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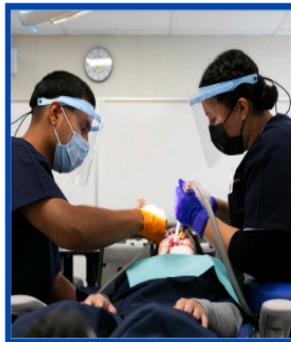
2023 SELF-STUDY REPORT

APRIL 17-19, 2023

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES FOR

COLLEGE AND CAREER ADVANTAGE, A JPA ROP

CAPISTRANO
UNIFIED SCHOOL DISTRICT

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Welcome

Dear WASC Visiting Committee:

On behalf of the College and Career Advantage, a JPA ROP, Board of Trustees, leadership, staff, and teachers, welcome to South Orange County.

As I only recently joined College and Career Advantage as Executive Director, I came in at the end of our self-study. I was incredibly pleased to see the progress that had been made and even have used it as a primer on the history and inner workings of the organization. This work is especially unique and impressive in that it was disrupted by the COVID years and our visit has been postponed twice. In spite of significant disruptions to the educational process our team stayed focused on student achievement and was able to maintain achievement and enrollment levels through it all.

I had worked with College and Career Advantage for several years in my previous positions in CUSD and at OCDE, so I knew I was joining an organization deeply committed to its mission and extremely focused on our student learning outcomes. Having worked in education for 31 years with many successful school organizations I understand the relationship between mission attachment and employee and organizational outcomes. This commitment told me that I was joining a team that has and will continue to have a large, critical impact on our students. The self-study showed me this and I am confident it will show you as well.

Sincerely,

Dr. Paul Weir

Preface

College and Career Advantage (CCA) kicked off the WASC self-study process at our Fall, back-to-school meeting on August 15, 2019. Willy Wonka and the Chocolate Factory's "Golden Ticket" was selected as the theme because it signified our golden anniversary as a Regional Occupational Program (ROP) and leader in Career Technical Education (CTE) for over 50 years. The Director of Instructional Services served as the self-study coordinator with extensive support from the executive director (both past and present). Together, they provided leadership to the organization.

The WASC organizational chart and timeline were developed and presented to the staff for a third time at the back-to-school meeting in August 2022. Each of the criteria was reassigned to the staff member or members most qualified to facilitate the analysis. The report chair along with the team leads guided the authors to determine findings and identify the areas of strength and key issues for each criterion.

Involvement and collaboration of all stakeholders in the self-study process

The WASC self-study process was launched and the self-study began with our first focus group at the back-to-school staff meeting in August 2019. However, the COVID-19 pandemic forced all public education to a virtual environment which subsequently delayed our self-study by 18 months. We held our Fall 2020 back-to-school staff meeting virtually and teachers and faculty began planning for hybrid instruction. We returned to the classroom via hybrid instruction in October of 2020. In January 2021, after the return to in-person instruction, and a visitation date scheduled for November 15-17, 2021, our groups resumed meeting and a more in-depth orientation was conducted where, in addition to learning about their responsibilities, staff members had an opportunity to work collaboratively in groups to review data found in the student community profile and identify possible implications. Additionally, staff members provided input on the mission statement and the development of the Student Learning Outcomes. We hit another roadblock and again our WASC visit was postponed due to a backlog from COVID. We did have a tentative date scheduled for Spring 2023 so we continued with a few changes. Focus groups did a bit of a re-shuffled due to employee turn-over. We stayed mostly in the original groups with a few additions and deletions accordingly. The groups refocused and resumed their work on criteria 4, 5, 6 and 7. The groups worked diligently under the guidance of their respective chairperson and leads. In February of 2021, all staff members were asked to review the SLO's that they had produced and provide any last feedback. The final product was presented to our board at our June board meeting and shared with the staff in the form of classroom posters.

Board of Trustees

Focus Groups

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Steve Steinert	Jennifer Alcala	Moira McClory	Michael Scott
Dave Foster	Bianca Salter	Lisa Szczudlak	Emily Tucker

CHAPTER I: ORGANIZATIONAL, COMMUNITY, AND STUDENT CHARACTERISTICS

Introduction to College and Career Advantage, a JPA ROP

College and Career Advantage (CCA) is one of 41 Regional Occupational Centers and Programs in the state of California that provides career technical education as an integrated approach of career and academic education. Students completing programs through CCA are prepared for entrance into college, entry-level careers, or a pathway consisting of both college and career training that leads to high-wage, high-skill, and high-demand careers.

CCA, a JPA/ROP, is unique as a career technical education provider in that we hire instructors who are experts in their fields and are required to have extensive professional experience in their related industries. Instructors hold the appropriate credentials through the California Commission on Teacher Credentialing (CTC) and are distinctively able to engage students by showing the connection between academics and career technical education through project-based learning opportunities and internships. Programs are identified and developed with in-depth research of labor market trends and forecasts, an understanding of local industry forecasted needs, and feedback from students, teachers, community, and site administrators to determine what career areas students are most interested in pursuing.

Part of providing a high-quality program is to add value to the already rigorous career training programs that are offered. In the current school year, 100% of CCA courses are UC a-g approved in various categories including math and science credit. In addition, approximately 65% of courses are UC Honors weighted. CCA also has approximately 60 courses that are articulated with local community colleges, and a unique agreement with Saddleback College that allows students to earn the college credit, on a transcript in the year they complete the course. The residency requirements of the past have been waived and students no longer must take other college courses to receive the articulated credit that they earned. This year and last, approximately 3,500 students are earning college credit while in high school in the Capistrano and Laguna Beach Unified school districts through articulation, dual enrollment, and concurrent enrollment.

Beginning in the 2015-16 school year, CCA expanded the services provided to Capistrano USD in multiple ways. The Joint Powers Authority (JPA) agreement was updated and changed the way

in which CCA operates. The title of "Superintendent" of the ROP was changed to "Executive Director" and as such provides all oversight and management of the ROP. The Executive Director meets monthly with the CUSD and LBUSD Superintendents and reports to the CCA Governing Board 5 to 6 times a year during Governing Board meetings. In addition, the Executive Director has a split assignment in that the position is employed by CUSD for 20% of the time and by CCA for 80% of the time. The Executive Director serves as the lead administrator (superintendent) for CCA, and as the Executive Director of College and Career Readiness for CUSD, which includes oversight of the CTE department and serves as a team member on a variety of committees and management meetings for CUSD. CCA staff provides assistance and support to all CTE teachers and programs in CUSD in an effort to integrate career technical education into one CTE program called College and Career Advantage.

Though CCA is not a department of CUSD, it provides the same services and support to CUSD CTE and CCA CTE alike. In that effort, data is collected for all CTE students and pathways, regardless of who employs the teacher (CUSD or CCA) of the CTE class. We consider CCA to be an overarching, integrated system of CTE pathways and courses throughout Capistrano USD. Data is managed by CUSD staff, and computer services or Technical Information Systems (TIS) are managed by CUSD staff. CCA manages accounting, human resources, instructional and student services separately due to the differences in requirements. It is an unusual system but after five years it truly has become a seamless, cohesive program supported by both entities.

Laguna Beach USD offers both district CTE courses and CCA CTE courses and employs a College and Career Coordinator to manage the district CTE programs and work collaboratively with CCA. Laguna Beach USD students can attend CCA courses during and after school throughout the region regardless of the site or district. Because of that, students have access to CTE courses and pathways that the district would not be able to offer alone. Our collaboration results in clearly defined, integrated CTE pathways throughout Laguna Beach USD.

CCA offers courses that provide multiple opportunities including internships, certifications, the ability to meet UC a-g entrance requirements, honors, articulation and dual enrollment, and various other experiences such as field trips and guest speakers from industry. Students may also take courses that prepare them for state and/or professional certification programs. The following courses are offered at multiple locations throughout the region. (Course Offerings)

CCA partners with over 500 businesses and industries to provide students with internship opportunities and advanced instruction combined with employment. Many partners serve as curriculum advisors, provide guest speakers, field trip opportunities, and assist educators through involvement in many ways. Additionally, the ROP partners with many community organizations, postsecondary educators, legislators, and state organizations.

Mission

College and Career Advantage provides high-quality, relevant, and engaging career technical education that prepares students for career and academic success.

Vision

College and Career Advantage will be recognized by educators, parents, the business community, and local legislators as the leading provider of career technical education for the Capistrano and Laguna Beach Unified School Districts.

Demographic Information

College and Career Advantage is located at 33122 Valle Road, San Juan Capistrano, California, 92675 in the Capistrano Unified School District Education Center. The website is www.ccadvantage.org. The main campus houses six classrooms and is situated on the campus of Capistrano Valley High School. Courses are offered both during and after school, on most high school and middle school campuses in Capistrano USD and on the high school campus in Laguna Beach USD. All adult classes are offered at the main campus.

The College and Career Advantage service area consists of 15 cities and communities including: Aliso Viejo, Capistrano Beach, Coto de Caza, Dana Point, Dove Canyon, Ladera Ranch, Laguna Beach, Laguna Niguel, Las Flores, Mission Viejo, Rancho Mission Viejo, Rancho Santa Margarita, San Clemente, San Juan Capistrano, and Wagon Wheel.

Ethnicity
The ethnicity of CCA's student populations is comprised of white at 54%, followed by Hispanic or Latino at 27%, Asian at 7%, Filipino at 1.8%, African American at 0.8%, American Indian or Alaska Native at 0.2%, Pacific Islander at 0.1%, and the remaining 7% for two or more races. The ethnicity of College and Career Advantage student population roughly parallels that of its two participating school districts, Capistrano USD, and Laguna Beach USD. We serve 25% socioeconomically disadvantaged students, 10.4% English Learners, and 0.2% foster youth. We have a 96% graduation rate amongst all our student population.

Gender
The gender distribution of students served by the ROP is 58% male students and 42% female students.

College and Career Advantage is a Joint Powers Agency (JPA), organized in 1970, which supports the Capistrano and Laguna Beach Unified School Districts, with a governing board made up of five elected representatives, three from CUSD and two from LBUSD.

There are six comprehensive high schools, one independent-study high school, and one continuation high school through the Capistrano Unified School District (CUSD) and one comprehensive high school through the Laguna Beach Unified School District (LBUSD). In addition, CCA supports courses at 14 middle schools and is in the process of developing an elementary school career exposure program, titled "i CAN" (Innovator, Creator, and Navigator) at 36 elementary school campuses. Students have the choice of between 17 and 20 career pathways at each of the high school campuses:

Capistrano Unified School District

Aliso Niguel High School

California Preparatory Academy (Independent study)

Capistrano Valley High School

Dana Hills High School

San Clemente High School

San Juan Hills High School

Tesoro High School

Union High School (Continuation school)

Adult Transition Program

Laguna Beach Unified School District

Laguna Beach High School

College and Career Advantage has been accredited by the Western Association of Schools and Colleges since 1996.

Institutional History

The ROP was established in 1970 as the "Capistrano-Laguna Beach Regional Occupational Program" and began with forty-seven students enrolled in two nursing courses, of which 36 students completed the course. Currently CCA serves approximately 16,000 students per year with a 98% completion rate. For over 50 years, CCA has provided courses to the Capistrano and Laguna Beach Unified School Districts and has developed innovative, high-skill, high-wage, and high-demand career pathway programs that prepare students for college and career. CCA has long been a leader in developing career pathways with multiple entry and exit points, allowing all students to pursue their career goals. CCA business partnerships provide students with internship opportunities, guest speakers and valuable hands-on work-based learning components. CCA has multiple articulations to help college-bound students earn valuable college credits and offer courses that are UC/CSU approved and honors weighted. CCA continually expands these opportunities for students and works collaboratively with college, business, and K-12 partners to develop strong career pathways in emerging fields.

CCA has continued to serve both high school and adult students during the significant budget cuts beginning in 2015. Fortunately, the Career and Technical Education Incentive Grant (CTEIG) became available in the same year. CCA partners with CUSD and LBUSD in applying for these valuable grant funds that sustain CCA operations from year to year. For the past three years, CCA has also partnered with OC Pathways in applying for K12 Strong Workforce Program (K12SWP) grant funds which have assisted us in developing college and career centers, integrating career guidance into college counseling efforts, and work collaboratively with other school districts and ROP's in the region on dual enrollment and pathway expansion to community college.

In addition, both JPA districts pass through funds to continue the CTE offerings through CCA. These various funding sources have allowed CCA to continually enhance and grow CTE offerings throughout the region.

CCA did suffer declining enrollment in 2020 and 2021 due to the Covid pandemic which resulted in a loss of approximately 2,000 students during the first year. Approximately 1,000 were recovered in the second year and CCA continues to bounce back. In 2019-20 CCA served approximately 17,000 students and is currently serving close to 16,000 students in both high school and middle school programs.

Program Summary

College and Career Advantage offers classroom instruction at each high school campus it serves. The CCA Executive Director also serves as the Executive Director for College and Career Readiness for CUSD, allowing full integration of courses, programs, professional development opportunities, internships, and business and industry partnerships. Therefore, enrollment and course information in this report is the combined CCA and CUSD totals, unless noted. Approximately three hundred class sections are held each semester, with 95% within the bell schedule, and 5% after school regionally.

Annually, over 4,000 CUSD Middle School students can enroll in CTE Investigation Labs, allowing students in grades 6-8 to "investigate" multiple career paths that can be continued through high school and college. Modules are offered in various in-demand career subjects and are self-guided projects.(CTE Middle School Class List)

The following link reflects the classes and sections taught during the past three years. A class is a course taught by one or more instructors and can be taught at multiple sites. A section is a single course offering a one-on-one instructional period of time. (CTE Courses and Sections)

Change in High School and Adult Populations

CCA has traditionally served both high school students and adult students. With the significant budget cuts beginning February 2015, 100% of the general funds were allocated to serve high school students. CCA partners with the California Adult Education Program (CAEP) to offer seven courses for adults, Surgical Technologist, Dental Assistant, Medical Assistant, Hotel/Hospitality, Cyber Security, Emergency Medical Technician (EMT), and Pharmacy Technician. CCA is continuing to examine ways to grow the adult program offerings as funds allow and will work closely with our CAEP partners in determining the CTE needs of the adult population.

Graduated high school seniors who are continuing in a course sequence they started in high school can continue into the adult programs uninterrupted to complete their course sequence. The enrollment numbers reflect the high school enrollment patterns for the past three years.

The chart below is the enrollment summary for adult students.

School Year	Adult Students
2020-2021	233

2019-2020	108
2018-2019	99
2017-2018	102

Schoolwide Learner Outcomes (SLOs)

During the 2018 fall semester, the SLOs were reviewed and refined. A process was used that included all staff. Staff decided to change Expected Schoolwide Learning Outcomes (ESLRs) to (SLOs) to better reflect updated educational terminology and developed new, simplified outcomes and posters for each classroom.

The SLOs were reviewed during the January 25th staff meeting and the staff was asked for suggestions and feedback. In February 2019, the WASC Leadership Team reviewed the staff input and the Governing Board was presented with proposals at the March 2019 Board Meeting. Changes were made and because of the delay in the WASC process, decisions were made to postpone the implementation of the new SLOs. At the January 2021 staff meeting, a second draft of the SLOs was provided to all staff via an online survey, allowing for the completion of the SLO selection with staff. The Governing Board approved the final SLOs at the March 2021 Board Meeting.

Class Size and Student Load

Class size varies according to classroom capacity, available equipment, safety, student interest and availability. The usual maximum class size for instructors is 36:1. Minimal enrollment is typically 15:1. The usual student participation is one to two CCA classes; however, it is not uncommon for students to continue taking CCA classes in subsequent semesters, especially those enrolled in "sequenced" classes. If course load allows, some students take multiple CCA classes in one semester.

Types of Certificates Awarded

Students who complete the appropriate number of hours and meet required course competencies receive a Certificate of Completion. Students who do not meet the requirements for a Certificate of Completion may receive a Certificate of Participation. Many courses offer an opportunity to earn an industry certification or licensure such as Engineering (Solidworks), Information and Communications Technology (ICT), Emergency Medical Technician (EMT), Emergency Medical Responder (EMR), Medical Assisting, Dental Assisting, Pharmacy Technician,

and Surgical Technician. All students in a medical related course earn a Cardio-Pulmonary Resuscitation (CPR) and Health Information Portability and Accountability Act (HIPAA) certification.

Staff

As of fall 2022 semester, CCA has 55 employees of whom 41 are instructors and 10 are classified support staff. The Executive Director, Director Instructional Services, Director Student Support Services and Program Manager comprise the management staff. The ROP has 46% part-time instructors (defined as teaching less than 16 hours per week). CCA contracts with Capistrano Unified School District and Laguna Beach Unified School District for the services of 16 instructors.

