

# Chapter I. Institutional, Community, and Student Characteristics — Institution's Mission and Schoolwide Learner Outcomes

## **Narrative Description of School**

The Eden Area Regional Occupational Center and Program (EAROP) is one of 52 regional occupational centers and programs (ROCPs) in California, and one of three ROPs in Alameda County. The authority to establish an ROCP is under Education Code (EC) 52300. ROCPs are designed to serve the state's interests in providing quality career preparation and technical education. ROCPs demonstrate effectiveness as measured by the employment and completion success of its students (EC 52302.3). There are three distinct types of ROCPs in California: county-operated, Joint Powers Agreement (JPA), and single district. EAROP is a JPA which is a joint venture of four school districts and has a governing board made up of elected representatives from the boards of education of partner districts.

The EAROP JPA is comprised of four partner school districts: Castro Valley, Hayward, San Leandro, and San Lorenzo Unified School Districts. Our partner districts recognize the value in a regional delivery model for career technical education (CTE), as evidenced by our 50 years of providing CTE to the students in our partner districts.

EAROP specializes in CTE that both transforms student aspirations into reality and builds a pipeline of workforce talent for regional businesses.

One of the unique things about the Eden Area ROP is that we both provide CTE courses on the high school campuses of our partner districts and we run a CTE Center in Hayward where high school juniors and seniors take extended, three-hour CTE classes. Students who enroll in these Center classes spend half of their school day, at the ROP Center and the other half of their school day on their home high school campus. EAROP 540-hour courses are roughly divided 50%-50% between classroom and hands-on learning. Most classrooms have two settings; the first, a traditional classroom, the second, a working lab that parallels the work environment. Through Center classes, students master workplace knowledge, learn beginning skill competencies, participate in work-based learning experiences, develop leadership skills, and prepare for industry recognized certifications, as applicable.

## **School Address, Website, Branches, etc.**

The Eden Area Regional Occupational Program is located at 26316 Hesperian Boulevard in Hayward which is located in Alameda County, California. This is considered the East Bay sub-region of the San Francisco Bay Area. With a population at the 2020 census of 159,202, Hayward is the sixth largest city in the Bay Area and the thirty-seventh largest in California. Hayward is located primarily between Castro Valley and Union City and lies at the eastern terminus of the San Mateo-Hayward Bridge. The city was devastated early in its history by the namesake 1868 Hayward earthquake.

The EAROP website is [www.edenrop.org](http://www.edenrop.org)

As mentioned, the Eden Area ROP holds classes as part of the regular programming of its partner district high schools and at the ROP Center in Hayward. Below is a list of our partner schools in our JPA districts. The asterisked (\*) sites have ROP classes. All sites below send their students to the ROP Center.

#### **CASTRO VALLEY USD**

##### **Castro Valley High School\***

19400 Santa Maria Avenue  
Castro Valley, CA 94546-3400  
Phone (510) 537-5910

##### **Redwood Continuation High School**

18400 Clifton Way  
Castro Valley, CA 94546-0146  
Phone (510) 537-3193

#### **SAN LEANDRO USD**

##### **San Leandro High School\***

2200 Bancroft Avenue  
San Leandro, CA 94577-6108  
Phone (510) 618-4600

##### **Lincoln High (Continuation) School**

2600 Teagarden Street  
San Leandro, CA 94579-1222  
Phone (510) 667-3578

#### **HAYWARD USD**

##### **Hayward High School\***

1633 East Avenue  
Hayward, CA 94541-5314  
Phone (510) 723-3170

##### **Mt. Eden High School\***

2300 Panama Street  
Hayward, CA 94545-4662  
Phone (510) 723-3180

##### **Tennyson High School\***

27035 Whitman Road  
Hayward, CA 94544-4099  
Phone (510) 723-3190

##### **Brenkwitz High School**

22100 Princeton Street  
Hayward, CA 94541-3817  
Phone (510) 723-3160

#### **SAN LORENZO USD**

##### **Arroyo High School\***

15701 Lorenzo Avenue  
San Lorenzo, CA 94580-1407  
Phone (510) 317-4011

##### **San Lorenzo High School\***

50 East Lewelling Boulevard  
San Lorenzo, CA 94580-1732  
Phone (510) 317-3100

##### **East Bay Arts High School**

50 East Lewelling Boulevard  
San Lorenzo, CA 94580-1732  
Phone (510) 317-4411

##### **Royal Sunset High School**

20450 Royal Avenue  
Hayward, CA 94541  
Phone (510) 317-4411

##### **DICE**

750 Fargo Ave.  
San Leandro, CA 94579  
Phone (510) 317-4774

## History of School

The Eden Area Regional Occupational Center and Program (EAROP) was founded in 1971 to provide career and technical job training for youth and adults 16 years of age and older. The primary purpose in the establishment of California's ROCP's was to create a career educational delivery system that would serve all students, regardless of the geographic location of their residence or their school district of attendance.

From 1971 to 1991, EAROP served students from the Castro Valley, San Leandro and San Lorenzo Unified School Districts. In 1991, Hayward ROCP merged with EAROP to serve students from all four Unified School Districts. Currently, the EAROP serves seven comprehensive high schools, and six alternative education high schools and programs. Charter schools and the EAROP have also established relationships in past years for students to attend ROP classes.

The mission of the Eden Area ROP is to build a foundation for students that prepare them academically, technically, and professionally to meet challenging opportunities of the 21<sup>st</sup> Century with confidence and purpose.

## Description of Significant Developments

There have been a number of significant developments that have taken place since our last WASC review.

### COVID-19

The effects of the COVID-19 pandemic cannot be understated for a school like the Eden Area ROP. Our classes have both traditional classroom and laboratory areas that feature hands-on, experiential learning. The demands of distance learning create stress in a school like the ROP, in effect, forcing the instructors to teach with one hand tied behind their backs. EAROP instructors and staff have been innovative in adapting to distance learning, using Microsoft Teams and other online formats to provide instruction. Work-Based Learning took place with video conference guest speakers, virtual job tours, and even virtual internships. Some of the changes that took place because of the pandemic will remain as we return to normal.

### The Paradigm Shift

In 2013-2014, direct funding for ROPs was eliminated by the state. Under the Local Control Funding Formula (LCFF), funds that were earmarked for ROPs were included in the base funding for districts and county offices, and the requirement to use those funds for CTE was eliminated.

This funding shift represented an existential threat to ROPs. In some areas of California, cash-strapped school districts returned funds to their coffers, and ROPs were eliminated.

The Eden Area ROP Superintendent and management responded to this changed landscape with a novel approach. Rather than viewing ourselves as a dependent or an

appendage of the districts, we chose to see ourselves as leaders of the districts in all matters CTE.

Put simply, if a matter involved career development, we would seek to play a leadership role and take the burden of development and implementation off of the districts' shoulders. If we could do the work, we would.

During the last WASC report, this change was only a concept. Since then, the idea began its initial phases of implementation. There was no master plan, but rather, a change in philosophy. As new opportunities arose, the new paradigm became the lens for assessing work, as it repositioned the ROP into the role of an indispensable CTE partner for the districts.

We are pleased to report that this approach was successful. In essence, these changes opened up a third set of clientele. In addition to having the ROP Center in Hayward and our courses at the school sites, we viewed the districts themselves as preferred clients. Through this approach, relationships with districts have strengthened and collaborative programming has grown.

