unclear how student population numbers will change in the next ten years. School districts in areas that are currently built out, such as west county and parts of central county, will likely see some continued decrease in student enrollment. Districts in areas where there is still room for development, such as east county and parts of south central county should have some increase in enrollment. Of particular interest will be the schools surrounding the defunct Concord Naval Weapons Station where that city recently approved a tentative redevelopment plan that may include up to 13,000 new residences. This influx could greatly impact enrollment in that area and would likely require new schools.

It is almost certain, given past trends, that the county will continue to get more diverse. School districts in regions that have traditionally had a high majority of white students have shown increasing diversity over the past decade, and that trend is expected to continue.

Student Learning Data

Schoolwide Learning Objectives

Students demonstrate their learning of course content, skills, and the CCC ROP Schoolwide Learning Objectives in a variety of ways. These include written documents, oral presentations, and individual and group projects. Student work samples from a range of CCC ROP courses can be found at the links below. Each link is a folder with evidence representing one of the CCC ROP Schoolwide Learning Objectives.

Demonstrate Effective Skills in Oral and Written Communication

Demonstrate the Ability to Think Critically and Creatively About Complex Issues

Demonstrate Job Skills, Etiquette, and Work Ethic Valued by Employees

Work Productively Both as Individuals and as Team Members

A review of student work samples and teacher lessons demonstrate a variety of strategies and projects from a wide range of courses that address the CCC ROP SLOs. The most difficult indicators to identify from the work samples are etiquette and ethics valued by employees. These indicators typically rely on teacher feedback during the lesson as students work on projects and do not necessarily show in the final product.

ROP Certificates

Students enrolled in ROP courses are able to earn a Certificate of Proficiency. ROP teachers determine which students earn a certificate based on achievement of the course's learning objectives. Typically, a student must receive a 'C' or better in the class and have 95% attendance. The number of students earning the ROP certificate has remained relatively stable over the past 3 years, even accounting for the Covid disruption. Teachers took into account the challenges of distance learning when determining grades and course proficiency, and both teachers and the CCC ROP administration are well aware that distance learning is no substitute for the kinds of in-person, hands-on experiences most ROP students should receive. Through teacher creativity and flexibility, much of which is described below, the overall course objectives could still be obtained by most students. Therefore, students were still able to earn ROP Certificates of Proficiency.

During the 2021-2022 school year, 4464 students received an ROP Certificate of Proficiency, approximately 66% of enrolled students. Some teachers either chose not to, or neglected to, issue the ROP Certificate to students who earned it. CCC ROP Coordinators continue to encourage these instructors to help recognize student achievement.

Pathway Completers

The table below provides the number of students graduating from each CCC ROP partner district from 2019-2021. For each of these cohorts, the percentage of those students that were identified as Career Pathway Completers is given. In most district career pathways, the CCC ROP supports one or more courses in the sequence of courses leading to a pathway completer. The data is derived from CALPADS as entered by each district. CCC ROP continues to guide districts in appropriate course coding, as well as, the enhancement and expansion of CTE pathways, whether the pathway contains CCC ROP supported courses or not. Decreases in the percentage of completers can be seen in some districts due to Covid restrictions, while other districts managed to maintain or even increase the percentage of completers during that time. The variances may have to do with the types of CTE courses offered at the schools sites, as well as, how courses and students were reported in CALPADS.

	2019		2020		2021	
District	**Cohort Total Students**	**Percent Completer**	**Cohort Total Students**	**Percent Completer**	**Cohort Total Students**	**Percent Completer**
Acalanes UHSD	1382	21.1%	1353	8.2%	1427	12.3%

Albany City USD	302	17%	260	2%	291	2.1%
Antioch USD	1387	21.1%	1311	29.2%	1396	14.4%
Clayton Valley Charter HS	476	27.2%	574	38.5%	544	32.7%
John Swett USD	122	3.3%	140	5.3%	110	4.5%
Liberty UHSD	2022	15.1%	2020	31%	2051	30.5%
Martinez USD	330	20%	302	33.5%	344	48.5%
Piedmont USD	235	7.7%	211	10.4%	227	10.7%
Pittsburg USD	1003	13.6%	1030	17.5%	921	12.33%
San Ramon Valley USD	2747	22.5%	2744	23%	2616	22%

Adults Graduated, Certified, and Employed

CCC ROP operates two adult programs open to the public: Clinical Medical Assistant (CMA) and the Chevron Training program for Process Plant Operators (PPO) and Industrial Maintenance Mechanics (IMM). Since 2015, 116 Chevron ROP graduates have been hired for full-time employment by Chevron. Many others were hired by other processing plants, however data for those is not available. See this link for a Chevron ROP graduate story.

The CMA program has graduated 302 students since 2016. The exact number of those graduates employed in the health field is unknown, however, the CMA instructor, who is still a Kaiser Health System employee, estimates that about 30% of graduates are hired soon after completing the course and 50-60% of graduates gain related employment within six months following ROP certification.

Skill and Achievement Badges

During the 2021-22 school year, the CCC ROP developed a series of electronic badges to help recognize student accomplishments. Aligned with the ROP Certificates of Proficiency, badges are issued to all students that successfully complete their ROP course. These course badges can be found at the CCC ROP Badgr page. In addition, badges can be earned through participation in some work-based learning activities such as attending Career Days in Health, ICT, or Manufacturing. These badges can be found at the CCCOE College and Career Readiness Badgr page. Opportunities for students to earn additional badges will expand as new activities and skills are identified and added. Students can then link these achievements to their personal resumes, LinkedIn accounts, etc.

ROP teachers can also earn badges through participation in various ROP activities, such as the Fall Inservice, and our partner organizations are issued badges for attending Work-Based Learning Community of Practice meetings.

Work-Based Learning

An important component of all CCC ROP courses is providing students with work-based learning (WBL) opportunities. These activities may fall anywhere on the WBL continuum from career awareness/exploration to career preparation to career training. Data from end-of-year teacher surveys has been collected to track the number and types of these experiences. This information helps guide the CCC ROP leadership team, in particular, the Work-Based Learning Coordinator, with areas in need of additional support. The table below lists highlights from the WBL data for 2020 and 2021. Complete details from the surveys can be found at Work-Based Learning Surveys 2020 - 2022.

	2019-20	**2020-21**	**2021-22**
Total # of Teacher Responses	64	57	31
% of CCC ROP Represented by Responses	66%	58%	30%
# of students Enrolled in responding ROP Sections	4881	4413	2800

WBL Activities	**2019-20**	**2020-21**	**2021-22**
# of students participating in a CTSO	710	389	516
# of students receiving industry recognized certification	1334	812	488
# of students participating in an internship	629	371	459
# of guest speakers	164	73	77
# of field trips	34	4	2

The WBL activities from 2019-2020 represent approximately two-thirds of the school year since activities ceased in March 2020 during the Covid-19 shutdown. The difficulty of engaging in WBL experiences in a virtual learning environment can be seen in the much lower numbers during the 2020-21 and 2021-22 school years. Of particular interest are the numbers of students that still received an industry-recognized certificate (primarily CPR/BLS taught online), the number of students participating in an internship (primarily Careers in Teaching students working virtually with an elementary class), the number of guest speakers (accessed online during class time), and even the few field trips that were tours taken virtually.

With a smaller percentage of teachers responding to the survey during 2021-22, it is difficult to tell whether the percentage of WBL activities increased, decreased, or stayed the same during the full year back to in-person learning.

<u>**Stakeholder Survey Results**</u>

CCC ROP stakeholders were surveyed near the end of the 2021-22 school year. These included ROP teachers, their students, their students' parents, business/industry and district partners, and the CCC ROP staff. Questions addressed the ten indicators of a high quality CTE program, along with the CCC ROP SLOs. Some highlights are presented below, along with links to the full survey results.

Teachers

Approximately 70% of CCC ROP teachers responded to the survey. The average rating of Agreeing or Strongly Agreeing that the CCC ROP helps teachers meet the CTE indicators and SLOs is 89%. The two indicators with the highest positive agreement were, "*My ROP classroom has the necessary equipment, supplies, and materials for learning*" and "*My ROP class helps students develop the ability to think critically and creatively about complex issues*". The two indicators with the lowest positive agreement were, "*I have business/industry partners associated with my ROP class*" and "*ROP shares data to assist with program evaluation*". See the 2021-22 ROP Teacher Survey Responses for full details.

"My students love the hands-on activities they get to do in ROP because of all the equipment we have, and the internship opportunities. I have so many that have gone on to careers in the field." - Teacher comment

"I am deeply grateful for the support!" - Teacher comment

"ROP has been a great opportunity for my students to grow and shine and blossom. Every time they come back from their internships, they are smiling and laughing. They tell me how much they love it and how much fun they have." - Teacher comment

Students

The CCC ROP student survey received 2551 responses. They were asked similar questions as the teachers regarding how their ROP class addresses the CTE high quality indicators and the CCC ROP SLOs. The average rating of Agreeing or Strongly Agreeing with these indicators was 79%. The two highest rated indicators were "*My ROP classroom has the necessary equipment, supplies, and materials for learning*" and "*In my ROP class I learn to work productively both as individuals and as team members*". The two lowest rated indicators were "*My ROP class helps me learn leadership skills*" and "*My ROP class provides work-based learning opportunities (e.g., guest speakers, field trips, etc.)*". In addition, a significant percentage of students (an average of 16%) selected "Not Sure" for their response. See the 2021-22 ROP Student Survey Responses for full details.

"Other than teaching me important job and life skills, this program has offered me many new and fun experiences." - *Student comment*

"This ROP class im taking this year along side the one I took last year which was first responders have helped me develop my leadership skills and my over all thinking skills for any situation." - Student comment

"I'm very grateful for this class. This class helped me find what I truly love, and what I'm passionate about." - Student comment

Parents

ROP teachers were asked to forward the survey to parents of their ROP students. The CCC ROP parent survey received 452 responses. Parents were asked the same questions as the student regarding how their child's ROP class addressed the CTE high quality indicators and the CCC ROP SLOs. Results show that an average of 78% agree and strongly agree that the CTE indicators and CCC ROP SLOs are met in their child's ROP class. The two highest rated indicators are "*My child's ROP classroom provides high*

quality curriculum and instruction" and *"In my child's ROP class students learn to work productively both as individuals and as team members".* The two indicators with the lowest rating are *"Business/industry partners are associated with my child's ROP class"* and *"My child's ROP class provides work-based learning opportunities (e.g., guest speakers, field trips, etc.)".* It should also be noted that an average of 19% selected "Not Sure", with 43% indicated "Not Sure" for *"Business/industry partners are associated with my child's ROP class".* See the 2021-22 ROP Parent Survey Responses for full details.

"My daughter strives to move into a higher Ed pre-med program. ROP provides an opportunity to explore careers and have exposure in the medical field." - Parent comment

"I appreciate that classes such as these are offered to assist the students to discern whether or not they wish to pursue a certain career path post HS graduation." - Parent comment

"My child has learned a great deal from the ROP class. Increased vocabulary, more critical thinking coupled with creativity, and an interest in using photography as part of a career moving forward are all benefits of the class. THANK YOU!" - Parent comment

Partners

We received survey responses from 14 of our partners, either business/industry representatives or district CTE administrators. The average rating of Agreeing or Strongly Agreeing that CCC ROP supports the high quality CTE indicators and our SLOs was 96%. Many of the indicators were rated at 1005. The lowest rated indicator was "*ROP classes provide work-based learning opportunities (e.g., guest speakers, field trips, etc.",* and even that response was 86% at agree or strongly agree. See the 2021-22 ROP Partner Survey Responses for full details.

"I am impressed with the work the teachers, districts and county are doing for these problems. We are a teacher focused partner and a new partner with this county so we have not seen the students in action yet. However, I see the strong teacher collaborations going on and the innovations even with cross-sector cooperation. When teachers are motivated and supported by admin, only good things can happen!" - Partner comment

Staff

Though the CCC ROP staff is a small group, 100% of responses to the survey questions either Agreed or Strongly Agreed on all questions. Of special interest were the positive responses to those questions relating to the CCC ROP work environment, including: "*ROP staff is committed to the ROP's mission and works together as a team to achieve it.", "ROP provides a variety of opportunities for staff input*." and "*ROP treats programs and personnel equitably."* See the 2021-22 ROP Staff Survey Responses for full details.

