Chapter III. Self-Study Findings based on the ACS WASC Postsecondary Criteria

Criterion 1: Institutional Mission and Schoolwide Learner Outcomes

Criterion: The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. School-wide Learner Outcomes (SLOs) are developed and reviewed annually to ensure that they are current and relevant.

Indicator 1.1: The school has a statement of mission that describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning.

The mission 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 21st Century with confidence and purpose.

The EAROP operates as a separate legal entity created by the four member school districts of the Castro Valley, Hayward, San Leandro, and San Lorenzo Unified School Districts for the purpose of supporting and enhancing the current career and occupational training options of the individual districts. The EAROP, the districts, and the neighboring post-secondary institutions collaboratively provide pathways for students to explore career opportunities that lead to employment and/or to further education.

The EAROP is a fully-accredited institution offering high-wage, high-demand career pathways that meet current and future employment needs.

The program promotes high academic standards that ensure real world relevance. The mission statement acknowledges the need for a rigorous education for the 21st century dynamic global workforce, and that we are preparing students to be college AND career ready.

The curriculum of the EAROP reflects the training needs of Bay Area businesses and meets the needs of our diverse student population. Our curriculum instructs in academics (Common Core + Model Curriculum Standards-Pathway Standards), technical skills (the employment skills needed in each pathway), and professional skills (also called "soft skills" or Model Curriculum Standards-Standards for Career Knowledge and Performance Anchor Standards). Together, these three curricular elements embody a demanding curriculum that prepares students to become productive workers.

Our Schoolwide Learning Outcomes (SLOs) are derived from the California Standards for Knowledge and Performance Anchor Practice, which are the cross-sector element of the Model Curriculum Standards, provided by the California Department of

Education (CDE). Our SLOs represent the basic critical skills that all employees need for successful, productive employment.

Evidence
- Governing Board Policies, Reports
- Mission Statement
- Course Catalog
- Annual Report
- Board Presentations
- Schoolwide Learning Outcomes (SLOs)
- EAROP informational material (Fact Sheet)
- EAROP website   (www.edenrop.org)

Indicator 1.2: The Mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.

The mission statement was approved by the Board at the April 2001 Board meeting and is reviewed regularly. The previous mission statement was in place over the last six years. With the shift in recognizing the connection between CTE and core content, we adapted to emphasize the academic value that is typically associated only with core classes, like English and math. This additional emphasis on academic preparation further highlights how CTE prepares students for college AND career.

Prior to board approval, staff was surveyed regarding the need to update the mission statement. The majority of staff felt that an update was needed. A staff committee met to review the mission statement and developed a proposed mission statement that was presented to staff for approval. Staff approved the revision which was then forwarded to the Governing Board for approval.

The language in the new mission statement is intentionally broad to provide the ROP with the needed flexibility to align with our partner school site and district visions and missions. The mission statement is published on the EAROP website, www.edenrop.org, Boardroom, Student Handbook, and posted in every EAROP classroom.

Evidence
- Board Meeting Minutes
- EAROP informational material (Fact Sheet)
- EAROP website: (www.edenrop.org)
- Student completion data
- Student handbook

Indicator 1.3: The institution's mission statement is central to institutional planning and decision-making activities.
The mission statement directs and supports program improvement decisions and is reviewed at Advisory committee meetings. The mission statement is also relevant to the discussion and the analysis of the SLOs which take place at each of the subgroup

committee meetings. The mission statement is the foundation through which all programmatic decisions are made. The Action Plan was developed with the same intention. As WASC committees met, they monitored the Action Plan elements and made decisions about our successes, our issues, and our future direction. With a focus on student achievement, the EAROP has supported the mission statement with site plans and policies that drive decisions on budget, facilities, technology, and safety.

- Mission Statement
- Management team agenda
- Agendas – Professional development activities
- Counselors Luncheons
- Principals Breakfast Agenda and Packet
  - Agenda 20-21
- Advisory list
- Board reports

Indicator 1.4: The Institution establishes School-wide Learner outcomes that identify the broad global goals for all students based on current and future student learning needs.

To quote the Model Curriculum Standards: "Standards for Career Ready Practice (Anchor Standards) describe the fundamental knowledge and skills that a career-ready student needs in order to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a CTE program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource to CTE and academic teachers designing curricula and lessons in order to teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards."

EAROP embraces these standards and has marked their importance in the development and implementation of our SLOs.

