

CHAPTER FOUR

SELF-STUDY FINDINGS

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SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

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CRITERION C1: STUDENT CONNECTEDNESS

To what extent are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the expected schoolwide learning results?

COUNTYWIDE STUDENT PROFILE 2008- 09 SCHOOL YEAR:

The following student profile provides the CCCOE ROP with information regarding overall enrollments for 10th, 11th and 12th grade students, enrollment trends over the past five school years, and ethnic makeup for the current school year. This data assists us in determining the level of support services needed in evaluating the delivery of these services in regard to meeting the needs of the population served, and helping us to focus on population trends as we project into future years.

Total Enrollment of Districts Served		
	2007- 08	2008- 09
Enrollment Grade 10	13,637	13,328
Enrollment Grade 11	13,055	12,811
Enrollment Grade 12	12,864	12,771

County-Wide High School Enrollment Trends (2003 - 2009)

	2003 -04	2004 -05	2005 - 06	2006 - 07	2007 - 08	2008 - 09
CC County Total enrollment	50,080	51,452	52,407	53,555	52,848	53,399
Percent change from previous year	.01%	3.0%	2.0%	2.2%	1.0%	-.98%

CountyWide Ethnicity (2008 – 2009)

Ethnicity	American Indian	Asian	African American	Hispanic	White	Pacific Islander	Filipino	Other
% of total	.5%	9.3%	11%	28%	40%	.8%	4%	6%

One of our goals is to ensure that all CCCOE ROP students are connected to support services in their school and in their community. This connection is achieved through a variety of active roles in which the ROP staff members are involved throughout the community and within each school and district we serve. Our staff interacts with school counselors, principals, teachers, superintendents, board members, parents, business members, community organizations, Chambers of Commerce, Business and Education Committees, Youth Councils, Workforce Investment Boards (WIB), Employment Development Department (EDD), and post secondary educational institutions, CTE programs at both local and state levels, state and federal legislators and other ROPs throughout the state.

The primary purpose of involvement with so many stakeholders is to provide a comprehensive support system for all students and to help them understand the connections between academic classes, future career choices, higher education opportunities, and current interests. Our goal is to enhance the students' career decision-making skills by offering exemplary courses that will challenge their intellectual and individual abilities. (See ESLRs #2, #3)

This support system opens an entire array of services that offer several different delivery strategies. These strategies enhance the general course curricula and achievement of the ESLRs. Examples of the types of delivery strategies are: classroom presentations, career fairs, student newsletters, career interest surveys, career guidance, job shadowing, internships, business partnership collaborations, award ceremonies, public displays of student work –

“Mr. O. makes me feel like an adult. I feel respected here. I have learned a lot about career choices, but most importantly I have learned how to make a difference – he really wants us to go to college.”

*ROP student
Advanced Placement
Environmental Science*



including student work posted on school Web sites – and hands-on experiences within the community and schools (i.e., video taping and recording of school performances and activities, murals on school and other public buildings, publication productions, and use of the ROP Web site). Additional support is available for ROP students through our collaboration with district academies, small school initiatives, small learning communities and the support systems that are inherent within those programs. (See ESLR #4)

A primary focus of all ROP classes is to reinforce academic skills. Courses are aligned with state standards, and many are sequenced with district and local community college courses. It is our goal that all of our classes will be the capstone courses in those sequences. We are continually working with the University of California in securing “a-g” status for many of our courses. Thirty-four classes currently meet this criterion, further attesting to the high quality and academic rigor of the ROP curriculum while helping students address the ESLRs. (See *ESLRs #1, #3, and #4*)

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

The ROP staff assists and guides teachers when questions arise regarding any particular student issue. Students who require support specific to the ROP class are provided additional support through the CCCOE ROP. This could include, but is not limited to, students who face financial hardships. CCCOE Youth Development Services implements the in-school component of the Workforce Investment Act Program. Coordinators help students prepare for careers and/or postsecondary school, conventional training opportunities, and provide financial aid guidance. The program targets students who meet the federal income eligibility guidelines, foster youth and students who are eligible for special education services. Participants receive job internships, job shadowing, career assessments and subsidized work. Many of these students are directed into ROP courses.