Districts appreciated the events, grant writing, and staffing that were led by the ROP. As an example, we saw that upper-level district CTE management were usually tasked with an exhaustive number of other administrative responsibilities. Expert leadership by the ROP took the burden off of these staff, allowing them to focus on other matters. Additionally, ROP Work-Based Learning experts supported teachers and students directly, gaining their appreciation. Grants were written as a collaborative, increasing district CTE funding. Through this process, we grew relationships, increased CTE expertise, decreased district burdens, and built community.

Throughout this section, we will highlight with an asterisk (\*) the many aspects of our "paradigm shift."

### **Structural Changes**

Structural changes involve changes in the way that the Eden Area ROP organizes itself and its relationships with its JPA districts and key partners.

- **Renegotiated JPA\***: Superintendent Linda Granger renegotiated the memoranda of understanding that form the basis of Joint Powers Agreement (JPA) with our partner school districts, the Castro Valley, Hayward, San Leandro, and San Lorenzo Unified School Districts. In light of loss of direct funding from the California Department of Education, these JPA MOUs are the bedrock agreements that underlie the Eden Area ROP and will be in place through 2028.
- **Work-Based Learning Program\***: Over the past five years, the ROP has built an Eden Area-wide Work-Based Learning program that serves the ROP and our Eden Area school districts. As a whole, the group works with nearly 1,000 partners and has facilitated over 30,000 Work-Based Learning activities for students each year.

- **Educational Services Revision\***: Changes in staffing have required tinkering with our Educational Services Management structure to best serve our teachers, students, and key collaborative partners in the Eden Area.
- **Adult Education**: Eden Area ROP has built a strengthened Adult Education program. This process was augmented by the development of a Director of Adult Education position and our assumption of the Construction Craft Training Center (CCTC) program. CCTC brought a fully developed Electrical Education program to our ROP Center in Hayward, and satellite site in Turlock.
- **Relationship with Chabot College and California State University, East Bay\***: Career pathways often demand continued education and completion in Institutions of Higher Education. In our case, we work with two key partners, Chabot College and CSU East Bay. Chabot College is located across the street from the ROP and collaborates with the ROP on a number of initiatives, such as work with counselors and articulations. CSU East Bay is the lead agency on the Hayward Promise Neighborhood grant, and also works with individual pathways in advisories and work-based learning. The ROP helps broker relationships with both of these institutions of higher education.

## Educational Services

Educational Services provides the core services through instruction and assessment of all of our students. This is the heart of our program. At the Hayward ROP Center, courses are three-hours per day over a 180-day period. At our partner school sites, they fit into the standard academic program.

- **11 Elements adherence\***: Since the last WASC report, the 11 Elements of High-Quality Career Technical Education Implementation has become our guiding document in terms of program implementation and improvement. All of our teachers assess themselves according to this document and determine focus areas. The ROP also worked with district administrators and teachers to understand, plan, and improve their implementation of the 11 Elements.
- **A-G Increase**: During the past years, we worked with our instructors to make almost all of our courses A-G certified. This makes these classes “college prep,” and improves the quality of classroom instruction, as well as the demands upon student work.
- **Articulation Increase\***: A major emphasis has been to increase the number of courses that are articulated with Chabot and other community colleges. Most of our first-year courses offer an articulation and a few of our second-year courses are articulated, as well. Additionally, we have coordinated both articulation development and reporting (CATEMA) with the districts.
- **Course Outlines/CalPADs codes\***: In order to stay current, our 1080-hour courses have been split into 2 one-year courses, each 540 hours long. Teachers have updated course outlines to reflect this new sequence. Additionally, we worked with the districts to ensure that their course outlines and CalPADs codes were aligned with the CTE standards and consistent with each other.

- **Course Highlights:** A number of our courses have had significant developments over the years. Below are a few examples:
  - **Automotive Collision and Refinishing:** This course won a major Collision Repair Education Fund grant to update its equipment and provide new shop tools.
  - **Automotive Technology:** This course is now NATEF certified, which aligns it with ASE certification.
  - **Cyber Security:** This course has been restructured to emphasize cyber security and to prepare students for the growing need of cyber security professionals.
  - **First Responders:** This course has created a strong partnership with the Hayward Fire Department. The course is co-taught with a retired HFD captain and trains regularly with HFD professionals.
  - **Medical Careers:** This has become our most popular class, in line with the hiring needs of Alameda County health providers. This course has a partnership with the FACES to the Future program and Tiburcio Vasquez Health Center.

### Promotion and Outreach

Promotion and outreach have been a major emphasis of the ROP since our last WASC report. We are deeply conscious that students have other choices, and we need to reach out to all of stakeholders, including students, parents, partner districts, and business members.

- **Sophomore Tours:** Sophomore Tours are a cornerstone of our recruitment efforts, where sophomores from all of our JPA high schools receive a tour of the Eden Area ROP facilities as well as information on signing up for classes.
- **PR Materials:** The Eden Area ROP developed a multi-faceted approach to promote its value to community stakeholders.
  - Our **Annual Report** is a summary of our programs and given out at a variety of public events.
  - The **Business Partners Breakfast\*** annually honors approximately 200 local business leaders who work the ROP, as well as a dozen chosen Business Partners of the Year. Each of the districts and our Chamber of Commerce partners contributed to this event, turning this into a shared celebration.
  - The EAROP created 14 **short videos** (one for each Center class); an introduction, and a how to enroll video. These videos can be accessed from our website under the tab, "Virtual ROP Tour," and are showed to students as part of our Sophomore Tours.
- **Middle School Summer Program\*:** A unique aspect to our recruitment program has been our Middle School Summer Program. This two-week summer camp introduces students to four different pathways at the ROP through engaging, hands-on experiences. Approximately 200 students have participated in this program each year. Districts have partnered in the Middle School Summer Program to enhance their summer programming and

introduce middle school students to career pathways--at the ROP and in their districts.

### **Funding\***

Funding serves a variety of purposes. Of course, it serves to seed and develop career pathways at the ROP. Equally as important, grants provide the sinew that solidifies our JPA partners with each other and our community partners. The CCPT, CTEIG, and Strong Workforce Program initiatives are the primary vehicles for group funding.

- **CCPT Grant\***: Eden Area ROP, in collaboration with its districts and Chabot College, won a \$5.8 million California Career Pathway Trust Grant. This grant supported 15 different career pathways at the ROP Center and the four district's comprehensive high schools.
- **CTEIG\***: Since its funding by the California Department of Education, the Eden Area ROP has won Career Technical Education Incentive Grants every year in which they have been offered. The ROP submits CTEIG grants on behalf of itself and its four partner school districts: Castro Valley, Hayward, San Leandro and San Lorenzo USDs. This not only provides funding for the ROP and the districts to support and improve their CTE programs, but just as importantly, it solidifies our relationship with our JPA partners.
- **Strong Workforce Program\***: Similar to CTEIG, the Eden Area ROP has played a lead role in obtaining funding through the Strong Workforce Initiative. Combined, these six SWP initiatives have brought approximately \$6 million to career pathway development in the Eden Area.
  - **Round 1-Pathway Alignment and Strategic Support (PASS)**: PASS is being implemented during the 2019-2020 and 2020-2021 school years. The grant focuses on pathway collaboration and alignment with Chabot College, transitioning both into and out pathways, early college credit and work-based learning.
  - **Round 2-Strategic Support for Special Populations (SSSP)**: SSSP is being implemented during the 2020-2021 and 2021-2022 school years. The grant focuses on the neediest (poverty and other factors) of pathway students and will provide case management, supplemental services and work-based learning activities.
  - **Round 2-Design It, Build It (DIBI)**: DIBI is being implemented during the 2020-2021 and 2021-2022 school years. The grant focuses on non-traditional students being recruited for Engineering and Advanced Manufacturing pathways. The grant provides for new equipment and high interest work-based learning activities that attract and engage non-traditional students.
  - **Round 3-Serving Underserved Populations (SUP)**: SUP is being implemented during the 2021-22 and 2022-23 school years. This grant continues the work begun in SSSP, by extending service to more students in more pathways. SUP will also coordinate with the ROP's WIOA grant.
  - **Round 3-Health 2.0 (Health)**: Health is being implemented in the 2021-2022 and 2022-23 school years. This grant will work to resuscitate the Health pathways which are our highest enrolled pathways, but

have been stymied by the Coronavirus pandemic. Moreover, these pathways will likely be the slowest to rebound in terms of WBL and community involvement.