"The ROP program is always innovating to create opportunities for students and looking at how best to support the student's educational development." - Staff comment

<u>Additional Online School Program and Course Description</u>

From approximately March 2019 through June 2021, all CCC ROP courses were taught online due to the Covid-19 pandemic. This required teachers to quickly adapt their curriculum, instruction, and assessment to a learning environment that was new for both teachers and students. To help teachers adjust, the CCC ROP continued open communication with staff at all sites to survey their needs, including content, equipment, and training. The CCC ROP guided teachers to a wide variety of course-specific resources, and held community-of-practice meetings that allowed sharing of challenges and solutions.

All instruction was synchronous, following the home school's regular scheduling.The types of online instruction and software used varied greatly by course-type, school district, and teacher experience. Learning management systems, such as Canvas, School Loop, and Google Classroom helped teachers facilitate virtual classes either through Zoom or Microsoft Teams. The Google Suite of programs was used

by a range of ROP courses, including AP Computer Science, Careers in Teaching, and Culinary Arts. The Adobe Suite of programs was used by courses such as Graphic Design, Video Production, and Journalism. Many courses supplemented instruction with tools such as Kahoot!, Flipbook, EdPuzzle, and Youtube. Some textbook/program publishers provided online resources specific to a course, such as BITA for Construction Technology, the College Board for AP courses, and Project Lead the Way for Human Body Systems. Other ROP courses accessed software more specific to their course. These included Revit for Civil Engineering and Architecture, Scratch.mit.edu for Exploring Computer Science, OnShape for Robotics, WeVideo and ClipChamp for Graphic Design, Bootstrap Studio for Social Media and Web Design, and Moviola for Video Production.

All schools were able to provide computer access to all students in need, typically in the form of a Chromebook. However, not all programs needed for course curriculum could run on these. Some teachers adapted their instruction to those without full access, while others were able to find work-arounds. For example, when some students could not download powerful software such as Revit and Fusion 360 for Civil Engineering and Architecture or Intro to Engineering Design, a local community college provided virtual machines that students could access from home on their devices. This regional coordination was significant in ensuring students still received a high quality experience during this period of online learning. This link to a list of Virtual Learning Tools shows details of the wide variety of strategies and resources utilized by teachers during distance learning.

The most challenging aspect of virtual learning was creating hands-on experiences. For some ROP courses, this was not a major issue. Computer-based classes, such as AP Computer Science, Graphic Design, and Journalism were still able to offer curriculum with only minor adaptation. Other courses that typically require much more hands-on activity including Automotive Engineering, Construction Technology, and Culinary Arts found it much more difficult to engage students physically. To their credit, teachers created as many hands-on opportunities as possible for these classes. Culinary Arts teachers used common home ingredients and equipment to guide students with recipe preparation, while Construction Tech and Automotive teachers used live video to walk students through skill practice. Even Play Production was able to have students create an entire play performed virtually with materials and equipment to which students had access.

One exception to the use of virtual learning tools for distance learning was at the detention centers. Online curriculum is not offered in jails due to security issues. Therefore, the ConstructionTechnology teacher at Marsh Creek Detention Facility, for example, developed a "packet" distance learning program during the isolated pandemic period that addressed 17 different construction trades-specific to our county. Students returned the packets and then received the next packet. Topics included skills required for each trade, where training is available, wages, benefits, job descriptions, etc.

Students who successfully completed their ROP course(s) during the 2018-19 and 2019-20 school years, still earned an ROP Certificate of Completion. In addition, the CCC ROP provided a virtual year-end Student of Excellence ceremony during both years which honored students that stood out in their ROP class.

Clearly, the online instruction during Covid lockdown was not as effective as in-person classes, especially for the courses that require significant hands-on experience. However, as teachers moved back to in-person learning during the current school year, they gained valuable experience with a variety of tools and resources that will benefit their current and future classes.

<u>**Major Conclusions from Data**</u>

Strengths:

- All stakeholders continue to find that CCC ROP programs are important and successful.
- CCC ROP fiscal leadership is vital in supporting CTE opportunities for students.
- CCC ROP continuously evaluates and modifies programs to improve effectiveness (e.g., WBL opportunities, student recognition, labor market, equity, etc.).

Key Issues:

- Sustained and sufficient funding.
- Helping schools/districts create equitable opportunities and outcomes for all students in ROP courses.

Recommendations to Address Key Issues:

- CCC ROP leadership, with the support of the CCCOE, will continue to seek out funding that helps maintain existing programs, as well as, provides possibilities for expanding student opportunities
- Through extensive data collection and analysis, CCC ROP will provide relevant ROP course demographic information to partner LEAs and collaborate to address inequities.

Chapter II. Progress Report on the Schoolwide Action Plan Showing Success in Addressing the Growth Areas

The CCC ROP Leadership Team oversees the progress of the Action Plan. Progress on the action steps described for each goal 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. See the link to the CCC ROP 2021 Annual Board Report.

In addition, the WASC Action Plan is a standing agenda item on all CCR Leadership and full Team meetings, as well as at the annual Fall Teacher Inservice. Action Plan goals are also discussed at various advisory committee meetings. Agendas can be found at the following links: Fall Inservice Agenda and CCR Team Meeting Agendas and CCR Leadership Agendas.

Progress toward each Action Plan goal is described below and includes narrative or links to supporting evidence for each action step.

2016 Schoolwide Action Plan Goals

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

Rationale: With the significant changes to the CCC ROP funding model taking place prior to and during the 2016 WASC Self-Study Report, key issues from that process focused on maintaining a quality CTE program with an uncertain budget. This included, but was not limited to, providing students with access to high quality CTE courses, developing partnerships and work-based learning opportunities for students, and providing ROP teachers with essential instructional resources. Progress toward this goal addressed all of the CCC ROP School-wide Learning Objectives. Responses from the most recent CCC ROP Teacher Survey indicate that the vast majority (on average 89%) agree or strongly agree that CCC ROP support helps address both the 10 indicators of a high-quality CTE program and the CCC ROP SLOs.

Action Step: Identify priorities in course offerings and section distribution.

The CCC ROP LeadershipTeam analyzed course/section distribution throughout our consortia and allotted funding based on need, ADA, qualified instructors, pathway alignment, and equity. Labor market data was reviewed when discussing potential new courses and sections to ensure they aligned with grant funding criteria. CCCOE has prioritized a focus on equity throughout the agency and CCC ROP paid special attention to underrepresented populations. This resulted in an increase in CTE courses offered to high-priority schools such as Mt.McKinley School (for incarcerated youth), Contra Costa Adult School (for incarcerated adults), and Golden Gate Community School.

All new courses supported by CCC ROP are within high-demand, high-wage industry sectors. These courses include Drones, Autonomous/Electric Vehicle Technology, XR for Social Good, Web Design & Social Media, and Multi-Craft Core Curriculum.

Action Step: Identify essential instructional resources for each course.

The CCC ROP Account Technician provided a budget review for several years of spending. The Leadership Team did a cost analysis for each course and discussed strategies for ensuring instructional resources were allocated equitably throughout the consortia. Many factors needed to be considered,

24

including school demographics and course offerings, school/district matching fund capability as required by state grants, and recency of past purchases.

A significant impact from recent changes to the ROP funding model has resulted in much less funding for major technology purchases, such as computers. As computers previously purchased through CCC ROP need updating, schools/districts are notified that CCC ROP can no longer afford replacements. Some technology is upgraded through CCC ROP funding of more advanced drives or additional memory which extends the useful life of these computers. However, future computer replacement has become the sole responsibility of the school/district.

When necessary, the CCC ROP Coordinators work with school/district administrators to determine cost-sharing options. For example, the school purchases new computers and CCC ROP provides updated software licenses. This collaboration has allowed ROP courses to maintain state-of-the-art instructional resources which directly impact student achievement.This link provides a spreadsheet of [CCC ROP 3-year spending](#).

The data indicates that spending on instructional supplies, including books, consumable supplies, and equipment has increased over the past three years. of note is the unusually low amount spent during the 2020-21 school year due to distance learning and the very limited need for hands-on materials.

The CCC ROP assesses instructional supply needs at the beginning of every school year by working directly with teachers. Any teacher needs or wants that cannot be funded through the consortia grants are then negotiated between the CCR Coordinators and district or school site administrators to determine what can be done.

Action Step: Pursue alternate funding opportunities.

CCC ROP actively pursues alternative funding opportunities. These include the multiple K12SWP grants and the CTEIG for our consortia. Without question, CCC ROP's leadership in obtaining and managing these grants has provided our partner schools and their students with resources they would not otherwise have access to. It is likely that career-related CTE courses would have been eliminated or greatly reduced without these grants.

The CCC ROP is pursuing additional grant opportunities to help maintain and expand support for the students we serve. These include Phase 2 of the [California Regional K-16 Education Collaboratives Grant Program](#) to help streamline equitable pathways from high school to post-secondary education and into the workforce, as well as, the [Pre-Apprenticeship and Apprenticeship Grant Program](#) with an emphasis on developing pre-apprenticeship opportunities in coordination with our local community colleges.

Action Step: Collaborate with business and education partners to expand resources.

CCC ROP has created and maintained business partnerships to help fund student events and adult classes. The Chevron Community Grant completely funds the adult Process Plant Operator program. Additional funding through CalWorks helps support the adult Clinical Medical Assistant program. Several local businesses provide some of the funding for the annual Student of Excellence recognition program, including student scholarships.

A new K12SWP Coordinator works with organizations such as Earn & Learn to increase business partnerships. Earn and Learn works to engage businesses and connect them with local educators. The CCC ROP K12SWP Coordinator serves as a liaison, guiding teachers through the system and collecting data in the ELENA database. Students have experienced a variety of Work-Based Learning, such as guest speakers, work-place tours, and internships through these connections.

The CCC ROP continues to engage with local education partners, as well. Leadership actively participates with the Bay Area Community College Consortium (BACCC) which strengthens career pathway connections for high school students. The CCC ROP also sponsors the county-wide CTE Leadership group which meets monthly to collaborate and share information and resources that are then provided to each district's CTE teachers. See the CTE Leadership Consortium minutes here.

Other CTE coordinators throughout the county meet regularly for the CCC Work-based Learning Community of Practice. This group often has guest speakers from business/industry and these resources are also distributed to each district's CTE teachers. Minutes from recent WBL Community of Practice meetings can be found here.

Action Step: Identify cost saving measures.

We have made significant cuts to our department. The three CCC ROP Principals supporting east, west, and central county were reduced to two when one principal retired and was not replaced.The four Career Guidance Liaisons that supported ROP teachers throughout the county were released by a reduction in force. The Work-based Learning Liaison position that was grant funded was also terminated. The ROP-dedicated Computer Technician retired mid-year 2021-22 and was not replaced, leaving ROP teacher tech support to be picked up by existing staff within the CCCOE Tech department. The only new hire was a K12 Strong Workforce Program Manager who supports K12 SWP work with our grant consortium.

Two programs that were not cost effective and could not be supported by the current grant structure were eliminated. The adult Administrative Medical Assistant (AMA) program was dropped. However, through a collaboration with Pittsburg Adult Education Center, the AMA class continues to be offered and is still aligned with the CCC ROP's Clinical Medical Assistant class. In addition, the Cosmetology program for high school students run through Paris Beauty College and once funding entirely through CCC ROP had to be dropped.

Another significant cost-saving measure that has been adopted recently is the elimination of CCC ROP's purchasing of entire computer labs for specific courses. While we continue to maintain the computers previously purchased by CCC ROP, we have informed all of our partner schools/districts that when those machines become obsolete, we can no longer replace them. The CCC ROP Coordinators and Director have ongoing conversations with school administrators to strategize technology funding in order to ensure students continue to get the state-of-art experience they deserve.

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

Rationale: Assisting students with identifying their career goals is a direct reflection of the CCC ROP Mission. Providing additional support in the area of career guidance, helping to develop well-defined CTE course sequences, and providing opportunities for students to participate in Work-Based Learning experiences will help ensure students receive the benefits of ROP as they pursue post-secondary education, challenging careers, and life-long learning.

Action Step: Identify model practices and new opportunities to connect with counselors and student services.

The 2021-22 survey of CCC ROP teachers indicates that 96% of them agree or strongly agree that their course provides students career exploration and guidance. CCC ROP is always looking for ways to improve our support of this goal. Attempts to increase outreach to school counselors in order to better share resources and information have not been very successful, and the shift to distance

learning due COVID -19 make this even more challenging. Progress on creating a group list of all partner school counselors has been put on hold in lieu of forming the county-wide CTE Leadership group. The intent of the CTE Leadership group is to relay model CTE practices, along with student and teacher opportunities, to their school counselors and staff. We have not yet determined how successfully information is being relayed to school site personnel, and will continue to monitor in the future.