Each comprehensive high school campus in the Capistrano Unified School District provides academic counseling that includes career guidance assistance to students seeking information and/or admission to CTE courses. In addition, The Career Guidance Specialist on the Laguna Beach High School campus is a full-time employee dedicated to providing college and career guidance. CCA has worked with CUSD to modernize and reopen college and career centers at three high school campuses in 20-21, with plans to modernize and reopen the remaining high school centers in 21-22. Collaboration with CUSD will result in providing at least one College and Career Specialist, at each site. K12 SWP and CTEIG grant funds are being utilized in these efforts.

Services planned for the College and Career Guidance Center include career assessments, classroom CTE presentations, workshops, guest speakers, parent information nights, and individualized student advisement sessions. Other services include issuing work permits, job postings, employment referrals, and techniques for job interviews and resume writing. CCA hosted a "Future Fridays" online library consisting of presentations on 36 career pathways through 15-minute video presentations and an opportunity to "zoom" into a middle or high school lab/classroom to take a virtual tour and talk to the students and teacher in the classroom for 15 minutes. In 2020, CCA piloted the Future Friday's career series at nine elementary schools in CUSD with plans to expand the offerings to all elementary and middle school students from 4th to 8th grade. The tagline we are using to promote this opportunity to teachers and principals is "Turn your classroom into a career center." Through the collaboration between CUSD's Futurology department and CCA's guidance staff, the goal is to promote all pathway opportunities that include multiple post-secondary options.

Annual Calendar

The annual school calendar follows a traditional semester system. Linked HERE is CUSD's calendar for the 2023-2024 school year. Linked HERE is the calendar for LBUSD. CCA functions

on the typical fiscal year beginning July 1 and ending June 30. Most classes are year-long and a few are open entry, where students can enroll at the semester break. Adult courses follow a calendar which meets the requirements for each individual course. Many courses for adults have extensive daily hours to allow students to complete their training in a semester and immediately enter the employment market.

Community Information

Geographic Area

Orange County is one of 58 counties in California, covering approximately 948 square miles and stretches along forty-two miles of the southern California coast with Los Angeles County to the north, San Diego County to the south and Riverside and San Bernardino Counties to the east.

Population

Orange County is the sixth largest county in the nation, with more residents than twenty-one of the country's states, including Utah, Iowa, Nevada, Arkansas, and Mississippi. It is the third largest county in California, with a population of 3,153,764 as of January 2021, falling behind Los Angeles and San Diego for the most populous county in the state.

Orange County has an average population density of 4,040 residents per square mile, a 6% growth in the last 10 years. Orange County experienced a growth rate of 5.31% between 2010 and 2018. However, from 2018-2020, Orange County has experienced a negative growth rate of -0.01%. The county's population growth is projected to increase by 15% in the next 20 years, reaching a projected population of approximately 3.7 million by 2060.

Ethnicity and Age

Orange County is a racially and ethnically diverse region, with 40% of Orange County residents identifying themselves as Non-Hispanic White, followed by 34% Hispanic, 21% Asian/Pacific Islander, 2% African American, 2.1% two or more races, and 1% are American Indian/Alaska Native or any other single race. From 2020 to 2060, both Latino and Asian residents are expected to overtake White residents as a percentage of the county's total population with 43% and 31% respectively. There is also a higher proportion of foreign-born residents (29.7%) than the nationwide average (13.7%) and slightly higher than the statewide average (27%). Among Orange County residents at least five years of age and older, 46% speak a language other than English at home.

The link shows College and Career Advantage, Capistrano and Laguna Beach Unified School Districts, county, and state ethnicity population for 2020-2021. Both the State of California and Orange County are a "minority majority" population where no single racial or ethnic diversity group comprises more than 50% of the total population.

County and State Ethnicity Populations 2020/2021

Natural increases (births minus deaths) have driven Orange County population growth for decades. Foreign immigration remains strong averaging 15,169 annually since 2010, however net migration has increasingly turned negative due in large part to high housing costs. The high quality of life in Orange County continues to attract immigrants from around the world with 30% of the county's population foreign born in 2019, compared to only 6% in 1970.

Orange County's average age continues to increase as younger populations shrink and older populations increase in overall size. Orange County had a median age of 38.3 years in 2019, well above the state average of 36.7 years. Residents aged sixty-five and older are the only segment of the population expected to see growth between 2020 and 2060 with a projection of 25% of the county's population by 2060.

Density and Average Household Size

The average household size in Orange County is 3.1 persons, with 68% of all county households consisting of three or fewer persons. About 21% of the households are single-person households and 16% have five people or more.

The median family income in Orange County is $94,44, which is higher than surrounding counties and the national average of $65,712. However about 32% of households earn less than $50,000 annually with 41% of households having an annual income of $100,000 or more.

According to the U.S. Census Bureau (2019), the median property value in Orange County is $725,400, more than double the amount of $240,500 in the United States and the homeownership rate is at 57.4%. The median home sales price in Orange County is $730,150 which continues to exceed all surrounding counties. A first-time buyer would need a minimum qualifying income of $110,700 to afford an entry-level home. Orange County by the numbers

Labor Market

Orange County's unemployment rate had continued a steady decline in 2019 reaching a near record low of 2.4% in April 2019. In August 2019, the unemployment rate was at 3%, still well

below the state rate of 4.2% and the national rate of 3.8%. When compared to its peer regions, Orange County ranked third behind San Francisco and Santa Clara.

Following long-term trends, Orange County employment growth throughout 2019 was largely focused on Leisure and Hospitality with an increase of 7,600 jobs, Educational and Health Services with an increase of 3,900 jobs, and Professional and Business Services with an increase of 2,700 jobs. Since 2010, job growth in Orange County has been focused on those same three industries: Professional and Business Services (73,800 jobs added), Leisure and Hospitality (65,100 jobs added), and Educational and Health Services (59,200 jobs added).

In South Orange County, which includes the service area for College and Career Advantage, Professional and Technical Services dominate with Retail Trade, Health Care and Manufacturing as the predominant industry sectors.

Economic Outlook: Projected Growth Occupations

According to the Orange County Business Council's 2021 Workforce Indicators Briefing, a skills gap exists in many industries with jobs available but no qualified workers to fill them. Many employers indicate that prospective workers lack the appropriate foundational skills in reading, writing, applied math, and workplace communication skills, regardless of the
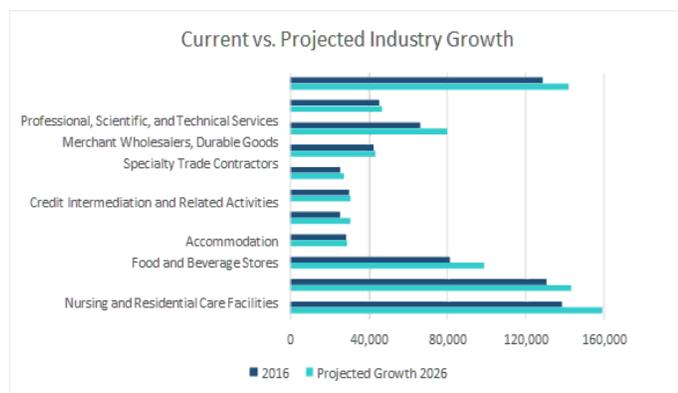
level of educational attainment of the applicant. In Orange County, the information technology, advanced manufacturing, and healthcare industry sectors have current and projected job opportunities with mid-to high-level salaries. However, the present and projected skills gap need to be addressed for available workers to benefit from the job opportunities.

Significant trends in job growth between 2015 and 2019 were found in county industries, including food preparation, transportation, financial and professional services, construction and other real estate-related occupations, and health care. Orange County was hit hard by the 2020 COVID-19 pandemic with sharp job losses and skyrocketing unemployment numbers; leisure and hospitality, retail trade, administrative support services, and personal services were among the hardest-hit industries. It will take years for Orange County to fully recover all the jobs lost during COVID-19, but recovery is projected to occur by 2025. The most significant job opportunities between 2021 and 2025 are in health care, leisure and hospitality, construction, and the retail trade.

Job Sectors

The Los Angeles Orange County Regional Consortium (LAOCRC) determined that there are eight priority sectors for the region. The sectors are (1) Advanced Transportation and Logistics, (2) Advanced Manufacturing, (3) Health Care, (4) Business and Entrepreneurship, (5) Energy, Construction, and Utilities, (6) Information and Communications (ICT) and Digital Media, (7) Life Sciences and Biotechnology, and (8) Retail, Hospitality, and Tourism. More than seven out of every ten jobs in Orange County (72%) belong to one of these priority sectors. As Orange County is an expensive place to reside, high-growth and high-wage jobs are crucial to the economic vitality and well-being of the County and its residents.

The linked chart illustrates the 10 Orange County clusters that account for more than half of all county employment. These clusters created more than 180,000 jobs between 2011 and 2019, totaling more than one million jobs as of 2019. Unique job postings.

Unfortunately, in 2020, COVID-19 disrupted the regional economy in many ways including iconic retailers filing for bankruptcy and subsequently closing stores, closure of small retail stores, restaurants and gyms, closure of major theme parks in Orange County including Disneyland, California Adventure, and Knott's Berry Farm, and cancelation of major Orange County Events including the Orange County Fair. In October 2020, the unemployment for Orange County was 7.5% compared to the State unemployment rate of 9.3% falling below the all-time high unemployment rate of 16.4% in April and May of 2020. Continued levels of unemployment and financial distress suggest the recovery will not be able to rebound quickly and will take years to recover. The pandemic will likely accelerate the adoption of new technologies and transform work, education, and healthcare.

Student Learning and Achievement Data

Student achievement is measured by successful completion of a course and by placement. A completer is defined as a student who has completed at least 75% of the instructional hours for the course, earning a grade of "C" or better, possessing marketable job skills, demonstrating acquired competencies, and/or acquiring employment in the field of training.

Students who complete the appropriate number of hours and meet the required course competencies receive a Certificate of Completion. Students who do not meet the requirements for a Certificate of Completion may receive a Certificate of Participation.

CCA is required to report completer-placement data to the California Department of Education annually and is required by the Education Code 52302.3 to review courses every two years to assess completer-placement data with respect to labor market data. A follow-up study of all

high school seniors and adult students who are completers is conducted to determine placement of these students. The following table contains the student completion and placement rates.

Completer Percentages for the 2020-2021 school year are as linked.

Placement of Adult Completers (Duplicated Count) Adult follow-up surveys are conducted annually for students who have completed courses between six months to one year. Students are contacted by telephone. The survey questions follow the 101 E-2 data collection requirements.

Articulation

Articulated courses encourage students to achieve their educational goals in a sequential manner and support future career goals. CCA currently has the highest articulation rate in the State, near 35%. Articulation Course Grid.

Students who successfully complete specified ROP classes with an A or B grade are eligible to earn advanced placement or credits at the colleges. Saddleback College utilizes the Career and Technical Education Management Application (CATEMA) and grants college credit for each student who achieves articulation on a college transcript by June 30th of each year. Additional courses are being explored for future agreements. In addition we partner with three other local community colleges, Irvine Valley, Coastline, and Santa Ana where we have nine additional agreements.

UC/CSU Approval

In 2015, Six courses were UC/CSU approved and fulfilled the "a-g" subject requirements for first-year admission to the University of California and California State colleges. Since that time, 100% of our courses are UC/CSU approved. UC "a-g" list.

In addition, the following courses are UC a-g approved as honors. CTE Honors weighted courses were granted beginning in 2016 by UC to provide an alternative for students on an Advanced Placement (AP) track to take CTE courses. These courses are comparable to an AP course and provide students with a GPA bump in the same amount as an AP course. We continuously update this list as new classes are added and removed from our course offerings.

Conclusions

College and Career Advantage promotes high student performance and achievement and offers programs that include cutting-edge technology and innovative curricula. The ROP consistently

seeks to improve the rigor and relevance of its curricula by developing UC/CSU A-G approved courses and articulations with local community colleges. Also, courses are aligned with students' interests and meet their needs to prepare for college and careers in high-wage industry sectors.

The ROP is faced with a unique set of challenges posed by the Local Control Funding Formula and must adjust to thrive. The organization is committed to continuing efforts in strengthening the rigor of courses, meeting the demands of the evolving labor market, and working collaboratively with education and industry partners. College and Career Advantage provides high-quality career technical education to its students in its area and is leading the effort to create and provide innovative learning opportunities for students and growth opportunities for its faculty and staff.

Major Learner Needs

After reviewing the data in the Profile, it was determined the organization needs to focus on increasing the number of pathway completers by at least 10% and providing a more robust guidance presence on all campuses, both these items should be accomplished or improved by the addition of a college and career guidance center, staffed with a career guidance specialist on each campus that is specifically trained in Career Technical Education and specifically on CCA offered courses, course sequences, pathways, and college and career exploration.

The other area of focus centers on strengthening our marketing strategies to better inform the community of the opportunities that exist within CCA and strategies focused on parents, students, business partners, legislators, staff, and teachers in local and regional communities. Some of the ways we plan to improve in this area are to be more present both on our campuses and in our communities. We have joined the local Chamber of Commerce and attend regularly, we also attend the PTSA on many of our campuses, and we have a strong partnership with our local community colleges.

The last area that is a priority to our organization is to continue to collaborate with our legislative advocates and California Department of Education (CDE to stabilize CTE funding. With the stabilization of funding many of the other goals are made easier to accomplish.

CHAPTER II: PROGRESS REPORT ON PAST RECOMMENDATIONS SHOWING SUCCESS IN ADDRESSING THE GROWTH AREAS

Significant Developments

Since the accreditation visit in April 2015, the following changes have occurred that have impacted the College and Career Advantage.

State Funding and Budget Implications

There have been significant financial implications due to the California education funding process and the Local Control Funding Formula. (LCFF)

In the 2015-16 fiscal year, the amount of CCA allocation received from CUSD was reduced by 66%. A reorganization was implemented to reduce spending and services. Over the next six months, it was determined that some of those services could not be performed by the CUSD staff as the process for an ROP is significantly different than that of a K12 district. Additional funding was reinstated to re-employ the Accountant/Payroll and Accounts Payable/Purchasing positions. CUSD continues to provide all data management and computer maintenance services to CCA.

During this period, California released the Career Technical Education Incentive Grant. CCA partnered with CUSD and LBUSD to apply for these funds. The CTEIG funds were designed to maintain and enhance career technical education and CCA was able to share the funds with each district. The CCA share was 50% and since that time has been increased to 70% of the grant due to the higher costs associated with the types of CTE courses that CCA offers compared to district CTE courses. For example, CCA offers courses such as Engineering, Surgical Tech, Dental Assisting, Robotics, and many others that incur a higher cost for supplies and equipment.

Over time, CCA has utilized the CTEIG funds to increase services to each district including career guidance training for counseling staff, CTE pathway expansion, updated labs and classrooms modeling industry specific workplaces, updated equipment and computer labs, and support to all CTE teachers.

In 2016, CCA joined the South Orange County Adult Education Consortium to partner with other agencies in bringing adult career technical education to the community. CCA continues to

provide adult training courses free of charge to the region in six areas: Surgical Technologist, Medical Assistant, Dental Assistant, EMT, Cybersecurity, and Pharmacy Technician.

In 2017, the Governor divided the CTEIG funds into two grants, the K12 Strong Workforce Program Grant and CTEIG. The new K12 Strong Workforce Program (K12 SWP) is managed by the California Community Colleges Chancellor's Office (CCCCO) and is divided into regional allocations. In Orange County, there are nine community colleges and 27 school districts that receive the funding through regional partnerships. It is a complicated process, and overall resulted in an almost 50% loss of income to CCA. The funds are distributed directly to our JPA partner districts. CUSD funds are managed by the Executive Director and are spent on specific initiatives as determined by OC Pathways, the regional consortium. CCA receives funding that has ranged from $60,000 to $227,000 annually over the past three years. In addition, CCA hosts a position for the CCCCO, the K12 Pathway Coordinator for the South Orange County Region and is compensated for that position.

Staffing

Due to the unprecedented state budget crisis, there has been a profound effect on all members of the ROP staff.

In 2008-09, there were 242 sections offered by 41 part-time teachers and 14 full-time teachers. In 2009-10, 206 sections were offered by 31 part-time teachers and 12 full-time teachers and 661 fewer students were served. In 2010-11, 221 sections were offered through the general fund and 3 adult fee-based were offered. This increase of course offerings was funded with American Recovery Reinvestment ACT (ARRA) Funds.

