SELF-STUDY REPORT

ACCREDITING COMMISSION FOR SCHOOLS

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

SOUTHERN CALIFORNIA REGIONAL OCCUPATIONAL CENTER

2300 Crenshaw Blvd.

Torrance, CA 90501

May 1-3, 2023

CONTENTS

Preface

In preparation for the 2023 WASC review, the Southern California Regional Occupational Center (SoCal ROC) began the self-study process in November 2021 with reorganizing the leadership team. The leadership team met every other month through the beginning of the summer of 2022 clarifying the school's focus, reviewing the goals identified in the 2017 self study document, and assigning staff members to lead of the criterion groups. During the staff professional development days prior to the start of the school year, this process continued with general meetings with all staff to explain the WASC accreditation process and provide updates. This was especially important for new employees.

The previous Schoolwide Action Plan identified five broad goal areas, objectives, and the specific tasks to be accomplished. The WASC Leadership Team was responsible for reviewing the school's progress on the Action Plan on an annual basis. Staff found that the Action Plan had too many goals listed which limited staff's ability to address all areas effectively, especially with a significant decrease in the number of staff members. Although the goals addressed the core mission of SoCal ROC, revisions were made to condense the Action Plan making it more manageable.

In preparation for the WASC review, administration stressed the importance of transparency to faculty and staff. Often, WASC is viewed as a hurdle to get through at various checkpoints causing stress, anxiety, and the need to put on a show. Administration expressed that this will not be SoCal ROC's experience. The leadership team believes in the work the staff is doing and understands that simply sharing the school's story is the only task at hand.

The staff participated in various ways. Each person filled out a survey that requested data from each person's perspective on the organization in general and on individual programs. Instructors participated in the yearly Employer Advisory Committee Meeting and provided detailed minutes and notes to administration which informed the Action Plan. Finally, staff was given the opportunity to review the WASC report and provide input.

SoCal ROC's staff is proud of the program and understands the ROC's areas of growth and areas of strength. The Action Plan will guide the staff in addressing the areas of growth and to build upon the Center's strengths, which are focused on providing a quality experience for students.

Self-Study Committee Members

Focus Group: Curriculum
- Rebecca Clements
- Shawn DeMoss
- Melissa Moore
- Linda Nishihira
- Javohn Oddie
- Anthony Ortega
- John Pernell

Focus Group: Instruction
- Martha Arredondo
- Thomas Leske
- Anna Levin
- Henry Milburn
- Gregory Poma

Focus Group: Use of Assessment
- Theresa Fernandez
- Jenice Garcia
- Sheronda Gonzales
- Aaron Le
- Jess Nalley
- Robert Schuchman

Focus Group: Student Support
- Terri Cole
- Stan Goldstein
- Maria Macias
- Rocio Pineda-Contreras
- Adrian Rodriguez
- Wayne Smith
- Jessica Yi

2023 WASC Leadership Team

Dr. Atlas Helaire, Superintendent
Dr. Burgandie Montoya, Director of Programs and Student Support Services
Teresa Farquhar, Director of Technology and Operations
Linda Larson, Director of Human Resources
Maria Macias, Dental Program Director, Mentor Teacher, and Dental Instructor
Anna Levin, Lead Teacher, Mentor Teacher, and CNA Instructor
Terri Cole, Registrar
Rocio Pineda-Contreras, CGS
Miguel Figueroa, Accounting/Purchasing Coordinator
Sara Leon, Executive Assistant

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

Introduction

SoCal ROC was founded in 1967 and opened in February 1968. The Center was the first Regional Occupational Center/Program (ROC/P) in California and was the original model for ROC/Ps in the state. Regional Occupational Centers allow students, both high school and adult, to attend career technical training programs regardless of the students' geographic location of residence or school district of attendance. This regionalization provides for efficient use of resources, while allowing student access to a broad array of training opportunities that often require expensive technical equipment and specially trained and experienced instructors.

As a result of California's new funding model, the Local Control Funding Formula (LCFF), many ROC/Ps have been modified or eliminated; school districts are now responsible for providing Career Technical Education (CTE) programs. On June 30, 2015, state funding for SoCal ROC was eliminated. The Center's Board of Education has been seeking partnerships, grant funding, and contractual agreements with educational agencies to help the Center transition to a new funding model. SoCal ROC fund reserves, business partnerships, Joint Powers Agreement (JPA) district payments for high school enrollments, and adult fees provide funds to keep the Center open as a new funding and operational structure continues to be developed.

LOCATION:

Southern California Regional Occupational Center
2300 Crenshaw Blvd.
Torrance, CA 90501

Governance structure of the school:

SoCal ROC is governed by its own Board of Education. The Board of Education consists of one Board Member from each of the six school districts who participate in the JPA as well as two Board Members-at-Large. The Board makes policy and approves the operating budget. The roles and responsibilities of the Center's Board are similar to that of a governing board in a K-12 school district. The superintendent is responsible for carrying out Board policy and provides direction to the administrative staff for all operations and programs that are offered by SoCal ROC.

Student Population Served:

SoCal ROC operates under a JPA consisting of six public school districts. Students from any of the high schools within the JPA are able to enroll in the courses offered at the Center. Courses are also available to high school students outside of the JPA if those districts are willing to pay the enrollment fee. Adult students are also part of the population that participates in the training at SoCal ROC. Upon completing training, students are able to earn gainful employment in entry level positions or take post-secondary courses.

JPA Districts *Enrollment counts are duplicated	2020-2021	2021-2022	2022-2023
El Segundo Unified School District (ESUSD)	38	39	44
Inglewood Unified School District (IUSD)	0	0	1
Manhattan Beach Unified (MBUSD)	33	31	38
Palos Verdes Unified School District (PVPUSD)	61	82	134
Redondo Beach Unified School District (RBUSD)	50	111	184
Torrance Unified School District (TUSD)	19	119	149

Adult Enrollment *Enrollment counts are duplicated	2020-2021	2021-2022	2022-2023
Adults and Out-of-District	764	981	895

CTE Pathway Pathways offered at SoCal ROC:

Sector: Arts, Media, and Entertainment:
- Pathway: Design, Visual, and Media Arts
- Pathway: Game Design and Integration Pathway

Sector: Fashion and Interior Design
- Fashion Design and Merchandising

Sector: Fashion and Interior Design
- Pathway: Personal Services

Sector: Agriculture & Natural Resources
- Pathway: Animal Science

Sector: Health Science and Medical Technology
- Pathway: Patient Care

Sector: Public Services
- Pathway: Emergency Response

Sector: Mechanical Systems Installation and Repair
- Pathway: Residential and Commercial Construction

Sector: Transportation
- Systems, Diagnostics, and Service Repair

Sector: Manufacturing & Product Development
- Welding and Materials Joining

Typical class size for instructors

Class size varies depending on the course and program. The goal is to enroll between 15-25 students depending on the type of course. As a rule, class sizes remain manageable to maximize student and instructor interaction and support.

Types of certificates awarded:

Students earn a Certificate of Competency for earning a grade of B or better. A Certificate of Completion is awarded when students earn a C grade. Instructors and administrators worked together to define the criteria for earning a Certificate of Competency and Completion. This is reviewed on an annual basis. Since adult students do not earn grades, a Certificate of Competency rubric was developed to assist instructors in determining whether a student should earn a Certificate of Competency or Completion. This rubric is included in the roll book that instructors receive each semester.

Some SoCal ROC courses have industry certifications. At the completion of these programs, students are able to take a state or national exam to become licensed. The following are certifications associated with SoCal ROC courses:

Course	Certification/Licensure
Automotive	Automotive Service Excellence (ASE)
Certified Medical Assisting	Certified Medical Assistant CPR Clinical Performance Examination (CPX) Electrocardiogram (EKG) Urinalysis Venipuncture Certification
Certified Nurse Assistant	Certified Nurse Assistant CPR Home Health Aide (HHA)
Dental Assisting	Coronal Polishing X-Ray License Law & Ethics Certification Radiation Safety Certification California Dental Practice Act Certification
Emergency Medical Technician	CPR Emergency Medical Technician
General Electrician	C-10 Electrical License Electrician Trainee Card Journeyman License
Heating, Ventilation, & Air Conditioning	Environmental Protection Agency (EPA) Certification

Medical Assisting	Certified Clinical Medical Assistant CPR Clinical Performance Examination (CPX) Electrocardiogram (EKG) Urinalysis Venipuncture Certification
Pharmacy Technician	Certified Pharmacy Technician CPR
Registered Dental Assisting	Coronal Polishing CPR X-Ray License Law & Ethics Certification Radiation Safety Certification California Dental Practice Act Certification Pit and Fissure Sealant Certification
Sterile Processing Distribution Technician	CPR Sterile Processing Distribution Technician License
Welding	LA City Welder Certification

Total number of administrative and teaching staff members:

Staff	Number
Certificated Administrators	2
Classified Administrators	2
Certificated Instructors	22
Satellite Certificated Instructors	10
Classified Support Staff	12

Calendar system used:

The SoCal ROC calendar follows a traditional two semester calendar that is created with the JPA calendars in mind.