The Eden Area ROP SLOs were developed by EAROP staff and teachers in partnership with industry and were reviewed by students, parents, and administrators. The implementation of the SLOs is reviewed at Advisory Meetings and by industry partners and educators. Additionally, teachers and administrators review SLOs when processing yearly continuing course proposal documents. Students are surveyed yearly through an in-class survey as to their knowledge and achievement of the SLOs. Each course has developed lessons and assessments that support the goals determined by the SLOs.

Evidence
- Management team agenda
- Counselors Luncheons
- Principals Breakfast
- Coordinating Council Packets

Indicator 1.5: The school demonstrates the incorporation of current research-based ideas into learning programs to ensure that the institution's overarching goals (SLOs) are current and relevant.

The Superintendent, administrators, and teachers monitor research and trends in career technical education to stay current and relevant. The Superintendent participates in a number of leadership groups that keep her current on legislative initiatives, funding opportunities, and innovations that can improve the delivery of CTE for our students.

As a JPA, Eden Area ROP works collaboratively with all four of our districts to support and deliver best practices in CTE, and research based practices to the districts. The EAROP has an annual Principals Breakfast and a Counselors Luncheon, at which time we discuss new and upcoming educational research. We also provide CTE professional development for EAROP and site CTE instructors to build and share best practices. Administrators share student learning data with instructors and instructional teams quarterly to explore areas of growth and discuss challenges. Last year, EAROP switched attendance/student data systems and we are now able to import student data into the Student Information System directly from the districts. Currently, survey data from the in-class and follow-up surveys are shared with teachers. The Schoolwide Action Plan is evaluated through the lens of the SLOs to ensure that it is directing efforts in support of student success.

Evidence
- Management team agenda
- Agendas – Professional development activities
- Counselors Luncheons
- Principals Breakfast
- Coordinating Council meetings
- Governing Board packets
- Student completion data
- Certificate information
- Student surveys

Indicator 1.6: The school has a process in place to regularly review the courses and programs offered so that the needs of the community are met.

The Eden Area ROP monitors employment and job trends from a variety of sources from Alameda County and the Bay Area to ensure that the pathways it offers lead to high-wage, high-demand jobs. These trends are shared with teachers and industry professionals at Advisory meetings.

The California Department of Education continues to evolve its best practices which shape our courses and programs. Since our last WASC report, we have followed the requirements set by the California Career Pathway Trust initiative, the Career Technical Education Incentive Grant, the Strong Workforce Program, and Carl Perkins funding; Moreover, the Model Curriculum Standards, the College and Career Readiness Indicator, and changes in sector and pathway definitions further evolved standards. All

of these initiatives and changes require review and updating of courses and programs to meet revised expectations.

Reports from Student Information System are shared with teachers, school leadership, the Governing Board and district Superintendents. The Superintendent also reports to all district Governing Boards their district's profile data in order to make program decisions. The continuing course proposal process provides an annual mechanism, across all districts, to evaluate course and program offerings. The data from in-class and follow-up surveys given to students allows for student input into the decision-making process. Student enrollment patterns are another data element used in decision making. Annual Advisory meetings are also a part of the process to regularly review the courses and program offered, so that the needs of the community are met.

Evidence
- Management team agenda
- Agendas – Professional development activities
- Counselors Luncheons
- Principals Breakfast
- Governing Board packets
- Advisory Nights
- CCPT RFP
- [CTE Incentive Grant Application](#)
- [Strong Workforce Grants](#)

Program Strengths and Key Issues for Criterion 1

Strengths:
1. Program mission and vision that focused on student success
2. Community and Business Partnerships
3. Program review matrix
4. Program built around stakeholders needs
5. The course proposal process, new and continuing (bi-annual reviews)
6. Partnerships across all four districts to support student success
7. Board Policies and regulations
8. Teacher training and credentialing (including SDAIE trained staff)
9. Staff access to latest technology
10. Updated student systems

Key Issues:
1. Dissemination of New Mission Statement
2. Increased Student input on course teacher evaluation
3. Improve use of data through professional development
4. Improve use of technology

Criterion 2: Organizational Infrastructure and Leadership

Criterion: The school utilizes the contributions of leadership throughout the organization to provide for ongoing improvement. The organizational structure and roles of governance are clearly defined and designed to facilitate decisions that support student learning and improve institutional effectiveness. The governing body enables the administrator/director to implement policy and lead the school effectively.