ROP teachers meet with business advisors each school year. The purpose of these meetings is to determine if the curricula being offered are current and relevant and offer students the necessary



skills and information to secure entry-level positions. Advisors also evaluate our program resources to affirm the software and equipment the students are using are preparing them for what they will encounter in the workplace.

In addition, many of these advisors are also our contacts for student internships. Business advisors provide many of the onsite job-related experiences for our students at their businesses, or they provide us with information about other employers looking for student interns. Many of the students who become involved in these types of experiences have a prepared portfolio that provides potential supervisors with samples of skill ability, organizational talents, interests, and an overall picture of potential employability. In many cases, a student experiencing a successful internship is offered a job with the business sponsoring the internship.



Our contacts with Chambers of Commerce, Youth Councils, WIBs and EDD provide support activities and information which provide our students with valuable workplace skills. Many students and teachers are provided job shadow experience and mentor relationships with members of our business community and community organizations. The schools and ROP have been able to give back to the community by providing services to the city, school districts, and local organizations. Examples include development of Web sites for non-profits and businesses, catering for community organizations, videotaping of community events, clerical support and computer networking assistance for school districts, presentations of health and wellness information at local health fairs and involvement in public service assignments and internships.

At the state and federal levels, our contacts keep the CCCOE ROP informed of pending legislation, budget information, grant availability, UC “a-g” requirements, and other issues that would influence the ROP and our students. Many of our ROP administrators are active in ACSA (Association of California School Administrators) and serve on state committees, or legislative committees that allow us to keep our finger on the pulse of CTE issues in our state and county.

Based on information received from our student surveys, focus group meetings and teacher surveys, the following list indicates areas of our program these individuals believe have been beneficial to their support, education or their experience with the ROP programs. These support systems and services, in turn, have been

instrumental in assisting students in achieving the Expected School Wide Learning Results.

Support Systems Identified by Stakeholders:

- Articulation with community colleges
- Strong reputation of CCCOE ROP
- Many courses are UC “a-g” approved
- Courses that help students focus on career choices
- Availability of student internships
- Community agencies, businesses, and other resources enhance ROP classes
- Teachers have a genuine concern regarding their students’ success and achievement
- Enthusiastic and knowledgeable teachers
- Accessible CCCOE Student Programs Principals
- Strong collaborative relationship between CCCOE and districts
- Technical support dedicated to ROP classrooms
- Courses that reflect emerging and growing career fields
- Career Guide for high school students
- Experienced and professional Career Guidance Liaisons
- Overall respect for our student population
- Extensive course offerings
- Courses offered in all Contra Costa County high schools, and four comprehensive high schools in Alameda County.

CRITERION C2: COMMUNITY/PARENT INVOLVEMENT

To what extent does the Contra Costa County Office of Education ROP leadership employ a wide range of strategies to ensure that community and parental involvement is integral to the program's established support system for students?

The following feedback received from our surveys indicates which areas of our programs parents believe have been beneficial to their student's education and their student's experience with the ROP programs.

Community and Parent Involvement Responses:

- Positive influence in my student's education – 91%
- ROP prepares my student for success after high school – 87%
- Career guidance information is available to my student – 82%
- My student's academic skills are evaluated & reinforced – 92%
- Creative and analytical thinking are reinforced by ROP – 91%
- Safe and comfortable learning environment – 96%
- Enthusiastic and highly qualified teachers – 94%

The ROP administration and staff encourage and promote community and parent involvement with our ROP students. In addition, each career cluster is required to hold an advisory committee meeting comprised of community members, and students. During these meetings participants review curriculum, and discuss classroom instruction and work experiences that best fit the needs of the students and prepare them for the new evolving workforce. Additionally, individual schools hold open houses and back-to-school nights where teachers present instructional curriculum, review classroom procedures, and share student work with parents.