Community Information:

Located in Los Angeles County in the City of Torrance. Los Angeles County covers 4,084 square miles. If compared to other states, Los Angeles County's population would make it the eighth largest, just behind Ohio. SoCal ROC was established in 1967.

Population of area served by the school:

Adult students come from all over the region. However, recent population data for cities within the JPA districts are as follows:

CITY	POPULATION
El Segundo	16,898
Inglewood	105,181
Manhattan Beach	34,668
Palos Verdes	56,049
Redondo Beach	69,781
Torrance	143,600
TOTAL	**424,177**

SoCal ROC Demographics

JPA Districts *Enrollment counts are duplicated	2020-2021		2021-2022		2022-2023	
Gender	Female	Male	Female	Male	Female	Male
El Segundo Unified School District (ESUSD)	25	13	28	11	22	22
Inglewood Unified School District (IUSD)	0	0	0	0	1	0
Manhattan Beach Unified (MBUSD)	17	16	20	11	18	21
Palos Verdes Unified School District (PVPUSD)	28	33	38	44	69	65
Redondo Beach Unified School District (RBUSD)	29	21	48	63	74	110
Torrance Unified School District (TUSD)	10	9	67	52	69	140

Adult Enrollment *Enrollment counts are duplicated	2020-2021		2021-2022		2022-2023	
Gender	Female	Male	Female	Male	Female	Male
Adults and Out-of-District	355	409	427	554	455	440

The following chart displays duplicated student enrollment from the 2019/2020 school year through 2022/2023 school year.

	19/20		20/21		21/22		22/23		Total Count	Total %
HS/AD										
HS	**940**	51%	**203**	21%	**408**	29%	**575**	39%	**2123**	37%
AD	**890**	49%	**787**	79%	**986**	71%	**915**	61%	**3578**	63%
Total	**1830**	100%	**990**	100%	**1394**	100%	**1490**	100%	**5704**	100%

Programs:

Programs and services are established through a variety of means. These include:

- Employer Advisory Committee reviews and input into course offerings as well as recommendation for future course offerings
- Student enrollment numbers assist in identifying program offerings
- Review of the Career Pathways that map out a learning program to post-secondary education
- Review of Achievement Data
- Job Placement Data
- Exit Survey Data
- Follow-up Survey Data
- Number of students completing courses with a Certificate of Competency

Industry experts are hired to teach classes at SoCal ROC. The instructors' experiences and affiliations with professional organizations help the instructors to infuse current research-based teaching strategies and philosophies into the instructional programs. The Student Learner Outcomes (SLOs) are reviewed annually to ensure relevance and alignment with the current industry standards. The SLOs are aimed at preparing students to be productive, responsible employees upon completion of training at SoCal ROC. Staff members derived the SLOs through the lenses of the mission and vision statements, Advisory Committee Member recommendations, and course outlines.

Significant Changes and Development:

SoCal ROC was deeply impacted by the COVID 19 pandemic. All courses are designed to utilize a 60/40 grading policy. The breakdown consists of 60% classwork/hands-on learning and 40% summative assessment. The need to transition to an online learning model meant postponing some programs. Prior to the pandemic, attendance ranged from 1,500-2,000 students.

SoCal ROC staffing is contingent upon need and budget. However, the Center has been understaffed the past few years as a result of the pandemic. There were layoffs during the fall of 2020 since classes were postponed. Post pandemic, SoCal ROC has operated effectively with a small leadership team. The enrollment has been increasing steadily since the fall of 2020.

The Center started a new General Electrician program. This is a 10 month program with six modules. Students participants earn an Electrical Trainee Card (ET Card) upon enrolling. This allows the student to start working in the industry to begin accumulating the 8,000 hours required to take the Electrical License exam. The Center also began restructuring the Cosmetology program in an effort to improve the pass rate for the State Board Cosmetology Exam. The program used to have eight semester long modules that consisted of three hours per day. The required number of hours to complete the program was 1,600. The California Board of Barbering and Cosmetology reduced the required number of hours to 1,000 in 2021. SoCal ROC is transitioning to a cohort style program where students will enroll in a year-long program. This will help students finish the program faster and prepare better for the state exam.

The Director of Secondary Education/Principal and the Director of Programs and Student Support Services resigned in the summer of 2022. To continue to deliver services, SoCal ROC hired another Director of Programs and Student Support Services, two Cosmetology Instructors, and an HVAC instructor. SoCal ROC also hired a Public Information Officer for outreach, collaboration with JPA districts, and improving community relations.

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

Action Item A: The Instructional Program will be Viable and Reflect Current Trends and Data

One of the Center's strengths is working with industry partners to ensure the programs are addressing student interest as well as the needs of the local labor market. Instructors have worked closely with employers during the annual Employer Advisory Committee Meeting addressing any changes necessary in the curricula. Instructors and administration collaborated throughout each school year to determine adjustments that were necessary for courses and what courses to develop. These discussions also included decisions to purchase new equipment to keep courses current with industry standards. Affiliates from local businesses consistently express the desire to recruit SoCal ROC students because the training facilities at the Center have state of the art equipment. In cases where the equipment and/or technology was cost prohibitive, advisors and other partners provided instructors with information to teach students about the equipment. In other instances, partners have assisted by donating the new equipment. Courses that had low student interest (i.e. low and declining enrollment for two or more consecutive years) were taken off of the schedule.

Action Item B: All Students are Prepared for College and/or Career and are Successful in Accomplishing their Career Goals.

The Career Guidance Specialist (CGS) worked with high school students to complete career plans. Students were provided with counseling to pursue higher education and/or career goals. For students seeking to attend college, staff worked to increase the number of courses that are A-G approved. SoCal ROC has submitted courses for approval each year since the last WASC visit. Administration is currently training and guiding instructors through the process to submit all courses that are appropriate for A-G approval. Instructors have worked with advisors and administrators to ensure the curricula remained industry current so that students are prepared for entry level careers upon completing a career pathway. Instructors have made appropriate adjustments to courses when changes occurred in the industry.

Action Item C: Guidance and Support services

SoCal ROC's CGS worked closely with the JPA school districts to enroll students and complete career plans. To increase enrollment and the number of students the Center is able to serve, SoCal ROC is looking to hire an additional CGS. A process was implemented to support students who struggle with coursework. Before students were able to drop a course, the Center contacted the students' home school to notify the counselors. Instructors differentiated the instruction to provide additional support for the students. SoCal ROC also hosted an annual event called the Night of All Stars to provide high school seniors and adult students with scholarships. Students were able to use the funds for continued education, supplies for career pursuits, or personal use. Students were also provided the opportunity to participate in externships to gain work experience.

SoCal ROC provided adult students who earned $34,000 or less per year with a 20% discount on course fees. Administrators assisted adult students with payment plans when students were unable to make payment in full. The registration staff also referred adult students to

organizations that partner with the Center for financial assistance. These organizations include the local One Stops, Long Beach Job Corp, and the Department of Rehabilitation. Course fees were paid in full if students qualified with these organizations.

Student Completion Rates:

	21-22	**20-21**	**22-23 FALL ONLY**
High School Student Course Completion Rate	84%	82%	81%
Adult Student Course Completion Rate	92%	92%	90%
Total Average Completion Rate	89%	90%	84%

PROGRAM CERTIFICATIONS Most recent exam scores	PASS RATE FOR MOST RECENT EXAM
CMA Certification Pass Rate	100%
CNA/HHA Certification Pass Rate	100%
Cosmetology	67%**
EMT Certification Pass Rate	67%**
HVAC	100%
RDA Certification Pass Rate	100%
Sterile Processing Distribution Technician	97%

** See action item #1 in Chapter 4.

Action Item D: Develop Mutual and Beneficial partnerships

SoCal ROC had the support of local businesses and affiliates. Instructors secured partnerships for students to participate in externships and community projects. Local businesses recruited SoCal ROC students on an ongoing basis. Additionally, SoCal ROC participated in JPA activities such as job fairs and college/career days. Community outreach was an important component. SoCal ROC regularly hosted open houses and tours for potential students and community organizations.

The Center has maintained and added affiliates for externship opportunities. The affiliates also participated in the annual Employer Advisory Committee Meetings to provide feedback on

courses. Students have often earned employment as a result of externship. Some of the local medical offices have stated that the office will only hire SoCal ROC students because the training is excellent.

The number of students who received financial support from partner organizations (i.e. One Stop, Department Of Rehabilitation - DOR, Long Beach Job Corp) have increased each year since the last WASC visit. Participants who qualified for this financial support were provided with funds for enrollment fees, uniforms, and materials and supplies. Students not only received training free of charge, but also secured career opportunities with livable wages.

Action Item E: Recruit, Hire, and Train Staff to Stay Abreast of Current Industry Standards to Provide the Best Possible Training for Students.

Recruiting staff is always an ongoing process based upon industry needs and program demand. Instructors were credentialed and had industry experience. Many continued to work within the industry in addition to teaching. SoCal ROC has also provided multiple opportunities for staff to gain beneficial training. Staff members were encouraged to participate in industry specific professional development. The only way for staff members to advance on the salary schedule is through earning 160 hours of professional development. On average, 25 employees per year earned enough professional growth hours to move on the salary schedule. The advancement on the salary schedule is a two percent salary increase. It usually takes two years for staff members to accumulate the hours. Staff members earn the majority of the professional growth hours by participating in conferences and workshops specific to the field related to the employees' job assignment.