In addition, for the 2009-10 school year, all staff experienced a 9.2% salary reduction based upon 2008-09 salary levels. Instructors experienced a suspension of prep time and reduction in instructional hours. Full-time, 12-month employees received 24 non-paid furlough days. Full-time 10- and 11-month employees and other part-time employees received a prorated number of furlough days equal to a 9.2% salary reduction. Step increases were frozen and there was no Cost of Living Adjustment (COLA). In addition, employees with Health Benefits with one or more dependents experienced an increase of 25% to 37% depending upon their selected plan. In 2011-12 salaries were restored to the 2008-09 salary schedules.

In 2010-11, ARRA funds were approved to be used to lessen the salary reduction to employees to 4% which translated to a continuance of prep time suspension for instructors, and 8-10 furlough days for non-instructors. Step and COLA increases remained suspended.

Grants

The Executive Director oversees the CTE grant process from applications to funding and processing expenditures, as well as all required reporting for all three JPA organizations. CCA collaborates with each district in meeting all grant requirements.

CTE Incentive Grant

CCA collaborates with CUSD and LBUSD in applying and managing these funds in two separate applications each year. The collaboration with CUSD/CCA has resulted in over $11 million dollars in CTEIG funding over the past 6 years. During the same time, CCA/LBUSD has received approximately $600,000 in CTEIG funds. This funding has allowed CCA to work collaboratively to develop over 30 CTE pathways throughout the region by offering concentrator and capstone courses that were previously missing in the pathway, enhance and remodel labs in critical industry sectors, update computers and equipment to add the "wow" factor in our CTE programs, and send multiple teachers and administrators to professional development opportunities. In addition, these funds have helped to fill a funding gap after the categorical funds for ROPs were cut in 2015/16. Expenditure reports for each application are kept on file and available in the link.

The CTE Incentive Grant is designed to maintain and enhance high-quality CTE as defined by the 11 Elements of a High Quality CTE Program, developed by the California Department of Education. CTEIG funds may be used to encourage and maintain the delivery of high quality CTE programs.

K12 Strong Workforce Program Grant (K12 SWP)

An application is submitted annually by CCA for the K12 SWP Grant. This grant requires a regional (countywide) consortium approach which includes participation by secondary education, ROPs, postsecondary education, and business partners. The purpose of this grant is to build robust partnerships between employers, schools, and community colleges to better prepare students for the 21st century workplace and improve student transition into postsecondary education, training, and employment. Below is a summary of our grant funding:

K-12 SWP

- Round 1 - $277,224
- Round 2 - $487,374
- Round 3 - $57,335

- Round 4 - $1,315,000
- Round 5 - $1,142,826

CTE Incentive Grant

- Round 3 - $1,715,173
- Round 4 - $1,693,534.63
- Round 5 - $1,462,000
- Round 6 - $1,387,778
- Round 7 – $3,276,386

K-12 Pathway Coordinator Grant

- Round 1 - $100,000
- Round 2 - $125,000
- Round 3 - $130,000
- Round 4 - $130,000

COVID Relief Funding

- $9,716,000

K16

- $440,0000 over four years

Procedure for Implementing and Monitoring the Strategic Action Plan

The WASC Leadership Team, which was formed during the self-study process, was given the responsibility of implementing and monitoring the Strategic Action Plan. Meetings to review progress were scheduled in conjunction with regularly scheduled management (Leadership Team) meetings. The ROP's current Strategic Action Plan includes three growth areas: Curriculum and Instruction, Finance/Budgetary, and Communication.

Each year the ROP identifies a set of organizational goals. These goals are determined by seeking input from all staff and the Governing Board. The Strategic Action Plan, to a significant degree, has determined the direction and priorities.

After each school year's organizational goals have been identified, which include our Strategic Action Plan Steps, the Leadership Team is then responsible for preparing performance measures. As part of this annual process, all staff members are given a copy of the

organizational goals in January as a reminder of what the organization has agreed to pursue. A mid-year review of the progress the organization has made toward the organizational goals and performance measures is shared with the Governing Board. An end-of-year assessment of the organizational goals and performance measures are again shared with all staff members and then reviewed and discussed with the Governing Board. Mid-year and year-end reports can be found in this link.

Progress On Critical Areas

By participating in the self-study process, staff have delineated areas that we seek to improve. At the same time, College and Career Advantage has become more aware of recent accomplishments that we are particularly proud of:

The JPA was reorganized in 2015 with a 66% cut to the prior budget. We have continued to offer high quality courses on the high school campuses, keeping budget cuts away from the classroom.

The original reorganization required the larger JPA partner to provide services such as processing the Attendance data, Accounting, Warehousing, Payroll, Purchasing, Computer Maintenance and Repairs services, and Career Guidance. After six months most of those tasks were returned to the JPA ROP and staff were rehired.

Staff applied as a consortium for the CTE Incentive Grant and was awarded over eleven million dollars over a five-year period. These funds have provided us with 35 new or remodeled classrooms/labs on various high school and middle school campuses throughout the region. State-of-the-art labs in Engineering, Forensics, Biotechnology, Media, and 3D Prototyping, and CTE Investigation Labs in each middle school are just a few of the newly updated CTE based labs.

Integrated (District CTE and CCA/ROP) Career Pathways on each campus with an Introductory, Concentrator and Capstone course available either during the bell schedule or after school regionally. Offering 17 to 19 pathways on each high school campus, 30 pathways regionally.

CCA Executive Director serves as the lead for the CUSD CTE programs and grants, allowing us to fully integrate courses, programs, professional development opportunities, internships, business, and industry partnerships, and to meet the eleven elements of a highly qualified CTE program as defined by the CDE.

Unique partnerships were developed with Saddleback College and Adult Education to allow CCA's adult programs to continue to operate and offer high-quality courses to the adults in our region. Instructional staff were able to keep full-time positions while teaching adults in the morning hours and high school students in the afternoons. Had we not made this arrangement we would have likely lost these highly qualified professionals in our high school programs.

After being frozen for nine years, step increases were reinstated by the CCA Governing Board.

The Executive Director and Directors serve on multiple committees representing both CCA and CUSD. Also, attends weekly Principal's meetings, serves on the Extended Cabinet for CUSD, and is a member of the District Instructional Leadership Team for CUSD which meets weekly.

A "Guide to Career Technical Education" was developed, published, and distributed to all high school counseling and academic advisor staff, Principals, District Administrators, and Parents. In addition, the guide is available to all stakeholders on the CCA website.

The CCA website was integrated with the CUSD CTE program website and can be reached directly from both sites. Distinguished student awards were issued to over 70 students annually, with several students receiving a monetary award ranging from $200 to $500 each. A staff evaluation process was developed that provides accountability while recognizing positive contributions of each staff member. Attendance and reporting have become a collaborative partnership through the JPA with data submitted and reported through CalPADS. Articulations, Dual Enrollment, and UC a-g approved courses were increased. CTE Honors weighted courses were approved and offered beginning in 2016-17. CTSO's were developed in the form of three HOSA chapters, one skills USA chapter, Robotics FRC, and a Virtual Enterprise. Internship opportunities were developed and maintained with Kaiser, the Waldorf Astoria Monarch Beach Resort, and multiple medical and hospital facilities across the region.

The impact of these changes and improvements has been exciting. After experiencing severe budget cuts and cuts to personnel, the expectation was that the organization and participating students would potentially suffer the consequences for a period. Fortunately, that was not the case. The school district personnel from each JPA partnering district stepped in and supported the ROP staff in multiple ways. The Academic Advisor's and Counselor's from each district took over the work of promoting classes and registering students. A system was developed with collaboration from each district to employ registrars in the process of managing the registration of CCA/ROP students that was previously handled by the ROP Career Guidance Specialists on each campus, whose positions were eliminated. In Fall of 2016, CCA did not show any decline in enrollment and enrollment has grown each year. Administrative Leaders from each district asked, "What can we do to help?" and were integral in solving problems that arose. In the end, a better, more collaborative system has emerged with engagement from all three organizations

that contribute to meeting the enrollment, data processing and collection, attendance, and reporting requirements of CCA/ROP. We now have a full system of support that is a true joint effort of all three organizations in the JPA.

Key Issues from Spring 2015 Full Self-Study

Key Issue 1:

Major Growth Initiative: Assessment/Curriculum and Instruction

Major Growth Goal: Provide Instructors with a Course Outline that will allow for the identification of CTE and Academic Standards that are taught in class.

Rationale: A course outline that integrates CTE and Common Core State Standards will provide opportunities to identify and enhance student learning.

- All our teachers are trained in the use of competency-based course outlines. Each student is provided a competency-based outline at the beginning of a course and competencies are checked off as each one is attained. At the end of the training, the teacher authorizes a certificate of completion based on the competency attainment for each student.
- Common Core State Standards are clearly identified and listed on the course outline.
- CTE standards are clearly identified and listed on the course outline.

Key Issue 2:

Major Growth Initiative: Assessment/Curriculum and Instruction

Major Growth Goal: Expand assessment practices that will enhance the instructor's ability to assess student learning and identify instruction areas that need to be strengthened.

Rationale: Strengthening the continuous teaching and learning process can be accomplished by expanding assessment and feedback strategies.

- Teachers along with our instructional coaches have worked to have common assessments on the topics that they have in common.
- Industry sector and job-alike teachers also work to align their assessments, but with the amount of different industry sectors not all assessments can be the same.

Key Issue 3:

Major Growth Initiative: Curriculum and Instruction

Major Growth Goal: Expand work-based learning opportunities for students throughout the communities served by College and Career Advantage.

Rationale: Work-based Learning is an instructional strategy that is essential in preparing all students for success in postsecondary education and careers.

- Over 500 written agreements with business and industry partners that provide internships, guest speakers, field trips, and professional advice.
- We have joined the local Chamber of Commerce to establish more business and industry partnerships.
- We have partnered with the other two Orange County ROP's to offer a one-of-a-kind opportunity to work alongside Orange County's top leaders in innovation and medicine. Our Medical Innovations Research and Entrepreneurship (MIRE) program is in partnership with University Lab Partners', University California Irvine, IBM, Children's Hospital of Orange County, and HOAG.
- Student teams work with industry mentors to solve real-world unmet pediatric clinical needs presented by CHOC Children's, devising a proof-of-concept, and IP/patent strategy which they pitch to industry leaders on the final day. The winning teams receive a scholarship to participate in the ULP Lab Experience worth over $1200.
- We have specifically partnered with the City of Mission Viejo. They are unable to staff their pools throughout the region due to their shortage of lifeguards. We serve over 15,000 students each year in our CTE programs. We hired a CTE credentialed lifeguarding teacher and worked to recruit students. We currently have 25 students enrolled in our after-school lifeguarding class with plans to continue to offer this program each semester to help with the local shortage.

Key Issue 4:

Major Growth Initiative: Curriculum and Instruction

Major Growth Goal: Increasing the effectiveness of the business/industry advisory processes to inform curriculum and to validate course competencies more closely.

Rationale: Strengthening the activities and curriculum assessment at advisory meetings will provide deeper feedback and advice from business and industry.

- We have partnered with the two other Orange County ROP's to offer regional advisory meetings.

- We held three regional meetings with over 100 participants each meeting covering five industry sectors. With plans to offer meetings covering all 15 sectors every year.

Key Issue 5:

Major Growth Initiative: Curriculum and Instruction

Major Growth Goal: Improve instructor knowledge and increase awareness in the use of technology as a resource and instructional tool.

Rationale: Student achievement is directly influenced by the instructors' knowledge and understanding of a variety of technological and instructional modalities.

- All teachers are trained on the online learning platform CANVAS
- All teachers are trained on hybrid instruction

Key Issue from Mid-Cycle Visit in the Spring 2018

In response to the visiting team's recommendation, an action plan item was added to the strategic plan to develop a cohesive professional development plan to support action plan initiatives.

We have developed a six module professional development series. In addition, each year, organizational goals are identified based on the action plan and numerous factors that may change the direction of the plan. Changes in technology, funding, academic standards, and CTE standards or legislation are many of the factors that drive planning. Over the past three years, changes have been occurring at a rapid rate and staff has had to adjust plans and change direction in response. The Strategic Action Plan is a living document and progress is updated and recorded. In addition, steps have been identified to continue the work to completion. Staff plans to focus the organization's planning efforts and identify the work that is needed ahead, as we continue the self-study process over the next three years. (Strategic Action Plan)

Key Issue 6:

Major Growth Initiative: Curriculum and Instruction

Major Growth Goal: Develop a cohesive professional development plan in support of Action Plan items.

Rationale: Professional Development improves instructional focus and abilities to enhance student learning.

- We have implemented our plan to expand our Teacher Induction Program (TIP) for new CTE teachers, which consists of a two year-long training program that leads to a certificate of completion with the modules completed on the back.
- We have 6 modules in this two-year series offering a class approximately every two months during the school year to new teachers, with beginning courses repeating for brand new teachers each year.
- The CTE professional development needs are evaluated each year and resources are allocated to provide appropriate training based on assessed needs. We have developed the following Professional Development topics:

  - Hospitable Environment
  - Addressing the Act of Assessment
  - Equity & Access in CTE
  - Aligning Standards
  - Cultural Proficiency
  - Pathways to Success
  - Data Driven Instruction

Chapter III: SELF-STUDY FINDINGS BASED ON THE ACS WASC ADULT SCHOOL/ROCP CRITERIA

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.

MISSION STATEMENT

COLLEGE AND CAREER ADVANTAGE PROVIDES HIGH-QUALITY, RELEVANT, AND ENGAGING CAREER TECHNICAL EDUCATION THAT PREPARES STUDENTS FOR CAREER AND ACADEMIC SUCCESS.

College and Career Advantage, a JPA ROP, has a mission statement that describes the purpose of the organization, its intended student population, and its commitment to stakeholders. The focus of the ROP's efforts is to ensure all students ultimately become contributing members of the community by taking innovative courses that ensure college and career readiness. Students were able to select more than one category on the student survey indicating how CCA has helped them. 54% of students said it helped them choose a career path, 52% said it helped them prepare for college, 31% earned college credit, while 49% earned high school credit. (Student Survey 20-21 – Q4) The leadership of the ROP works closely with the Board of Trustees, partner districts, students, and the business community to ensure course offerings are aligned with the mission, serve the needs of students, and meet the needs of business and industry partners.

The Board of Trustees convenes four to five times a year and more often if necessary to set policy and ensure the mission is upheld. (Board Agendas)

To ensure all College and Career Advantage staff members are focused on the mission, the following meetings are held:

The Leadership Team (executive director, director of instructional services, director of student services, program manager, and the instructional coach meet weekly to address long-term goals and short-term operational aspects of the organization. (Agendas)

Executive cabinet (executive director, director of both educational and student services) meets immediately following the weekly leadership meeting as needed. WASC has become a standing agenda item. This allows for discussion on the WASC Action Plan, which is embedded in the organization's Strategic Priorities. (Cabinet agenda)

Curriculum and Instruction (director of educational and student services, program manager, STEM mentor, and instructional coach meet weekly.) (Meeting agendas)

Assistant Principal Meetings with CUSD- (both directors attend twice monthly meetings at the CUSD district office site. CCA is a standing agenda item and reports out as needed.) (AP meeting agendas)

Technology Information Services- (executive director and director of educational services meet monthly to discuss any technology issues.) (System Replacement Details)

Maintenance and Operations- (executive director meets twice monthly to discuss ongoing projects.) (Project List)

Guidance for each high school- (director of student services meets monthly or more when needed with each high school's guidance department.)

All staff meet at least three to six times per year at staff meetings. This includes our annual back-to-school all staff meeting and our annual professional development meeting. (Staff meeting agendas)

CCA contributes to the economic development of local communities in a variety of ways:

- Classes are designed to align to local labor market needs and indicators. (Labor market study)
- Course curricula, resources, and instructional practices are reviewed by industry experts from local businesses who serve as advisors at annual advisory committee meetings. Advisory committee meetings are either facilitated by CCA or the K-12 pathway coordinators. (Advisory Meeting Minutes)
- College and Career Advantage's ROP instructional services personnel collaborate closely with high school administrators to create comprehensive course sequences that lead to industry certification and/or postsecondary options.
- Currently 51 courses align and articulate with community college programs in high-impact, high-demand career fields.

The executive director meets monthly with the CUSD superintendent and annually with the LBUSD superintendent to address the specific needs of their district and students. In addition, the executive director and the director of instructional services meet annually with each high school principal and assistant principal to determine course offerings for the following year during program planning. The director of instructional services and staff meet regularly with site administrators to ensure the ROP classes and their teachers support the school's needs. Enrollment numbers are reviewed every semester to determine increased or decreased interest in a pathway.