Marketing brochures are available for promoting and educating the community about the CCCOE ROP. Course information is available at each school, in the community, and is posted on school Web sites.

In the community, the ROP participates in and supports many outreach activities. Our staff participates in school site open houses, career events, award and recognition ceremonies, School-to-Career events, Chambers of Commerce, education and business committees, community-based organizations, higher education committees, as well as state and local education committees. Through these contacts, the ROP has an opportunity to share with



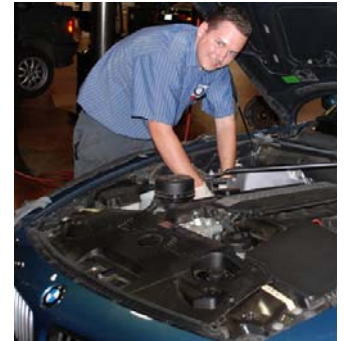
“This teacher is very passionate and knowledgeable in both an academic and practical sense having spent many years in the industry. We really appreciate this balance she brings to her teaching.”

ROP Parent

our community the success of our ROP and the extent of our program offerings. In return, we learn of new opportunities, collect new ideas, and identify future needs and trends.

Our teachers are encouraged to stay well connected with all parents. Some of the high schools have Web sites that allow parents to review the progress of their student's class and many of the district ROP teachers participate in this form of communication. The parent survey indicates that participation in the ROP has benefited their students by providing skill acquisition (92%), certifications, internships, real world work experiences, and a clearer focus on a career objective.

Despite the fact that parent participation declines in the high school years, we continue to encourage parent involvement in several aspects of our program: business advisories, internships, guest speakers, and field trip supervision. Many ROP teachers have sent home forms soliciting parent participation when they believe such participation will enrich their curriculum. During our focus and home group meetings, some ROP teachers reported that they made a point of contacting parents when a student had performed well in the class, rather than only communicating when there had been a problem. Parents also have access to the ROP newsletters, requests for field trip supervisors, requests for volunteer/participants for advisory groups, classroom speakers, and potential internship businesses. Additional information available includes accountability reports such as School Accountability Report Card (SARC) and our WASC (Western Association of Schools and Colleges) report.



“Boosted confidence, self-esteem and specific skills that are of interest and are relevant to our son.”

*ROP parent
Auto Technology*

Areas of Strength:

- Prepares students for upward mobility
- Prepares students for work force
- Broad range of course offerings
- Opportunity for all learners
- Highly qualified teachers with field experience
- Provides foundation skills useful in any career
- Offers “real world” training
- In addition to textbook-based curricula, practical application, and hands-on activities address all modalities of learning
- Business Advisory Committees
- Spring Student Awards Ceremony
- Connections with business partners
- Support from schools and school districts
- Participation in community organizations by ROP staff
- Working with the community to ensure high quality, rigorous curricula
- Partnership with schools and districts to develop quality classes that meet the needs of the ROP, the school, students, parents, and the community
- An ROP staff dedicated to continuous improvement of the overall program

Opportunities for Growth:

- Continue to promote to students, parents, and counselors ROP’s strong connection between academic and real world application and the connection between college and high school
- Look at ways to strengthen sequencing of courses at schools so 9th and 10th graders can advance into ROP in the 11th and 12th grades
- Improve the process for informing high school counselors and administrators of courses that meet “a-g” requirements and are articulated with local colleges
- Balancing of sections and courses across the county as practical
- Include ROP Web link on high school Web sites and pursue the inclusion of more ROP information in high school publications and on their school Web sites

EVIDENCE for CRITERION C:

- Surveys of stakeholders
- ROP Web site
- ROP *Career Guide for High School Students*
- Course catalog and school catalog
- Classroom visitations
- Awards Ceremony program
- Business advisory committee meetings minutes
- ROP newsletters
- Internship and affiliation agreements
- Newspaper articles
- UC a-g Web site