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

Criterion 1: School Mission and Schoolwide Learner Outcomes

Students will have the opportunity to participate in a high-quality, rigorous and relevant course of study made up of Career Technical Education (CTE) courses aligned to CTE Standards and Academic Standards. Courses shall be reviewed on an annual basis with industry partners so as to meet industry standards and expectations ensuring that skills and theory taught will prepare students for further study and preparation for high skilled, high wage, and technologically "green" focused career areas of today and tomorrow.

Indicator 1.1: Mission

The mission of SoCal ROC is to provide all students through industry-linked programs the skills and knowledge necessary to attain their career goals in order to become economically self-sufficient and be a successful contributor to society and a global economy.

Indicator 1.2: Mission in action through SoCal ROC Guiding Principles

Consistent with the Vision and Mission statements, SoCal ROC's Board of Education has developed and adopted Goals and Targets for Success (measurable objectives) with input from all stakeholders. These Goals and Targets provide direction for establishing objectives that are realistic, attainable, measurable, and incorporate recently enacted legislation and mandates in CTE. The Goals are reviewed on an annual basis and the results are communicated through the presentation of the *Annual Report* at a Board meeting.

Indicator 1.3: Student Learner Outcomes (SLO)

The administration team reviews the school's needs throughout the school year.   Part of that review includes assessing the SLOs to determine if this meets student and industry market needs.   The WASC leadership team, instructors, business affiliates, and advisors are consulted to provide input.

Students will develop and execute a multi-year career plan by:
●   Understanding Career Pathways
●   Identifying a career area of focus
●   Enrolling in a course within a Career Pathway
●   Demonstrating job specific skills/competencies necessary to attain a course certificate
●   Developing job readiness skills
●   Pursuing training to advance in a Career Pathway
●   Demonstrating knowledge of future career options

Students will demonstrate soft skills in the workplace by:
●   Communicating effectively
●   Demonstrating leadership qualities that contribute to the organization
●   Effectively managing time
●   Building relationships through collaboration and teamwork
●   Thinking critically/solving problems
●   Dressing appropriately for a career
●   Demonstrating flexibility, resiliency, and perseverance

Students will anticipate and adjust to ongoing economic and workforce trends by:
- Demonstrating entrepreneurial characteristics
- Demonstrating technological literacy
- Being resourceful and innovative
- Using resources to acquire knowledge
- Setting priorities and adapting as priorities change
- Taking courses that are aligned with current industry standards

Students will understand and demonstrate ethical and legal behavior by:
- Understanding and complying with all school rules and workplace regulation
- Treating all people with respect
- Demonstrating appreciation for cultural diversity
- Demonstrating honesty and integrity
- Demonstrating responsibility and accountability in fulfilling community and workplace roles
- Demonstrating appropriate customer service skills

School's Strengths and Growth Areas for Criterion 1

Strengths for Criterion 1:
1. Mission and Vision align with school's practices and goals
2. Students and faculty are flexible and willing to adjust practices as needs arise
3. SoCal ROC works closely with partners to expand opportunities for students

Growth Areas for Criterion 1:
1. Increase access to soft skills training

Criterion 2: Organization

Governance, Organizational Infrastructure, and School Leadership

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

The management team consists of the certificated and classified administrators: Superintendent, Director of Programs and Student Support Services, Director of Human Resources, Director of Technology and Operations, and Maintenance and Operations Supervisor. The team meets weekly to discuss current progress, review data, and adjust practices or create an action plan to respond to needs that arise.

A fundamental principle that is constantly stated by the administration is that all employees of SoCal ROC play a critical part in student success and the support of SoCal ROC's SLOs, Mission, and Vision Statements. Staff has numerous opportunities for involvement and input into the operations of the Center. All tasks are carefully analyzed by the management team regarding the appropriate use and allocation of personnel resources. Opportunities for certificated and classified staff to develop leadership skills and abilities are supported through:

- Professional growth opportunities
- Participation in professional CTE organizations via conference presentations and workshops

- Participation and presentation of information and materials at SoCal ROC Board meetings
- Lead Teacher positions
- Participation in budget development

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

The SoCal ROC Board of Education consists of eight members. One member is appointed from each of the six JPA school districts. Two additional Board Members-at-Large are appointed by the SoCal ROC Board to represent the interests of adult students. All members of the SoCal ROC Board must have previous experience on a governing board to be assigned to the Center's board.

The Board of Education is responsible for setting policy, approving the annual budget, and providing direction for long-term planning through the Board Goals and Targets for Success. The SoCal ROC Board of Education reviews and approves the following: Board Goals and Targets for Success, course outlines, Board Policies and Administrative Regulations, financial reports (i.e. interim and unaudited actuals reports), all contracts, and personnel assignments at the regular monthly meetings. The Board is responsible for hiring and evaluating the superintendent. The Board also adopts policies which are consistent with Government and Education Codes as well as support for achieving the SLOs.

Indicator 2.3 SoCal ROC infrastructure and policies and procedures

Personnel policies are included in Board Policies. Board Policies reflect Labor Laws and the California Education Code. The Employee Handbook is updated and reviewed with the staff annually. The handbook includes professional ethics by which employees are expected to abide. Staff members are required to sign off to acknowledge receiving and reading the handbook. Administration also makes referrals to the professional ethics of the professional organizations to which employees belong.

All staff members have a supervisor as shown on the organizational chart. Supervisors are responsible for making sure staff members have all the necessary support, materials, and supplies to complete assigned tasks. Supervisors are also available to answer questions and provide guidance when there are circumstances in which staff members are not authorized to make decisions. Administrators are responsible for making sure all personnel policies are clearly communicated and consistently enforced. Board Policies are reviewed and revised as necessary with guidance from California School Boards Association (CSBA).

All personnel records are secured in the Human Resource Department in locked fireproof safes. Confidential employees are the only employees who have the authority to look at personnel files. Employees have access to their personnel records per the guidelines listed in Administrative Regulation #AR4112.6.

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.

The SoCal ROC leadership team promotes a climate of ongoing school improvement. The administrators encourage commitment, participation, and shared accountability for student learning results through various collaboration activities, recognition, and leadership opportunities.

Prior to the start of each school year, the superintendent hosts two days of back to school activities for staff. The prior year's progress in relation to the measures from the Board Goals and Targets for Success and the school's Action Plan are reviewed with staff. A review of the year's priority areas is also provided. The remainder of the time is used to conduct small group sessions with topics focusing on the 60/40 Grading Policy, technology support, Program-Based Budgeting, review of student work, and lesson plan development. Time is also provided for working in classrooms, preparing lessons and activities for the upcoming week with students, and reviewing the evaluation process. The goal of SoCal ROC administration is to make sure all instructors have everything needed to be successful in the classroom with students. Numerous attempts are made to ensure that every barrier is removed so that no instructor fails. This support is ongoing and is provided through daily classroom walkthroughs by administrators, individual meetings with instructors (i.e. goal setting meetings), a review of student achievement data, and Staff Development opportunities.

Administrators work with instructors directly in the creation and revision of course outlines. This process is ongoing and ensures that content is relevant and reflects student and industry needs. Staff Development opportunities provide information on curriculum writing as well as the support for curriculum development. Instructors have the expertise in specific industry areas and share information regarding industry standards, skill sets necessary for a particular job area, and employer expectations. Currently, SoCal ROC staff is working to ensure that all courses are A-G approved. A-G approval will allow high school students to use SoCal ROC courses on college applications.

A variety of communication strategies are used such as emails, phone calls, and individual meetings. Agenda topics include budget, curriculum, assessment, course offerings, and student success. Administrators work directly with instructors through the following:
- Annual development of performance goals as part of the annual evaluation process
- Classroom visitations
- Student scholarship program
- Ongoing development of course pathways
- Creation and ongoing revision of course certificates
- Curriculum development
- Course submission for A-G approval

Administrators also work with instructors on Program-Based Budgeting, the coordination of special events within the course (i.e. Fashion Show, job fairs, etc…), field trips, Employer Advisory Committee Meeting, automotive competition, guest speakers, and securing Externship sites. The SoCal ROC technology department provides training and support to all staff in the implementation of the online attendance system, the generation of course certificates, and grade reports. The technology department provides support for instructors and administrators by implementing hardware and software for the various courses on campus. Professional growth participation is recognized and rewarded through advancement on the employees' respective salary schedule.

Staff has been transitioning to utilize less paper and more electronic documents to conduct day-to-day operations. The IT Department has established Google Drive for employees to upload and download all documents. There has even been a transition for students to apply for scholarships using an electronic application for the first time. The database also includes all disclosure and agreement forms staff and students need to submit at the beginning of the school year.

Strengths for Criterion 2:
1. Highly qualified and dedicated staff
2. Course pathways that meet the needs of students whether college or career bound.
3. Ongoing development of Career Pathways

Growth Areas for Criterion 2:
1. Implement non-teaching days to offer more professional development opportunities

Criterion 3: Faculty and Staff

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. Personnel are treated equitably, evaluated regularly, and provided opportunities for professional development that impact student learning.