Action Step: Develop strategies to strengthen delivery of career-related information to students.

With the elimination of the four Career Guidance Liaison positions that provided direct service to students, the amount of career-related information ROP students receive has been reduced. A CCC ROP Career Guide is available for teachers to access electronically or in hard copy. Teachers are also referred to the California Educators Together (formerly CTEOnline) sponsored by the CDE. Additional student resources are sent from the CCC ROP Coordinators to district liaisons and directly to teachers for dispersal to students. These opportunities are posted and updated weekly in the WBL Padlet.

A revamped College and Career Readiness Newsletter is created by the CCR Director and shared bimonthly to a wide range of ROP's stakeholders. Career-related details are then relayed to teachers and students. Similarly, the CCCOE CTE Leadership Consortium meetings provide information and resources to district CTE leaders for use at their school sites.Specific programs, such as the adult Clinical Medical Assistant and Chevron Process Plant Operator programs, have their own publications including a CMA Brochure and Chevron's promotional material.

An exciting strategy that is currently being developed is CCC ROP's use of the community television station, Contra Costa TV (CCTV), and its dedicated education channel, edTV. The goal is to help showcase CTE and career activities taking place around the county. Students, teachers, and the community as a whole will be exposed to CCC ROP courses, as well as, their related careers. While this format is currently only through cable television, content will soon be viewable streaming on the internet and accessible to everyone.

Action Step: Design and produce career-focused materials that provide career pathway information.

The CCC ROP gathers information annually regarding the CTE courses, whether ROP funded or not, involved in career pathways at each of our partner schools. For each course, two sets of informational posters were created. One set describes the types of jobs related to the course and industry sector, presents recent labor market data, and lists local post-secondary training opportunities including adult school programs, community colleges, and universities. See this link to view the CTE Pathway with Post-Secondary Posters created in Canva. These have been distributed to each ROP classroom and are posted for student reference.

The second poster set replaces the post-secondary connections with a list of the Contra Costa County high schools that offer specific CTE courses. See this link to view the High School CTE Pathway Posters. These can be used as a reference for business and industry partners looking to connect with teachers and students within specific industry sectors across the county.

While these details are available within individual classes and schools, the CCC ROP will continue to study ways to better provide the public with county-wide data on pathway options. One promising tool is a Regional K14 Pathways Program Finder/Mapper being developed by the Bay Area Community College Consortium (BACCC). The goal is for the BACCC to develop a region-wide web based platform mapping connections between existing K-12 and California Community Colleges' CTE programs to make K-14 pathways visible to regional stakeholders, students, teachers, counselors, parents, and

employers. The platform will serve as a regional umbrella and single portal for LEAs, CCC, adult schools & WIBs resulting in a free tool for users linking career interests to career training and preparation programs.

Action Step: Increase participation in work-based learning experiences, including CTSOs, internships, job shadowing, etc.

To increase student participation in work-based learning (WBL) experiences, the CCC ROP took a multifaceted approach. Through the K12SWP grant consortium, a dedicated WBL coordinator position was created. This manager-level position in the CCR department of the CCCOE has the primary purpose of connecting with CTE district leaders and teachers to help facilitate WBL experiences. Communication about WBL opportunities is shared with CTE leaders by the WBL Coordinator, as well as, the CCR Director. Agendas from the [Contra Costa County Work-Based Learning Community of Practice](#) can be viewed here.

The CCC ROP has been an integral supporter of [Earn & Learn](#), an education services & technology organization that works to effectively scale work-based learning experiences for all learners. This platform helps connect business and industry partners that can provide WBL, such as guest speakers, field trips, and internships, with the educators that can use them. The CCC ROP's WBL Coordinator assists teachers with utilizing the platform and the associated ELENA database. In addition, many of the WBL opportunities are posted on a [WBL Padlet.](#) The CCR Coordinators also shared specific WBL opportunities with target teachers to help ensure the information is reaching the appropriate audience.

To help determine student participation in WBL and evaluate our efforts, data is collected and reviewed from Earn & Learn, Junior Achievement, and our own CCC ROP WBL teacher surveys. Our CCC ROP [Work-Based Learning Survey Results for 2019-2022](#) indicate that even during COVID distance learning, some students were able to participate in WBL activities, including guest speakers, virtual field trips, and CTSO competitions.

To help motivate students to participate in WBL activities and allow them to document the activities, the CCC ROP has created electronic badges identifying the experiences. Students are then sent a link to download the badge for use on resumes or a LinkedIn profile. The [CCCOE College and Career Readiness Badgr page.](#) shows badges students can currently earn for activities such as attending a Health Career Fair or Manufacturing Week. The CCC ROP will continue to expand this resource to include more opportunities to earn WBL badges.

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

Rationale: Since the inception of the CCC ROP nearly fifty years ago, providing students with opportunities to enhance academic and job-ready skills has always been a central theme. The CA Department of Education's CTE-related grants now include a focus on multiple-course pathways that are tied to high-wage, high-demand careers. To enhance student awareness of and preparation in these industry sectors and their related post-secondary opportunities, the CCC ROP continues to work collaboratively with our partner school districts and local community colleges.

Action Step: Develop a plan for CPT and CTEIG sustainability after grants expire.

The CPT grant has been phased out. Currently, CCC ROP funding is provided by the CTEIG, and by three K12SWP grants: Health Science & Medical Technologies, Information & Communication Technologies/Advanced Manufacturing/Engineering, and Equitable Curriculum, Career Exploration & Work-Based Learning. Additional support continues to be provided by the CCCOE general fund which helps offset the budget reductions due to limited grant awards. To fully support the programs in out partner districts, the CCC ROP administrators work with district and site personnel to braid funding for maximum efficiency and sustainability. This includes the required matching fund contributions for the CTE grants, as well as, additional school/district contributions such as Perkins grants and site general funds. Regular communication between CCC ROP and partner districts is critical in ensuring the continued success of ROP classes.

Action Step: Provide leadership in CPT and CTEIG grant accountability.

The CCCOE CCR department is the lead agency in the consortia for CTEIG and K12SWP grants. This includes financial, curriculum and instruction, credentialing, and other guidance for partner districts. CTE Leadership meetings are held regularly to help guide districts and gain their input into grant plans. In addition, meetings are held with each individual district to further address their CTE needs and the reporting requirements of particular grants for which they partner. [CTE Leadership Agendas and Notes](#) can be found at this link.

Action Step: Participate on planning teams for new and existing academies, pathways, and district level CTE advisory committees.

The CCR Leadership team members participate on numerous school and district committees regarding CTE pathway development. These include John Swett USD Careers Academy, Chevron Community Advisory, Albany Unified CTE Advisory, Piedmont Oversight Committee, San Ramon Valley USD CTE, Martinez USD CTE, and Antioch USD CTE Pathways. In addition, The CCR Coordinators meet with all individual high schools to offer guidance and support for the maintenance, expansion, or addition of CTE pathways. Some of the recently developed pathways which include a CCC ROP course are Culinary Arts at Heritage High, Social Media and Web Design at Antioch High, XR for Social Good at Dougherty Valley High, and Electric and Autonomous Vehicles at Pittsburg High.

Action Step: Collaborate with community colleges regarding course sequencing and articulation.

The CCCOE CCR department hosts the K12 SWP Manager. The K12 SWP Manager supports LEAs with the K12 SWP and connects CCC ROP programs with Community College partners. In addition to this work, the director and coordinators participate in the Bay Area Community College Consortium (BACCC). Coordinators are an integral part of helping formalize articulation agreements between high schools and the community college. Any ROP-affiliated course seeking articulation requires an approval signature from the CCC ROP Coordinator to help ensure effective communication and alignment between all parties.

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

Rationale: In order to achieve the previous Goals in our Action Plan and to maintain the successful programs that CCC ROP supports, we must ensure there is strong, open communication with our stakeholders. We seek strategies to inform more students, parents, and community members about ROP opportunities and benefits, including sharing the many accomplishments of CCC ROP students. Working with our business/industry partners to become more involved in ROP classes and establishing methods to improve data gathering will also enhance our program.

Action Step: Improve effectiveness of data collection from stakeholders.

To improve the effectiveness of data collection from our stakeholders, the CCC ROP has implemented several strategies. Surveys provided to stakeholders are reviewed annually and updated to ensure alignment with current CTE indicators and the CCC ROP SLOs. The purpose of data collection is communicated regularly to providers through CTE Leadership meetings and direct contact with providers, such as district data technicians. The types of data collected are also evaluated each year. For example, determining how to gather ROP course demographics from CALPADS, and the use of work-based learning data from Earn & Learn's ELENA system are recent additions that provide detailed information not collected previously.

Action Step: Promote the inclusion of more ROP information in high school publications.

The CCR leadership team works with site and district administrators to identify ROP courses and help ensure accurate course representation at school sites. The CCC ROP Coordinators work with school administrators to include ROP details in the school's course catalog. This was especially challenging during the COVID distance learning years when communication was less effective. Coordinators will scan the newest course catalogs for the current school year to help sites edit information, if needed. Programs such as the CCC ROP Students of Excellence awards ceremony help to showcase ROP students, and thus the ROP courses. This is publicized in CCCOE newsletters that are shared with school districts. Helping push these types of achievements that acknowledge the CCC ROP program into local school newsletters can help build more direct communication with local communities.

Action Step: Provide web-based communication for teachers to collaborate.

The original intention of the Action Step was to provide a CCC ROP specific web-based platform for ROP teachers to communicate and collaborate across school districts. Overtime, we realized that this type of tool run by us was not the most effective way to collaborate. This became clearer during the COVID distance learning era when teachers were forced to become proficient utilizing Zoom or Microsoft Teams for communicating online. We continue to encourage ROP teachers to use the resources and communities of practice found on the CDE's CA Educator's Together platform (formerly CTE Online). In addition, some course-alike advisory meetings are facilitated by CCC ROP on Zoom which has led to more participation than former in-person meetings given the extreme distances some teachers have to travel for such meetings. CCC ROP plans to continue utilizing the Zoom tool to facilitate this collaboration and will expand the industry sectors represented.

Action Step: Improve industry advisors' knowledge of ROP resources.

To help achieve this Action Step, the CCR department of CCCOE created the WBL Manager position as specified by the K12SWP grants. This position helps coordinate WBL experiences for ROP students in part by reaching out to local businesses and industries and connecting them with the ROP teachers. The manager also works closely with Earn & Learn to leverage the connections that this organization obtains. Earn & Learn works broadly with all CTE industry sectors, so when ROP teachers establish a relationship with a business/industry related to their course, the business contacts become more aware of ROP's role in supporting CTE programs. In addition, when business/industry partners participate in school CTE advisory meetings, ROP personnel, both teachers and CCC ROP administrators, are often involved and help improve the partner's knowledge of CCC ROP's role.

Action Step: Promote to students, parents, counselors, site and district administration ROP's strong emphasis on academic and work-based learning.

Detailed information about CCC ROP is outlined on the CCCOE's CCR Webpage and is shared with stakeholders in the CCR Quarterly Newsletter. Monthly meetings with district CTE Leadership promotes all aspects of the CCC ROP, including academics and work-based learning. This information is shared with additional partners through the regular WBL Community of Practice as part of the K12SWP grant. Of special note is the recent addition of digital competency badges through the online Badgr tool. These badges earned by ROP students that are proficient in the coursework identify the

learning objectives for the course. Not only can these be viewed by students into the future, but their parents also have access to view the knowledge and skills emphasized by their child's ROP course.

CCC ROP continues to look for ways to better inform the community, as a whole, about the importance of ROP courses and the CCCOE's role in helping local students become college and career ready. One strategy will be to increase utilization of the county-wide cable channel, edTV, to showcase ROP programs by allowing viewing by all community members.

Action Step: Disseminate information about ROP courses that are "a-g" approved and courses articulated with community colleges.

The CCR webpage, noted above, lists the CCC ROP courses offered throughout the county. The course descriptions identify the UC/CSU a-g designation when appropriate, as well as, community college articulations. The UC approved ROP course list is also available on the UC Course Management Portal, and the articulated ROP courses are listed on each local community college's website. While this information is available for those that seek it out, the CCC ROP continues to look for ways to push the information out to our stakeholders and larger community. Utilizing the edTV resource may assist with this goal in the future, as will a focused effort to ensure each partner school shares the information with their local communities.