College and Career Advantage is legally authorized by the state to grant credits and certificates. California Education Code Section 52300 establishes Regional Occupational Centers and Programs. College and Career Advantage, a JPA ROP was established in 1970, as a joint powers agency. Section 52310 states that credits earned from courses completed in a Regional Occupational Center or Program may be applied toward fulfillment of requirements for a high school diploma.

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.

College and Career Advantage's mission statement is central to institutional planning and decision-making and is reviewed regularly to ensure it continues to reflect the needs of students and other stakeholders. The Governing Board approved the updated Mission Statement on March 14, 2013, and subsequently updated it to include the organization's correct name. The Governing Board and all staff members were included in the development and selection of the updated Mission Statement. We reviewed the existing Mission Statement with our stakeholders, and it was determined it is still relevant and continues to drive our work. The following meetings were held to discuss the possible revision of our Mission Statement by leadership, staff, students, board members, and business partners:

· [Board meetings](#)

· [Leadership meetings](#)

· [Focus group meetings](#)

· [Back to school all staff meeting](#)

The Mission Statement meets the WASC criteria in the WASC re-accreditation process. College and Career Advantage's Mission Statement emphasizes student achievement and describes our broad educational purpose, our intended student population, and our commitment to high levels of student learning.

The Mission Statement is communicated to all stakeholders through the development and review process, marketing materials, the website, course schedules and posters placed in all classrooms and career centers. It is approved and reaffirmed by the Board of Trustees whenever a new superintendent or board member joins the board:

- February 2017
- February 2018
- February 2019

- February 2020
- February 2021
- December 2022

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.

Schoolwide Learner Outcomes (SLOs):

In July of 2017, a [committee](#) consisting of students, business partners, staff, and administration, was formed to meet and work to revise our SLOs. This team met over the next several months and produced a revised, more concise list of SLOs. These new SLOs were presented at our 2018 fall back-to-school all staff meeting, the SLOs were reviewed and refined. A process was used that included all staff. Staff decided to redefine the term ELSRs to Student Learner Outcomes (SLOs) to better reflect updated educational terminology and developed new, simplified outcomes and posters for each classroom.

The SLOs were reviewed during the January 25th staff meeting and the staff was asked for suggestions and feedback. In February 2019, the WASC Leadership Team reviewed the staff input and the Governing Board was presented with proposals at the March 2019 Board Meeting. Changes were made and because of the delay in the WASC process, decisions were made to postpone the implementation of the new SLOs. At the January 2021 staff meeting, a second draft of the SLOs was provided to all staff via an online survey, allowing for the completion of the SLOs selection with staff. Staff voted and the new SLOs were chosen. The Governing Board was presented with and approved the final SLOs at the March 2021 Board Meeting.

[Posters](#) and marketing materials were updated and distributed to all faculty at our fall back-to-school all staff meeting in August 2022 and updated again in January 2023. This included our logo refresh.
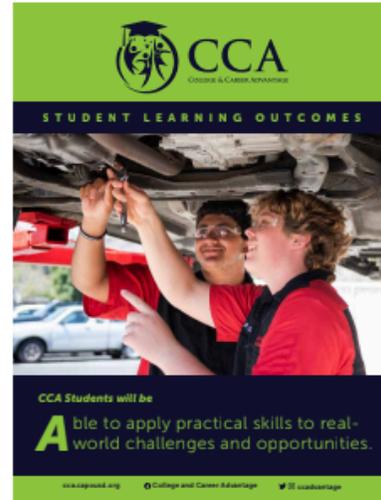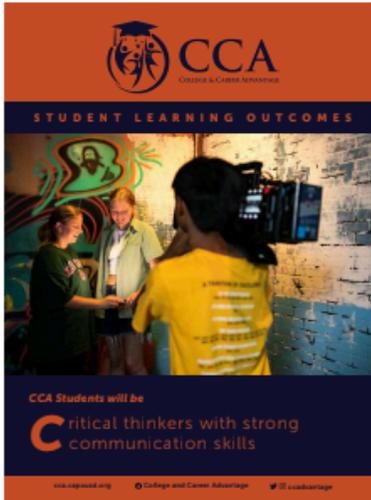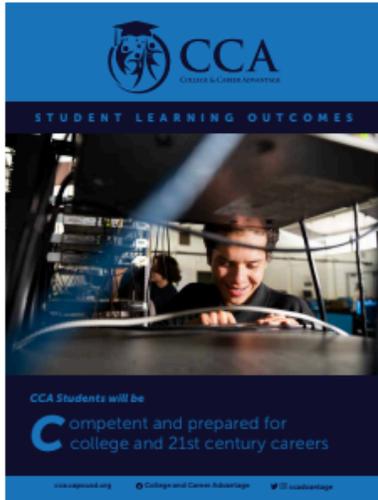
School's Strengths and Growth Areas for Criterion One

Strengths:

- College and Career Advantage demonstrates a strong commitment to its mission.
- Student Learning Outcomes reflect the skills necessary for college and career success.

Areas of Growth:

- SLOs need to be consistently identified in lessons for students
- Instructors need to revisit SLOs instruction regularly

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.

College and Career Advantage has clearly defined roles of Governance. It operates under a Joint Powers Agreement (JPA) with two school districts: Capistrano Unified School District, which has seven traditional high schools, one alternative high school and one virtual high school. It serves

close to 50,000 students. CCA also serves Laguna Beach Unified School District, which serves approximately 66,000 with one traditional high school and one middle school. CUSD appoints three and LBUSD appoints two publicly elected board members to serve on the ROP Board of Trustees. The Board of Trustees sets direction, establishes an effective and efficient structure, and ensures accountability. Board Policies and Administrative Regulations guide the operational aspect of the ROP. (Board Policies)

The Executive Director serves in the role as the superintendent for the ROP and staff manage the day-to-day operations of the ROP. The Board of Trustees provides input on the annual organizational goals which guide the long-term work of staff members. (Organization Goals)

The organizational structure is also clearly defined. The executive director reports directly to and is evaluated annually by the Board. The executive director directly supervises the directors of both instruction and student services. In addition, the executive director supervises his administrative assistant who also oversees all human resources for CCA. The executive cabinet members include both the directors and the executive director. The director of instructional services oversees all certificated employees, the program manager, instructional coach, STEM mentor, and the K12 pathway coordinator. The director of student services supervises all classified employees along with the three career guidance specialists, who are housed in the college and career centers at each high school site. The program manager directly supervises half the teachers based on school site, while the director of instructional services supervises the other half of the teachers with the instructional coach helping to support teachers.

The leadership team meets every week, and the executive cabinet meets weekly and as needed directly following the leadership meeting. Each member of the leadership team adds items to the agenda pertaining to the operational efficiency of the organization and enhancement of the program. The instructional staff meets weekly to prioritize the day-to-day activities of the organization and to work on any long-term goals. (C&I Agenda)

CCA teachers meet quarterly for professional development, job-a-like, or team-building activities to share departmental updates, and to talk about any new industry specific updates. Leadership meets weekly followed by an executive cabinet meeting, if needed. The instructional team meets weekly and student services meets monthly. In addition, since the addition of the three new Career Guidance Specialists, they meet as a group every other week and they have a regular check-in with the Director of Student Services. All-staff meetings are held two-three times annually, with instructional services scheduling meetings for teachers and career specialists throughout the year. (Staff Meeting Agenda)

Accountability is critical in any organization. The Board of Trustees evaluates the executive director annually. (Evaluation Template) . The Executive Director provides weekly updates to the

Board. The Executive Director and the Director of Educational services also provide an update at each board meeting. The accountant presents an update on the budget quarterly.

Employing highly qualified staff members contributes to improved student outcomes. To ensure staffing supports the desired outcome, the leadership team analyzes the needs of the stakeholders and the services provided by the ROP. To ensure the ROP continues to meet the needs of partner districts, the executive director and director of instructional services meet annually with the principal and assistant principal from each partner district to determine individual district needs and how ROP staff members can add value to their district and their students. The feedback is incorporated into the services provided.

The hiring procedures are based on Board Policies and Administrative Regulations. The procedures include:

- Assessment of the need of the position
- Posting of vacancy on Ed-Join and other recruitment methods depending on the position
- Screening of applicants to identify most qualified candidates, including assessment of necessary credentials, skills, knowledge, and abilities
- Interview and selection of the most qualified candidate.
- The Board of Trustees approves all personnel actions including employment, termination, resignations, and retirements.

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

Stakeholders are included in the regular evaluation of the program. All staff members are asked during their evaluation to provide input specific to each stakeholder group, including district and school site personnel, students, staff, business and industry partners, post-secondary partners, parents, legislators, and the community. This feedback serves as the basis for discussion when cabinet members meet over the summer for strategic planning. Cabinet members identify areas of growth, review the WASC Action Plan, and determine goals and objectives for the upcoming year. They develop Strategic Priorities based on organizational capacity. The executive director and the director of instructional services meet annually with the principal and assistant principal from each school site to assess needs and chart action steps for the upcoming year.

Students provide feedback on the Student Exit Survey. Teachers analyze the data and discuss areas of growth with their supervisor. Cabinet members also review the results to identify gaps. This information is reviewed annually.

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.

Board Policies and Administrative Regulations are in the College and Career Advantage Board Policy Manual. We are still in the process of updating all our board policies and administrative regulations to reflect our name and title change. Policies continue to be updated as needed.

The governing board is the policy making agency for the ROP. It delegates the development and implementation of appropriate policies and procedures that guide the operations of the ROP to the leadership team. Members of the leadership team refer to the Board Policy Manual for guidance in matters pertaining to their areas of responsibility.

The policies and procedures support the Mission Statement and the Student Learning Outcomes. Members of the cabinet are empowered to work with district colleagues, teachers, and career guidance specialists to support student achievement of the Student Learning Outcomes. It is this collaboration that led to the transition from Global Lessons to Project-Based Learning as the method and assessment of the SLOs.

The Board Policies are updated through the California School Board Association and as the ever-changing educational landscape dictates a need. Staff members have an opportunity to provide feedback through surveys, in departmental meetings, during evaluations and exit interviews with the human resources administrator or supervisor.

Board policies and procedures serve as the foundation for the Employee Manual and the Instructional Handbook. They clearly outline expectations for staff. Board policies are also referenced in personnel-related documentation. (Employee Manual) (Instructional Handbook)

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.

98% of students surveyed agree that College and Career Advantage creates a positive and safe learning environment for school improvement and high levels of achievement in students. (Student Survey) Members of the leadership team participate in many organizations which expand learning opportunities for students. These include ACSA, CSBA, CAROCP, CTEoc, OC Pathways, Orange County Business Council, Chambers of Commerce, Business and Workforce Development Committee, OC Superintendents' group, CTE JPA Coalition, Orange County

Department of Education, Regional). Participation in these organizations ensures leaders are kept abreast of current educational initiatives and opportunities to collaborate with business and industry leaders.

Each year, the ROP has a theme which is infused into staff meetings and staff development. The theme typically focuses on adding value to the student experience. Prior examples include: "Masquerade, emphasizing the challenges with COVID;" "The Golden Ticket" emphasizing 50 years of collaboration; and this school year "Under the CTE" responding to the challenges of bringing students and staff back together after distance learning. Professional development opportunities are included in staff meetings.

As a regional program, staff members are on over 25 different sites. The collegial and collaborative atmosphere is an important aspect of having staff feel connected to the organization and committed to the mission. Meetings always include icebreakers and team-building activities to enable staff members to connect. Teachers collaborate with subject-alike colleagues during professional development activities. All these actions help to create a positive environment for staff, which helps support a positive learning environment for students.

The Organizational Goals guide the work of the staff with the goal of always improving the student experience. The Organizational Goals address stakeholder communication, educational experience, safety and professional development and fiscal stability. The goals and objectives for each priority change each year to address the specific needs identified by the staff and the Board of Trustees.

There are many indicators faculty and staff display showing they are motivated by school leadership to focus their efforts on student learning and school improvement. Survey results indicate the CCA environment is characterized by trust, support, and high expectations for students. CCA employees are not part of a collective bargaining unit. Employees feel valued and are motivated by student success. Leadership and cabinet members strive to support their staff in a variety of ways including offering professional development, providing the necessary tools and equipment to effectively do their job, and by being available to promptly resolve any challenges. Teachers regularly share student success stories either by winning competitions, being offered a position following an internship or career experience and completing a certification. This information is shared at board meetings and with colleagues at staff meetings and via email and posted on social media outlets.

School's Strengths and Areas of Growth for Criterion 2

Strengths:

- College and Career Advantage has a highly functioning governance and leadership structure that supports ethical and effective leadership.
- College and Career Advantage has a collaborative and collegial working environment which motivates staff to focus on student learning and school improvement.

Areas of Growth

- With a change in the executive director position, College and Career Advantage will need to work to ensure that the governance and leadership structure continue to s
- upport a collaborative and collegial working environment.

Criterion 3: Faculty and Staff

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

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

College and Career Advantage recognizes that the success of its students and programs depends on the recruitment, hiring, continuing support, professional development, and retention of classified and certificated personnel. The Board is committed to employment processes that support the goals of equal opportunity and diversity, and that provide equal consideration for all qualified candidates. Board policies, practices, and procedures have been established throughout the organization and within each department that supports the hiring, training, and retention of all staff (Board Policies). These policies are created and revised based on State and Federal regulations, Education Code and Administrative Regulations. The Board is committed to employment processes that support the goals of equal opportunity and diversity, and that provide equal consideration for all qualified candidates. CCA employees are committed to achieving the mission of the organization, and to serving the best interests of students. Our organization ensures the integrity and quality of its programs and services by employing staff who are qualified by appropriate education, training, and experience to provide and support our programs and services. All CCA employees meet or exceed the minimum established requirements for their position

Minimally, a high school diploma/GED is required for most positions; however, 78 percent of the total staff hold two-year degrees or higher.

Qualifications for certificated and classified staff vary and correspond with the position description. Board policies establish the standards, minimum requirements, and procedures for

hiring personnel. They are aligned with the California Education Code and other applicable state and county laws and requirements. (Job Descriptions)

All CCA certificated staff are required and have obtained the appropriate teaching credential issued by The State of California Commission on Teacher Credentialing (CTC). To meet the requirements for the Career Technical Education Teaching Credential staff must satisfy all the following requirements:

1. Three years of work experience directly related to each industry sector to be named on the credential. One year equals a minimum of 1000 clock hours and the experience may be full-time or part-time, paid, or unpaid.
2. High school diploma or equivalent
3. Verification, signed by a Commission-approved sponsor, that the applicant has been apprised of the requirements for both the preliminary and clear credentials, including the requirements of the program or personalized preparation.
4. Completed application and processing fee.
5. Completed Live Scan receipt verifying fingerprints have been taken and fees have been paid unless fingerprint clearance is already on file with the Commission.
6. Recommendation by a Commission-approved CTE program sponsor.
7. CCA requires a candidate to have a job offer or assignment for the upcoming year to sponsor them for their teaching credential.

The Preliminary Designated Subjects CTE Teaching Credential authorizes the holder to teach in the subject or subjects named on the credential in grades twelve and below and classes primarily for adults, in the career technical, trade or vocational courses. There are 15 available subjects, also known as industry sectors. The teaching assignment must align with the industry sector authorization. (Credential Requirements)

Teaching assignments are monitored every four years by the Credential Support Services Manager at the Orange County Department of Education to ensure teachers are appropriately credentialed and that their teaching assignment falls within the subject area authorized by CTC. In addition, all of our teachers are monitored through CalPADS to make sure they are not misplaced according to their designated teaching credential.

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

The director of instructional services along with our human resources department supervises the recruitment and hiring of all employees. Criteria and qualifications for selection of personnel are clearly and publicly advertised and address the needs of the organization. Open positions are posted to EDJOIN, a statewide website as well as additional job boards such as Indeed, Monster and industry specific job sites. In addition, job announcements are emailed internally and externally to staff and local ROPs.

Job descriptions accurately reflect position duties, responsibilities, minimum qualifications, and expectations and are reviewed by the executive director; and/or the directors of instructional or support services; prior to posting to ensure accuracy.

A standardized interview procedure is conducted by the director of instructional services, director of student services, and human resources. All candidates are asked the same questions and are rated on their responses. (Interview Rating Form) Applicants' responses to the questions are recorded on the interview rating forms by each interviewer. Top candidates are identified and may be invited for a second interview that includes the executive director or site administrator when necessary.

All job descriptions and procedures for recruitment and hiring of personnel are aligned with board policies and applicable laws. The scope of duties and other requirements for every position are set forth in the job descriptions.