Last Name	First Name	Department
Arredondo	Martha	Dental
Brenan	Kenneth	Satellite instructor
Butler	Yvonne	Satellite instructor
Clements	Rebecca	Medical
Correa	Martha	Satellite instructor
Demoss	Shawn	Cosmetology
Fernandez	Thersa	Dental
Garcia	Jenice	Medical
Goldstein	Stan	HVAC
Gonzales	Sheronda	Satellite / Medical
Jordahl	Cary	Satellite
Le	Aaron	Auto/Engine
Leske	Thomas	Pet Grooming
Levin	Anna	Nursing
Macias	Maria	Dental
MaGee	Anthony	Satellite
Milburn	Henry	Electrical
Moore	Melissa	Medical
Nalley	Jess	Medical
Nishi	Linda	Cosmetology
Oddie	Javohn	Satellite
Ortega	Anthony	HVAC
Poma	Gregory	Electrical
Pernell	John	Welding
Rivello	Jeanie	Satellite
Schuchman	Robert	Media Design
Shephard	Alexandre	Fashion

Yi	Jessica	Cosmetology
Pindeda-Contreras	Rocio	Career Guidance Specialist
Helaire	Atlas	Superintendent
Montoya	Burgandie	Director of Programs and Student Support Services
Cole	Terri	Registrar
Farquar	Teresa	Director
Figueroa	Miguel	Accounting/Purchase Coordinator
Larson	Linda	Director of Human Resources
Leon	Sara	Executive Assistant
Reyes	Barbara	Accounts Payable/Payroll Technician
Smith	Wayne	Computer Technician
Truong	Lihn	Registration Clerk
Rodriguez	Adrian	Public Information Officer
Cardenas	Jesse	Custodial Maintenance Worker
Esteves	Roman	Custodial Maintenance Worker

Every instructor possesses the appropriate CTE teaching credential (Designated Subjects or Single Subject Credential) for course(s) taught. Classified managers and support staff are hired based on prior experience/expertise necessary to satisfy the job description. The two certificated administrators possess the appropriate teaching or counseling credential as well as the California Administrative Credential. Each classified and certificated administrator has extensive experience in the K-12 public schools as well as in CTE.

A thorough recruitment, hiring procedure, and support structure for employees has strengthened the staff's efforts in assisting students in achieving career goals. All applicants are paper screened prior to being scheduled for an interview. Interview panels are composed of classified, certificated, and administrative personnel. Once hired, employees receive ongoing support from Lead Teachers, administrators, the evaluation process, and professional growth activities.

Professional growth is highly valued and expected of all SoCal ROC employees. In fact, the only way to earn an advancement on the salary schedule is through professional development. Employees are encouraged to participate in professional development and supported through annual goal setting meetings with the supervising administrator and professional growth opportunities. Staff members earn a 2% salary increase when 160 hours of professional growth activities are accumulated. There are various activities through which staff members earn hours including, but not limited to, annual evaluations, participating on WASC visiting committees, and coursework at accredited colleges and universities.

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

The hiring process is dictated by the need to either hire instructors to teach courses on the schedule or classified staff for vacant positions. The first step in the hiring process is to post the position. The personnel action form is completed by the administrator, approved by the superintendent, and then the Director of HR posts the position on the SoCal ROC website, EdJoin, Monster, and any other appropriate sites.

Administrators review all applications to determine if the candidate will be invited for an interview. The Executive Assistant to the Superintendent schedules interviews for the top candidates. Every effort is made to have two administrators and/or a Mentor Teacher participate in conducting the interviews. If the candidate is qualified and rates high on the interview rating sheet, the Director of HR proceeds with reference checks. Once this step is completed and the candidate qualifies for the position, an administrator will call and offer the candidate the position. All aspects of this process are confidential.

All job descriptions are Board approved and revised as necessary. With the need to downsize due to the reduction in revenue, classified staff have been cross trained to ensure that responsibilities are covered. Job descriptions have been rewritten and submitted to the Board of Education for approval as necessary. All job descriptions are on file in the Superintendent's office as well as the Director of HR's office.

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.

Written policies for evaluating all personnel are included in Board Policy. All staff members are evaluated once per year. Both classified and certificated evaluation forms are Board approved and reviewed with staff members at the beginning of the year. Evaluations are reviewed with the staff member, signed by both the administrator and the staff member, and placed in the staff member's personnel file. Employees who receive a "Good" or "Excellent" evaluation receive 60 hours of professional growth. Employees who receive a "Satisfactory" evaluation receive 30 hours of professional growth. These hours are tracked in a database. If the employee has earned 160 professional growth hours by the 1st of June, that employee receives a 2% salary increase effective July 1 of the following fiscal year.

The administrative team utilizes the evaluation process to foster improvement. At the beginning of the school year, staff members develop goals for the school year with the supervising administrator. These goals provide a focus for improvement. Accomplishments are sited in the annual evaluation.

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

The focus of professional development activities at SoCal ROC are focused on improving the instructional program and meeting student learning needs. Topics are identified by examining student data, classroom observations, goal setting meetings with staff members, and pre-and-post discussions about lesson planning and observations.

Focus areas have been:
- Developing Lesson Plans
- Instructional Strategies
- Formative and Summative Assessments
- Review of Student Data and Improving the Instructional Program
- Student Engagement Strategies

In response to the fact that SoCal ROC has had its revenue reduced over the years, professional development opportunities are offered in-house and led by site administrators. SoCal ROC has also

developed a strong Mentor Teacher program. Mentor Teachers work directly with new instructors on a regular basis to ensure instructors have the support needed to be successful in the classroom. Staff members who participate in professional development activities outside of school earn professional growth hours. These activities must have prior approval from an administrator. All professional growth activities that take place outside of paid work time can be submitted for professional growth hours and allow for movement on the salary schedule which equates to an increase in salary.

School's Strengths and Growth Areas for Criterion 3

Strengths for Criterion 3:
1. Industry specific Professional Growth Opportunities
2. Ongoing improvement process for all staff members
3. Mentor Teacher program for new instructors

Growth Areas for Criterion 3:
1. Develop schedule for shared time for onsite professional development opportunities

Criterion 4: Curriculum

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

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

All course outlines have been updated to align with the California CTE Standards within the last year. Further, all courses are reviewed annually by a committee of employer advisors to ensure that they meet current industry standards. Many instructors use student reflection forms that provide input regarding what is taught in the classroom as well. Programs like Certified Medical Assisting (accredited by CAAHEP) require both students and employers to respond to a survey at the completion of the program. Curriculum for each course is consistent with SoCal ROC's mission and vision and includes instruction covering the Center's SLOs. The SLOs are also posted in every classroom.

All courses have identified learner outcomes which are referred to as competencies. These competencies are aligned with the course content and Certificates of Competency and Certificates of Completion for every course. Students who earn an A or B grade receive a Certificate of Competency. Students earn a Certificate of Completion for a C grade, but do not earn a certificate for a D or lower grade.

Certificates include a list of the essential academic, CTE, and SLO standards that the students have mastered in the course on the back. Moreover, SoCal ROC awards credits to high school students who complete a course of study.

All instructors participate in Program-Based Budgeting each year to ensure the instructors and students have all the necessary supplies, materials, equipment, and repairs for the courses. Instructors are asked to list all necessary expenditures and align the expenditures with the course

objectives. SoCal ROC's curricula provides multi-faceted, rigorous, and industry-current content. The multi-year career planning process supports student access to and progression through career pathways that include a wide variety of courses with standards-based curricula.

Additional indicators for online programs/courses, if applicable:

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

All instructors at SoCal ROC have industry experience. That expertise and experience, as well as input from industry professionals through Employer Advisory Committee Meetings, are invaluable for instruction and developing course standards. Classroom instruction challenges students to think critically and creatively which promote problem solving skills. Hands-on, project-based learning in an industry-current classroom environment is the standard within SoCal ROC's overall curricular program. Instructional strategies used by instructors include:

- Individual and Group Hands-On Projects
- PowerPoint Presentations
- Portfolio Development
- Competency-Based Assessments and Demonstrations
- Externship
- Guest Speakers
- Field Trips

Instructors are involved in the curriculum development process from the beginning. If an instructor is hired after the curriculum has already been developed, the instructor is asked to provide input for changes as necessary. The supervising administrator is responsible for facilitating this process. This ensures the integration of the SLOs, California Academic Standards, and California CTE Model Standards into all course outlines.

The annual Employer Advisory Committee Meeting is one means by which instructors learn about the most current materials needed to teach the curriculum. The Program-Based Budgeting process provides instructors the opportunity to identify necessary purchases, align those items with the course content, and secure the items in a timely manner.

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

Instructors submit budget planning sheets through the Program-Based Budgeting process. All items listed as part of the budget are aligned with the course objectives listed in the course outline. Instructors are asked to submit proposed budgets and purchase requisitions in the spring as part of the check-out process at the end of the year. Once the school's budget has been approved by the Los Angeles County Office of Education (LACOE), SoCal ROC's Business Office begins processing orders.

Research materials are available online. Instructors have access to computers in the Career Center and computer labs that are available when a class is not meeting. In addition, many classes have computers for student use to work on projects.