- **Round 3-Business, Ownership, and Management for Students**

**(BOM):** BOM is being implemented in the 2021-22 and 2022-23 school years. BOM will work with our Business pathways to improve curriculum alignment, increase English Learner Support and improve connections to the working world through a region-wide pitch competition.

- **Workforce Innovation and Opportunities Act:** During the 2019-2020 and 2020-2021 school years, the Eden Area ROP implemented a grant that provided case management and supplemental services for some of our neediest students. WIOA also provides for a designated internship for students which is rewarded with a \$1,000 scholarship.
- **Hayward Promise Neighborhood Grant:** Through CSU East Bay, the Eden Area ROP is a key partner in their Promise Neighborhood grant, in K12, Adult Education and Work-Based Learning.
- **Other Small Grants:** There have been a number of other small grants that have supplemented program over the years. These grants helped individual programs by providing cornerstone activities (Water Grant with Construction Technology), provided key tools and equipment (Collision Repair Education Fund for Auto Collision), provided transportation funds (ACSA for SkillsUSA), provided an infusion of funds for a new wrinkle on an initiative (ACSA for the Business Partner Breakfast) or provided needed funds so students can engage in summer internships (Eden Health District for needy Medical Education students).

## Adult Education

When the last WASC report was written, the Adult Education Department did not exist. At that time, two courses were taught during the evening; Medical Careers and Welding; with some students joining the Dental Assisting courses during the day. Our nascent Adult Education courses used the same curriculum as the daytime programs; except our audience was adults, the time was evening, and the program was fee-based. In addition, the Department of Developmental Services partnered with the Eden Area ROP to establish a competency-based training program for all direct support staff who are working in licensed community care facilities. The DSP Training is based upon core competencies and skills necessary for satisfactory job performance.

Adult Education is an extension of our main program that is taught during the school day. For the most part, Adult Education follows the same policies, procedures, and system that will be reported throughout this WASC report. Where there are differences or additions concerning Adult Education, we have added them throughout the report.



There are two significant changes that have grown our Adult Education efforts over the last six years. First, the Hayward Promise Neighborhood (HPN) grant paid for the fees for a number of Adult Education participants from the Jackson Triangle neighborhood of Hayward. HPN effectively guaranteed a level of marketing and participation, resulting in increased enrollment for our courses. Second, the Construction Craft Training Center (CCTC) merged its Electrical program with the ROP, creating both daytime and evening courses, as well as remote programs. The CCTC merger effectively added another layer to our Adult Education offerings.

### **In summary**

There have been a great number of changes over the past years, since our last WASC visit. We have dealt with the COVID-19 pandemic, turned an existential threat into an asset, and improved the implementation of our programs. These changes have required profound changes in structure, funding, core services and promotion.

### **List of Specific Changes in Programs**

Many of the program changes are listed in the previous section. Specifically, the Eden Area ROP has done the following:

- Eliminated the Floral class
- Eliminated the Graphics Arts class
- Revised the Computer course into a Cyber Security class.
- Revised the EMT course into a First Responders (Fire Science/EMT) class
- Revised the ROP Center Public Safety Course to include Law, Forensics & Public Safety
- Grown Medical Assisting classes
- Developed Criminal Justice pathway at San Lorenzo High School
- Developed a Sports Medicine pathway at Mt. Eden High School
- Expanded the Entrepreneurship program at Mt. Eden and Tennyson High School

### **ADULT EDUCATION**

- Added adult evening electrical classes for state mandated continuing education classes for electricians to maintain an active electrical trainee (ET) card
- Added adult electrical day program for students interested in receiving 576 hours of training recognized by the state as a training program (school #109)

### **Student Demographics**

#### **Enrollment**

The following table reflects the unduplicated count of students who registered and attended an EAROP course for any amount of time within the school year. With three of our four partner districts in declining enrollment, maintaining overall enrollment is a challenge. The impact on enrollment due to the pandemic is also a concern.

<b>Total Enrollment Across Locations</b>			
<b>Year</b>	<b>Secondary</b>	<b>Postsecondary</b>	<b>Total</b>
<b>2020-2021</b>	4,807	1,901	7,286
<b>2019-2020</b>	4,660	2,014	6,674
<b>2018-2019</b>	5,341	2,149	7,490
<b>2017-2018</b>	4,991	511	5,502
<b>2016-2017</b>	4,241	577	4,818
<b>2015-2016</b>	4,157	507	4,664

The table above illustrates our overall enrollment over time. While we have been on a path of adding additional sections to our high school programs, declining enrollment in our feeder high schools has strained our efforts, necessitated that we focus on maintaining our programs. Our adult program enrollment has suffered during the pandemic, as we have had to limit our class size to allow for physical distancing.

<b>Center Program Enrollment by District Over Time</b>						
	<b>20-21</b>	<b>19-20</b>	<b>18-19</b>	<b>17-18</b>	<b>16-17</b>	<b>15-16</b>
CVUSD	19	46	49	45	52	46
HUSD	232	330	299	294	334	299
SLUSD	117	95	109	99	72	95
SLZUSD	210	287	292	248	255	291
Other	0	1	1	2	20	9
<b>Total</b>	<b>578</b>	<b>759</b>	<b>750</b>	<b>688</b>	<b>733</b>	<b>740</b>

The biggest decline in high school enrollment has been in the classes offered at the Hayward Center. These classes are three-hour courses in which high school students choose to spend half of their school day. Converting our typically project-based, hands-on classes into virtual programs was a challenge. Also, our feeder districts experienced greater than normal enrollment fluctuations during the 2020-21 pandemic school year.