The director of instructional services and the human resources representative screens and verifies education, experience, and contacts references provided by the prospective hires. Professional references are asked questions designed to elicit responses that reflect the personal and professional qualities and qualifications of the candidate relevant to the organizational goals and to the position itself. (Reference Check Form) Credentials for certificated candidates are verified through the Commission on Teacher Credentialing (CTC). For candidates who do not hold a teaching credential, their qualifications for a preliminary credential are determined by submitting required documentation to the Orange County Department of Education or recommending agency for the credential.

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.

According to BP 4115, 4215 and 4315, all staff are systematically evaluated by their supervisor to measure effective performance in accordance with established criteria. (Board Policies)

Classified and Management employees are evaluated regularly. The evaluation process, like that of certificated personnel, is founded on the organization's goals of collegiality, mutual support, and continuous improvement (classified and management evaluation forms). The evaluation process involves discussion of areas in which the employee has excelled, performed adequately (i.e., at the minimum level of required performance), or failed to meet the required performance level. Examples of each level of performance are provided to enable the employee to understand work standards. During the evaluation process, employees are provided an opportunity to exchange thoughts and feelings about their job performance. Supervisors and employees may request more frequent evaluations at any time. Any employee receiving an unsatisfactory performance evaluation is evaluated annually or more often until they receive a satisfactory job performance evaluation or until he or she separates from CCA.

All employees receiving unsatisfactory evaluations are given specific performance improvement criteria and plans, and a timeline for the achievement of specified improvement objectives. The implementation of the personnel improvement plan is monitored by the supervisor and the attainment of objectives is documented appropriately.

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

College and Career Advantage's priorities provide guidance and direction for professional development for all staff. The priorities are established based on data indicators and perceived needs within the organization to improve service to students and partner districts and student learning outcomes.

CCA provides professional development activities such as workshops and conferences either produced or funded by the ROP. Staff development and professional growth activities are provided through in-house and professional trainers to support student learning. In the case of certificated personnel, the organization supports and encourages teachers to participate in all professional development and staff activities provided on their school sites or by the school district in which their class meets.

Professional development is provided at the annual back-to-school staff meeting held in August and on November 1st, which is a pupil-free day. The August staff meeting provides a backdrop for that year's instructional focus. During the August 2022 back-to-school meeting, teachers were introduced to data-driven instruction: the practice of using assessment data to inform future lesson planning. Additional training has included: aligning standards, cultural proficiency, pathways to success, and addressing the act of assessment. All new teachers are required to attend TIP, our teacher induction training program. The Teacher Induction Program is a 6-module, 2-year program that incorporates classroom management practices, instructional strategies, use of technology, workplace safety, project-based learning, and work-based learning.

In addition, CCA supports individual professional development and training activities requested by teachers and staff or as indicated on their evaluation as areas of improvement. Last year CCA spent a record high of $175,631.44 which immediately followed a record low of $8,690.70 the prior year for workshops, conferences, training and virtual training sessions.

For certificated personnel, professional development activities are focused on supporting teachers in remaining up-to-date and qualified to teach current technology, activities to enhance teaching practices through improved teaching strategies and curriculum development.

For non-teaching personnel, professional development activities are job specific that focus on supporting and enhancing CCA's educational programs. Classified personnel attend internal and external training and workshops and utilize Keenan Safe Schools online training modules.

School's Strengths and Growth Areas for Criterion 3 Strengths

Strengths

- College and Career Advantage has qualified personnel that support student learning programs and services to ensure organizational effectiveness. Teachers are fully credentialed and experienced in their related industries.
- College and Career Advantage invests in employees by providing professional growth opportunities that impart knowledge, enable, and facilitate learning that translates directly to students' success.

Areas of Growth

- Recruitment and retention of qualified teachers for hard to fill positions (Ex. CISCO, Aviation, Automotive and Engineering).
- Maintaining a competitive compensation package

Criterion 4: Curriculum

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

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

College and Career Advantage provides readily accessible, comprehensive information about its program to all stakeholders.

College and Career Advantage publishes a course catalog of courses, descriptions, and course prerequisites. The descriptions indicate if a course is UC a-g approved, articulated with a local community college, or an honors-level course. The schedule is available to all stakeholders in print and on the CCA website, www.ccadvantage.org both of which provide contact information so that students can obtain further information from the appropriate CCA personnel. Additionally, each school site is provided with pathway documents that outlines the order in which students need to complete courses to become eligible for pathway completion. CCA Career Guidance Specialists, along with CUSD and LBUSD guidance counselors, utilize pathway

documents to create a roadmap for students to ensure the successful completion of their desired pathway. Individual course flyers have also been developed for every course and are provided at all district events. They are distributed to guidance counselors and are available in the College and Career Centers on campus. These flyers offer course descriptions, course benefits, labor market information, and salary potential as well as industry certificates earned. The flyers indicate if a course is UC a-g approved, articulated with the local community college, or an honors-level course. 100% of CCA courses are UC a-g approved and as new courses are offered CCA staff works to submit them to the UC portal for approval. CCA also has a 33% articulation rate-- the highest in the state, which can be attributed to the good relationships we have with our local community college partner. CCA works closely with guidance counselors to check on student progress and assess student needs.

76% of students indicate that they obtained information about CCA programs from their guidance counselor, teacher, or academic advisor (Question 3 Student Survey).

The communication of student learner outcomes (SLOs) is varied and effective. Each CCA classroom has several posters of the SLOs displayed for students to see. Additionally, SLOs are clearly defined and aligned in CCA's course outlines known as Career Training Plans (CTPs). Each new instructor receives their respective CTP during the new instructor orientation. Each course outline provides standards alignment for each unit of instruction to the core academic, CTE anchor, and pathway standards. Instructors utilize student learner outcomes, advisory feedback, and career training plans, along with state and federal licensure requirements to inform their curriculum.

Once a student completes the competencies outlined in their course's career training plan, they are issued a state-approved certificate of completion from CCA. The certificate of completion lists the competencies learned on the back and can be added to the student's career portfolio. Beginning with 2022 pathway completer along with the pathway completed appear on a student's transcript. In addition, this year every senior who has completed a CTE pathway will receive a medal at their school's senior awards night, which they can wear at graduation. In the Spring of 2022, CCA awarded more than 11,000 certificates of completion to CTE students in the CUSD and LBUSD school districts and there were 89 senior pathway completers in the 2021-22 school year.

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.

During the pandemic, classes and curriculum were briefly moved to a virtual format until classes were permitted to meet in person. The curriculum and standards for the courses were not altered, only the delivery method. All teachers were trained on Canvas, which became our learning platform. Classes would meet online for lectures and in-person for skill practice and labs when allowed. We worked to bring in industry professionals via zoom, when possible, to create as many real-life scenarios as possible.

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

All online instruction, content, and course materials were directly connected to CCA's course outlines, vision, mission, and SLOs. Course instructions were provided online only during the 2020 COVID-19 pandemic when instruction could not occur in person. Only the delivery format of the course was altered, not the content, expectations, standards, or Student Learning Outcomes.

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

College & Career Advantage's mission is to provide "high quality, relevant and engaging career technical education". The CCA administration team collaborates with instructors, community and industry leaders to ensure that courses remain rigorous and relevant and meet industry standards.

Each year, during program planning, the executive director and director of instructional services meets with each of the high school principals, assistant principals and other key administrators. Additionally, both the directors of instructional and student services attend a weekly Assistant Principal and Guidance meeting with members of the school districts. These meetings allow the CCA administrators to keep current with each school's needs and help create a strong and open relationship. Discussion points include needs and concerns, review of each high school's course offerings, any new programs CCA is starting, evaluation of curriculum for relevance considering possible changes in student demographics, and discussion of detailed enrollment data. CCA is a line item on the agenda at each AP of guidance meeting and is able to communicate any wants or needs with each AP of guidance at these meetings.

ROP instructors meet throughout the year with their instructional coach to discuss possible changes to their CTPs, curriculum needs, and allocation of funds for their course. These one-on-one meetings allow for the Instructional Division to receive input required to provide instructors with specific curriculum and program needs. Instructors may purchase learning materials any time during the school year with the approval from the director of instructional services and final approval from the executive director. They may also utilize their classroom budget allocations.

One significant resource teachers and instructional services administrators use for curriculum monitoring and development is information obtained at annual advisory committee meetings. Advisory panels of local business and industry experts review course outlines and provide feedback and guidance on course content, equipment, and instructional resource needs and

competencies. Advisory members are provided with labor market information, a class syllabus, the course CTP, learning materials and textbooks to review. Advisory committee recommendations are recorded in meeting notes and incorporated as modifications to CTP's and curriculum, as appropriate and feasible. (Advisory Meeting Documents)

CCA teachers are invited to meet with the community college instructors to discuss articulation of their high school course with the entry-level community college course. Both instructors discuss the curriculum to ensure that the software, textbooks, or other instructional materials are up to date. They also verify that the ROP class is equivalent and meets the articulation requirements. Agreements are generally in effect for one year depending on the community college. To qualify for articulation credit, students must complete the ROP class with a grade of "A" or "B." (Articulation Agreements).

All CCA instructors are expected to include career preparation skills in their course curriculum, ensuring students are ready for the workplace in addition to post-secondary education. In the Fall of 2021, career preparation lessons were provided to all teachers to function as a base-model and ensure all career-readiness competencies are met.

As a course review measure and in fulfillment of Education Code 52302.3, College and Career Advantage conducts a labor market study on a biennial basis. The report provides employment outlook projection data for the occupations related to the courses CCA offers and helps guide discussion about the relevance of current classes and future course offerings. The labor market study is shared with CCA board members, steering committee members, partner school site administrators, and site staff. Its revision is in process in 2022. (Labor Market Study)

At the conclusion of each semester, students in each course take a follow-up online survey that requests input as to the benefits and value of the course. A summary of the student survey results is made available to each instructor. Information gathered from the survey provides the instructors and Instructional Support team with information that may result in modification of the curriculum and insight into student needs. According to the spring Student Survey, 97% of students agreed that their instructor set high expectations and presented a challenging curriculum.

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

College and Career Advantage students access learning resources and technology to achieve the organizational SLOs and course objectives. The organization complies with all state and local codes governing selecting and providing textbooks and other learning resources for its classes. The master textbook inventory list is reviewed and updated annually. New textbooks are submitted for approval as needed. (Textbook Inventory). Equipment and learning materials are kept current based on industry input and program needs.

Instructor manuals and resources are available from the publishing companies. The online instructor resource centers include case studies, test banks, PowerPoint presentations, and study guide activities. Since the implementation of distance learning in 2020, Canvas has been utilized as CCA's online learning management system. Canvas courses and resources are made available to all new teachers, along with the technical training required to navigate the site. These resources allow an instructor to present engaging and course relevant activities for their students. Each course in the ROP district has a dedicated online Canvas webpage. On this webpage, students have access to all supplemental learning materials and resources needed for the course, the course outline, syllabus, and access to up-to-date grading and comments. This webpage is used to assign homework and receive responses for written work. Through their Canvas training, teachers have the opportunity to learn about online instructional support technology to enhance learning in the classroom. Tools such as Mentimeter, Kahoot!, and FlipGrid have been implemented in most CTE classes to promote total student engagement. Instructors can attend technology webinars monthly through CCA's partner districts EdTech department.

Each high school has a resource library in each of the College and Career Centers that include college and career publications, military information, and reference materials. Each student in the CUSD and LBUSD district is issued a device that can be used for internet research, as well as a mobile hotspot for internet access, if needed creating equal access to technology for all students. CCA is building an in-house video library for teachers to utilize. Videos come from guest lectures and job shadows performed during distance learning.

Students train in a real-world environment using current industry equipment. CCA provides a variety of technology and resources in support of its courses. The ROP Career Training Campus has updated all computer labs with new equipment and software. All ROP classes located at the Career Training Campus have an instructor computer and projector and each non-bell schedule instructor at a high school campus is provided with a laptop and projector to support student learning. Dedicated ROP high school campus classrooms have been updated to ensure the environment enhances and promotes student engagement and learning. Every CTE classroom is equipped with a desktop and laptop computer, a projector, and screen. In addition, the ROP Career Centers' computer labs have been upgraded for student use. All Career Centers have projectors, screens, and TVs.

In addition, CCA provides internship and work-based learning that provides students with real-world learning environments and experiences to achieve and demonstrate proficiency in the SLOs. High pass rates on industry licensure and certification examinations show that CCA provides appropriate, relevant, and high-quality curriculum and all necessary resources, tools, and environments to support student success. (Internship site list)

To optimize resources for student learning, CCA will continue the process of enhancing classrooms and Careers Centers and provide state-of-the-art equipment on an as-needed basis.

Schools Strengths and Areas of Growth for Criterion 4 Strengths

Strengths

- College and Career Advantage provides precise course schedules, descriptions, outlines, and course syllabi that accurately reflect course competencies and organizational SLOs.
- Students have access to the curriculum, materials, equipment, and resources necessary for success in all courses.
- CCA has standard-aligned career training plans.
- A high percentage of courses offered by CCA is part of an occupational sequence that leads to post-secondary training and/or high wage, high demand jobs.
- 100% of CCA's course offerings are UC "A-G" approved.

Areas of Growth

- CCA should continue to strengthen its post-advisory committee processes.
- CCA needs to continue to strengthen its business and industry relationships and partnerships throughout the community.
- CCA should continue initiatives to develop and improve course outlines, curricula, and assessments aligned to CTE standards, community needs, and emerging trends.

Criterion 5: Instructional Program

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

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.

Courses are sequenced and embedded in pathways to facilitate students' matriculation and smooth transition to the next class in the pathway. Each year CCA's instructional team reviews and updates the pathway documents to reflect any changes or new additions. 100% of CCA's courses are UC/CSU approved with 6 approved for science "D" credit, 40 approved for fine arts "F" credit, and 50 approved for "G" elective credit for a total of 96 courses. Of those courses 64 are honors weighted earning students a GPA grade bump of one grade on their high school transcript. Any new courses are submitted for approval as soon as the UC portal opens for course submission.

As of 2021 CCA has 51 active articulation agreements for ROP courses evidencing further rigor and relevance of ROP programs and curriculum. Most of these agreements are with Saddleback Community College, the closest local community college to our two districts. In addition, CCA has the highest percentage of students earning college credit in the state at 33%. This is due to

the online CATEMA system used by Saddleback College. This system allows students to obtain college credit for articulated courses as soon as they successfully complete the course at the high school through the automated system. There is no residency or minimum number of units required to claim this credit. This, in addition to our instructional team's efforts to help teachers and students access the online system accounts for the high percentage of college credit. With this credit a student can continue to Saddleback College or take it with them to a college of their choosing. The ongoing articulation process has fostered strong partnerships with several local post-secondary education institutions. High levels of communication, cooperation, and collaboration with our educational partners provide exceptional opportunities for students to transition to the next step with post-secondary education and career goals.

Instructors have several opportunities to attend professional development throughout the school year. CCA teachers are encouraged to participate in their respective site professional learning communities (PLCs), where CTE teachers share lesson plans, resources, and best practices with fellow CTE educators. The ROP hosts three staff meetings each year, and partner districts host quarterly PLC meetings for CTE teachers. Other events that incorporate professional development include annual business advisory committee meetings, industry-sponsored events/training, and externship site training. Various workshops, in-service training, professional development activities, staff meetings, and professional learning community activities provide numerous and diverse opportunities to discuss pedagogy, student learning outcomes, and strategic approaches to continuous improvement in classroom practice. Relevant to how CCA measures the quality of instruction is the well-qualified professional instructional staff that has extensive industry experience and education. Instructors are industry experts and meet or exceed the minimum years of experience in their field and many continue to work in that field outside of their teaching assignments. Instructors that are licensed in their field must also take continuing education classes to maintain licensure status. All instructors possess appropriate CTE credentials or are currently enrolled in credential coursework through local LEAs. As of the current school year, 82% of the instructional staff hold a degree (73% with a bachelor's degree or higher) and 31% hold an industry certification or license. 100% of instructors hold the appropriate credential and work experience.

CCA offers six courses that lead to licensure or some sort of industry specific certificate that is required: Emergency Medical Training, Dental Radiology, Pharmacy Technician, Surgical Technologist, Computer Science and Programming /Coding, and Automotive. CCA will continue to pursue additional certification opportunities. In addition to licensure many of our courses include certifications. Some of these include FEMA, IS100 and IS700, CPR, ASE, ServeSafe, OSHA, and HIPAA to name a few.

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.