SoCal ROC maintains an up-to-date inventory of all software programs and hardware. These reports are reviewed each year in the planning process for the following year. All software programs are updated annually. The costs of the updates are included in the program budgets or the IT budget. Efforts are made to upgrade computers on a three-year cycle. Classrooms are the top priority for receiving new computers. When classroom computers are replaced, the older computers are distributed based on the plan that the Director of Technology develops.

School's Strengths and Growth Areas for Criterion 4

Strengths for Criterion 4:
1. Courses are aligned with the California CTE Model Curriculum Standards
2. Courses are reviewed annually by the Employer Advisory Committees
3. High quality instructors currently working in the industry
4. Training facilities replicate industry settings

Growth Areas for Criterion 4:
1. Ensure appropriate courses are added to the UCOP portal for A-G approval.

Criterion 5: Instruction

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

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

Multiple methods are utilized to ensure high level instruction. These methods include externships, peer to peer learning, research based projects, hands-on experience, group projects, real life simulation activities, offering options for students to participate in volunteer hours to practice skills, and industry certification.

In-person evaluations and follow up debriefs are completed to ensure instructors have support to continuously improve. Students also complete Exit Surveys at the conclusion of the course. Those results are reviewed by the certificated administrators to incorporate adjustments to the instructional program for the subsequent semester/year.

Assessment strategies are key in assessing not only student learning, but the effectiveness of the instructional program as well. Instructors use a standards-based rubric to evaluate each student's progress toward mastering the SLOs and the course standards that are reflected on the course certificates.

Instructors use the assessment results to modify instructional strategies when necessary and as a tool to reflect on what works and what needs to be changed in the instructional program. Student engagement is another measure of a quality instructional program. Through the use of hands-on, project based activities, instructors engage students in industry standard activities that replicate the workplace.

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.

Two of the most effective strategies used by SoCal ROC include the yearly Employer Advisory Committee Meeting and professional development on campus. Instructors are also encouraged to attend workshops and conferences within the profession the instructors teach. Instructors attend conferences, present at conferences, work with industry experts, and many continue to actively work in the industry.

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

As technology continues to advance, there is a need to improve technological use. In many ways, such as registration, scheduling, attendance, and classwork, SoCal ROC still utilizes paper-based systems. This realization has led to re-evaluating these systems and improving the technological practices. All new instructors hired in the 2022-23 school year have been required to use a Google classroom. Furthermore, all instructors hired previously are required to have a Google classroom by the start of the 2023-24 school year.

In addition to Google classroom, Google Docs, and email communication, staff members often utilize zoom or other online conferencing tools to enhance the classroom experience as needed. Ultimately, the goal is for staff and students to be comfortable navigating technology in learning and everyday experiences.

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

Since the pandemic, most classes have been able to transition back to a primarily in-person learning experience. However, the pandemic has highlighted the usefulness of zoom, online learning supports, and a variety of learning that is not traditional, paper-based experiences. Building upon the circumstances fostered by the pandemic, instructors have gravitated toward using multiple methods of delivery modes. Delivery modes currently utilized are lecture, hand-on projects, and online learning. Furthermore, communication occurs through email, websites, texts, and Google Classroom.

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

The curriculum is designed to put students in situations where it is necessary to think critically and problem solve. SoCal ROC prepares students for entering directly in the workforce with entry-level careers that pay livable wages. Therefore, critical thinking, problem solving, and application skills are instrumental to each course outline. Students must demonstrate mastery of the competencies to earn a passing grade and a certificate. Instructors assess students to ensure there is mastery.

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

Instructors support the varying student needs by using various instructional strategies. Multiple methods are utilized to ensure high level instruction. These methods include externships, peer to peer learning, research based projects, hands-on experience, group projects, real life simulation activities, offering options for students to participate in volunteer hours to practice skills, and industry certification.

Administrators work with instructors for additional support when needed. The hands-on learning experience is very beneficial to students. Sixty percent of the students' grades are based on hands-on activities and formative assessments. The remaining 40% of the students' grades are based on summative assessments.

School's Strengths and Growth Areas for Criterion 5

Strengths for Criterion 5:
1. Partnerships with Employer Advisory Committee Members who provide information on current industry standards
2. Administrative support for instructors
3. Instructional strategies that reflect the learning styles of the student population

Growth Areas for Criterion 5:
1. Use of Instructional technology tools to support instructional program

Criterion 6: Use of Assessment

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

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

Instructors modify instructional strategies on an ongoing basis. Through the use of formative assessments, instructors understand what is working and what needs to be adjusted based on each student's learning style and results. This helps with identifying the instructional strategies that work and the ones that are not as effective. It is important to individualize lessons and assessments based on the students' learning styles.

Data and student success rates are reviewed each semester by the administration and instructors. The Schoolwide Action Plan is revised as necessary on an annual basis in response to the review of student achievement data. The SLOs are an integral part of the daily instructional program through the assignments, assessments, and instructor lesson plans. In addition to formative and summative assessments, administration and instructors have been gathering enrollment data, retention

information, course pass rates, and certification pass rates to identify strengths and weaknesses for each program.

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.

SoCal ROC starts each year with department meetings to discuss progress and course needs. Data is critical to these discussions. Monthly reports for enrollment, course pass rates, and course completion are provided to each JPA district.

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.

Multiple methods are utilized to assess student progress. These methods include externships, peer to peer learning, research based projects, hands-on experience, group projects, real life simulation activities, offering options for students to participate in volunteer hours to practice skills, and industry certification. Formative and Summative assessment results help instructors identify students that need additional instructional support. Instructors also accommodate students by providing more time on assignments, retesting, and one-on-one instruction.

Some students do have IEP's. In those instances, the school counselor sends the IEP to SoCal ROC's CGS. This is then shared with the instructor. Instructors review the accommodations and determine the best method of implementation of support. Administrative support is available as needed. Regular communication with the student's home school is also implemented.

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 work, group projects, quiz and test results, hands-on learning projects, portfolios, exit exams, and written assignments are utilized to assess student achievement of the academic standards and SLOs. This information is utilized to modify the curriculum and/or lesson delivery as necessary to improve student outcomes.

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

Staff members spent a significant amount of time evaluating the student outcomes for each program while evaluating the Action Plan. SoCal ROC courses serve the students' needs and interests as well as the needs of the local labor market. Student outcomes drive the school's focus and the strategic planning for future practice. It also informs the budget and addresses the school's needs.

<u>**School's Strengths and Growth Areas for Criterion 6**</u>

Strengths for Criterion 6:
1. An instructional program that is responsive to student needs and features strong course outlines, Certificates of Competency, and career pathways.
2. Multi-Year Career Planning process facilitated by CGS
3. Strong community support from affiliates that provide Externship experiences and from Employer Advisory Committee participants

Growth Areas for Criterion 6:
1. Provide additional support to programs with certification pass rates below 70%

Criterion 7: Student Support Services

Student support services address the identified needs of students and create and ensure a supportive learning environment that addresses student access, progress, learning, and success. The school systematically assesses student support services using faculty, staff and student input, and other appropriate measures in order to improve the effectiveness of these services.

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

SoCal ROC has a Career Center. This is an area designated for students to study, get extra practice, use the internet, and consult with the CGS. Students meet with the CGS to develop a Multi-Year Career Plan. These plans are revisited each semester. High school students and parents have been most receptive to these plans as the plans help develop a course of study or pathway at SoCal ROC for the students to build upon for future career interests and/or post-secondary studies.

The CGS meets with potential adult students to make a plan for enrolling and completing a SoCal ROC program. Many times, the CGS takes potential students on a tour of the campus, discusses enrollment requirements, and explains the registration process so that the students are confident and ready to start a program at SoCal ROC.

Administrators maintain a database of employment opportunities for students. This information is provided by local employers, many of whom are part of SoCal ROC's affiliation network. This information is shared with instructors, and many students access the database for the job leads.

All SoCal ROC classes are free for high school students who attend a school within the JPA. Adults who choose to attend classes pay an enrollment fee for each course. Discounts are available for adults who earn less than $35,000 per year. Some adults qualify for services provided by organizations such as the South Bay Workforce Investment Board (SBWIB), Long Beach Job Corp, and the DOR. In these cases, the organization working with the students pays the enrollment fee directly to SoCal ROC.

SoCal ROC facilities are welcoming for students, staff, and guests. The Maintenance and Operations Department (M&O) is responsible for making sure the campus is clean and safe. The classroom learning environments are designed to replicate the workplace as closely as possible.

Administrators and security personnel are highly visible throughout the entire instructional day including through the end of the evening classes at 9:45 p.m. This ensures no one is on campus who should not be present. This also ensures a quick response when instructors or other employees need assistance of any kind. A Resource Officer from Torrance Police Department is also "on call" if any occasion arises at the Center where an officer may be needed.

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.

Students are able to clearly articulate career goals and have an understanding of the "next steps" to achieve that goal before finishing programs at SoCal ROC. Participation in CTE programs supports students in identifying passions and interests in a career area. SoCal ROC staff understands the importance of CTE programs and is committed to assisting high school students and adults who want to re-enter the workforce with a new career focus or obtain further training in an already chosen career area. Efforts are exerted to address the needs of both high school and adult students.