Chapter III. Self-Study **Findings based on the ACS WASC Adult School/ROCP Criteria**

Under each of the ACS WASC Adult School/ROCP Criteria, there are supporting "indicators" that break down the criteria into smaller parts. In narrative form, schools should summarize their findings with supporting evidence about the extent to which the school meets or exceeds the criterion/indicators. Schools must comment on every indicator for each of the criteria. Provide links as needed.

Criterion 1: School Mission and Schoolwide Learner Outcomes

The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide Learner Outcomes 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 is the following: *CCC ROP provides innovative and exemplary Career Technical Education to prepare students for challenging careers, post-secondary education, and lifelong learning in a diverse society*. This statement reflects our 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, resources, and leadership that represent the most up-to-date information and materials possible in order to prepare them for future success.

The mission statement was amended recently to include "... *in a diverse society*". While CCC ROP has always tried to address challenges with equitable access and outcomes for all learners within our programs, special emphasis from the Contra Costa County Office of Education on equity education has helped refocus our efforts to ensure our programs help meet the needs of diverse and special populations. Some of these efforts can be seen in improved data acquisition and analysis of student demographics within CCC ROP, as well as, the expansion of support into previously underserved programs including special needs, community schools, and incarcerated youth and adults.

Another 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 over 90% of our courses meet UC/CSU "a-g" requirements. The currently approved courses can be viewed at this link for UC 'a-g' Approved Courses. Students enrolled in these ROP courses are directly prepared for both college and career. CCC ROP Coordinators 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.

Indicator 1.2: The school's mission statement is central to institutional planning and decision-making activities. The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.

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. The CCC ROP leadership team reviews the mission statement annually and makes suggestions for updates to improve relevancy or adjust to evolving education and labor market conditions.

During 2021, 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. 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 (see the CCC ROP Mission Poster), on the CCCOE website, and in most CCC ROP publications and all CCC ROP course outlines. The mission is highlighted during the Fall Teacher Inservice which all CCC ROP teachers are expected 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.

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 labor market trends, college preparation, and equitable opportunity. 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 is reviewed by CCR Coordinators, instructors and 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 as stated in our mission.

CCC ROP provides additional support to ROP teachers to help them achieve our mission. Professional development opportunities that focus on topics such as instructional strategies and technology are offered by the CCCOE and other organizations. CCC ROP is often able to fund teacher attendance, and in some cases, coordinates the trainings. To further our mission to provide innovative and exemplary CTE, the CCC ROP has developed a county-wide work-based learning community of practice where CTE leaders from partner districts regularly share ideas and opportunities for teachers and students throughout the region. Agendas for these meetings can be found at this link to Contra Costa County Work-Based Learning Community of Practice.

Indicator 1.3: The school establishes Schoolwide Learner Outcomes that identify the broad, global goals for all students based on current and future student learning needs and current, research-based concepts.

As with the mission statement, the existing Schoolwide Learner Outcomes (SLOs) were reviewed by the Leadership team. Teachers provided feedback during the Fall 2021 Inservice (see Fall 2021 Inservice video recording of Zoom meeting). Recommendations for potential changes were then discussed by the Leadership Team and edits made. While the general SLO statements remained the same, some edits were made to wording for clarification and indicators were added to better address cultural diversity as emphasized by overall CCCOE goals.

The general SLOs were selected to align with general objectives from the CTE Model Curriculum Standards produced by the California Department of Education. In addition, they coordinate with major expectations derived from the research-based New World of Work curriculum which our local community colleges utilize.

Stakeholders including staff, teachers, students, parents, and partner agencies are surveyed to provide feedback on how well CCC ROP programs are achieving the SLOs. This information is collected and evaluated annually, Surveys questions can be found at this link for ROP Surveys 2022.

School's Strengths and Growth Areas for Criterion 1 (no specific number required)

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.
4. Focus on equity and access for all stakeholders.

       Growth Areas:

1. Improve effectiveness of data collection.
2. Increase promotion of CCC ROP activities that meet the SLOs.

Criterion 2: Governance, Organizational Infrastructure, and School Leadership

The organizational structure and roles of governance and leadership are clearly defined and designed to facilitate decisions that support student learning and improve institutional effectiveness. The governing body enables the administration 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 6191(a) and (b). These policies have been recently reviewed and updates are currently pending final approval.

The County Board of Education develops policies. The elected County Superintendent of Schools, Lynn Mackey, delegates the responsibility for implementation of these policies to the Senior Director for Student Programs, Nick Berger. The Director of Student Programs for College and Career Readiness, Hilary Dito, is charged with the overall management of CCC ROP with assistance from College and Career Readiness Coordinators and Manager. The Coordinators are each assigned a region of the county and are responsible for the direct support of ROP classes in their regions and the development of strong relationships with the teachers and administrators at their schools. The chart at this link shows the entire CCCOE Organizational Structure.

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

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 and aligns with the overarching mission and goals of the County Office of Education. The Superintendent and Board members are provided with documentation on student achievement, new courses being offered, labor market information, and newly developed and ongoing partnerships.

The CCC ROP leadership works with the support staff to ensure participation, commitment and accountability. Monthly College and Career Readiness (CCR) meetings are held to share information, to offer feedback, and to evaluate programs. See this link for CCR Team Meeting Agendas. 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. An end-of-the-year staff survey provides additional feedback on program effectiveness. This link shows results from the most recent CCC ROP Staff Survey. While the department only has eight members, 100% agree or strongly agree that the CCC ROP supports teachers and programs, works together to achieve our mission, and treats personnel and programs equitably.

The CCR Director who oversees CCC ROP provides a status report to the Student Programs Senior Director during weekly meetings. During Cabinet meetings, the Student Programs Senior Director reports on CCC ROP to the County Superintendent of Schools, and when appropriate reports 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.

Indicator 2.3: 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. The CCCOE's Mission, Values, and Priorities can be found at this link. As discussed previously, the CCC ROP mission statement and related SLOs guide all areas of curriculum, instruction, assessment, and support provided to CCC ROP teachers and students and align with CCCOE's strategic plan.

CCC ROP's ability to consistently maintain a high level of support with reduced staff and funding since the last WASC accreditation visit 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.

Indicator 2.4: The leadership of the school creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement for students.

Results from the 2022 ROP Teacher Survey, indicate a very high level of collaboration between teachers and CCC ROP leadership. 87% of ROP teachers agree or strongly agree that ROP treats programs and personnel equitably. 87% of ROP teachers also agree or strongly agree that there is an opportunity for teacher input. 94% of ROP teachers agree or strongly agree that the CCC ROP has an established a clear mission statement that reflects its beliefs and philosophy. And 91% of ROP teachers agree or strongly agree that the CCC ROP staff is committed to the CCC ROP mission and works together to achieve it. All results from the survey can be found at the link for ROP Teacher Survey Responses.

Because student achievement of the SLOs is critical, the CCR director and coordinators regularly communicate with teachers and share with them strategies and instructional materials that enhance the teaching and learning in CCC ROP classrooms. The coordinators 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 associated with CCC ROP because of the level of support they receive and because their CCC ROP coordinators 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.

Another important role of CCC ROP coordinators is to regularly meet with school site principals. During these collaborative discussions, CCC ROP coordinators 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, CCC ROP Coordinators and the principals create strategies for maintaining and improving program offerings.

School's Strengths and Growth Areas for Criterion 2 (no specific number required)

Strengths:

1. Strong, collaborative relationships with stakeholders at all levels
2. Increased classes and maintenance of support with reduced staff
3. CCCOE provides timely and effective leadership and support for ROP/CTE district programs.
4. CCC ROP District Consortium streamlines programs, allows for engagement of shared decision making and focuses CTE resources

Growth Areas:

1. Difficult to bring staff together given geographical coverage areas and limited resources (e.g., substitutes, meeting space)
2. Improve communication flow from CCC ROP to the school site stakeholders.
3. Increase community / business outreach

Criterion 3: Faculty and Staff

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

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

All but one CCC ROP teacher working at a comprehensive high school 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. CCC ROP teachers working in adult programs (CMA, Chevron), as well as at CCCOE operated schools (CCAS, Mt. McKinley, Golden Gate, Marchus) are employees of the CCCOE and are monitored solely by CCC ROP administrators and CCCOE staff. All but two CCC ROP teachers have either a Designated Subject – CTE credential associated with their ROP course's industry sector, or a CTE-appropriate Single Subject credential with related industry experience. A spreadsheet listing credential status of all CCC ROP teachers, as well as, non-ROP CTE teachers, can be found at this 2021-22 Careers Pathways Maps.

The CCC ROP Coordinators meet regularly with school and site administrators to discuss any potential changes to CTE teachers, whether due to current teachers moving or retiring, or to addition of new CTE courses that might be supported by CCC ROP. CCC ROP Coordinators also work with site administrators to identify CTE candidates, review qualifications, and make recommendations for hire. For CCC ROP instructors new to the profession, guidance and support are offered during the credentialing process. A CCC ROP Coordinator provides new teachers with a list of approved DS-CTE credentialing programs. The coordinators 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.

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 CCC ROP administrators, part of the College and Career Readiness department, are all highly qualified for their positions. The three certificated managers were all former teachers and secondary school site administrators. The classified manager was a former teacher and worked in the adult school setting. In addition to regular CCCOE-sponsored professional development, two of the CCC ROP administrators completed the CTE Leadership Development Institute sponsored by the CA Department of Education and Butte County COE.

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

Personal assistance to CCC ROP teachers is provided by communicating directly with the CCC ROP Director, Coordinators, Data Technician, and Purchasing Technician, all of whom are available to help answer questions and clarify issues. CCC ROP administrators follow-up with instructors to address questions or concerns. 86% of teachers agree or strongly agree that the CCC ROP provides a variety of opportunities for teacher input.

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, works together as a team to achieve the mission, and provides a variety of opportunities for staff input. Procedures that are specific to the College and Career Readiness department are clearly outlined by administrators. These department-specific procedures are reviewed regularly during CCR administrator meetings, at individual check-in meetings, and at least annually during full CCR staff meetings.

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 a CCC ROP Coordinator works with school administration to verify appropriate credentialing and work experience needed for the course(s).

Open ROP teacher positions are posted publicly 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 utilize our extensive professional network when seeking new instructors. Through word of mouth, email blasts, and occasional postings on CA Educators Together (formerly CTEOnline), potential applicants are directed to open positions. In addition, the CCCOE HR department hosts hiring fairs for certificated employees.

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 College and Career Readiness and the Assistant Superintendent of Human Resources. 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 assures the effectiveness of its faculty and non-teaching support staff members by evaluating all personnel systematically and provides direction and support for their professional growth.

As employees of their school district, all but one CCC ROP teacher receives 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 coordinators assess all CCC ROP teachers annually by utilizing the CDE's 11 Elements of a High Quality CTE program. CCC ROP Coordinators discuss these elements with teachers and assist in addressing them.

Discussion takes place throughout the year between the CCC ROP Coordinator and school or district administrators 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. 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. 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 the CCC ROP Director, who references the appropriate job description and assists 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.

The CCC ROP Coordinators are evaluated by the CCR Director. Coordinators set goals in the areas of organizational leadership, communication/interpersonal skills, creating and maintaining a positive culture, and professional competency and growth. Achievement toward stated goals is reviewed annually. The

CCR Director receives a yearly evaluation from the Senior Director of Student Programs following a similar process.

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

CCC ROP encourages teachers to continuously update their knowledge and skills through professional development. 80% of CCC 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 annual Fall ROP Inservice, the annual Educating for Careers conference, HOSA Leadership conference, and others. After attending professional development, instructors add new content and strategies to their classroom instruction. Some teacher professional development opportunities are 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. CCC ROP administrators have attended ACSA Region 6 Conferences. The CCCOE Technology Department has provided weekly professional development opportunities for all CCC ROP staff members that include features of Microsoft Teams and Office, as well as pandemic-related distance learning tools. All staff participate in the CCCOE Institute Day with a workshop presented by Epoch Education discussing Diversity, Equity and Inclusion practices for educators. Some CCC ROP members took part in a workshop on human-centered design and empathetic interviewing. CCCOE Student Program Directors completed a series on Improvement Science and CCCOE Leadership Council explored the Improvement Science toolkit to use with CCCOE programs. All CCR Leadership participated in Earn & Learn's workshop on applying an equity lens to work-based learning activities, and the WBL Coordinator attended an equitable education and racial justice forum hosted by Bay Region Equity Regional Joint Venture. In addition, Student Program Directors and Educational Services Coordinators participated in a four-part series using Turn Around for Children's Toolkit where CCCOE leaders explored the research behind learning and a framework for developing supportive environments for all students to succeed. Through this series, the Student Programs and Educational Services leadership teams are developing systems to work together and support partner districts.