## Center Enrollment by High School 2020-2021

School	District	Total
Arroyo High	SLzUSD	110
Brenkwitz	HUSD	12
Castro Valley High	CVUSD	18
DICE	SLzUSD	8
East Bay Arts	SLzUSD	5
Hayward High	HUSD	84
Hayward Independent Study	HUSD	2
Mt. Eden High	HUSD	63
Redwood	CVUSD	1
Royal Sunset	SLzUSD	12
San Leandro High	SLUSD	117
San Lorenzo High	SLzUSD	75
Tennyson High	HUSD	71
<b>Total</b>		<b>578</b>

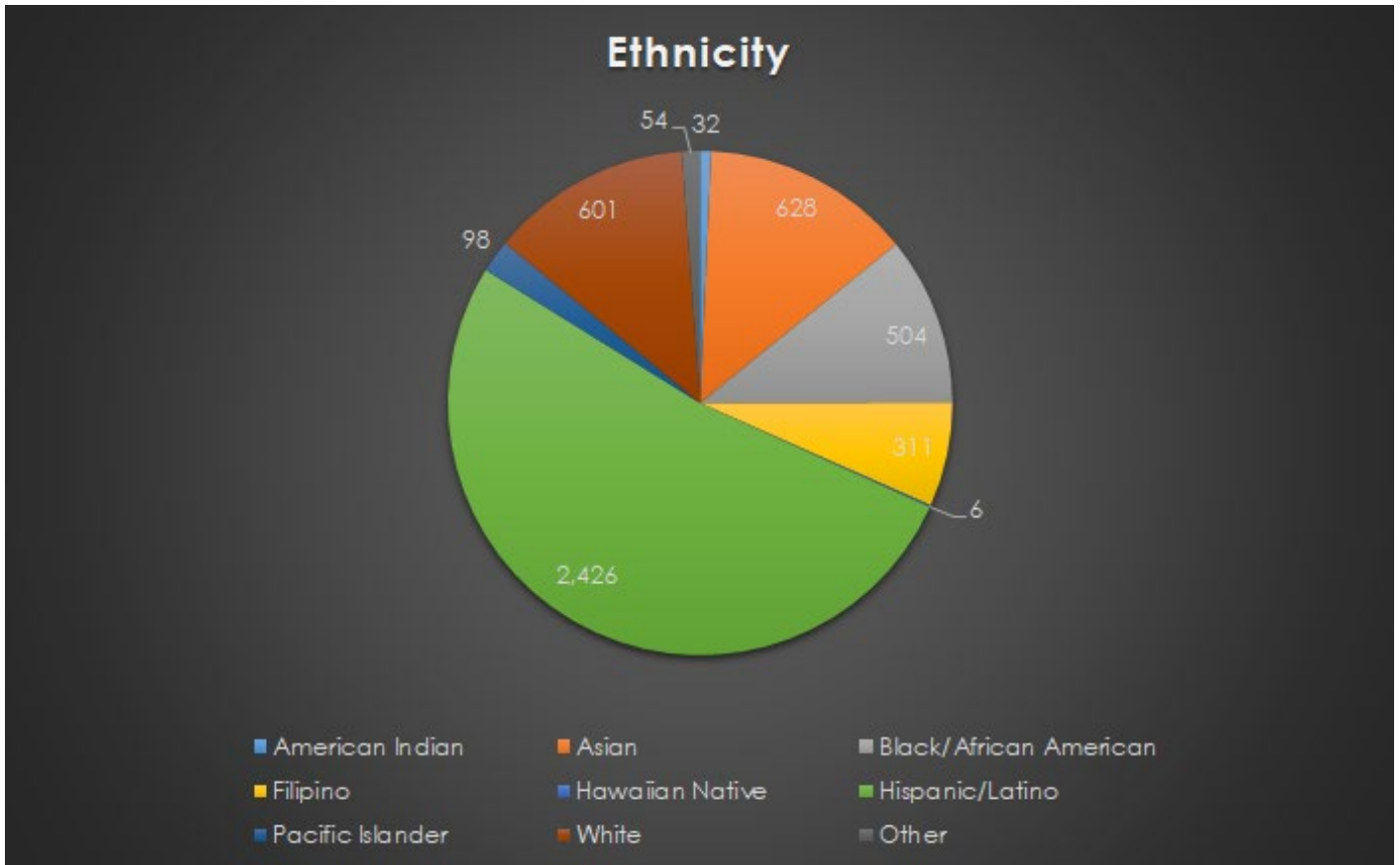
When we look at enrollment by high school, San Leandro and Arroyo High School send the most students to the Center programs. Castro Valley students only participate in the afternoon programs at the Center. San Lorenzo and Hayward Unified School Districts are in declining enrollment, as is evidenced by the decreasing numbers of students enrolling in the Center programs.

## Total Enrollment (Center and High School Programs) by School

SCHOOL	DISTRICT	2020-2021	2016-2017
Arroyo High	SLzUSD	625	294
Castro Valley High	CVUSD	1,168	574
Hayward High	HUSD	620	526
Mt. Eden High	HUSD	570	371
San Leandro High	SLUSD	995	699
San Lorenzo High	SLzUSD	541	480
Tennyson High	HUSD	288	276
<b>Total</b>		<b>4,807</b>	<b>3,220</b>

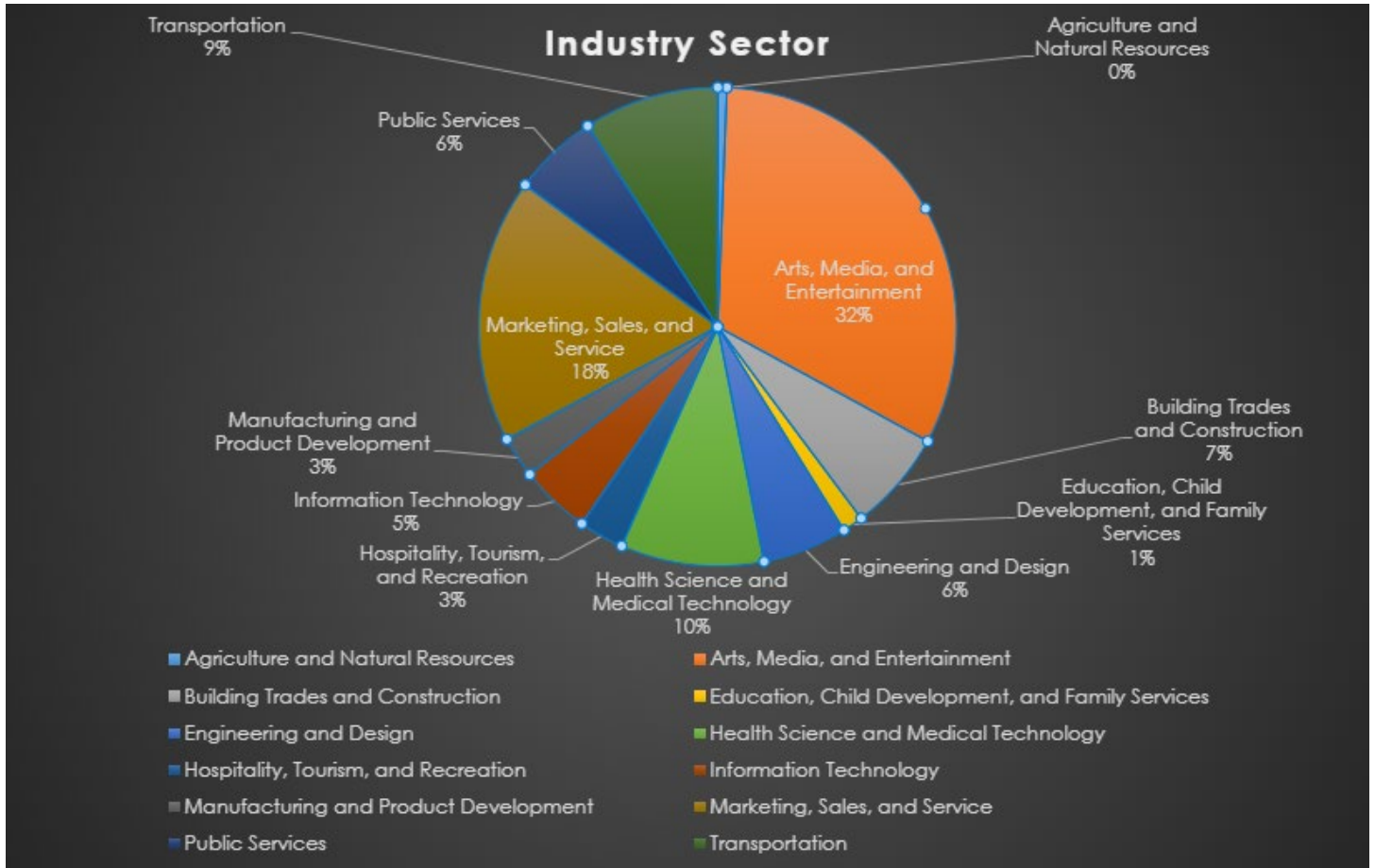
While the enrollment in the center programs is declining, we have been able to increase our overall enrollment in Career Technical Education with the programs offered on the high school campuses. These courses are only one hour in length and therefore, more easily accessible to students.