SoCal ROC prides itself on providing courses within identified pathways based on the following criteria:

- Courses that meet industry standards and employment trends
- Courses that are UC/CSU and A-G approved
- Courses that reflect student interests
- Courses that are part of a sequential pathway
- Courses that reflect CTE Standards

SoCal ROC provides a CGS to work with each of the comprehensive high schools participating in the JPA. This individual makes presentations on high school campuses to students regarding the Center's CTE programs. The CGS completes a multi-year Career Plan for all high school students enrolled in courses at the Center. Many students report this as the first experience interacting with an adult about career interests and goals. The CGS also participates in parent orientation nights on some high school campuses, site visits for presentations in neighboring schools who are not a part of the JPA, and in outreach events at neighboring school districts or community events when invited.

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.

The CGS is assigned one site visit per week to each of the high schools that make up the JPA. This includes visiting school sites regularly, making classroom presentations to inform high school students about CTE opportunities available at SoCal ROC, and meeting with individual students on high school campuses. The afternoons are spent at SoCal ROC where the CGS works with high school students on Multi-Year Career Plans. These plans are revisited every semester to determine if changes are needed to reflect the students' interests and goals.

Staff uses a variety of means to advertise SoCal ROC classes to the public. The SoCal ROC website lists the master schedule of classes. Flyers are distributed throughout the South Bay at locations such as libraries, unemployment offices, SBWIB One Stop Centers, and civic centers. Social media is used to promote SoCal ROC programs, student success stories, and Center events/activities. Staff members also attend local college and career fairs in the community and on partner JPA campuses. The Center has recently hired a Public Information Officer who has been able to increase the output of advertisements to the public. This includes updated course flyers and brochures, updating content on the website, and creating literature for upcoming events.

All students have access to a job placement database maintained on the SoCal ROC website. Many employers throughout the South Bay have indicated that these companies prefer hiring SoCal ROC

students. This is substantiated by the number of SoCal ROC former students who are now employed in businesses throughout the South Bay and responses to the Carl Perkins Survey that provides information as to what students are doing once after finishing SoCal ROC programs.

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.

SoCal ROC's philosophy is that all students will be successful in a chosen career pathway. To this end, student needs are regularly evaluated and monitored to ensure that success. Many instructors have students complete a survey at the beginning of class to assess what students want to accomplish and any special needs that the students want to communicate regarding study needs and/or learning styles. Some instructors even administer a learning style assessment. When it becomes evident that a high school student is struggling, instructors contact parents and students may be referred to the CGS to help identify the problem and solution. Adult students who are having difficulties will meet with the administration and in some instances may be refunded the fee if there are situations in which there are too many obstacles for the student to be successful in the course.

The SoCal ROC Registration Office is open from 9:00 a.m. to 6:00 p.m. Information is provided to applicants regarding the course requirements, start times, and start dates. Flyers, course schedules, and information regarding discounts on course fees are readily available. The Registration staff works diligently to complete Carl D. Perkins follow-up surveys and process student applications. Instructors inform students of the course description and academic expectations at the beginning of each term. This orientation involves giving the students a copy of the course syllabus, school policy forms, and emergency forms. Instructors explain the requirements for earning a Certificate of Competency and a Certificate of Completion. Certificates have the competencies a student has mastered listed on the back. The competencies are aligned with the CTE Model Curriculum Standards and industry standards. Students earning a "B" or better receive a Certificate of Competency. Students who earn a "C" receive a Certificate of Completion.

Transportation is provided to students in each of the six JPA districts during the 02 and 03 sessions which start at 1:15 p.m. and 4:15 p.m. respectively. SoCal ROC has contracted buses with Cardinol to provide this service. The buses pick up and drop off students from the JPA high school sites.

Multiple opportunities exist that allow students to apply the skills and knowledge learned in class in "real world" settings. Many courses at the Center have an externship component. Students are assigned to a job site as part of the course. All students participating in the externship have an Individual Training Plan on file with the instructor.

Students are recognized through *Student Voices* at monthly Board meetings. Time is designated for students to speak about the experiences in the courses or to demonstrate skills learned. The Board issues a Certificate of Recognition to reward the students' achievement.

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

SoCal ROC awards credits and grades to high school students. Certificates of Competency are awarded to high school students with a grade of "B" or higher. Adults do not receive credits or

grades; instead adults earn a Certificate of Competency by mastering course competencies as evaluated by the instructor.

Credits and grades are mailed to high school students' home following course completion. This information is also sent to students' respective high school campuses to be recorded on high school transcripts. SoCal ROC provides a transcript to each student upon request. All records are maintained permanently in a secured and locked storage area. Access to this area is limited to administration and the SoCal ROC Registrar. Records are kept and maintained per California Education Code and Board Policy.

School's Strengths and Growth Areas for Criterion 7

Strengths for Criterion 7:
1. Multi-Year Career Plans for high school students
2. CGS has a strong presence with students for guidance though Career Plans and pathways

Growth Areas for Criterion 7:
1. Increase counseling support personnel to increase enrollment
2. Implement soft skill assessment to determine effectiveness of SLO attainment

Criterion 8: Resource Management

WIth the elimination of direct funding, the Center focuses on careful planning and budgeting. This has allowed the superintendent to build a sizable reserve, obtain the Career Technical Education Incentive Grant (CTEIG), and implement a payment structure for JPA districts to pay for high school student enrollments.

The Center has been able to generate funds through leasing space on campus to Ambassador High School (AHS). This school has 130 students and uses 9 classrooms. The Center also leases space to Momentum Christian Fellowship on Sunday mornings. Honda leases property on campus as well. SoCal ROC continues to provide quality CTE programs which has been the case for the past 55 years.

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

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

SoCal ROC has maintained a positive budget certification. Beginning July 1, 2015, SoCal ROC implemented a new funding formula that is based on "soft money" as the revenue source. Funding sources include the CTEIG, Carl Perkins, CALWorks, lease payments, adult enrollment fees, and fees paid by the JPA districts for high school enrollments. The Center has a reserve of $7.9M and operates on an average budget of $4M annually. Assemblymember Al Muratsuchi assisted SoCal ROC in securing $10M with Assembly Bill 99 in 2017 which helped the Center build up the reserves. Program-Based Budgeting was implemented in 2006. This requires staff members to be knowledgeable about the budget and how much money is required to operate each department and course.

All long-term liabilities were paid off when the LCFF was implemented. Fund 20 was established in 2014 to set aside health benefits for current and future retirees. This fund has sufficient funds for the Center to meet the obligations of staff members who qualify. Fund 14 and Fund 40 have funds to maintain facilities.

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.

Staff members submit proposed budgets for each department and course to a supervising administrator. The administration team reviews all planning sheets in preparing the All Funds Budget. The budgeting process has resulted in staff having a clear understanding of, not only the cost of operating programs, but the cost of operating SoCal ROC as an organization. The superintendent reviews budget proposals to ensure expenditures align with the school's mission, vision, and Action Plan. The superintendent then presents the budget to the Board of Education for approval in May or June.

The Board requires that SoCal ROC maintain a minimum 5% reserve, 2% higher than the State requirement of 3%. Cash flow is monitored on a weekly basis by the superintendent. All financial transactions are processed through LACOE. Staff members must get approval for making purchases. Requisitions are submitted to the supervising administrator. Once the administrator signs off, the superintendent reviews the requests. No purchases are processed without the superintendent's signature.

SoCal ROC has clear processes and procedures in the Business Office. There have been no audit findings since 2006. The Business Office maintains quality business and accounting practices. Checks and balances are in place for all processes and purchases. The Business Office reviews financial policies and practices on a regular basis.

SoCal ROC is required to submit the following reports to the state each year:

- Annual All Funds Budget
- 1st Interim Report
- 2nd Interim Report
- Annual Audit
- Unaudited Actuals

These reports are presented to the Board of Education for approval and then sent to LACOE and the state. It is the superintendent's responsibility to ensure that SoCal ROC has oversight of all grants, contracts, investments, and assets.

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

SoCal ROC utilizes the tenets of Program-Based Budgeting to ensure that the budget is balanced each year and that resources are being maximized. The budget is reviewed through the 1st and 2nd interim reports. Financial reports are presented to the Board of Education for review and approval. The reports are posted on the SoCal ROC website.

Several steps have been taken to ensure that SoCal ROC remains financially solvent with the Board required 5% reserve:

- Implemented copy allocation process for staff members to prevent additional cost of overages
- All departments/programs are required to stay within budget
- Budget freeze on all expenditures unless absolutely necessary implemented February of each year.
- Administrators monitor budgets on a weekly basis
- Cash Flow monitored on a weekly basis
- Enrollments monitored on a weekly basis in management team meetings
- Adult Fees monitored on a monthly basis
- Adult Fees evaluated annually to determine when increases are necessary

During the budget planning period, administration projects revenue for the following fiscal year. The next step is projecting salaries and benefits. Once the total projected revenues and total expenditures are calculated, decisions are made as to which courses and staff members will return. The determining factors for whether a class is offered are based on industry need, whether or not the course is part of a sequential pathway, student interest, and if the course is A-G approved. Finally, the administration reviews all budgets that are submitted for courses and departments. The budget is submitted for Board approval during the May or June Board meeting. Administration ensures that all activities and job tasks are focused on student achievement of the SLOs as well as student career goals.