<u>**School's Strengths and Growth Areas for Criterion 3**</u> **(no specific number required)**

Strengths:

1. Highly qualified CCC ROP teachers and staff
2. CCC ROP staff support of teachers
3. Ability to do more with less
4. Strong evaluation and goal setting processes

Growth Areas:

1. Need to improve data collection practices from staff and teachers
2. CCCOE CTE Credential Program needs to be finalized and implemented
3. Ensure that all teachers have access to Professional Learning programs that meet their needs

Criterion 4: Curriculum

The school develops and implements a challenging, coherent, relevant and research-based curriculum that allows all students the opportunity to reach the Schoolwide Learner Outcomes. The school's curriculum reflects its mission and Schoolwide Learner Outcomes and connects directly to current student learner needs.

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

Additional indicators for online programs/courses, if applicable:

Indicator 4.1a: A rigorous, relevant, coherent, and articulated online curriculum is accessible to all students through courses/programs offered, within and across grade levels.

Indicator 4.1b: The governing authority's online policies are directly connected to the school's vision, mission, and Schoolwide Learner Outcomes.

Indicator 4.1c: The school assesses the online curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

The CCC ROP currently provides curriculum for 73 different 2021-22 ROP courses representing twelve of the fifteen CDE-recognized industry sectors, leaving only Business & Finance, Fashion & Interior Design, and Marketing, Sales & Service without CCC ROP supported classes due either to funding limitations or to the courses not being offered this school year. Four new ROP courses added this school year are Drones (Pittsburg High), Web Design & Social Media (Antioch and Deer Valley High), Multi-Craft Core Curriculum (Contra Costa Adult School), and XR for Social Good (Dougherty Valley High). See this link to the CCC ROP Course List by Industry Sector. CCC ROP courses along with a brief description can also be found on the CCCOE ROP website. Of these courses, only 3 are not currently UC a-g approved; two of those courses are new this year and have not yet been submitted. It is expected they will be approved as 'g' electives.

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. A sample ROP Certificate of Proficiency can be found at this link.

The connection between CCC ROP courses and career options and local college programs 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, related Bay Area labor market data, and which regional colleges offer programs aligned with the career pathway.

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. (OSHA 10) 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. Articulated ROP Courses can be found at this link.

Many high schools within our service area have created career pathways or academies. Some schools follow a California Partnership Academy (CPA) or Linked Learning model, some utilize the Project Lead The Way (PLTW) program, while others have identified their own pathways. CCC ROP courses are

included in these sequences and often are the capstone course. Spreadsheets for all partner schools' current Career Pathways can be found at this link.

As described in Chapter 1, from approximately March 2019 through June 2021, all CCC ROP courses were taught online due to the Covid-19 pandemic. This required teachers to quickly adapt their curriculum, instruction, and assessment to a learning environment that was new for both teachers and students. To help teachers adjust, the CCC ROP continued open communication with staff at all sites to survey their needs, including content, equipment, and training. The CCC ROP guided teachers to a wide variety of course-specific resources, and held community-of-practice meetings that allowed sharing of challenges and solutions.

All instruction was synchronous, following the home school's regular scheduling.The types of online instruction and software used varied greatly by course-type, school district, and teacher experience. Learning management systems, such as Canvas, School Loop, and Google Classroom helped teachers facilitate virtual classes either through Zoom or Microsoft Teams. The Google Suite of programs was used by a range of ROP courses, including AP Computer Science, Careers in Teaching, and Culinary Arts. The Adobe Suite of programs was used by courses such as Graphic Design, Video Production, and Journalism. Many courses supplemented instruction with tools such as Kahoot!, Flipbook, EdPuzzle, and Youtube. Some textbook/program publishers provided online resources specific to a course, such as BITA for Construction Technology, the College Board for AP courses, and Project Lead the Way for Human Body Systems. Other ROP courses accessed software more specific to their course. These included Revit for Civil Engineering and Architecture, Scratch.mit.edu for Exploring Computer Science, OnShape for Robotics, WeVideo and ClipChamp for Graphic Design, Bootstrap Studio for Social Media and Web Design, and Moviola for Video Production.

All schools were able to provide computer access to all students in need, typically in the form of a Chromebook. However, not all programs needed for course curriculum could run on these. Some teachers adapted their instruction to those without full access, while others were able to find work-arounds. For example, when some students could not download powerful software such as Revit and Fusion 360 for Civil Engineering and Architecture or Intro to Engineering Design, a local community college provided virtual machines that students could access from home on their devices. This regional coordination was significant in ensuring students still received a high quality experience during this period of online learning. This link to a list of Virtual Learning Tools shows details of the wide variety of strategies and resources utilized by teachers during distance learning.

The most challenging aspect of virtual learning was creating hands-on experiences. For some ROP courses, this was not a major issue. Computer-based classes, such as AP Computer Science, Graphic Design, and Journalism were still able to offer curriculum with only minor adaptation. Other courses that typically require much more hands-on activity including Automotive Engineering, Construction Technology, and Culinary Arts found it much more difficult to engage students physically. To their credit, teachers created as many hands-on opportunities as possible for these classes. Culinary Arts teachers used common home ingredients and equipment to guide students with recipe preparation, while Construction Tech and Automotive teachers used live video to walk students through skill practice. Even Play Production was able to have students create an entire play performed virtually with materials and equipment to which students had access.

Students who successfully completed their ROP course(s) during the 2018-19 and 2019-20 school years, still earned an ROP Certificate of Completion. In addition, the CCC ROP provided a virtual year-end Student of Excellence ceremony during both years which honored students that stood out in their ROP class.

Clearly, online curriculum during Covid lockdown was not as effective as in-person classes, especially for the courses that require significant hands-on experience. However, as teachers moved back to in-person learning during the current school year, they gained valuable experience with a variety of tools and resources that will benefit their current and future classes.

Indicator 4.2: The school has developed and implemented a regularly curricular review cycle in order to ensure that the needs of the community are met and the content taught in the classrooms is accurate and relevant and maintains curricular integrity.

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, Project Lead the Way, or the Linked Learning initiative. The Clinical Medical Assistant instructor is able to collaborate with current hospital employees during externship supervision, including some employees that were prior students. Construction Technology teachers, including with the program for incarcerated adults, confer with trade union representatives to ensure their curriculum best prepares students for current workforce needs. Some advisory meetings were canceled due to Covid during the time of distance learning.

CCC ROP supports the curriculum review process through financial assistance when necessary, including meeting supplies and substitutes. CCC ROP coordinators assist in facilitating advisory meetings and attend when possible. Any recommended changes to the curriculum are discussed with the CCC ROP coordinator. A sample meeting minutes is provided at this link to the advisory meeting for ROP Sports Medicine teachers. Major changes require dialogue with all course-alike teachers under the guidance of a CCC ROP coordinator. 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 career exploration are part of every curriculum. Recommended activities focus on communication, critical thinking, collaboration, and creativity. This link is to a sample ROP Course Outline.

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 coordinators and school site principals or district CTE leaders regarding course offerings. District participation in the K12SWP grants also steer the conversation about curricular offerings since the grants focus on specific industry sectors.

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 coordinators assist instructors with creating the course of study to ensure it meets CCC ROP requirements and the CTE Model Curriculum Standards. Since nearly every new high school CCC ROP course developed during the past six years has sought UC "a-g" approval, CCC ROP coordinators help guide the submission process when needed.

Indicator 4.3: Students have access to current texts, learning materials, informational resources, and technology 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 coordinators 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 coordinator 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. The chart below shows general expenditures on books, supplies, and equipment for the past four years. Of note is the reduced amount spent during the 2020-21 school year when the entire year was distance learning and hands-on activities were significantly reduced.

BOOKS	$ 30,000	$ 3,216	$ 23,790	$ 33,707
SUPPLIES	$ 103,300	$ 40,744	$ 99,151	$ 151,203
EQUIPMENT	$ 25,500	$ 29,343	$ 13,382	$ 44,289
SUPPLIES AND MATERIALS TOTAL	$ 158,800	$ 73,304	$ 136,323	$ 229,199

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 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.

A significant change for the 2022-23 school year will be the transition away from the CCC ROP purchasing computer hardware and maintaining hardware tech support for partner school districts. As previously purchased CCC ROP computer hardware ages out, districts have been notified that the CCC ROP's limited grant funding can no longer replace the machines. Districts are encouraged to create technology replacement plans taking this change into account. The CCCOE Technology Department will continue to provide maintenance when possible to existing CCC ROP machines until they are phased out.

School's Strengths and Growth Areas for Criterion 4 (no specific number required)

Strengths:

1. Seventy-three CCC ROP courses available in 12 different industry sectors, with 70 UC "a-g" approved and 22 community college articulation agreements.

2. Annual curriculum review with business/industry advisors.

3. Significant financial support and coordination to ensure courses have the supplies and equipment necessary to be effective.

4. Through CCC ROP leadership and support, schools are able to offer CTE courses which otherwise would be too costly to run.

Growth Areas:

1. Keeping up with new technology demands as hardware becomes obsolete and job skills evolve, including Virtual Reality, remote/PTZ controlled cameras, robotics, AV/EV, electronic medical charting systems, etc.

2. Follow up with career pathway completers to better determine curriculum effectiveness for college and career preparedness.

3. Updated career preparedness topics (e.g., resume writing, interview skills, etc.) missing from curriculum since release of Career Guidance Liaisons, including some WBL opportunities.

Criterion 5: Instruction

The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve Schoolwide Learner Outcomes and course objectives.

Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses and ensures student understanding of the standards/expected performance levels of the programs/courses in order to demonstrate the learning.

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.

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.

In a recent survey, 78% of ROP students agree or strongly agree that oral and written communication skills are reinforced in their ROP class, and 77% agree or strongly agree that their ROP class helps develop the ability to think critically and creatively about complex issues. Students are achieving the SLOs, as indicated by the number of ROP Certificates of Achievement awarded at the end of the year. After graduation, some 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 2022, 96% agree or strongly agree that their ROP class provides students with career exploration and guidance, and 94% agree or strongly agree that students learn to work productively both as individuals and as team members. 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), and Introduction to Engineering (Physical Science credit).

CCC ROP currently has 3 Advanced Placement (AP) courses: AP Computer Science, AP Computer Science Principles, and AP Environmental Science. 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 in planning for their future. It also provides a smoother transition to higher education for students who may need additional support in setting career goals.

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. 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, 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.

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 Bay Area Biotechnology Educators Consortium (BABEC) facilitated a Biotechnology training for teachers, highlighting the latest developments in the field. Research opportunities for ROP Biotechnology, Engineering, and Science teachers are available through Ignited 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.

Indicator 5.2: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning.

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 and direct observations by CCC ROP Coordinators indicate that teachers utilize research-based strategies and methodologies in ROP classrooms, and stay current in educational research through participation in professional development. 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.

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.

According to ROP student surveys, 69% of students Agreed or Strongly Agreed that their ROP class helped them learn leadership skills, 74% Agreed or Strongly Agreed that it aligned with post-secondary education opportunities, and 86% Agreed or Strongly Agreed that it helped develop job skills, etiquette, and work ethic valued by employers

Emphasis on research-based instructional strategies and methodologies enable CCC 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. 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. Special needs students have appropriate accommodations made to ensure that each student has full access to the curricula.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 groups. 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 coordinator 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.

CCC 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.. 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. CCC ROP provided training for UDL and SEL for CTE teachers in the fall of 2021.

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.

Indicator 5.3: The school is actively engaged in integrating technology into instruction.

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.

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 printers, document cameras and specialized technology for classrooms. In previous years, purchases by CCC ROP would also include student computers. As of 2022, our partner districts were informed that we will no longer be able to upgrade computer hardware due to funding limitations. Transition plans for districts to assume this role for ROP classes is being developed in collaboration with the districts and the CCCOE Technology Department.

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 Websites 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. 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
- 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.

Indicator 5.4: All in-person and online teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of delivery modes and instructional strategies that effectively engage all students at a high level of learning.

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

Online instruction due to Covid-19 was greatly enhanced and teachers utilized a variety of innovative instructional strategies to enhance learning in traditionally "hands on" curricula. Teachers created YOUTUBE channels, videos, learning kits for students to pick up at the school, blogs and podcasts were all used to support online learning. An extensive list of virtual learning tools used by CCC ROP teachers can be found at this link.

Indicator 5.5: Student work demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.