## Enrollment by Ethnicity



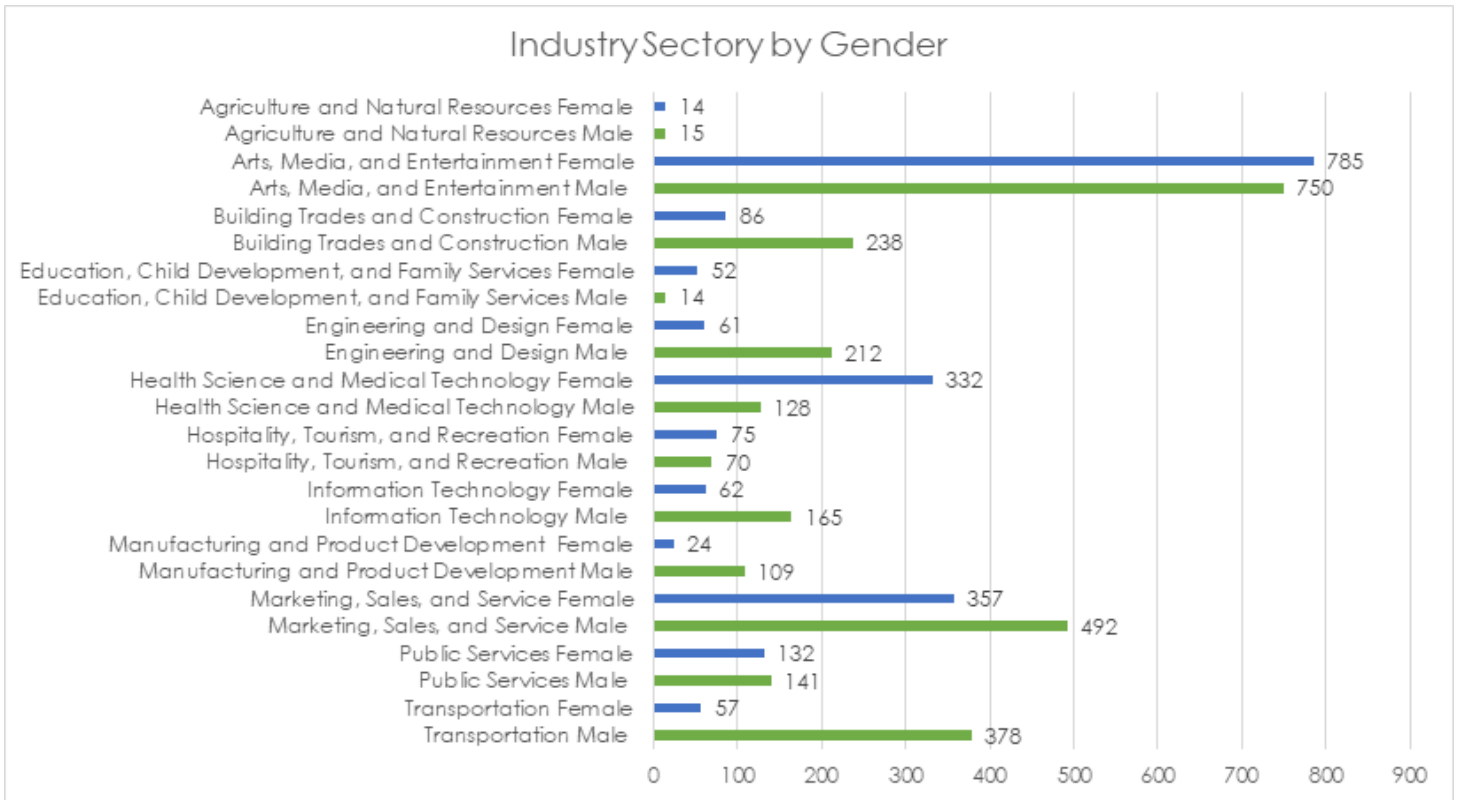
Much like our feeder districts, our largest ethnic enrollment is our Latinx student population, followed by our Asian and white students.

## Enrollment by Industry Sector



When we look at CTE enrollment by industry sector, the most popular sector chosen by students are the pathways in Arts, Media and Entertainment sector, followed by Marketing, Sales, and Services sector. These sectors involve programs that are offered on multiple high school campuses and are an hour in length each day.

## Enrollment by Sector and Gender



When we look at sector enrollment by gender, we see the typical breakdown in the various sectors.

## District enrollment data

As a JPA, the Eden Area ROP reflects our districts' enrollment patterns. Below is a longitudinal view of our districts' enrollment, by ethnicity.

### Eden Area School Districts Enrollment, by Ethnicity

		<b>Castro Valley USD</b>								
		<b>Total</b>	<b>African American</b>	<b>Native American</b>	<b>Asian</b>	<b>Filipino</b>	<b>Latinx</b>	<b>White</b>	<b>2 or more</b>	<b>Not Reported</b>
<b>2020-2021</b>		9,203	4.9%	0.1%	29.5%	4.6%	23.4%	24.3%	10%	2.8%
<b>2015-2016</b>		9,366	6.1%	0.3%	24.6%	4.5%	23.5%	29.9%	9.5%	1%
		<b>Hayward USD</b>								
		<b>Total</b>	<b>African American</b>	<b>Native American</b>	<b>Asian</b>	<b>Filipino</b>	<b>Latinx</b>	<b>White</b>	<b>2 or more</b>	<b>Not Reported</b>
<b>2020-2021</b>		21,638	7.8%	0.2%	8.4%	7%	64.7%	4.5%	4%	0.4%
<b>2015-2016</b>		22,846	10%	0.4%	7.9%	6.9%	62.8%	5.6%	2.6%	0.7%

		<b><u>San Leandro USD</u></b>							
	<b>Total</b>	<b>African American</b>	<b>Native American</b>	<b>Asian</b>	<b>Filipino</b>	<b>Latinx</b>	<b>White</b>	<b>2 or more</b>	<b>Not Reported</b>
<b>2020-2021</b>	8,828	11.7%	0.2%	17%	6.6%	48.6%	8%	5.3%	1.5%
<b>2015-2016</b>	8,560	14%	0.3%	15.4%	7.8%	47.7%	9.3%	3.9%	0.2%

		<b><u>San Lorenzo USD</u></b>							
	<b>Total</b>	<b>African American</b>	<b>Native American</b>	<b>Asian</b>	<b>Filipino</b>	<b>Latinx</b>	<b>White</b>	<b>2 or more</b>	<b>Not Reported</b>
<b>2020-2021</b>	10,528	8.2%	0.3%	16.1%	6.7%	56.6%	6.7%	3.1%	0.7%
<b>2015-2016</b>	11,965	11.2%	0.4%	13.6%	7%	55.8%	8.5%	1.8%	0.4%

Eden Area school district population reflects several trends. Overall population of the combined districts dropped from 52,737 to 50,197. Grade level analysis shows diminishing populations at 9<sup>th</sup> and 10<sup>th</sup> grades, magnifying this trend. The Latinx student population is our majority and continues to grow. The Asian population continues to grow. The White and African American populations are decreasing. Hayward USD is by far our largest district, easily equalling two of the other three districts, combined.