The quality of classroom instruction is monitored and evaluated through routine classroom visits, frequent teacher communication, and feedback from our district partners. In addition to administrators visiting classrooms on a regular basis ROP utilizes an instructional coach who plays a key role in assisting teachers with mentoring, coaching, selecting appropriate teaching strategies, and by completing informal teacher observations. The executive director and director of instructional services meet annually with each site's administrative team and the principal to discuss classes, teacher performance, and student achievement. Supervisors perform annual informal and formal observations in an ongoing effort to maintain high-quality instruction. In situations where extra support and documentation are required for underperforming teachers, supervisors employ the FRISK documentation model and a performance improvement plan.

Teachers are provided with a digital teacher handbook that provides general ROP information, guidelines, and responsibilities, getting organized for the first days of school, enrollment and attendance procedures, end-of-semester procedures, and internship details. In addition, all instructors have access to a web-based teacher toolkit that provides CTE course materials by industry sector, first-year teacher resources, forms and templates, Google Classroom resources, internship information, lesson planning advice, professional development opportunities, and helpful CCA forms. In addition to the teacher handbook and teacher toolkit, new instructors are required to attend the Teacher Induction Program which consists of six modules over a two-year period to include classroom management, instructional strategies, use of technology, lab/workplace safety, project-based learning, and workplace learning. Following completion of the induction process, instructors have full-time coaching support for any of their needs. (teacher handbook)

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

Classrooms are equipped with pathway-specific technology, and teachers are trained to use the school management software required by district partners and CCA. All instructors can follow academic progress, communicate, and input daily attendance.
Teachers use presentation software to deliver multimedia lectures and short web-based video clips to relay examples and demonstrate hands-on skills. Teachers also use some of the most advanced industry specific equipment available such as, thermal imaging cameras, Oculus VR sets, equipment that facilitates mobile media, Simple Simon mannequin, Pyxis, 3D printers, spindle sander, and laser engravers. The infusion of technology into daily lesson plans enhances student engagement, encourages collaboration, sparks innovation, and enhances student learning. CCA instructors consider how technology supports the curriculum and its benefits to a lesson plan when introducing technology into their curriculum. In addition, every CTE computer lab is being refreshed with new computers. Currently we are at about 75% complete with the remaining to be done over the summer of 2023.

Technology is also utilized to facilitate communication and collaboration across subject areas and pathways. It allows instructors access to their colleagues, parents, and students at the

home site and across the region. Teachers attend regularly scheduled district and ROP PLC meetings, most of which are held via web-based communication platforms.

Common Uses for Technology in the Instructional Program:

- PowerPoint presentations / curriculum delivery
- Professional development and training
- Student research and collaboration
- Teacher research and collaboration
- Teaching CPR, first aid, AED, bloodborne pathogens, safety
- Checking for understanding
- Organizing lesson plans
- Differentiating instruction
- Measure Student Learning Outcomes
- Formative and summative assessment
- Certification exams
- Attendance and grading
- Communications: student, parent, teacher, school
- Ordering supplies
- Playing video segments

Teachers are provided with several classroom technology training opportunities, including ROP-sponsored training, district offered professional development, and outside professional development opportunities with vendors and other business partners. During the COVID-19 pandemic, all the classroom instruction at CCA was held online in a virtual classroom setting. CCA followed the guidelines set forth by California as it relates to teaching CTE through distance learning. All teachers were trained   in Canvas, the online learning platform chosen by our two partner districts. The most recent technology based professional development opportunities in 2021-22 included:

- Utilizing technology in the classroom
- Canvas training
- New teacher training (TIP)
- Industry-specific training for pathway equipment and certifications
- How to use Google Classroom / Google Suite / Google Drive / Google Meets
- Teacher Toolkit training
- How to teach effectively online
- Microsoft Office 365 / PowerPoint

Teachers use various resources to communicate with all stakeholders, including IEP/504 meetings, parent-teacher conferences, phone and email, social media, and various communication applications for smartphones. For students who participate in our after-bell regional courses instructors utilize behavior contracts. One is sent electronically to

communicate a students' progress to parents, counselors, and school administrators when necessary. (Behavior contract)

Indicator 5.4: All in-person and online teachers strengthen student understanding and achievement of the learning outcomes by a variety of delivery modes and instructional strategies that effectively engage all students at a high level of learning.
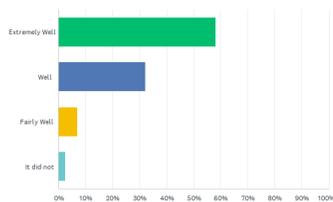
CCA uses multiple means to monitor and improve classroom instruction to ensure students' highest quality of career technical education. The instructional staff uses teaching strategies and methodologies such as direct instruction, hands on skills practice, demonstrations, group discussions, and, internships that engage students and lead to measurable results, including industry certifications, completion of pathway objectives, and attainment of Student Learning Outcomes (SLO's).

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

In 2021, CCA issued 4,413 certificates of completion, 1,485 industry specific certifications and 72 adult certifications for a total of 5,970 certificates in various industry sectors. Approximately 564 students participated in work-based learning in that same year with a minimum of 90 hours per student, the minimum number of hours allowed.

Another critical measure of the relevance, rigor, and high quality of instruction lies in the positive student experiences reflected in the student exit survey. Survey results indicate that students are highly satisfied with their CCA experience. (Student Survey)

Q24 Overall, how well did this CCA class meet your needs and expectations?

Q4 My CCA class experience helped me to (select all that apply):
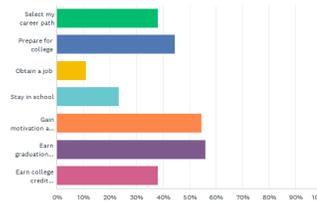
Stud ustry-spor d technical stud tual enter de evidence that ruction. C participate and olem-solving skills at competitions, trade shows, and conferences.

- HOSA - regional, state, and national competitions
- SKILLS USA-regional, state, and national competitions
- Virtual Enterprise-trade shows, contests, and conferences
- Robotics FRC-regional, state, and national competitions
- Bridge competition-local, regional and national competitions

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

CCA's curriculum encompasses a variety of teaching and delivery methodologies that meet the needs of a diverse student population by preparing our students to succeed in college and careers. Teachers utilize various instructional strategies, including project-based learning, exploratory work experience education, direct instruction, independent and group projects, hands-on skills practice, blended learning, virtual reality, simulations, and flipped learning.

Approximately 564 CCA students completed exploratory work experience education through job shadowing, formal internships, ambulance ride-along, and clinical rotations. Several of the medically themed training meet the qualifications of state licensing exams, and students can earn certifications upon successful completion of the certification exam in 2021. CCA has two classes where students are transported to the clinical site during the school day and rotate through the different departments for their job shadowing experience, one is at Kaiser and the other is at the Waldorf Astoria. (Student Performance Evaluation)

School's Strengths and Areas of Growth for Criterion 5 Strengths:
Strengths:
- CCA offers staff development opportunities that reflect the needs of teachers and students.
- 100% of our classes are UC A-G approved and are embedded in pathways providing rigor and relevance.
- Highest articulation rate in the state of California.
- Internship opportunities provide students with work-based learning opportunities.

Growth Areas:
- CCA will increase pathway completion by 10%.
- CCA will increase the number of industry certifications offered.

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 changes based on assessment results.

CCA gathers diverse learning data from multiple sources and for various stakeholders within the organization and throughout the community. Learning data is collected at the student, course, program, and school level. Learning data is stored in the student information system, Aeries and can be accessed by any stakeholder through a request from any of the CCA Directors.

Instructional staff continue to collect assessment results and modify lesson plans to ensure all students have an equal opportunity to master the skills and course competencies. Additional sources of data for faculty include the midterm exams, final exams, student portfolios, quizzes, skills performance demonstrations, assignments, class projects, and presentations. The teachers meet to review collected data during professional learning sessions and other CCA collaboration events and trainings. The teachers may then add the student learning objective to their lesson, or if the data drives toward a significant change in curriculum the teacher may meet with their supervisor to discuss the desire to add or revise course competencies. CCA evaluates teachers bi-annually and reviews expected standards regarding organization of curriculum and planned instruction in addition to assessing student learning and how the assessment of student learning aligns with CCA SLOs.

All CCA course certificates of completion have the course competencies, which align with CCA SLOs. Assessment results are evaluated at the six-week marking period for high school students and at the midterm and final of each semester for adult students.

Skills-based assessments are key to program evaluation and progress in relation to our adult population of students. Students are evaluated on their ability to demonstrate skills that meet the established industry standards. These skills-based assessments are reviewed by an Advisory Committee every two years and are based on the state guidelines and requirements for the skills needed to pass certification exams and earn licensure when applicable. Each course receives feedback through student surveys from students that is analyzed and leads the conversation about program improvement.

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.

CCA identifies its stakeholders as students, parents, faculty, CCA governing board, employers, community groups and organizations such as local colleges, consortiums, and business partners. Assessment results are reported to these stakeholders using a variety of means.

Data is presented to the CCA governing board at board meetings which can be found on the website. The board is also updated by the executive director when notable information becomes available. Student and parent survey data is posted on the website when it becomes available and distributed to staff each year at the Fall back-to-school staff meeting.

Evaluation tools are provided to every clinical site so that the students can be evaluated on their progress during their internship rotation. Each student intern completes a weekly time sheet

with an evaluation attached providing the instructor with necessary data to identify students needing additional help.

Some of our courses are in a unique situation since many of them rely on outside agencies to collect and report assessment results. Testing for national certification as a surgical technologist is controlled, monitored, and distributed by the National Center for Competency Testing. (NCCT). Participants get the results of their certification test immediately after they finished their test. Results which are shared with the instructor are reported to all pertinent stakeholders. The emergency medical technician (EMT) students demonstrate skills assessments while in class and after passing all course competencies are eligible to sit for their National Registry of Emergency Medical Technicians (NREMT) written exam and the pharmacy technician students are eligible to take the Pharmacy Technician Certification Exam (PTCB).

CCA also reports internship and completer-placement data to our partner districts so they can complete their California Longitudinal Pupil Achievement Data System (CALPADS) data upload for the California Department of Education annually. The data for this report is gathered by way of telephone and online student follow-up surveys. Student follow-up survey results show what CCA students are doing six months after completing their ROP course.

Student success stories are posted on the CCA website, the CAROCP website, and on various social media outlets on an ongoing basis. These success stories highlight and report outstanding student achievement.

At the classroom level, student progress information and grades for each course are reported and available to students, parents, school site administrators, and appropriate CCA administrators on an ongoing basis. For classes taking place during the regular school bell schedule (in-bell classes), student assignments and grades are posted by teachers on the school's information system, Aeries, according to the school's policies and requirements. For our after-bell courses our partner districts have created a CCA database (197) where the same information that is housed in the during-bell Aeries system is housed, thus creating continuity for our teachers, parents, and school administrators. Grade are uploaded directly from Canvas, the online learning platform utilized by both districts. Students and families always have access to this information through online portals provided on each school's website. Teachers post performance expectations, Student Learning Outcomes, grades, assignments, announcements, and assessments on Canvas.

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.

Clear expectations and specific student learning outcomes are established, articulated, and effectively communicated to teachers, students, and the greater educational community.

In July of 2017, a committee consisting of students, business partners, staff, and administration, was formed to meet and work to revise our SLOs. This team met over the next several months

and produced a revised, more concise list of SLOs. These new SLOs were presented at our 2018 fall back-to-school all staff meeting, the SLOs were reviewed and refined. A process was used that included all staff. Staff decided to redefine the term ELSRs to Student Learner Outcomes (SLOs) to better reflect updated educational terminology and developed new, simplified outcomes and posters for each classroom.

The SLOs were reviewed during the January 2019 all staff meeting and the staff was asked for suggestions and feedback. In February 2019, the WASC leadership team reviewed the staff input, and the Governing Board was presented with proposals at the March 2019 board meeting. Changes were made and because of the delay in the WASC process, decisions were made to postpone the implementation of the new SLOs. At the January 2021 staff meeting, a second draft of the SLOs was provided to all staff via an online meeting, allowing for the completion of the SLOs selection with staff. Staff voted and the new SLOs were chosen. The governing board was presented with and approved the final SLOs at the March 2021 Board Meeting.

Posters and marketing materials were updated and distributed to all faculty at our fall back-to-school all staff meeting in August 2022, and again in Spring 2023.

Course descriptions in the course catalog on the website briefly summarize course content and articulate the specific learning objectives covered and assessed in the course. Individual course competencies and intended learning outcomes for each class are derived from the course outlines and the course descriptions. (Course Outlines) Intended learning outcomes are described on course syllabi, and specific course competencies achieved are listed on the Certificate of completion received by students who complete a CCA course. Course outlines are currently aligned with the CCA SLOs, California CTE Model Curriculum Standards, and Common Core State Standards.

Courses are monitored and evaluated annually for content, curriculum, relevance, and effectiveness through different processes and procedures at the administrative and classroom levels.
Course outlines are reviewed annually by industry professionals at advisory committee meetings offered through individual industry sector meetings, all sector annual advisory meetings or through regional partnerships with the K12 Pathway Coordinators. Feedback and suggestions are recorded and incorporated in course outlines as appropriate. (Advisory Committee Meeting Documents)

Instructors also consult and utilize a plethora of other resources to evaluate, and update intended learning outcomes and course competencies. Resources used include professional development opportunities, industry-specific publications, and professional learning communities.

All teachers also meet with their supervisor at least once per year to review and discuss curriculum, resources, and student progress. Teachers and instructional program administrators work collaboratively to review the course content and learning outcomes and monitor instruction and professional development needs to continuously improve each class's instruction, curriculum, and learning outcomes. ([Formal Observation Form](#))

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.

Student learning, perception, and outcome data are analyzed annually by the leadership team, cabinet, instructional administrators/coordinators, and instructors. Implications of various data sets inform decisions and action steps at the organizational, instructional program, and classroom levels.

Course offerings are determined annually by the executive director and director of instructional services in collaboration with school sites and district-level administrators. Students' needs for CTE classes and programs are identified after considering numerous factors that are unique to each district. ([Program Planning](#)) The annual catalog of classes reflects changes in class offerings and programs from year to year; changes are made in response to different data, including student enrollment and demand and student achievement. Student exit survey results have consistently demonstrated that over 91% of students in CCA classes intend to enter a college or university after high school graduation. Data pulled from the past three annual surveys demonstrates the previous statement when analyzing question 5, "After school, I plan to:" from the survey. In the school year 2021-2022 out of 2506 students surveyed over 60% answered they plan to attend a university and over 31% of the same students planned to attend a local community college. The following data was pulled from two of the previous school years:

- School year 2020-2021: 559 students surveyed
  - 65 % Plan to attend a 4-year university
  - 27 % Plan to attend a community college
- School year 2019-2020: 575 students surveyed
  - 64 % Plan to attend a 4-year university
  - 30 % Plan to attend a community college

As a result of this data and input from education partners 100% of CCA's courses are [UC/CSU](#) approved with 6 approved for science "D" credit, 40 approved for fine arts "F" credit, and 50 approved for "G" elective credit for a total of 96 courses. Of those courses 64 are honors weighted earning students a GPA grade bump of one grade on their high school transcript. Any new courses are submitted for approval as soon as the UC portal opens for course submission.

Input from community college partners and the state and local departments of education indicating a need for courses that articulate with local community college programs has resulted

in a significant increase in articulation agreements. As of 2021 CCA has 51 active [articulation agreements](#). Most of these agreements are with Saddleback Community College, the closest local community college to our two districts. In addition, CCA has the highest percentage of students earning college credit in the state at a 33% articulation rate. This is due to the online CATEMA system used by Saddleback College.

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

The leadership team, composed of the executive director, director of instructional services, director of student services, and program manager conducts the institutional planning and decision-making for the organization, including identification and execution of the annual College and Career Advantage organizational goals. CCA organizational goals are based on input from a broad cross-section of the staff, including staff and student performance and perception data and feedback from business and school district leaders.

The cabinet supports the leadership team, consisting of the executive director, director of instructional services, and the director of student services. Classified staff and students are represented in the decision-making process through their supervisor, director of student services; teachers and any other certificated staff are represented through the director of instructional services. The leadership team and the cabinet meet periodically throughout the year to review organizational function and procedures, course offerings, programming and scheduling, curriculum and instruction, and student services policies and practices.