ROP teachers create learning objectives that demonstrate a high level of critical and creative thinking, problem solving, knowledge and skill demonstration. 97% of ROP teachers and 86% of students agree or

strongly agree that their ROP class helps students develop the ability to think critically and creatively about complex issues. Students demonstrate these learning outcomes with digital portfolios, hands on projects, videos, pictures, group projects, and skills testing and demonstration. Research projects, presentations, slide shows, models, collaborative groups, focus on solutions, Scientific Method of research, testing, analysis, and Performance tasks; demonstrated student critical and creative methods of problem solving in ROP classes. Samples of [student work demonstrating critical and creative thinking](#) can be found at this link.

Indicator 5.6: Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access in the rigorous standards-based curriculum.

CCC ROP teachers and staff use instructional strategies that promote differentiated learning outcomes in their classes. Teachers used hybrid learning so students could use online tools to support their learning after returning to in-person learning. Project-based learning is used to promote differentiated outcomes for students to demonstrate learning. Teachers allowed students to self-select projects that met the intended learning outcomes in their classes. Teachers allowed students to create videos on Youtube and Tik Tok to demonstrate learning in many classes during and after Covid-19. Teachers introduced open ended topics that students could research and present their findings. Many computer classes allowed students to write individualized code to demonstrate learning objectives and teach other students in the class. ROP classes, in general, lend themselves to support individualized learning approaches by students. The student work samples shared at previous links support student independent thought and approaches for multiple learning outcomes that meet the schoolwide learning objectives.

School's Strengths and Growth Areas for Criterion 5 (no specific number required)

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 their 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

5. ROP Teachers provided high quality online instruction during the pandemic

6. ROP teachers provide students with differentiated and multiple options to demonstrate learning

7. ROP teachers gained new abilities through online instruction to innovate new teaching strategies

Growth Areas:

1. Impact of changing school leadership (new administrators) on the school, resulting in on-going need to inform new staff about CCC 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 CCC ROP if district support is unavailable.

5. Funding pathways with rapidly changing industry standards

Criterion 6: Use of Assessment

The instructional staff uses effective assessment procedures to collect, disaggregate, analyze, evaluate, and report performance data for students within courses and programs. Assessment is used to measure student progress, to modify learning approaches, and to carry out organizational planning, allocation of resources, and continuous school improvement. The school recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school.

Indicator 6.1: 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 regularly in a formal leadership meeting to discuss course offerings, instruction, student learning and opportunities for growth. The team collaborates and connects several times a month using Microsoft TEAMS, sharing state and regional updates, communications regarding CCC ROP classes, and resources for CTE programs. In addition to CCR leadership meetings, the entire CCC ROP team meets monthly. During these meetings, CCC ROP administrators review data from California's School Dashboard's College and Career Indicators (CCI), Local Market Indicators (LMI) data, and District's LCAPs to analyze gaps and opportunities for the CCC ROP consortium. We share data from enrollment, purchasing and budget to ensure that our resources are supporting improvement of our programs and our student learning outcomes. CCC ROP Coordinators report out about the courses they are supporting. K12 SWP Coordinator shares data on work-based learning activities, including needs assessments for each district in CCC. CCC ROP Director reports on regional and state priorities and decisions are made to align our assessments with recommendations to meet our student learning outcomes.

The CCC ROP Leadership team hosts District Leaders in a collaborative leadership meeting six times a year. In March 2022, we hosted 4 Regional CCC ROP network meetings for all stakeholders and District one-on-one meetings to support all of our LEA partners with CTE pathway programs, and specifically ROP courses. The in-person Regional Network Meetings gathered our stakeholders in small groups, allowing for our teachers and partners to share successes and challenges that connected to their geographical area. The District one-on-one meetings were held virtually where CCC ROP leadership and District Leaders examined current data to assess each district's strengths and challenges. During these meetings, data is shared to evaluate courses and respond to improvement opportunities. CCC ROP Leadership and District Leaders assess the performance of our programs on a regular basis in order to secure and manage the grant programs that fund CCC ROP. For each grant cycle, we examine the elements of High Quality CTE programs and evaluate our program both as individual districts and a consortium. This tool is then used to create our grant plan. All consortium partners have CTE goals in their Local Control Accountability Plan (LCAP), dedicating additional resources, including funding, to increase student access to CTE and CCC ROP programs.

CCC ROP Coordinators regularly visit ROP classrooms to observe instruction, provide support, and gain first-hand knowledge of student learning. The CCC ROP Leadership team analyzes data from AP exams, industry certifications earned by ROP students, WBL activities, and students earning ROP Certificates of Proficiency. CCC ROP also examines the College and Career Indicators (CCI) on the California School Dashboard. This data is used to strategically develop CCC ROP courses and pathways in an equitable manner for our consortium, making decisions locally that will impact student learning.

CCC ROP brings together all ROP teachers in the fall each year to collaborate on strategies for improving student understanding and achievement. This annual event was held virtually for 2020 and 2021. The Fall In-service includes professional learning as it relates to ROP and time for ROP teachers to collaborate with their peers on strategies to improve student understanding and achievement. Throughout the year, CCC ROP Coordinators schedule collaboration days and advisories for teachers to meet with like-subject peers from across the county. As the county reopened for in-person events, CCC ROP hosted regional meetings in four geographical areas. These meetings allowed for smaller cohorts of teachers and

partners to gather in-person to share lessons, instructional strategies, and techniques to achieve the student learning outcomes, improving student learning in their classrooms.

CCC ROP teachers (70% agree & strongly agree) report that CCC ROP shares data for program evaluation and (80%) provides opportunities for professional development. Program data is shared during the Fall Inservice meeting each year. Professional development includes activities such as Educating for Careers conference, HOSA Leadership conference, and others.

From March 2020 to June 2021, all ROP classes were taught virtually. CCC ROP teachers used various technology tools to engage and assess students. This included Google Docs for student collaboration and peer evaluations, synchronous and asynchronous lessons, Industry-specific Software (e.g., Electude, Adobe, SoundCloud, Sketch Up, Code.org), Jamboards, Kahoot, and Zoom (and other video conferencing tools) for discussions, breakout groups and direct-instruction. CCC ROP worked with teachers and districts to support this unprecedented shift to on-line education.

In delivering a rigorous, standards-based curriculum, all CCC ROP teachers include multiple measures for assessing student performance. Over 93% of teachers have aligned their CCC ROP course to the CTE Model Curriculum Standards. CCC ROP teachers regularly use a variety of assessments to improve the teaching/learning process as observed by student work, classroom observations and student/teacher feedback.

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

- Classroom discussions
- Engaging in Argument using Claim-Evidence-Reasoning Protocols
- Daily assignments
- Reflective writing
- Exhibitions and Portfolio Development, including the use of Digital portfolios
- Tests and quizzes
- Written homework assignments
- 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
- Student Internships
- Mock Interviews
- Digital badging
- Growth Mindset

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

SLO #1 Demonstrate effective skills in oral and written communications	SLO #2 Demonstrate job skills, etiquette, and work ethic valued by employers	SLO #3 Demonstrate the ability to think critically and creatively about complex issues	SLO #4 Work productively both as an individual and a team member
• Using appropriate medical terminology • Writing and researching articles for a school newspaper • Contributing student work to a school literary magazine • Reading, writing and following directions • Creating a musical video • Preparing a PowerPoint or Prezi presentation • Participating in a debate • Producing a marketing report • Writing critical analyses of paintings or photographs	• Participating in mock interviews • Resume and cover letter writing • Portfolio projects • Completing projects and assignments on time • Proper use of safety equipment • Meeting deadlines • Utilizing Professional Journalism Code of Ethics in writing a story • Demonstrating professionalism, such as accepting responsibility within a team • Following a prescribed dress code • Following a work schedule • Demonstrating a positive attitude in a Community Classroom setting • Proper handling of equipment • Assuming leadership positions within a group • Managing group time when working on a project	• Writing an analysis of literary works • Critiquing work (students and others) based on a rubric • Troubleshooting computer problems • Responding in an emerging injury situation in Sports Medicine • Synthesizing learned skills • Demonstrations and presentations • Debates on water conservation and pollution • Developing a business • Role-playing • Designing a building using a given architectural style • Critically evaluating an art exhibit • Writing a script and editing a video • Data analysis of lab results in biotechnology	• Joint projects • Paired projects with roles • Design a web site as a team • Peer teaching • Organizing group members into a team and distributing work • Completing a diagnostic repair as a team • Competing in culinary competitionssd individuals and in groups • Demonstrating confidence in individual decisions • Roundtable competitions • Working successfully on assigned duties • Completing CV or CVE assignments independently • Peer identification of successful contributions of others • Demonstrating sensitivity and respect for the abilities of others

Teachers utilize project-based activities that mimic industry projects. This enables teachers to assess students both during the learning process and at the end of the project. Project-based learning also

facilitates students' engagement in 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.

CCC ROP Students report:
" Exams are scenario based, taking our writing capacities to a new level. On top of that, we get opportunities to demonstrate our knowledge orally when we're called on to answer bell work questions aloud. Exams are scenario based and really test one's abilities to think logically and come up with solutions to help either our or other's bodies."

"One project was designing a house for a client. I had to figure out how to reconcile the client's wishes with my constraints. I actually had to talk to the client multiple times to show what I was doing and making sure that they agreed with my design."

In CCC ROP's Adult Programs, SLOs are incorporated in feedback on the assessment of student work. Teachers visit internship sites on a regular basis, observing the student and conferring with the supervisor. This assessment data is used to drive classroom instruction, allowing the ROP teacher to reteach SLOs to improve students' performance in the field.

Technology was instrumental in continuing learning through the COVID-19 Pandemic. CCC ROP teachers had a difficult time transitioning hands-on, CTE classes to virtual experiences. CCC ROP helped facilitate several virtual advisory groups and communities of practice to engage teachers as they navigated this novel environment. CCC ROP helped to initiate various technology solutions so learning could continue in these classes. As schools returned to hybrid / in-person instruction, CCC ROP administrators supported classroom teachers to re-open ROP classes, purchasing supplies and updating software.

CCC ROP supports professional development of teachers to be able to provide industry certification, and up-to-date industry methodologies. For example, CCC ROP funds Sports Medicine and Fire Science teachers to be CPR instructors. When they teach this segment of the course, their students have the opportunity to receive industry certification. CCC ROP collaborates with industry partners to offer professional learning to teachers. Biotechnology teachers can participate in Bay Area Bioscience Educational Community (BABEC), Bio-RAD and BIOCOM to engage in the latest trainings and use state-of-the-art equipment with their students.

CCC ROP programs use self-assessment rubrics, mock interviews and portfolio development, and community-based projects to demonstrate their own learning and identify areas of growth. Teachers utilize standards, rubrics, and industry partners to measure student progress. Students in ROP Advanced Photography organize portfolios that showcase their best photographs, explaining why they were chosen. These projects are displayed at a public art show. In 2021, students produced a virtual portfolio, "Pandemic Stories of Albany".

CCC ROP supports student leadership opportunities, including Career Technical Student Organizations (CTSOs). Students in SkillsUSA and HOSA compete at regional, state and national competitions. CCC ROP Robotics students compete in First Robotics. These competitions highlight students learning in the classroom.

Indicator 6.2: Assessment results are reported regularly to all stakeholders so that accountability can be maintained and that student learning remains the focus of the school.

Assessment results are reported to stakeholders on a regular basis. CCC ROP began publishing an Annual Report every fall in 2021. This report highlights CCC ROP's enrollment by industry sector, work-based learning activities and partnership engagement,and highlights student successes. In addition

to this report, each district receives an overview that is specific to their district. These publications are used to guide decision-making throughout the year.

A CCC ROP newsletter is published every two months. The newsletter highlights students' achievements in competitions and classroom activities. The newsletter is emailed to every CCC ROP Teacher, CTE District Leader and advisory partner, posted to CCCOE's CCR website, and shared on social media.

The Director meets with the Senior Director and other Student Program Directors on a weekly basis, reporting student learning results and achievements. The Directors meeting allows cross-program collaboration and for sharing of successes and challenges in CCCOE's Court and Community Schools and CCCOE's Marcus School around CCC ROP programs. The Senior Director in turn meets with the Superintendent and her Cabinet weekly, sharing reports. At bimonthly Contra Costa County Board of Education meetings, the Superintendent and Senior Director share information with the trustees. The Director makes formal presentations to the board (at least annually) reporting on CCC ROP goals, outcomes and student achievement.