### **Governance Structure**

As a JPA, the Eden Area ROP is governed by a Board of Directors consisting of one appointed trustee from each of our partner districts, the Castro Valley, Hayward, San Leandro, and San Lorenzo USDs. Each of these Board members engages in ROP governance in addition to their roles within their home districts. Typically, ROP Board members have an interest in career development and take an active interest in the students from their home districts who attend ROP programs. Pre COVID-19, the Governing Board met monthly at the ROP Center in Hayward. The Board oversees all fiscal, personnel, and policy matters.

While the JPA agreement provides the basic structure between the districts and the ROP, the ROP signs annual Memoranda of Understandings with each district which include annual financial, program, grants, and staffing agreements. Additionally, the Superintendent meets with the districts' Superintendents several times each year, and communicates as needed, to coordinate programs.

### **Schoolwide Learning Outcomes (SLOs)**

Eden Area ROP School-wide Learning Outcomes reflect a Board determined subsection of the Knowledge and Performance Anchor Standards found in the Model Curriculum Standards.

School-wide Learning Outcomes for the school include:

<b>School-wide Learning Outcomes (SLO)</b>	
<b>Upon Graduation:</b>	Students successfully completing courses through Eden Area Regional Occupational Program will:
<b>1. Demonstrate appropriate work ethic through:</b> <ul style="list-style-type: none"><li>Acting as a responsible citizen in the workplace and the community</li><li>Modeling integrity, ethical relationships, and effective management</li></ul>	
<b>2. Demonstrate career and college preparation through:</b> <ul style="list-style-type: none"><li>Applying appropriate technical skills and academic knowledge</li><li>Developing an education and career plan aligned to personal goals</li><li>Applying technology to enhance productivity</li><li>Practicing personal health and understanding financial literacy</li></ul>	
<b>3. Demonstrate effective communication through:</b> <ul style="list-style-type: none"><li>Communicating clearly, effectively, and with reason</li><li>Working productively in teams while integrating cultural/global competence</li></ul>	
<b>4. Demonstrate critical thinking skills through:</b> <ul style="list-style-type: none"><li>Utilizing critical thinking to make sense of problems and persevere in solving them</li></ul>	

Instructional Staff reviewed SLO #1 and #2 to identify means in which they are addressed in their classes. The staff met in small groups to discuss how their students demonstrate work ethic and college and career preparation. All of the staff members identified methods used in their classroom or at internship sites as evidence of students meeting the school-wide learning outcomes. Through various role plays, demonstrations, interviews, teamwork etc., teachers instruct and assess students' mastery of our SLOs. Our next step is a Student Information System in which we can systematically track our students progress.

### **Total number and Types of Programs Offered and Number of Students in Attendance**

EAROP offers over 80 classes within eleven of the fifteen industry sectors classified by the California Department of Education. Industry sectors include:

- Arts, Media and Entertainment
- Building Trades and Construction
- Education, Child Development and Family Services
- Engineering and Design
- Health Sciences and Medical Technology



Hospitality, Tourism and Recreation  
 Information Technology  
 Manufacturing and Product Development  
 Marketing, Sales and Services  
 Public Services  
 Transportation

<b>Number of Eden Area ROP Classes and Sections</b>		
<b>Year</b>	<b>Number of Classes</b>	<b>Number of Sections</b>
2020-2021		
2019-2020	86	221
2018-2019	87	231
2017-2018	85	227
2016-2017	50	179
2015-2016	49	182

While we have been on the path of adding classes and sections, enrollment shifts have resulted in the need to decrease offerings in the 19-20 school year.

**Adult Students Served**

<b>2020-2021</b>			<b>2019-2020</b>			<b>2018-2019</b>		
<b>Classes</b>			<b>Classes</b>			<b>Classes</b>		
Electrical	Night Fall'20	258	Electrical	Night Fall'19	411	Electrical	Night Fall'18	377
Electrical	Night Winter'21	345	Electrical	Night Winter'20	391	Electrical	Night Winter'19	379
Electrical	Night Spring'21	268	Electrical	Night Spring'20	289	Electrical	Night Spring'19	367
Electrical	Day class	45	Electrical	Day class	41	Electrical	Day class	30
Electrical	Continuing Ed	32	Electrical	Continuing Ed	55	Electrical	Continuing Ed	40
CMA	Fall'20	31	CMA	Fall'19	24	CMA	Fall'18	48
CMA	Spring'21	N/A	CMA	Spring'20	24	CMA	Spring'19	N/A
Dental	Fall'20	N/A	Dental	Fall'19	N/A	Dental	Fall'18	12
Dental	Spring'21	15	Dental	Spring'20	9	Dental	Spring'19	6
Welding	Fall'20	11	Welding	Fall'19	8	Welding	Fall'18	10
Welding	Spring'21	N/A	Welding	Spring'20	N/A	Welding	Spring'19	10
	<b>Total</b>	<b>1,005</b>		<b>Total</b>	<b>1,252</b>		<b>Total</b>	<b>1,279</b>
DSP	Christovale	500	DSP	Christovale	396	DSP	Christovale	422
DSP	Hill	337	DSP	Hill	325	DSP	Hill	448
DSP	Faryna	59	DSP	Faryna	41	DSP	Faryna	N/A
	<b>Total</b>	<b>896</b>		<b>Total</b>	<b>762</b>		<b>Total</b>	<b>870</b>
	<b>Grand Total</b>	<b>1,901</b>		<b>Grand Total</b>	<b>2,014</b>		<b>Grand Total</b>	<b>2,149</b>

RSI Apprenticeship Hours		RSI Apprenticeship Hours		RSI Apprenticeship Hours	
NorCal Elevator apprenticeship	0	NorCal Elevator apprenticeship	9,668	NorCal Elevator apprenticeship	13,261
ABC Apprenticeship	44,660	ABC Apprenticeship	37,067	ABC Apprenticeship	50,000

Our adult classes enrollment was essentially reduced to half capacity during the 20-21 school year due to the restrictions on class size due to the pandemic. Our Direct Support Professional (DSP) program was able to expand as we provided the training online and people from a broader geographical region were able to enroll.

### Typical Class Size for Teachers

The typical class size target is a 25:1 student to teacher ratio. Class sizes may vary depending on safety needs and interest in the programs.

Staffing demographics reflect our expansion of Adult Education and our revised course offerings with school districts.

### Types of Certificates Awarded

**Auto Refinishing:** PPG, ICAR, ASE, S/P2

**Automotive Technology:** S/P2, ASE

**Careers in Education:** CA Child Development Permit, Basic Life Support and CPR, First Aid Infant and Child, Automated Electronic Defibrillator

**Culinary Science:** Servsafe Food Handler's Certification

**Cybersecurity:** CompTIA A+, CISCO CCNA Cyber Ops Certification

**Dental Assisting:** Infection Control Certification, X-ray Certificate

**First Responders Fire Science and EMT:** Basic Life Support, CPR, First Aid, Automated External Defibrillator, Community Emergency Response Team

**Medical Careers:** Basic Life Support, CPR, Medical Assistant Certificate, NHA Preparation for CCMA and CET

**Welding and Metal Fabrication-**Welding and Materials Joining

### Total Number of Administrative and Teaching Staff Members

The typical class size target is a 25:1 student to teacher ratio. Class sizes may vary depending on safety needs and interest in the programs.