Individual cabinet members assess the performance of staff members and their respective departmental functions per board policy. Information and assessments conducted by each cabinet member are used to inform decisions at the departmental level and inform the leadership team on organizational decisions. ([Teacher Evaluation Form](#))

Instructional program effectiveness and needs are monitored and assessed regularly by the executive director, director of instructional services, and director of student services.
Administrators meet annually with teachers to review program and classroom needs and evaluate classroom practice, curriculum, and use of resources. The director of instructional services, program manager and instructional coach also work closely with teachers throughout the year, communicating regularly by email, classroom visits, staff meetings, and the annual year-end evaluation meetings with teachers. The administrators review the information gathered through these communication and collaboration processes, communicate to leadership, and implement it in decision-making. In addition, the director of instructional services communicates with the program manager and instructional coach regularly to discuss and assess resource and budget needs for all programs and classes. The director of instructional services approves every purchase requisition that flows through the organization. The director of instructional services collaborates directly with the accountant of business services to

monitor and adjust the organizational budget and expenditures to support instructional services.

Information, feedback, and suggestions from business and educational partners are gathered through internship evaluation feedback forms and attendance by instructional program administrators at annual industry-sector business advisory meetings. (Internship Evaluation Forms)

Student perception data is generated through the Student Exit Survey results and reviewed by the cabinet annually. In addition, student achievement and pass rates on applicable licensure or certification examinations are also examined by instructional services personnel during annual meetings with instructors, per course.

The effectiveness of student services is assessed through various means, including monitoring student enrollment numbers and trends and feedback gathered from school site administrators and students. The director of student services monitors enrollment and trends each term.

Student Exit Survey results and student follow-up survey results which indicate student satisfaction and post-secondary activities, and success are reviewed by the cabinet annually. (Student Follow-Up Survey)
In these various ways, student learning data and internal assessment of staff and organizational effectiveness is a regular part of CCA's decision-making process, including budgeting and formulation of the annual CCA organizational goals.

Schools Strengths and Areas of Growth for Criterion 6

Areas of Strength
- CCA has implemented project-based learning to measure student achievement of organizational SLOs.

Areas of Growth
- CCA can continue developing tools and practices to incorporate demographic and student learning outcome data analysis in instructional program planning and decision-making.
- CCA can continue to train teachers in analyzing and applying learning data to improve instruction, curriculum, and assessment practices.

Criterion 7: Student 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 that enhance the learning environment and demonstrate the achievement of Schoolwide Learner Outcomes.

Services are provided to students through a collaborative effort involving the ROP student services staff, ROP support staff, teachers, career guidance specialists (CGS) and district counselors and personnel. The ROP student services staff consists of the director of student services, and three career guidance specialists. (Job Descriptions)
Prior to the 2022-2023 school year, CCA did not have career guidance specialists on any of their high school campuses. CCA had to rely solely on their district staff and CCA teachers and administrators.

As of Fall 2022 CCA provides the services of a career guidance specialist on every high school campus on a shared basis. Career guidance specialists are in the newly remodeled college and career centers on each high school campus. Students have convenient access to the career guidance specialist and to the resources provided in the career center. Several support services to students, school site personnel, and teachers are offered by the CGS. Career Guidance Specialists are evaluated by their supervisor every year. This will be the first evaluation year.

Primary duties and services include:

- Recruitment and marketing for CTE pathways and CCA classes including classroom presentations
- Career and course guidance
- Support to school guidance personnel in the placement of students in CCA classes
- Attention to student performance and attendance
- Recognition of students for their achievement
- Aid in the retention of students
- Communications between school sites and CCA administration and teachers
- Services are provided by career specialists to all students whether they enroll in classes during the school day or after school, known as in-bell and after bell. These services support student achievement and include:
  - Disseminating ROP course information
  - Providing academic advisement and career planning
  - Coordinating career fairs
  - Providing appropriate course placement information
  - Registering students
  - Assisting district guidance staff
  - Providing information on UC/CSU admission requirements
  - Reviewing course articulation information
  - Attending Individualized Education Plan (IEP) meetings and 504 meetings
  - Monitoring student attendance and grades

- Creation of and maintenance of a virtual career center

District employed counselors and guidance specialists are responsible for scheduling students in ROP classes that take place within the school's regular school day. The career guidance specialists provide high school guidance staff with current, relevant ROP information to assist them as they counsel their students in ROP bell schedule classes. Students interested in enrolling in ROP classes that meet outside the regular school day ("after bell" or "regional") are provided with information, guidance, and registration information directly through the ROP career guidance specialists. Fifty percent of students indicated that they learned about ROP from their high school counselor or academic advisor.

Support services are also offered to students with special needs. CGSs participate, at various levels, in Individualized Education Plan (IEP) meetings and other special education monitoring and support activities. They work with on-site resource teachers and assistants and provide communication tools and other support designed to help teachers meet designated student needs. This assistance aids in curriculum and instruction alignment to IEPs, 504s, or other requirements of students with special needs.

CCA student services personnel are evaluated annually based on criteria aligned to their job descriptions. During their review and evaluation, career specialists develop individual goals for the following year and are assessed on the completion of those goals. In addition, teachers and career guidance specialists encourage the achievement of Schoolwide Learner Outcomes (SLOs) by recognizing and rewarding student accomplishments through various methods.

- Promoting outstanding student designations on competence certificates
- Highlighting student success on social media platforms (Facebook, Instagram, Twitter)
- Highlighting ROP students on high school campuses including CUSD Insider/capo talk, school newsletter articles, campus announcements, posting student work, and Certificates of Recognition.
- Nominating distinguished students for the Distinguished Student Recognition (DSR) event. CCA proudly highlights the success of students at the annual Distinguished Student Recognition event held every May. Over 100 students are acknowledged for their accomplishments, many receiving scholarships to assist in their post-secondary endeavors. Students are nominated by either their ROP teacher or their career guidance specialist. Nominators will send their student(s) a link to an application where they will answer several questions regarding their ROP class or classes and their future. There is a separate link for nominators to complete a short nomination form. The nomination packets are screened by an ROP employee and finalists are selected. The finalists are awarded a monetary scholarship, a DSR medal, and receive a certificate of achievement. Effective written and oral communication skills and job readiness skills are demonstrated by students through the completion of the DSR nomination packets and interview process. (DSR Nomination Packets, DSR Nomination, Scholarship Lists)

To further support student learning and success in meeting expected outcomes, career guidance specialists monitor student performance and attendance. When a student's performance falls or threatens to fall below the minimum acceptable standard in any way, teachers take various actions to address the issue. Struggling students enrolled in ROP classes during the regular school day ("bell schedule classes") benefit from the various academic and student support services offered at their school site. Students in ROP classes meeting outside their regular school schedule are supported according to the CCA Classroom Management Guidelines. The protocol for student performance issues requires that teachers generate a [behavior contract](#) which is emailed to the student's home to inform parents of missing attendance, deficient performance, and/or behavior issues. This behavior contract is emailed to the Director of Instructional Services, who immediately notifies the student's school counselor of the problem so they can evaluate the situation and intervene as appropriate.

Career guidance specialists along with the student support services personnel are responsible for disseminating information about CCA classes to school site personnel, parents, and students. They provide course information and recruit students for the ROP classes that best fit the student's educational and career goals. Many resources are provided to career guidance specialists that can easily be accessed while advising students: course descriptions, course syllabi, and a variety of handouts designed to better educate students about ROP classes. In addition, CGSs participate with the partnering schools in outreach events aimed to inform students and families about the education programs available to students. ([CTE Guide](#))

Informational and recruitment activities include:

- Class presentations
- Parent presentations
- Middle school student and/or parent presentations
- College and Career Fairs
- PTA/PTSA meetings
- Back to School/Open House
- Community Organizations (service groups, scholarship committees, etc.)
- ROP student success highlights (e.g., principals' newsletters, ROP Honor Roll, school site website, social media)
- Distributing CCA literature
- Utilizing the school website

Adults interested in enrolling in CCA's free adult programs in Cybersecurity, Dental Assisting, EMT, Hotel & Hospitality, Medical Assisting, Pharmacy Technician, and Surgical Technologist can enroll at the adult campus training center or online. In addition, CCA has started a new program this year to capture those high school students who do not have a plan for after graduation. CCA has enlisted the help of the guidance department, administration, and CGSs at each high school and invited those students to take a field trip to the CCA adult campus to view their classrooms and programs. The hope is that the students will come back with a plan for after high school.

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.

The CCA SLOs call for students to develop personal, educational, and career goals for success after high school or after completion of their ROP course of training. All CCA course outlines and course work include instruction and student outcomes related to the understanding of careers in the sector or pathway in which the class is included. Career guidance specialists familiarize themselves with courses by regularly visiting classes and referring to the course outline when advising students. They interact with students regularly as they are integrated on their campuses and are a part of every-day student life.

Q5 After high school, I plan to:
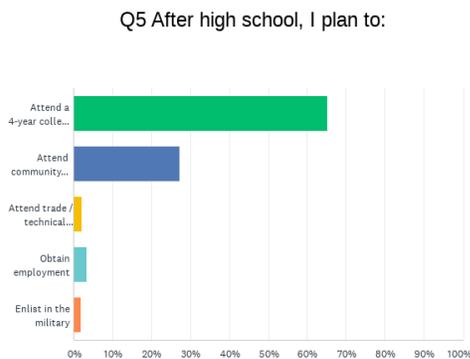
CCA serves both adult and high school students with their broad, diverse college and career goals. Most students surveyed indicate they plan to attend either a four-year college or university or a community college. (Student Exit Survey Question 5) CCA courses add value for college-bound students, by offering UC a-g approved, honors weighted courses and dual enrollment opportunities.

The director of instructional services, director of student services, and career guidance specialists keep up to date on labor market information and changes in university admissions requirements so that they may effectively advise students on careers, selection of universities, community colleges, technical and apprentice programs, and financial aid opportunities.

All members of the CCA student services department are qualified to effectively serve in their roles. In addition to their education and experience, career guidance specialists receive ongoing professional development training to further their knowledge and skill in guiding students in their choice of pathways, classes, and post-secondary options.

Professional growth activities accessed by career specialists include:

- Periodic meetings on-site at CCA which include professional growth elements and training
- UC/CSU college readiness conferences
- ACT career readiness workshops
- Community College counselor events
- CAROCP CTE conferences

- Staff development workshops offered through ROP and the school districts where they work
- Advisory committee meetings

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.

CCA supports students from recruitment to enrollment, through the completion of their course, and into the workforce or post-secondary education.

Career guidance specialists recruit students and provide information and support for placement of students in ROP classes based on their interests, needs, and educational goals. Recruitment methods that increase community awareness of ROP include class presentations, parent-group presentations, participation in college and career fairs, virtual career centers, social media platforms, Canvas mass announcements. Students can complete their after-bell class registration using a link on the website or through their high counselor or CGS. Student [exit survey](#) responses consistently indicate that students receive guidance before selecting their ROP classes from academic advisors, school counselors on their school campus, as well as from their ROP teachers.

CCA excels in providing meaningful learning experiences beyond classroom instruction. The organizational SLOs are based on the Standards for Career Ready Practice and specifically communicate that students will develop personal, educational, and career plans.

CCA's strength lies in providing students with hands-on learning that leads to industry-specific competencies in all classes. Teachers focus on current, industry-specific knowledge, skills, and career prospects to give students meaningful, relevant learning experiences.

All classes provide real world activities and experiences beyond the confines of classroom instruction. Students benefit from internships, job shadowing, clinical rotations, field trips, guest speakers, mentoring, and participation in industry- sponsored events.

CCA has consistently prioritized partnership, communication, and articulation of its courses with post-secondary institutions, focusing on local community colleges. 100% of CCA's courses are [UC/CSU](#) approved with 6 approved for science "D" credit, 40 approved for fine arts "F" credit, and 50 approved for "G" elective credit for a total of 96 courses. Of those courses 64 are honors weighted earning students a GPA grade bump of one grade on their high school transcript. Any new courses are submitted for approval as soon as the UC portal opens for course submission.

As of 2021 CCA has 51 active [articulation agreements](#) for ROP courses evidencing further rigor and relevance of ROP programs and curriculum. Most of these agreements are with Saddleback

Community College, the closest local community college to our two districts. In addition, CCA has the highest percentage of students earning college credit in the state at 33%.

Historically, CCA conducted an annual student follow-up survey and submitted a 101 E2 "Placement Report on CTE Program Completers" report to the California Department of Education on March 15 of each year. That data collection was on hold during the pandemic and is being refreshed. The ROP will conduct this in the winter of 2022 and provide the report and survey results to the Board of Trustees, cabinet, and career specialists for review.

High school students enrolled in ROP courses within their regular school day are provided with guidance services, code of conduct policies, and attendance policies in accordance with the protocols in place at the school site. CCA teachers who teach during the school's bell schedule adhere to the school and district protocols. In addition, teachers provide students with expectations regarding ROP policies and procedures.

Students in classes meeting outside the school's regular bell schedule receive and sign a copy of the rules of conduct, Sexual Harassment Policy, Media Release, among other rules, procedures, and consequences. (Rules of Conduct)

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.

The CCA Board of Trustees is composed of board members representing each of CCA's partner districts. Similarly, the guidance team meetings are composed of district administrators and curriculum leaders who communicate the needs and goals of the students in their respective schools. The CCA ROP leadership team consults with the board, school administrators, and the guidance teams to identify and meet the CTE needs of the student population of its school sites. (Guidance Meeting Agendas and Notes)

In addition, the executive director and director of instructional services meet with school site leaders annually to identify and plan CTE programs and ROP courses at that school for the following school year. Historically, these meetings are held towards the end of the Fall semester just prior to Spring advisement for fall registration. At these meetings, student needs, CTE goals, and program needs are discussed, and classes are planned accordingly for the following year. (Program Planning Notes)

At the classroom level, ROP students with special learning needs are identified and supported by the school site counseling team through processes and procedures in place at the student's home high school. ROP teachers of these "bell schedule" classes have access to the school's resources, records, and special education personnel, which enable them to adjust instruction to meet the prescribed special needs of their students. ROP teachers who teach outside the bell schedule have access to all the same supports available to during-bell teachers through Aeries.

They are trained on how to access 504 and IEPs on their students and can view and provide accommodations to ensure student success.

Information about adult students with special learning needs is gathered from the registration forms, and adults are encouraged to voluntarily identify and disclose that information. If an adult identifies a special need on the enrollment form, a member of the student services staff then communicates with the student to gather more information and identify any necessary accommodations in instruction or curriculum. Student services staff then communicates that information to the course instructor. (Adult Enrollment Form)

Teachers have additional means and tools for identifying special needs students. They obtain information about the special learning needs of students from student services staff, instructional staff, school site administrators and counselors, special education teachers, and parents.

Career guidance specialists and instructors communicate regularly to share information about student progress and to provide effective advice and support to struggling students that helps them stay on track and successfully complete their classes.

Career guidance specialists and instructors communicate regularly to share information about student progress and to provide effective advice and support to struggling students that helps them stay on track and successfully complete their classes.

When a student's performance falls or threatens to fall below the minimum acceptable standard in any way, instructors take various actions to address the issue. Struggling students enrolled in ROP classes during the regular school day benefit from the various academic and student support services offered at their school site. Students in after bell classes are supported according to the CCA Classroom Management Guidelines. The protocol for dealing with student performance issues requires that teachers generate a behavior contract and send it to the director of instructional services and they forward it to the school site counselor so they can act.

Extra-curricular and co-curricular activities connect students' learning to the real world and provide them with an understanding of the relevance of what they are learning in the classroom. In contrast to working within the classroom, students present their product or performance to an outside or external audience. While the pandemic brought outside events to a screeching halt, here is a sampling of competitions and field trips that students have participated in.

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

College and Career Advantage recognizes that the maintenance, security, and confidentiality of student records are a high priority. The ROP publishes and follows Board Policy 5125 which

addresses the release of student records in accordance with Education Code 49063. The policy requires that safeguards be established to protect the student and the student's family from invasion of privacy in the collection, maintenance, and dissemination of student information. This policy is provided on the CCA website.

Student records are stored safely and securely with proper back-up systems in place. Several years ago, CCA entered a new JPA agreement with CUSD to let their technology department manage the student data. At this time, CCA was given its own database (197) within the Aeries system. All student records are managed through Aeries. Most records are kept in an electronic format maintained and serviced by the CUSD technology staff. Student records are stored on the CUSD network system and are password protected. Attendance records are maintained through the Aeries database.

Student records are accessible to students and all appropriate stakeholders. High school students can obtain records for grades and attendance through their home high school. ROP students may also request an official transcript from the CUSD records department at no charge. Information about adult students can only be released to the student unless he/she has signed a release of information form.