Each Spring, CCC ROP teachers nominate 11th and 12th grade students for CCC ROP Students of Excellence scholarship awards. This signature event highlights the amazing students in CCC ROP. Teacher nominations spotlights student mastery of the CTE skills specific to the industry as well as nominees work ethics, leadership abilities, and communication skills. Nominated students submit a narrative describing the impact ROP has on their lives and their future career goals. Applications are reviewed by a committee and awardees are celebrated at our annual Students of Excellence awards ceremony. During the pandemic, this event was hosted virtually, celebrating students with a video highlighting their success. In 2022 we returned to an in-person event, incorporating the video celebration of ROP into the ceremony with a pre-awards slideshow highlighting ROP activities from the year. The event is attended by students and their families, teachers, district leaders, county office staff, elected officials and industry partners. Each awardee receives a scholarship, a Students of Excellence certificate and official Certificates of Recognition from local elected officials. Nominees are recognized for their accomplishments with a gift card and a certificate. This event is shared on social media and in local newspapers.

CCC ROP manages several grants that financially support the programs at our high schools. The data and outcomes of these grants are shared at regional meetings with the Bay Area Community College Consortium (BACCC), at the county district leadership meetings and with teachers annually at the CCC ROP Fall Inservice. Each district and school also received data from the California School Dashboard that is used to assess student learning. The CA School Dashboard includes College and Career Indicators such as the number of pathway completers, students earning college credit, and a-g completion. CCC ROP continually analyzes district / school data, develops programs for new indicators, and works with our administrators and teachers to address gaps in student learning outcomes.

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

Each course offered by CCC ROP has clear learning objectives developed using a variety of resources, including input from industry and community college partners. Course objectives include industry-specific standards and career / work-based learning standards. At annual advisory meetings, industry and community partners review the curricula, including the course objectives. This group evaluates the curricula to ensure that it addresses the skills students need for successful employment and achieving the learning outcomes indicate student readiness for entry level employment and/or continued education in

that specific industry. 100% of our partners agreed that CCC ROP classes help students develop job skills, etiquette, and work ethic valued by employers.

CCC ROP awards certificates and digital badges for all students who complete ROP courses. The ROP Certificates and the digital badges list the core objectives as earning criteria. Teachers verify that students have met the learning expectations and achieve a 95% attendance rate (a work-based learning skill rated as critical by employers) to earn the certification.

With our current CTEIG and K12 SWP grants, we continue the conversation with Contra Costa Community College District to align high school CCC ROP courses with pathways in our local community colleges. The K12 SWP Pathway Coordinator for Contra Costa County is housed at CCCOE and works directly with CCC ROP and our three community colleges to focus on this work. There are currently 23 articulated agreements with CCC ROP courses.

CCC ROP teachers regularly use assessment data to modify, enhance, and improve classroom instruction. This assessment data is used to identify and support struggling students in accessing CTE Model Curriculum Standards and meeting all course objectives and CCC ROP's SLOs. Focus groups verified the use of multiple assessments and the use of data to enhance and/or modify lessons for specific students. Teachers use several formative assessment tools to check for understanding and engage students during lessons. Examples include:
- Guided Notes during lectures
- Check for understanding questions during lectures
- Pre-assessment of topics using google forms so teacher can assess understanding, address misconceptions and address individual students' needs
- Rubrics where students can self-evaluate work and receive peer feedback
- Work-based learning assessments that build students competencies for employment
- Pair Programming
- Group Labs / Projects with students supporting each others' learning
- Reteaching / Retesting strategies to ensure all students are accessing the course

A Computer Science teacher has students write code as a formal assessment and presents a sample of the responses to the class for students to critique. Students respond to the code and make corrections to improve it, re-engaging all students with the particular lesson. These lessons build on each other until the end of the year when students use all their skills to create their own application (ex:graphing calculator, chess game, animation).

In Sports Medicine, a teacher uses a virtual assessment program called Quizdom. This audience response system allows students to interact with class lectures and assess their understanding. Students label the parts of a bone, diagnose a patient, or determine the next steps in care. The teacher can quickly determine what course objectives have been met and which ones need additional focus.

Teachers create lessons with daily, weekly and unit objectives. They use a variety of tools to check for student understanding. These include common classroom procedures like: equity sticks to randomize cold calls, think-pair-share, group discussions, etc. Teachers use the data collected to modify instruction throughout the lesson, supporting learning for all students. In addition to these informal assessments, teachers use formative and summative assessments to identify struggling students. These assessments include projects, quizzes and tests, written reports, and performance tasks. Students identified as needing support receive additional instruction, one-on-one support, and a variety of instructional strategies. These include visual models, hands-on exploration, and reteaching. Curriculum builds on prior knowledge and lessons, teachers re-address objectives as they begin new material, tapping into students' understanding.

Assessment results are used to provide feedback to students and parents, measuring the students progress in each course.

Indicator 6.4: A range of student work and other data analyses are used to assess student achievement of the academic standards and the Schoolwide Learner Outcomes and to make organizational changes to better support all students. .

ROP teachers utilize a range of student work to assess student achievement of the CTE model standards, academic standards, and SLO's. Teachers use both formative and summative assessments, local and state data, and industry standards (as applicable) to assess student achievement and make programmatic changes as needed. Teachers begin units with identifying student objectives and outcomes. Using a variety of assessments, they check for student understanding throughout their instruction. When the teachers determine that students have not completely mastered the content, they reteach lessons using different instructional strategies and/or work with individual students to focus on misconceptions.

Mastery of the Student Learning Outcomes is assessed both formatively and summatively by these methods and tools:
- Classroom discussions
- Class Assignments
- Reflective writing
- Tests and Quizzes
- Google classroom
- Canvas
- Kahoot
- Edpuzzle
- Quizlet
- Laboratory performance
- Web-based inquiry
- 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
- Pre-test prior to instruction (CS)

Indicator 6.5: The school uses assessment results for organizational planning, Action Plan revision, and resource allocation.

CCC ROP's Leadership team meets six times a year to review program data, including budgets, California College and Career Indicators, CCC ROP Workbased learning data, enrollment and policies. The leadership team discusses equitable access for students and equitable distribution of resources. The CCC ROP team meets monthly, discussing resources, organizational plans, and areas of improvement. The team shares progress on the programs and aligns our activities to meet our mission and SLOs.

Classroom needs are assessed using a variety of resources and tools. CCR Coordinators regularly visit classrooms and check-in with both ROP teachers and site administrators to discuss the ROP programs. Data includes classroom observations, class sizes and schedules, funding allotment, industry input, and curriculum standards. Teachers may request funding for their ROP classrooms. In order to equitably distribute the limited funds, CCC ROP has determined high cost courses (Culinary Arts, Sports Medicine) and allocated a set amount per section for these courses. For large purchases (auto lifts, Virtual reality sets), CCC ROP has worked with the district to share the costs. When allocating the funds for these programs, the CCR Director takes in consideration the impact of the purchase (years it will function / number of students it will serve), the overall funding provided by ROP to the district / school, the equity impact of the purchase, and the overall CCC ROP budget.

CCR Coordinators and the CCR Director meet with district leadership to annually allocate sections. Sections are determined by district ada and district need. These meetings include using data on the Labor Market, college programs, teacher credentialing, and student interest. Since 2019, CCC ROP has been able to maintain the base level of sections for our districts, despite increases in costs, even with flat (or little increase) funding. With some additional grants, we have been able to increase sections for our most neediest students, in high-poverty LEAs and the Court and Community schools. CCC ROP works with each district to identify the courses and pathways that will be supported by CCC ROP. Each district commits funding to support additional CTE courses that complement the ROP program..

CTE Advisories provide data on updated industry standards and tools. For example, the Sports Medicine Advisory promoted new procedures with KED training / Spine Boarding. The ROP class was able to get new equipment and training to keep the curriculum up-to-date. CCC ROP supports each district's CTE Advisory groups including attending meetings, providing feedback for Perkins grants, and connecting districts with industry partners.

CCC ROP works to integrate programs and resources when it is possible and benefits the high-quality instruction in our classrooms. One example is the Food shed project. CCC ROP Construction Technology courses engage in a shed competition, building small structures to showcase their learning. This project took the shed building to a new level. Students in ROP Engineering designed a shed for culinary. The design was built by construction students and will be put onto trailers and used for ROP Culinary Arts "Food Wars" unit, where students will sell their products. CCC ROP was able to fund this project and support the learning of three different ROP courses.

School's Strengths and Growth Areas for Criterion 6 (no specific number required)

Strengths:

1. Consolidation of resources allows for maximum allocation based on program assessment and equitable access
2. Continued access to Professional Learning Opportunities and resources
3. Use Zoom to provide Professional Development, Communities of Practice, advisory

4. Awarding Digital Badges for course completion, work-based learning activities and other CCC ROP events
5. Highly qualified ROP teachers and CTE district leaders
6. Curriculum is reviewed annually and revised as needed to meet current industry standards
7. Variety of assessments used by teachers and shared with CCC ROP programs

Growth Areas:

1. Work-based learning suffered during the COVID-19 Pandemic. CCC ROP is working to reestablish partnerships and programs that did not happen during the last two years.
2. Build common rubrics that are aligned to the learning objectives of CCC ROP, especially with the SLOs and career ready standards.
3. Develop industry-based assessments to be used in CCC ROP courses (increase industry certification opportunities)
4. Expand Digital Badges to include the SLOs, rubrics to measure students success in attaining exemplary status.
5. Better tracking of CCC ROP students that earned college credit.

Criterion 7: Student Support Services

Student support services address the identified needs of students and create and ensure a supportive learning environment that addresses 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 to enhance the learning environment and demonstrate the achievement of Schoolwide Learner Outcomes.

Under the current funding model, most student support services are provided by individual schools and districts. However, ROP staff works with ROP teachers to ensure that students have resources they need to be successful. Student supports offered vary by school, but ROP coordinators communicate with teachers to provide resources that are needed to supplement those provided by the home districts.

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 ROP Coordinators
- Strong collaborative relationships between CCCOE and districts
- Technical support dedicated to CCC ROP classrooms
- Courses that reflect emerging and growing career fields
- Career Guidance materials for high school students
- Courses offered in 17 Contra Costa County comprehensive high schools and two high schools in Alameda County, one court 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 coordinators 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 signup 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.

Information regarding student services is shared in a variety of ways. 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.

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 provides and evaluates counseling and/or academic advising programs to support student success in the transition to ongoing education or employment opportunities.

Counseling and career guidance services are available at all schools Contra Costa ROP has programs. These services are provided by the individual schools and districts, and ROP coordinators supplement ROP teachers with resources for career guidance and exploration.

Additionally, ROP programs are part of CCCOE's Strong Workforce Program consortium, and all partner schools in the consortium participate in a community of practice around work-based learning facilitated by CCCOE College & Career Readiness team.That community of practice exchanges resources on career exploration, guidance, and activities to expose students to careers.

Many sites provide career exploration assessments to students, and ROP also considers these when making program decisions. As programs have expanded at our community school, student assessment results guided the creation of pathways.

Indicator 7.3: The school provides support for all students from the enrollment phase to the successful completion of the school course/program of choice in expectation of transition to further education/employment.

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. While some of these events were affected by Covid, ROP held virtual meetings, guest speaker and site visit events, and updated marketing materials on the ROP website.

Career Technical Student Organizations are also a draw that encourages students to take ROP classes. Programs like HOSA and SkillUSA are funded by ROP.

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.

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 needed support, including referral services, such areas as health and family support, career and personal counseling, and academic assistance.

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. Many districts now offer telehealth services to support students since the COVID-19 Pandemic.

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 backup 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.

Districts use their ARIES system for maintaining accurate and confidential student data. For work-based learning programs, ROP, along with partner districts, uses Earn & Learn's ELENA system for managing industry contacts and pledges, coordinating events, and tracking student participation.

School's Strengths and Growth Areas for Criterion 7 (no specific number required)

Strengths:

1. ROP Support still strong
2. ROP programs are relevant- students need these programs
3. Online offerings are helpful- technology support
4. Wide variety of classes sectors and available supports
5. ROP facilitates collaboration between school districts- examples: Clayton Valley/Antioch partnership; instructors collaborating/learning across districts
6. Increased focus on alternative schools and underserved populations

Growth Areas:

1. Provide equitable access to special populations- use data to promote to special pops
2. Expansion of internships/WBL
3. Continue work with a-g and articulations and marketing of pathways to students through their entire high school experience
4. Align programs to newer CCI indicators

5. Assistance for students with IEPs/accommodations/504s connecting with postsecondary trade programs
6. More outreach/marketing to parents about value of CTE

Criterion 8: Resource Management

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

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

For the 2021-22 school year, the CCC ROP received its funding from three main sources: CCCOE LCFF, CTEIG, and three K12SWP grants. In addition, four smaller grants add to the budget: the K12 Pathway Coordinator grant funds the WBL Manager position, the Chevron Community Grant solely funds the Process Plant Operator class, the Students of Excellence grant (donations from several business partners) goes only to funding the Students of Excellence recognition program and its related scholarships, and the CalWORKS grant funds are primarily used to support the adult Clinical Medical Assistant program.