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

Staff has been able to maintain safe and clean classrooms for students. The learning environment is not only safe and clean, but is a replica of industry work settings. Instructors take pride in the classroom settings and require students to keep the work area clean. The M&O staff assists with keeping the classrooms in good working condition. The recent hire of a Maintenance & Operations Manager has increased the speed at which the M&O department is able to address problem areas on campus.

School's Strengths and Growth Areas for Criterion 8

Strengths for Criterion 8:
1. Operating with minimal budget
2. Maintaining quality facilities and classrooms

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.

One of the pillars of SoCal ROC is the ability to connect programs, instructors, and students with local businesses and organizations. Each program has Employer Advisory Committees. Each year, SoCal ROC sponsors an Employer Advisory Committee Meeting where committee members meet to support the programs by an in-depth course and program review from an industry standard informed lens.

The meetings include a review of the course outline, student achievement data, and input from business leaders on where the industry is headed, new technological advancements, and recommendations for revision and/or addition to the curriculum. The event is very well attended and meaningful information is gleaned by all stakeholders. This feedback is applied so that programs and pathways are continuously improving.

Student learning experiences are enhanced by the ability to participate in externships conducted at local businesses throughout the South Bay and surrounding cities. Students often remark how valuable the externships are to learning. Local business leaders have been very receptive over the years in taking on student externs. Many of these companies use that opportunity to recruit SoCal ROC students for employment at the end of the course. This is mutually beneficial for students, businesses, and SoCal ROC. Industry leaders have been vocal about only hiring SoCal ROC trained individuals for employment. Because of the reputation that SoCal ROC has among the business community, employers contact the Center frequently for posting current job openings. Job listings are posted in a database on a daily basis. This information is available online and is emailed to all instructors.

Currently, there are 78 agreements with community businesses. Administrators and instructors are actively working on increasing the number of partnership agreements to return to and supersede pre-pandemic numbers.

Monthly Board of Education meetings offer opportunities for community members and business affiliates to gain insight into current and future activities at SoCal ROC. Time is designated during the beginning of the meeting for attendees to provide information/communication with the Board. "Program Highlights" and "Student Voice" portions of the meetings spotlight a program at SoCal ROC featuring the instructor and students.

SoCal ROC's Board of Education recognizes business affiliates who have demonstrated a high level of commitment to the Center's mission. A representative of the company is invited to the meeting and allowed to speak about the company's commitment to furthering the education and career opportunities for students. The Board President presents the affiliate with a "Certificate of Excellence" in appreciation for the company's partnership with SoCal ROC.

The SoCal ROC website can be accessed to gain information about the school. Information such as the school's Vision and Mission statements, the Board of Education monthly meetings, past and upcoming events, and course descriptions can be obtained. The electronic marquee in the front of the school informs the community of school activities and available courses. This information is updated on an ongoing basis.

Prospective students and administrators from JPA districts, members of the community, elected officials, legislators, and business representatives frequently tour the campus. These tours allow people to see firsthand what the SoCal ROC campus offers students and the community at large. This information is used to advocate on behalf of SoCal ROC, for the community to participate in various SoCal ROC sponsored events, and to offer financial support for programs and students for

scholarships. SoCal ROC has started rebuilding the relationship with the JPA schools. Conversations surrounding College and Career Indicator scores, supplementing pathways, and program development have recently increased.

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

SoCal ROC is continually fostering relationships with businesses to create externship opportunities for students. Community partners frequently contact the Center for SoCal ROC staff and students to participate at local events.

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

SoCal ROC administration uses a variety of means to communicate the importance of SoCal ROC to the South Bay to stakeholders. Staff sends invitations for SoCal ROC sponsored events, brochures/flyers, and the website are just a few of the methods employed to keep stakeholders informed. In addition, staff hosts open house opportunities at least twice a year. The Center also provides transportation for local schools to attend tours and informational sessions on campus.

School's Strengths and Growth Areas for Criterion 9

Strengths for Criterion 9:
1. Strong JPA relationships with partner districts due to targeted support and open communication
2. Strong community partnerships that support and enhance the mission and vision of SoCal ROC
3. Strong employer relationships and job placement

Growth Areas for Criterion 9:
1. Increase employer pipeline across all pathways

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 Action Plan includes the following major focus areas (goals):
1. Data Analysis and Assessment
2. Student Support Services
3. Funding (JPA Solvency)
4. Professional Development

These areas include goals and objectives that focus the work on accomplishing the focus areas. There are timelines for completion, person(s) responsible, reporting instruments, and benchmarks to measure accomplishment. The SoCal ROC Leadership Team is responsible for monitoring the Action Plan on an annual basis and identifies next steps for focus for the subsequent year. This process ensures that there is not only ongoing improvement, but also adjustments made to the Action Plan as necessary. All aspects of the Action Plan focus on student learning needs.

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.

Areas for ongoing improvement and growth are identified and addressed on an annual basis. This takes place through several means:

- Board presentations and discussions
- Management Team meetings where data is reviewed weekly
- Leadership Team meetings – Review of progress on Action Plan
- CTEIG – Annual Review
- Goal setting sessions with individual staff members
- Input from Employer Advisory Committee Meetings with industry experts

SoCal ROC is engaged in the self-study process on an annual basis. Every year, the Student Community Profile is updated and reviewed. This process allows for ongoing evaluation of key issues and the action steps necessary to work on identified issues. The action plan is reviewed annually and guides SoCal ROC activities and the instructional program.

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

The Schoolwide Action Plan has been aligned with the Board Goals and Targets for Success. The Action Plan is a living document and will continue to be used for planning and evaluation on a quarterly basis. Results will be presented in all stakeholder venues.

SoCal ROC staff participates in Program-Based Budgeting when developing the annual budget. The budget is presented to the Board of Education in May/June of each year for approval. All budget decisions are based on the Board Goals and Targets for Success which are aligned with the CTE State plan.

The Leadership Team meets on a quarterly basis to review the progress on the Action Plan. This ongoing review provides the focus that is necessary to ensure that the Action Plan areas are accomplished. This review process also allows for adjustments to be made as necessary based on changing conditions and/or requirements.

<u>**School's Strengths and Growth Areas for Criterion 10**</u>

Strengths for Criterion 10:
1. Commitment to the success of SoCal ROC by all Stakeholders
2. SoCal ROC Board of Education and Management Team that are focused on offering and maintaining quality CTE programs that meet the needs of students and industry
3. Focused and productive staff that know their jobs and produce results

Growth Areas for Criterion 10:
1. Increase collaboration opportunities with JPA districts to create new courses to increase high school enrollment

EVIDENCE:
- 12 Elements of High Quality CTE
- 1st Interim Budget Report
- 2nd Interim Budget Report
- Board approved Budget
- Board Goals and Targets for Success
- Board Meeting Agendas and Minutes
- Board Policies
- Certificated Evaluations
- Classified Evaluations
- Course Outlines
- Employer Advisory Committee Meetings and Minutes
- Employer Advisory Committee Meeting Agendas
- Goal Setting Meetings with Administrators
- Management Team Meetings
- Meeting Agendas and Minutes
    - Meeting 11.9.23
    - Feedback from meeting on 11.9.22
    - MTG 3.2.23
- Memos to Staff
- Mission, Vision, and SLOs
- On-Going Review of Job Market Demands
- Organization Chart
- School posters, etc
    - Scholarship Flyer
    - Open House Flyer
    - Advisory Save the Date flyer
    - SoCal ROC Programs (adult)
- SoCal ROC Budget Planning Process
- SoCal ROC Website

Evidence available as Hard Copy:
- Certificate of Competency and Completion Data Reports
- Certificate of Competency Rubric
- Completion Rate Data
- End of Term Grade Reports
- Enrollment Reports
- Exit and Follow-Up Survey Results
- Expenditure Reports
- Externship Affiliate Agreements
- Instructor Certifications
- Instructors Maintain Certifications in the Areas Taught
- Job Placement Information
- Longevity Awards
- Personnel Action Reports

- Professional Development Activities
- Professional Growth Handbook
- State Budget
- Student Community Profile
- Student Work

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

IMPORTANT: Attach a copy of the current *Action Plan*.

Identified Strength Areas for Criterion 1-10:

Strengths for Criterion 1:
1. Mission and Vision align with school's practices and goals.
2. Students and faculty are flexible and willing to adjust practices as needs arise.
3. SoCal ROC works closely with partners to expand opportunities for students.