School's Strengths and Areas of Growth for Criterion 7 Strengths:
Strengths
- Career Guidance Specialist in each CUSD high school/part time Career Guidance Specialist at LBHS.
- Updated College and Career Centers at each high school
- Collaboration with school guidance staff/administration
- Student Contracts – behavior/attendance/internships
- New STEM offerings
- Articulation Agreements

Growth Areas
- Pursue social media/marketing opportunities to connect with students.
- Provide more career awareness activities for all students.
- Enhance current Recruitment Plan.
- Provide more avenues for student participation in industry organizations and competitions.

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 institution 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.

Despite constant waves of change affecting public education, specifically ROPs, during the six years since the last self-study, College and Career Advantage has pursued a steady course of conservative fiscal management practices. As a result, it remains fiscally stable, with healthy reserves and viable relationships with each of its JPA school district partners.

With the 2015 reorganization of the CCA JPA and 66% cut to the budget, we have continued to offer high quality courses, keeping budget cuts away from the classroom. We have been able to rebuild our reserves and plan to continue to do so going forward.

As part of the annual fiscal planning process, the ROP considers the organization's mission and reviews the intended student learning outcomes, as well as the organizational needs and ongoing initiatives during annual planning sessions.

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.

A budget is developed and adopted by the Governing Board by July 1 of each year, which includes a three-year projection. Updates are provided at least twice a year based on actuals and adopted with a First Interim budget update in December and a Second Interim budget update in March. This allows management to modify the ROP budget on an "as needed" basis and ensure funds are allocated to continually meet the needs of students. The Orange County Department of Education also reviews and approves the budget of CCA before submitting it to the California Department of Education.

CCA has not had any audit findings or exceptions during the six years since its last self- study. This fact, with the review of financial records and practices, reveals that CCA maintains financial records and personnel management systems that provide sufficient, clear policies and procedural mechanisms to ensure consistently sound fiscal practices and outcomes. (Audited financial statements for 2018-2022)

CCA conducts all business and financial operations in accordance with board policies that align with all federal, state, and local laws governing the ROP. The board policies pertaining to business and finance are updated when any new changes are made to ensure compliance with any changes in state and federal regulations. (Board Policy 3000 Series & Board Minutes) All the

board policies are being updated to reflect the new name change. Any updated policies are posted on the website and the others are stored in a binder until they can be updated. This is an ongoing project.

The ROP Governing Board reviews and approves all budgetary decisions. Reports are provided to the Governing Board at each regularly scheduled board meeting. The Governing Board provides direction to staff regarding all budgetary issues. Financial reports are posted on the website. Cash flow projections are closely monitored and presented monthly by the Accountant to the Executive Director and Directors at monthly finance meetings. Information such as financial statements, cash flow projections, purchase order reports, and check registers are provided at each board meeting along with budget updates.

The ROP carries Workers Compensation Insurance, Property and Liability Insurance and required vehicle insurance through the North Orange County Self Insured JPA.

CCA does not maintain or follow an independent process or schedule for formal review of board policies. It does however participate annually in the California School Board Association (CSBA) Gamut Online service, which provides updates to board policies when the California Education Code is updated or when other issues arise that warrant board review and policy amendments. Additionally, the administrative team, human resources, and finance department participates in professional organizations and activities to stay apprised of current developments in governance and best practices related to the fiscal management of CCA, allowing the executive director to make recommendations to the Board of Trustees to ensure the ongoing stability and smooth functioning of the ROP.

Financial updates and decisions are reported to stakeholders through a variety of means and methods: the annual budget is published and placed on the agenda for public hearing prior to adoption by the board; the accountant presents information about the proposed budget, interim financial reports, and unaudited actual financial reports at all board of trustees' meetings; and information presented is posted on the CCA website. [(Board agendas and Board presentations)](presentations)

The annual budget is determined with annual strategic planning sessions that involve all staff, either directly or indirectly. Current school district partner needs, as revealed in interagency meetings, communications, and board meetings are considered as well. Priorities from the prior year that have not been completed may be carried over to the new fiscal year. In addition to the identified strategic priorities, determining course offerings each year takes budgetary precedent as funds are allocated for teacher and support staff salaries and benefits, along with operational costs.

Certificated and classified staff members may provide direct input and feedback on the annual priorities and the budget through participation in staff meetings or during their evaluation. Teachers are given a yearly budget based on the number of sections they teach.

The executive director and accountant oversees all fixed assets. CCA owns several buildings, portable classrooms, computer labs, storage containers, and other equipment that are recorded as fixed assets. The purchasing agents ensure ROP equipment is tagged, maintained in an inventory control log, and conduct annual and random inventory inspections throughout the year to guarantee protection of ROP equipment at all sites. Furthermore, all inventory deletions are approved by the board of trustees.

The ROP does not participate in financial aid programs and/or have auxiliary organizations

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

The CCA accountant reports the financial condition of the ROP to the board of trustees at the September, December, March, and June board meetings. Additional financial reports are given when warranted. The executive director ensures the board of trustees stay informed of legislative action that may or will affect the ROP.

The ROP's long-range financial plan is largely dependent upon the pass through from our two partner districts, CTE Incentive Grant (CTEIG), K-12 SWP, and the CAEP adult program funding. CCA does not pay to lease its main facility, located at 33122 Valle Road in the CUSD district office in San Juan Capistrano. All CCA classes are held on the high school campuses of partner school districts, with no related costs for classroom or facilities use.

Currently, the ROP provides health benefits to eligible retired employees. The benefit, commonly referred to as "retiree health benefits," is considered other post-employment benefits (OPEB), which are in addition to the STRS and/or PERS pension plans available to most employees. The OPEB for retiree health benefit costs creates an unfunded liability for the ROP. The most recent actuarial report prepared by Total Compensation Systems, Inc. on August 16, 2022, for the current retiree health benefit plan, with a measurement date of June 30, 2022, indicates the ROP's total OPEB liability is estimated to be $360,716. The actuary determined College and Career Advantage's annual required contribution to be $72,359. CCA currently funds OPEB on a pay-as-you-go basis, meaning that ROP pays the current year costs for retiree health benefits in the year in which they occur. (OPEB actuarial report)

The ROP does not have any long-term liabilities other than expected increasing expenditures. Funds have been assigned for increasing STRS/PERS liabilities. Health costs, building maintenance, increases in insurance and other expenditures will be addressed each year in developing the annual and three-year budget projections.

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

With the onset of the COVID pandemic in March 2020, all employees began working remotely. In August 2020, employees began returning to work at the district office in San Juan Capistrano. Practices in compliance with the CDC guidelines for cleaning, disinfecting, sanitizing, and protecting against the spread of COVID were implemented and closely followed and updated when necessary. These measures included, but were not limited to:

- Temperature checks and questionnaires of all visitors to the offices.
- COVID symptom decision tree for students and employees.
- Indoor and classroom mask requirements with masks, face shields and gloves provided when necessary.
- Hand sanitizing stations installed throughout the campus.
- Frequent disinfecting of high-touch areas.
- Use of fogger with recommended disinfectant solution throughout the campus.

Beginning in the Fall of 2022, restrictions were lifted and all students and personnel returned to work.

ROP classes are located on 8 different high school campuses, 13 middle school campuses, and 36 elementary school sites in the region including the main office at the CUSD district office on Valle Road which are maintained by the respective districts.

The safety, functionality, and maintenance of classrooms at all sites are primary to the ROP's ability to meet the basic educational needs of our students. Therefore, the ROP has implemented policies and procedures to ensure a functional and safe learning and working environment for students and staff. CCA's classrooms and other learning environments are clean, safe, well-maintained, well-equipped, and appropriate for the delivery of high-level, industry-specific career technical instruction.

CCA conducts classes which include internship components within the scope of the instruction. Internship instruction is provided by various business and industry sites appropriate to the class industry sector. Safety, security, working conditions and facilities of these internship sites are monitored by teachers and instructional program coordinators throughout the course of the instructional term. Teachers visit the internship sites on a regular basis and maintain communication with internship site supervisors and with students. Observations are recorded in internship training plan documents. Questions and concerns about students' internship environment or facilities are addressed immediately with site personnel and/or ROP administration. (Clinical Agreement)

The ROP has written instructions and forms for reporting incidences, injuries and accidents involving students and/or staff. (Incident Form)

School's Strengths and Areas of Growth for Criterion 8 Strengths:
Strengths:

- The ROP collaborates with district personnel and high school administrators to identify the future specific CTE needs of each high school, thereby providing a focused approach to the student CTE needs of each campus.
- Classrooms and other learning environments are clean, safe, well-maintained, well-equipped, and appropriate for the delivery of high-level, industry-specific career technical education.
- The ROP maximizes opportunities to utilize office and classroom space on districts' high school campuses.
- No audit findings.

Growth Areas:
- Stable on-going funding.
- ROP employees lack awareness and understanding of the process by which the ROP makes decisions regarding resource allocation.

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.

Since its founding, one of CCA's primary strengths has been collaborating with district and community partners and building strong relationships. For the past several years, the ROP has continued to focus on expanding its relationships with local businesses, partner districts, universities, and colleges, as well as being an active contributor to the regional CTE collaborative. CCA is a member of the Orange County Business Council and participates in workforce development meetings throughout the year. CCA is an active member of every local chamber of commerce in cities of our partner districts. CCA has over 500 business and industry partners that allow for increased opportunities for students. These partnerships provide opportunities for internships, work-based learning, guest speakers, employment, job-shadowing, and career pathways.

- The ROP provides short term career experiences in conjunction with University Lab Partners (ULP), Children's Hospital of Orange County (CHOC) and the other ROPs in the county. Students collaborate in teams to solve unmet clinical challenges and present their proposed solutions to the director of research for CHOC and the director of ULP. (MIRE Flyer).

- The ROP has established a network of more than 500 local business partners who serve as industry advisors. School districts, CCA, and the K-12 pathway coordinator to host advisory committee meetings to connect educators with business leaders. Industry advisory committee members meet with CCA teachers and administrators annually to review and validate curricula, share current and future employment information and opportunities, as well as industry trends and changes in job requirements.

- Internship providers assist students in acquiring skills and competencies in real-world settings. Other business representatives serve as guest speakers, host field trips and job- shadowing experiences, participate in career fairs, and act as judges for various student competition and recognition events.

- The ROPs network of community partners ensures it stays current with labor market, economic, and regional trends that are pertinent to the course offerings and curriculum. ([Advisory Meeting Agenda](#)).

- The K-12 pathway coordinator collaborates with the three other pathway coordinators in the county to facilitate advisory committee meetings. In addition, the pathway coordinator participates in Chamber of Commerce activities to seek opportunities for students. ([Advisory Meeting Agenda](#))

- Haas Automations has supported ROP engineering and manufacturing programs for many years in the form of scholarships and factory tours.

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

The ROP relies on data to guide its work with the community. The profile provides critical information to staff members as it refocuses our attention on the changing demographics, student achievement and associated gaps and workforce development needs of the county. This information, along with our ([Labor Market Study](#)), and the Student Exit Survey and assessment results, serves as the basis for identifying action items to enhance the educational experience for students.

According to the [Student Exit Survey](#), 90% of students surveyed planned to attend a community college or four-year university after high school. Just over 4% planned to attend a trade or technical school, and 5% plan to obtain full-time employment. Students frequently reconnect with their ROP teachers to share their successes after graduation. Teachers engage former students by inviting them to speak to their current students.

Each year, CCA recognizes senior students for their exemplary work in an ROP class at the Distinguished Student Recognition event. Students are recognized at their home high school's senior awards night with over 500 students, family members, staff, district administrators and board members in attendance. Students receive medallions (which may be worn at graduation), letters of recognition from state legislators and winners receive scholarships.

The ROP, while having a large footprint in Orange County, makes meaningful connections within partnering communities. The K-12 pathway coordinator collaborates with all school districts in the service area for South Orange County Community College District. The Pathway Coordinator works with all community colleges in the area to secure additional articulation agreements and continue work on dual enrollment opportunities.

Additionally, the pathway coordinator's key role is to establish and maintain collaborative working relationships with industry, faculty, staff, students, and other stakeholders. This staff member acts as a point of contact for district partners CTE programs with the intent of building and strengthening K-14 pathways.
The ROP participates in the annual OC Pathways Showcase where members of the community are invited to meet with teachers and students and learn about the student learning experience.

School's Strengths and Areas of Growth for Criterion 9 Strengths:
Strengths:
- CCA maintains strong connections with community organizations, business and industry, school districts, and postsecondary education that provide extraordinary learning and work-based learning opportunities for students.
- The community recognizes students for their exemplary performance at an annual Distinguished Student Recognition event at each high school.
- Strong partnership with local community college.

Growth Areas:
- Continue to increase work-based learning opportunities for students.
- Identify and partner with businesses, professional organizations, and nonprofits to develop and provide programs in emerging technologies that represent the jobs of the future.

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.

The self-study process involved a broad and diverse cross-section of stakeholders that worked in groups organized according to the WASC Adult/ROCP protocols. The process was guided by a leadership team composed of the cabinet who represent different departments in the organization. The leadership team was led by the WASC self-study coordinator, who is also the director of instructional services.

According to their roles within the organization, leaders were identified and designated to chair focus groups. The focus group leaders selected staff members from different departments throughout the organization to serve on the focus groups. Their primary function was to gather and analyze data for Criteria 4, 5, 6, and 7. Focus groups collaborated to define their respective WASC criteria and success indicators and identify data and evidence to be collected. Data analyzed is included in Chapter 1, also known as the "profile." Focus group leaders utilized input from focus groups to identify and draft findings for the report. Findings were noted as either "areas of strength" or "areas for growth" within each criterion. These findings were then translated into key issues for each criterion.

The key issues were then categorized and synthesized by the WASC self-study coordinator and leadership team, according to the WASC protocol outlined under Task 4, items 1-7. The entire WASC leadership team then reviewed the synthesized list of key issues and identified six overarching themes, which became the action plan headings. The leadership team also identified and articulated the rationales for each action plan item, focusing on student learning needs and outcomes. [(WASC goals)](#)

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.

Following the identification of key issues and actions necessary to address them, selected members of the WASC leadership team met to identify the persons or departments within the ROP that would maintain responsibility for executing the action items and completing the tasks. An estimated timeline and goal for the achievement of each item were also determined. The Action Plan draft was distributed to the leadership team and staff for review and comment on at our November 1, 2022, all staff meeting and professional development The WASC leadership team includes all persons responsible for action item completion or their supervisor(s). All input was reviewed and considered before the action plan was finalized and submitted to the Board of Trustees.

All actions identified in the Action Plan fall within the purview and scope of normal organizational operations; staffing and budget limits are, therefore, fundable if approved by the Board of Trustees.

As previously explained, the strategic planning process and annual CCA organizational goals identification will be utilized to address, monitor, and accomplish all action items. The process for the identification of yearly goals is transparent and widely inclusive. Input from all levels and departments of the organization is solicited, and staff input is recorded and considered by the cabinet when it formulates the annual goals. Furthermore, the yearly progress reports on the goals are completed in June and delivered to the Board of Trustees and made available to all staff on the ROP website. (Board Meeting Agenda & Minutes)

Indicator 10.3: The schoolwide Action Plan is used for organizational planning, resource allocation, and the evaluation of existing programs.

The WASC leadership team constructed the Action Plan document to make it concise, clear, and easy to comprehend by all staff and stakeholders. The plan clearly states the key issues that emerged from the self-study process and the action steps necessary to address the issues. The plan also articulates all other elements required by the WASC protocol. All individuals who have been assigned responsibility for the action steps provided input for the plan and are members of the leadership team or represented by leadership team members. These staff members have had the opportunity to review and approve the plan as stated, and all resources named are known to and accessible to the organization.

The WASC action plan items will be incorporated into the organizational goals beginning in July 2023 and continuing annually until they have been accomplished or completed. The WASC action plan is reviewed and considered by both the cabinet and the CCA leadership team as an integral part of the organizational planning and budget allocation processes.

School's Strengths and Areas of Growth for Criterion 10
Strengths:
- The ROP involves all stakeholders in its transparent planning processes.
- The Action Plan is thoroughly embedded in the organization's organizational goals, ensuring that it is monitored in monthly Cabinet meetings and each year by the Board of Trustees.

Areas of Growth:
- The ROP needs to explore ways in which the achievement of the Action Plan can be best shared with stakeholders in its partner districts.

Chapter IV: SYNTHESIS AND PRIORITIZING OF STRENGTHS AND GROWTH AREAS: REVISION OF SCHOOLWIDE ACTION PLAN

- Areas of Strength and Growth Areas
- Strategic Action Plan
- WASC/ Organizational Goals

(Glossary of ROP Terms)

(Evidence)