Staffing demographics reflect our expansion of Adult Education and our revised course offerings with school districts.

## Staffing—Administration and Support

TYPE	FULL-TIME	PART-TIME
MANAGEMENT	6	0
CLASSIFIED	17	0
CLASSIFIED ADULT ED	2	0

## Staffing—Instruction

TYPE	FULL-TIME	PART-TIME
SECONDARY	25	3
ADULT EDUCATION	2	3

## Calendar System Used

The annual school calendar follows a traditional semester system balanced between the four districts we serve. Some classes are open entry, where students can enroll at the semester break or at any time of the year. Certain programs, particularly those with State Board Licensing, are scheduled to reflect the hours required by the State of California. Secondary programs that are offered on the high school campuses follow their high schools' master schedule and are either one or two semester programs, meeting one period per day.

## Typical Load for the Average Student

Eden Area ROP students are juniors and seniors, formally enrolled at one of the high schools in the Castro Valley, Hayward, San Leandro, and San Lorenzo USDs. Typically, these districts have students enroll in six courses per day. Students taking courses at the ROP Center in Hayward usually spend half of their day at the ROP campus.

## Community Information

### Description of Geographic Area:

Alameda County is located in the east San Francisco Bay area. Alameda County public schools serve over 222,000 students each year. A 2014 analysis by *The Atlantic* found Alameda County to be the fourth most racially diverse county in the United States.

The Eden Area of Alameda County, which is located from the southern Oakland border to the south Hayward border and eastward to the Castro Valley hills, is largely comprised of bedroom communities and working-class residents. Over 265,000 people call the Eden Area home. The four Eden Area school districts (Castro Valley, Hayward, San Leandro, and San Lorenzo) serve over 50,000 students overall and over 16,000 students in their high school programs. There are seven comprehensive high schools

and a number of alternative sites that feed the Eden Area ROP. While ROP classes draw upon different student interests, EAROP's demographics reflect the diversity of the Eden Area/mid-Alameda County and its working-class roots. The statistics below reflect Eden Area high school and EAROP demographics:

<b>Demographic Group</b>	<b>Eden Area School Districts</b>	<b>Eden Area ROP</b>
<b>African American</b>	11%	13%
<b>Asian</b>	16%	4%
<b>Filipino</b>	8%	4%
<b>Hispanic/Latino</b>	51%	70%
<b>White</b>	14%	9%

### **Population Area and Characteristics Served by the Eden Area ROP**

The students enrolled in the programs at the ROP Center come from our four partner districts with demographics as stated below:

#### **Castro Valley Unified District Demographics:**

The Castro Valley Unified School District is located in the unincorporated town of Castro Valley in Alameda County. It is a suburban district situated south of the city of Oakland and about 30 minutes southeast of San Francisco. The district serves over 9,200 students in 13 school sites. There are nine K-5 elementary schools, two 6-8 middle schools, one comprehensive high school (Castro Valley High School), and one alternative high school (Redwood High School).

#### **Demographics**

The District's student population is 23% Latinx, 5% African American, 30% Asian, 24% White, 5% Filipino, and .4% Pacific Islander.

#### **Hayward Unified School District Demographics**

The Hayward Unified School District is comprised of 21 Elementary schools, 5 Middle schools, 3 High schools, an Alternative High School, Adult Education Center and Helen Turner Children's Center for pre-school children. The district serves over 21,000 students in grades K-12 who interact with teachers in Hayward Unified's classrooms each day and bring with them diverse cultures, heritages, languages, and economic conditions. Hayward Unified School District offers many educational opportunities to our students. Our alternative high school, independent study and Home-Schooling programs support students who prefer a non-traditional setting. The district provides our students with a safe learning environment, opportunity and support to attain high academic achievement and skills for our students to graduate and become contributing members of our democratic society.

#### **Demographics**

The District's student population is 65% Latinx, 8% African American, 8% Asian, 5% White, 7% Filipino, and 1% Pacific Islander.

## San Leandro Unified School District Demographics

The San Leandro School District consists of 12 schools serving approximately 8,800 students in grades K-12. The District is organized into eight elementary schools (K-5); two middle schools (6-8); and one comprehensive high school (9-12) that - is comprised of two separate campuses. In addition, the District has Lincoln Alternative High School with an independent study program serving more than 200 students; and a comprehensive adult education program, the San Leandro Adult School, serving approximately 4,000 people annually. Students are taught by 500 highly qualified teachers and supported by 250 dedicated classified personnel.

### Demographics

The District's student population is 49% Latinx, 12% African American, 17% Asian, 8% White, 7% Filipino, and 1% Pacific Islander.

## San Lorenzo Unified School District Demographics

The San Lorenzo Unified School District is one of the oldest continuously operating school systems in California. Organized in 1859, the District has maintained a close and respected relationship with the San Lorenzo, San Leandro and Hayward communities. Spanning the 156 years since its inception as a one room schoolhouse to today's 19 school sites (including two charter schools), San Lorenzo has consistently promoted excellence in education and service to its students and community.

### Demographics

The district has an enrollment of approximately 10,500 students in grades K-12. Student enrollment consists of 57% Latinx, 8% African American, 16% Asian, 7% White, 7% Filipino, and 2% Pacific Islander.

### Anticipated changes in demographics

Prior to the pandemic, two districts; Hayward and San Lorenzo were in declining enrollment, with Castro Valley starting to see declines as well. However, overall enrollment in CTE classes had remained steady. Engaging all students in online learning was challenging, in spite of outreach efforts to locate students and make sure they had the resources they need. This has created some uncertainty in enrollment for the 2021-2022 school year.

As a Joint Powers Agreement with four districts, identifying a Student Information System that will meet our needs continues to be a challenge. Since our last self-study visit, we have tried two different systems and neither of them have been able to meet our needs. The first system, Aeries, is used by three of our four districts, so we thought they would be a good choice. After a year of trying, they could not make their system work for us. We were forced to select a new system when we learned that the program we were using, Socrates, would no longer be operating in the 2020-21 school year. This time, we selected Orbund, a system that is targeted toward post-secondary education, thinking this would be a better fit for us. While a system targeted toward post-secondary education may be the solution, our current system is severely lacking in terms of

promised capabilities and actual performance. Unfortunately, we are once again in the process of identifying a new Student Information System.

### Individualized Education Plans--IEPs

The EAROP collects data on Individualized Education Plans, or IEPs, from school site counselors. Students enrolled in the Center programs have tended to consist of approximately 20% of the population at the Center.

### Eden Area ROP IEP Data: 2015-2021

Schools	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Arroyo High School	37	32	37	24	28	21
Brenkwitz High School	0	3	7	14	7	2
Castro Valley High School	6	10	13	15	17	5
DICE	4	3	4	2	3	1
East Bay Arts	1	0	1	0	0	2
Hayward High School	8	18	22	15	18	13
Mt. Eden High School	6	10	11	22	15	9
Redwood High School	0	1	2	3	0	3
Royal Sunset Continuation High School	1	3	2	1	0	2
San Leandro High School	18	21	34	32	29	33
San Lorenzo High School	8	19	16	22	29	19
Tennyson High School	6	5	6	8	8	6
<b>Total IEPs</b> <i>(Beginning of Semester 1)</i>	<b>95</b>	<b>125</b>	<b>155</b>	<b>158</b>	<b>154</b>	<b>116</b>

Arroyo High School, in addition to sending the most students to the center, sends the most students with IEPs, accounting for 39% of our students with IEPs.