Strengths for Criterion 2:
1. Highly qualified and dedicated staff
2. Course pathways that meet the needs of students whether college or career bound.
3. Ongoing development of Career Pathways

Strengths for Criterion 3:
1. Industry specific Professional Growth Opportunities
2. Ongoing improvement process for all staff members
3. Mentor Teacher program for new instructors

Strengths for Criterion 4:
1. All courses are aligned with the California CTE Model Curriculum Standards
2. All courses are reviewed annually by the Employer Advisory Committees
3. High quality instructors currently working in the industry
4. Training facilities replicate industry settings

Strengths for Criterion 5:
1. Employer Advisory Committee Members who provide information on current industry standards
2. Administrative support for instructors
3. Instructional strategies that reflect the learning styles of the student population

Strengths for Criterion 6:
1. An instructional program that is responsive to student needs and features strong course outlines, Certificates of Competency, and career pathways.
2. Multi-Year Career Planning process facilitated by CGS
3. Strong community support from affiliates that provide Externship experiences and from Employer Advisory Committee participants

Strengths for Criterion 7:
1. Multi-Year Career Plans for high school students
2. CGS has a strong presence with students for guidance though Career Plans and pathways

Strengths for Criterion 8:
3. Operating with minimal budget
4. Maintaining quality facilities and classrooms

Strengths for Criterion 9:
1. Strong JPA relationships with partner districts due to targeted support and open communication.
2. Strong community partnerships that support and enhance the mission and vision of SoCal ROC.
3. Strong employer relationships and job placement.

Strengths for Criterion 10:
1. Commitment to the success of SoCal ROC by all Stakeholders

2. SoCal ROC Board of Education and Management Team that are focused on offering and maintaining quality CTE programs that meet the needs of students and industry
3. Focused and productive staff that know their jobs and produce results

Identified Growth Areas for Criterion 1-10:

Growth Areas for Criterion 1:
1. Increase access to soft skill training.

Growth Areas for Criterion 2:
1. The use of data to improve instruction and ultimately student successes; i.e. student completion rate
2. Implement non-teaching days to offer more professional development opportunities

Growth Areas for Criterion 3:
1. Develop schedule for shared time for onsite professional development opportunities

Growth Areas for Criterion 4:
1. Ensure all relevant courses added to the UCOP portal for A-G approval.

Growth Areas for Criterion 5:
1. Use of Instructional technology tools to support instructional program

Growth Areas for Criterion 6:
1. Provide more opportunities for professional development in instructional strategies and assessment
2. Provide additional support to programs with certification pass rates below 70%
3. Expand course offerings within career pathways and develop more pathways

Growth Areas for Criterion 7:
1. Increase counseling support services to students to increase enrollment
2. Soft skill training for students to support with attaining the Student Learning Outcomes

Growth Areas for Criterion 9:
1. Increase employer pipeline across all pathways

Growth Areas for Criterion 10:
1. Increase collaboration opportunities with JPA districts to create new courses to increase high school enrollment

Action Plan Areas:

Upon review of all strengths and weaknesses, SoCal ROC has combined and prioritized the following strengths and weaknesses:

Prioritized Strengths informing the 2023 Action Plan
- All courses are reviewed annually by the Employer Advisory Committees
- JPA & Community partnerships are strong and support the mission and vision of SoCal ROC
- Program-Based Budgeting resulting in the efficient and effective use of resources and personnel management
- Student completion rates

Steps to Ensure that Strengths Remain Strong

Strength 1: All courses are reviewed annually by the Employer Advisory Committees

The Employer Advisor Committee Meeting is conducted for every class annually. In addition, instructors have committed to regular communication with industry partners throughout the year.

The Employer Advisory Committee will be the official and formal course and program review, but the interaction with industry partners will function as formative reviews throughout the year. This is an annual event that takes place between the fall and spring semesters. Instructors and administrators are responsible for accomplishing this task.

Strength 2: JPA & Community partnerships are strong and support the mission and vision of SoCal ROC

SoCal ROC has made it a priority to maintain regular and targeted conversations with the partner JPA districts. Staff hosts open houses, tours, and career day, other events for potential students to explore the possibility of enrolling in a SoCal ROC course. Staff will continue working with and reaching out to local businesses and organizations to establish additional mutually beneficial partnerships. All staff members are invited to provide leads for potential partnerships. This is an ongoing practice throughout the school year.

Strength 3: Program-Based Budgeting resulting in the efficient and effective use of resources and personnel management

Administration will continue to monitor the budget closely to ensure staff is staying within the budget. All employees will continue to participate in the budgeting process so that all purchases are tied to the needs of the department and/or classroom. This prohibits wasteful and frivolous spending. The Business Office staff monitors the cash balance on a weekly basis. This is an ongoing process throughout the school year. Administrators review all expenditures before orders are processed.

Strength 4: Student completion rates

SoCal ROC has maintained over 80% completion rate (students completing courses with a C grade or higher). Staff will continue reviewing the course outlines to ensure the content is rigorous and relevant. Staff will also survey the industry needs in conjunction with student interest so that courses are meeting the needs of the student population. Administrators will continue working with instructors to engage students through various, research-based instructional strategies.

Prioritized Growth Areas informing the 2023 Action Plan
- Data Analysis and Assessment
- Student Support Services
- Funding (JPA Solvency)
- Professional Development

Growth Area 1: Data Analysis and Assessment

SoCal ROC is working to upgrade technology in every way possible. Staff has already started making the transition from paper to electronic documentation to drastically reduce the amount of paper used on campus. Google Docs is becoming the primary way to disseminate information. Administration is seeking companies to upgrade the student information system as well as implement an online enrollment process. The phone system and public announcement systems are also being upgraded to newer systems. Students are utilizing the Google Docs system to access and submit assignments for class. In some instances, classes are offered in a hybrid format. The Center is also producing digital content, including the usage of QR codes, to distribute information about course offerings and services provided.

The IT supervisor will be responsible for vetting new programs and systems. In the next year, the phone system will be upgraded and instructors will be moved to 100% google classroom use. In the next two years, the student information systems will be converted to a newer system to create online enrollment procedures and communication systems.

To maintain technologically relevant practices, the Center's practices will be reviewed annually based on student, faculty, and staff input and modified as necessary.

Program Specific Data Analysis and Action Plan:

Every year, we review our certification pass rates to identify areas for improvement. This data review indicated a need for improvement in our Cosmetology and EMT certification pass rates. Based on feedback from students, faculty and staff, we have outlined the following:

Cosmetology:
Currently, our program consists of 5 modules. Each class is a three hour time block. Once students complete Module 1 they go into a shared class with students from Module 2-5. Based on feedback from students, the courses feel repetitive and the students feel like they are not receiving enough practice. Based on feedback from instructors, students have the flexibility to pause between modules or take multiple modules at once. Based on this flexibility, we believe students may miss critical components of the program.

Therefore, we are completely revamping our program. Next year we will offer two year-long cohorts. They will start at the beginning of the year and complete their 1000 hours by June. This program will be structured to pace all skills and practicums and will include optional "service days" in which students may practice their skills. To meet the needs of our High School population, we will have a three semester option. The difference between this option and the current program is that each semester will be structured to include a specific set of skills. Enrolling in one of the three modules will ensure that you learn the skills covered in that module. Thus, completion of all three modules is structured to cover all skills and include "service day" options for additional skills practice. Students will not be allowed to take two modules simultaneously.

EMT:
Our EMT program switched from a book only course, to a course that utilizes the book Emergency Care and Transportation of the Sick and Injured 12th Edition (ISBN: 9781284227215). In addition, we use the Fisdap Assessment Package. Since we began using the combination of the book and the online assessment package, our scores have increased. In the past three years, scores have fluctuated from 67% in 2020, 95% in 2021, and 67% in 2022. As a result of this fluctuation, we will implement additional practice exam opportunities prior to the final certification exam. The program will also include more hands-on practice opportunities to allow students to implement their book learning in real world simulated experiences.

Growth Area 2: Student Support Services

SoCal ROC has lacked a Public Information staff member for the past seven years. With a new employee in place, the Center is looking to increase the school's presence on social media and in print. Information is also being generated in digital form to optimize the ability to reach people in the community.

Currently, SoCal ROC's new PIO is creating a business plan that will include a timeline for action items. The 2022-2023 focus is to update the general information documents and generate a regular social media presence.

The 2023-2024 goals will be to promote the SoCal ROC name so that the school is a go-to industry expert.   In addition, SoCal ROC will actively work on updating the website.

The 2024-2025 goal is to increase relationships with partners and create new relationships as SoCal ROC becomes increasingly known.

Growth Area 3: Funding (JPA Solvency)

Administration will work with staff to explore ways to access as many resources as possible with a limited budget. This includes identifying equipment and workshops at discounted rates or free of charge. Staff seeks opportunities to participate in professional growth opportunities through venues such as LACOE where attending is free. Administration will continue monitoring the budget on a weekly basis to prevent staff from overspending. The Business Office will continue enforcing the annual budget freeze in spring. Staff uses a preventative maintenance approach to keep the facilities operating efficiently.

Growth Area 4: Professional Development

In the 2023-2024 school year, SoCal ROC plans to incorporate quarterly workshops on using data to drive decisions and instruction. Instructors are used to reviewing data as a part of the yearly curriculum review, but the goal is to support the day to day practice with the utilization of incorporating more formative assessments to drive practice. Most classes include 60% hands-on practice. Therefore, formative assessment is utilized currently. However, the plan to support instructors with improving the communication related to formative assessment. At any given point in time, SoCal ROC would like students to be able to articulate progress in class, the students' strengths, and growth areas rather than wait.

Link to Current Action Plan

Link to 2023 Action Plan