The Contra Costa County ROP has consistently stayed within budget for the past six years, despite uncertainty and changes in funding. With an annual budget of approximately $9.5 million, CCC ROP leadership consciously practices conservative money management and fiscal responsibility. Through years of financial uncertainty due to the need to reapply annually for grants, the CCC ROP administration has been able to create a fund balance that allows us to maintain the number of sections supported each year. One reason for this was the paring of our core staffing, as the CCC ROP leadership's philosophy has always been to keep any funding reduction as far from students as possible. During our last WASC Self-Study in 2016, 15 staff members were involved in the operation of CCC ROP. Primarily through reductions in force, that number has been reduced to 8. Staff members have had to assume additional responsibility as a result of these reductions, and their dedication and expertise has enabled us to maintain our strong, valued programs.

The County Superintendent of Schools continues to support ROP and ensure that the programs of which we are so proud will continue. The CCCOE has demonstrated a commitment to continue funding nearly one third of CCC ROP operating costs. This support not only allows the CCC ROP to fund class sections and provide needed materials/equipment, but also helps ensure staff continue strengthening these programs through supervision, credential assistance, curriculum development, advisory committees, integration of the CTE Model Curriculum Standards, and CTE expertise.

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.

Funding allotments are shared with each partner district through an annual District Summary Report to help ensure transparency. The CCR leadership team meets with each district leader to share these results and discuss the district's priorities and challenges. CCC ROP has worked with districts to share the costs of large purchases. The CCCOE Purchasing Technician maintains a spreadsheet of CCC ROP purchases by teacher and sites. To ensure equitable distribution of funds, leadership consults the spreadsheet in determining teacher requests. At CCR Team meetings, the program accountant and purchasing technician reports the status of the budget.

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

Our financial planning includes regular review of state budget projections and grant awards, 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 each school's plans for updating and modifying their CTE course offerings. This data contributes to the development of our annual budget and our proactive plans for the future.

Our long-range plan is dependent on the long-range plan of the Contra Costa County Office of Education and the evolving resources available through the CA Department of Education. Because the majority of CCC ROP funding is through state CTE grants, there is an inherent uncertainty over long-range funding. Typically, grants that have been acquired during a school year are actually spent the following school year. Our partnering districts, therefore, can plan for ROP support one year in advance, but that is usually all. We assume that CCC ROP will continue to receive grants from the state, but the amount is always uncertain.

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

The majority of CCC ROP classes are offered on campuses not controlled or operated by the Contra Costa County Office of Education. CCC ROP Coordinators, 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 address any issues that do not contribute to a clean, safe, effective learning environment with site administrators. For example, if a classroom has faulty air conditioning, the Coordinator may request a repair and provide fans in the interim. The Memoranda of Understanding between the CCCOE and our partner districts states that it is the district's responsibility to "Provide the teachers and students with a safe work environment" and "Operate the class in accordance with policies and procedure in accordance to state and federal laws and sound education practices." Coordinators also work with site administrators to ensure that classrooms are assigned appropriately, e.g. assigning a Biotechnology class to a science lab.

CCC ROP classes that are held in CCCOE facilities, such as Marchus School, receive oversight and support not only from the CCC ROP Coordinators, but also from the CCCOE General Services department. General Services provides custodial and maintenance service for these rooms and regularly monitors their condition.

<u>**School's Strengths and Growth Areas for Criterion 8**</u> **(no specific number required)**

Strengths:

1. Superintendent and Cabinet committed to supporting ROP
2. Efficient and expedient ordering, purchasing, and delivery process for instructional materials
3. Grants received in one year are used to fund programs the following year, allowing for adequate planning
4. End each fiscal year with a positive financial balance and required reserves
5. Timeliness in response to financial fluctuations
6. Leadership and effectiveness in applying for, receiving, and managing multiple grants that enable continuation of CCC ROP classes.

Growth Areas:

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
4. Collaborate with Regional and State programs to advocate and secure funding for CTE and ROP programs

Criterion 9: Community Partnerships

The school seeks to enhance its educational effectiveness by developing close partnerships and relationships with community organizations. Community connections provide students with expanded learning experiences and employment opportunities.

Indicator 9.1: The school develops connections with community leaders, businesses, and organizations to enhance the educational opportunities for students.

CCC ROP teachers are encouraged to have business/industry connections for their course and are supported to make these connections. These local community relations 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. According to the 2022 Teacher Survey, 68% of teachers have business/industry connections. While the years of distance learning due to COVID reduced some contacts, the CCC ROP is making strides to assist all ROP teachers in establishing these important partnerships.100% of the responses from the 2022 Partner Survey indicator that CCC ROP classes provide career exploration and guidance

The CCC ROP maintains partnerships with community businesses and industries for the support of the broader ROP mission. Companies such as Chevron Corporation, BABEC (Bay Area Biotech Education Community), CTWI (Construction Trades Workforce Initiative), Phillips 66, and Travis Credit Union provide funds for scholarships, opportunities for student internships, classroom presentations, expertise in curriculum review, and participation in career fairs.

Participation by CCC ROP in the K12SWP has increased our business connections through the work of our K12SWP Manager of Work-Based Learning. Partners now include Earn & Learn, Biocom Institute of CA, UCSF Hospital, Contra Costa Community College District, and Junior Achievement. 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 other local politicians. CCC ROP is a member of the CA CTE Coalition, providing advocacy for programs at a local and state level.

CCC ROP continues to work with our local community colleges to establish program alignment and develop articulated courses. Participation in the K12SWP 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. Our participation with the BACCC (Bay Area Community College Consortium) and its regional directors has provided additional opportunities for students to connect with professionals and post-secondary opportunities.

Indicator 9.2: The school provides students with opportunities such as community service or internships to enhance student goals and success.

CCC ROP encourages and supports the development of internship opportunities for students. During the entire second half of the adult Clinical Medical Assistant class, students participate in an externship at local medical facilities. Comprehensive high school courses such as Careers in Teaching and Careers with Children have students attend neighborhood schools to work with children alongside elementary teachers. The CiT course at Antioch High School enrolls a significant number of bilingual students that get practical experience by assisting in their school's EL classes, often with non-English speakers that may be new arrivals to the U.S. Our partnership with Junior Achievement led to twenty students participating in the John Muir Young Healers Summer Internship from Las Lomas, Dozier-Libbey, Liberty, Heritage, Alhambra, and California High Schools. This was a 40-hour, paid internship. All ROP Advanced Sports

Medicine classes have students serving internships alongside school Athletic Trainers and health professionals.

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 where they teach Junior Achievement and provide books, 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 XR for Social Good course at Dougherty Valley High had students use XR technology to solve community problems such as the importance of data privacy and how to reduce carbon emissions.

The CCC ROP Culinary Arts class located at Marchus School serves students aged K-22 with special needs. All students are in Special Education and the program teacher has industry experience as well as valid teaching credentials in Special Education. The ROP course will provide direct instruction and hands-on experience in the school's café, Strawberry Corner. Older and more advanced students can prepare for entry level employment, especially in the food service industry.

Indicator 9.3: The school communicates the goals of the ROP program and works collaboratively with the community to meet local needs.

As a part of the Contra Costa County Office of Education, CCC ROP connects with the community we serve through a variety of 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. A College and Career Readiness newsletter highlighting CCC ROP programs is published six times per year and distributed to our community partners.

In partnership with Chevron Corporation, the adult ROP Process Plant Operator course is promoted in targeted cities in the county. Local advertisements are run during the enrollment period and brochures are distributed to neighborhood locations. An adult Clinical Medical Assistant brochure is distributed around the region, such as at the Employment Development Department and the East Bay Works/America's Job Center.

Significant outreach to the community used to occur through the work of CCC ROP Career Guidance Liaisons. The CGLs would attend school career fairs to promote our programs and make connections. Following the reduction in force of the CGLs due to budget constraints, some community outreach has been reduced. The COVID shutdown also significantly limited outreach opportunities during the last couple of years. The CCC ROP is currently working to expand community outreach through more focused work with the CCCOE Communications Department and a developing relationship with CCTV (Contra Costa local access television). An entire channel broadcasting through most of the county has been designated for educational programming and CCC ROP has taken a lead in establishing content that showcases ROP activities.

The most recent survey of parents of CCC ROP students indicated that 85% were aware their child's class was ROP and understood its purpose. 77% of the parents Agreed or Strongly Agreed that their child's ROP course is related to local occupations that are high-skill, high-demand, and high-wage.

School's Strengths and Growth Areas 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

Growth Areas:

1. Desire to increase number and variety of internship opportunities
2. Need for increased awareness of CCC ROP by the general public
3. Expand opportunities for community partners through Earn and Learn partnership

Criterion 10: Action Plan for Continuous Improvement

The school uses the self-study process to identify growth areas that are included in a schoolwide Action Plan that facilitates school improvement activities and processes. The schoolwide Action Plan is used regularly, reviewed annually, and monitored consistently by the governing body to ensure continuous improvement.

Indicator 10.1: As a result of the accreditation process, the school has identified growth areas (short- and long-term) that will impact student learning and increase the achievement levels of students and developed an Action Plan focusing on growth and continuous improvement.

As a result of the self-study process, CCC ROP has developed an Action Plan to address growth areas 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. CCC ROP Leadership uses continuous improvement tools based on Carnegie Foundation's Improvement Science Program. This includes empathy interviews, process mapping, and inquiry cycles.

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.

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 community partners. The leadership team reviewed and discussed survey data, using responses to help address Criteria #1, 2, 3, 8, and 9. Focus groups comprised of CCC ROP staff, teachers, and partners discussed and responded to Criteria #4-7. Significant program strengths and growth areas 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 growth areas. The team also examined the Action Plan from the previous WASC accreditation. Four Growth Areas were selected as the most important challenges facing CCC ROP during the next few years.

1. Work closely with partner schools/districts to improve equity in student opportunities and outcomes.
2. Increase Work-Based Learning experience for all students
3. Develop long-term funding plans to help address new technology needs that meet evolving industry standards
4. Improve efficiency of data collection to ensure decision-making is based on timely and accurate information

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

Indicator 10.2: The school has procedures in place to implement and monitor the Action Plan and assess its impact on student learning, school programs, and operations; this includes communication of progress to all stakeholders.

Progress on the action steps is monitored by the CCC ROP administration and staff during monthly meetings. 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 then adjusts 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 the current CCCOE budget.

Each Goal of the Action Plan identifies a timeline 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. District CTE Leaders meet throughout the year, assessing the quality of CCC ROPs programs and the progress on our aciton plan. Additionally, all CCC ROP teachers are updated during the Fall Teacher Inservice.

Indicator 10.3: The schoolwide Action Plan is used for organizational 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 College and Career Readiness Director overseeing CCC ROP reports to the Student Programs Senior Director who shares information with the CCCOE cabinet, an ongoing dialogue exists between CCC ROP and the CCCOE leadership. Regular reports are provided to the agency leadership and feedback obtained. Any decisions that impact CCC ROP programs 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.

School's Strengths and Growth Areas for Criterion 10 (no specific number required)

Strengths:

1. Strong system of support for the action plan implementation exists at CCCOE
2. Data collection and Data Analysis are embedded in the CCCOE ROP systems
3. Ongoing discussion of Action Plan items within CCC ROP and with CTE stakeholder leaders
4. Decision making includes a variety of stakeholders and is based on best educational practices

Growth Areas:

1. Communication directly with ROP students and their parents is challenging
2. Increase involvement of district leaders and ROP teachers in responding to goals and evaluating outcomes of the action plan

Chapter IV. Synthesis and Prioritizing of Strengths and Growth Areas: Revision of the Schoolwide Action Plan

The following Action Plan represents a thorough evaluation of the CCC ROP program with feedback from stakeholders. Strengths and Growth Areas for each Indicator were combined, condensed, and prioritized. The four identified Goals represent the Growth Area items the Leadership Team concluded were most needed and would have the most significant impact on student achievement. These Goals and their subsequent Action Steps were shared with Focus Group members for additional feedback. The CCC ROP is confident that addressing these Goals can lead to improved college and career readiness for the students we serve.

View the CCC ROP 2022 WASC Action Plan