<b>Early College Credit Enrollment Data</b>					
<b>DISTRICT</b>	<b>2020-2021</b>	<b>2019-2020</b>	<b>2018-2019</b>	<b>2017-2018</b>	<b>2016-2017</b>
CVUSD	332	296	355	243	155
HUSD	201	170	264	40	21
SLZUSD	207	195	210	206	256
SLUSD	388	203	699	185	127
EAROP	396	444	414	228	120
<b>Total</b>	<b>1524</b>	<b>1308</b>	<b>1942</b>	<b>902</b>	<b>679</b>

In an effort to support the students in meeting the college and career readiness indicator, we have focused on ensuring our courses provide the students the opportunity to earn early college credit. We have more than doubled the number of students who earn college credit since 2016-2017.

**Work-Based Learning**

In terms of work-based learning experiences, our California Career Pathway Trust (CCPT) work, combined with more scrupulous record keeping, yielded the following results. Work-Based Learning has been an increasing focus of our work over the past three years. Facilitating these connections for all CTE students in the four districts we serve is a new role that we have taken on to support high quality CTE for all students, regardless of who employs the CTE teacher. There is varying interest among CTE teachers not employed by the ROP to participate in the work-based learning program.

**Work-Based Learning Experiences 2018-2021**

<b>Total WBL Experiences 2020-2021</b>	<b>Total WBL Experiences 2019-2020</b>	<b>Total WBL Experiences 2018-2019</b>	<b>Grand Total</b>
9,690	21,234	30,517	<b>61,441</b>

While we were making progress on connecting students to experiences related to their pathways, the shelter in place beginning in March of 2020, brought our efforts to a halt for the remainder of the 19-20 school year. With the 20-21 school year operating virtually with limited synchronous instructional time, teachers were very protective having visitors in their classroom, even if it was virtually.

<b>Work Based Learning Breakdown</b>	
<b>Field Trips</b>	5,910
<b>Guest Speakers</b>	31,156
<b>Job Shadows</b>	1,848
<b>Internships</b>	472
<b>Mock Interviews</b>	1,444
<b>CTSOs</b>	1,969
<b>Other</b>	18,648
<b>Total</b>	<b>61,441</b>

Over the last three years, we have provided a variety of work-based learning opportunities for our students. The easiest way for businesses to get involved with our programs is to start out by being a guest speaker. Our goal is to identify business partners who can work collaboratively with us across the work-based learning continuum.



## Work Based Learning SECTOR TOTALS 2018-2021

	2018-2019	2019-2020	2020-2021
Arts, Media and Entertainment	2960	2748	2017
Agriculture and Natural Resources	0	0	15
Building, Construction and Trades	657	461	429
Education, Child Development, and Family Services	1906	1542	378
Engineering and Architecture	2880	1765	846
Health Science & Medical Technology	5295	5110	2236
Hospitality, Tourism, and Recreation	53	276	162
Information Communication Technology	600	136	107
Manufacturing and Product Development	309	302	254
Marketing, Sales, and Services	6905	6144	2266
Public Services	7398	1764	350
Transportation	1554	986	630

### WBL SECTOR TOTALS BY DISTRICT 2018-2021 CASTRO VALLEY UNIFIED SCHOOL DISTRICT

Experiences	Field Trip	Guest Speaker	Job Shadow	Internship	Mock Interview	CTSO	Other
Arts, Media and Entertainment	0	450	0	1	0	0	1161
Building, Construction and Trades	1	5	0	0	0	0	5
Education, Child Development, and Family Services	22	0	4	4	0	0	22
Engineering and Architecture	128	882	0	8	0	0	1155
Health Science & Medical Technology	62	493	0	21	0	0	1387
Information Communication Technology	102	180	0	0	0	0	244
Manufacturing and Product Development	9	29	0	0	16	1	0
Marketing, Sales, and Services	11	312	0	1	0	459	377
Public Services	60	37	62	0	0	0	3
Transportation	131	521	0	0	0	0	199

## WBL SECTOR TOTALS BY DISTRICT 2018-2021

### HAYWARD UNIFIED SCHOOL DISTRICT

Experiences	Field Trip	Guest Speaker	Job Shadow	Internship	Mock Interview	CTSO	Other
Arts, Media and Entertainment	36	186	0	7	138	0	203
Building, Construction and Trades	4	89	0	0	0	6	55
Education, Child Development, and Family Services	63	0	17	18	0	0	46
Engineering and Architecture	138	70	0	2	0	0	187
Health Science & Medical Technology	432	1158	0	59	65	0	412
Hospitality, Recreation, and Tourism	0	0	0	0	0	0	13
Information Communication Technology	20	0	0	0	0	0	52
Manufacturing and Product Development	15	50	0	0	30	2	0
Marketing, Sales, and Services	283	2119	0	0	28	271	1615
Public Services	332	301	337	9	0	0	22
Transportation	85	118	0	0	0	0	0

## WBL SECTOR TOTALS BY DISTRICT 2018-2021

### SAN LEANDRO UNIFIED SCHOOL DISTRICT

Experiences	Field Trip	Guest Speaker	Job Shadow	Internship	Mock Interview	CTSO	Other
Arts, Media and Entertainment	30	53	0	0	0	0	0
Building, Construction and Trades	46	93	0	0	0	0	95
Education, Child Development, and Family Services	31	423	10	3	325	0	703
Health Science & Medical Technology	92	135	0	39	0	0	20
Hospitality, Recreation, and Tourism	20	0	0	0	0	0	9
Information Communication Technology	0	0	0	0	0	0	1
Manufacturing and Product Development	30	33	0	0	18	0	35
Marketing, Sales, and Services	35	116	0	1	81	59	215
Public Services	55	230	55	6	0	0	183
Transportation	59	82	0	0	0	0	53

## WBL SECTOR TOTALS BY DISTRICT 2018-2021

### SAN LORENZO UNIFIED SCHOOL DISTRICT

Experiences	Field Trip	Guest Speaker	Job Shadow	Internship	Mock Interview	CTSO	Other
Arts, Media and Entertainment	103	350	25	16	0	0	201
Building, Construction and Trades	38	105	0	0	0	18	97
Education, Child Development, and Family Services	61	135	2	3	0	0	14
Engineering, Environment, and Utilities	0	137	0	0	33	0	140
Health Science & Medical Technology	528	332	0	5	0	0	55
Hospitality, Recreation, and Tourism	0	0	0	0	0	0	11
Information Communication Technology	0	0	0	0	0	0	1
Manufacturing and Product Development	5	26	0	0	10	0	0
Marketing, Sales, and Services	99	170	0	1	136	357	159
Public Services	388	2579	253	0	0	12	2474
Transportation	151	155	0	0	0	0	0

The shelter in place order beginning in March of 2020, impacted our ability to maintain the same level of work based learning opportunities for students. While we worked to provide opportunities for students in the 2020-2021 school year, the limited amount of synchronous instructional time inhibited our efforts as well.

## Eden Area ROP 2019-2020 Senior Completer Certificates