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

The Eden Area ROP organizational structure is illustrated by the chart below:
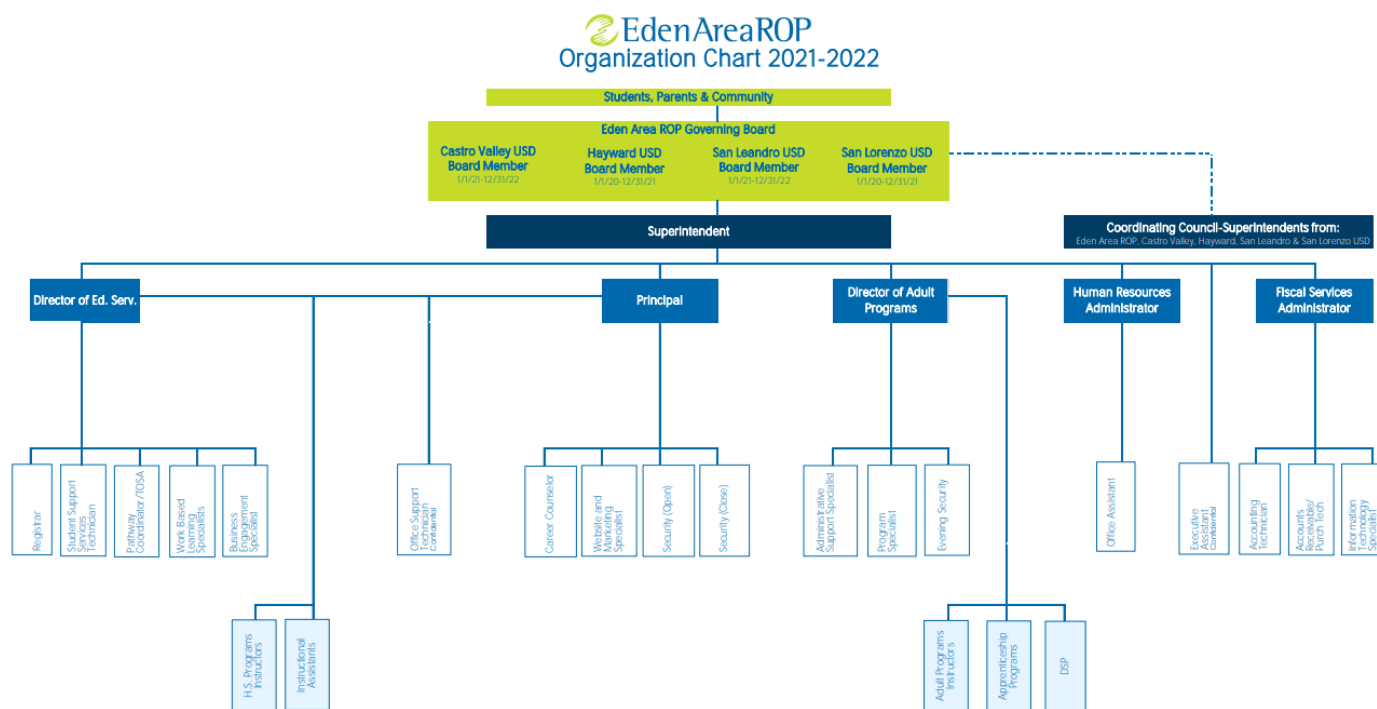
The Eden Area ROP's governing body consists of one trustee from each of the four member districts. Each trustee appointed to the ROP Governing Board serves a two year term. Two members are appointed in December every year. Two districts appoint their trustee in the even years and two are appointed in the odd years in order to promote continuity of our board. While the term is two years, trustees are allowed to serve multiple terms. The Superintendent and her Administrative Assistant provide an orientation meeting for all new trustees in January each year.

The Governing Board sets the direction for the ROP by annually setting the goals for the organization with the Superintendent. Monthly Governing Board meetings provide an

opportunity for staff to update the Board with timely information, serving as an accountability measure. Additionally, Trustees take the information presented at the ROP Governing Board meetings and report out the ROP happenings at their home district board meetings.

Given that the last thorough review of Board Policies occurred in 2012, the board set the goal of reviewing and updating all of our Board Policies during the 2019-20 school year. Working with California School Boards Association (CSBA), a three day board policy training and review was completed by the administrative team and edits were forwarded to the Board throughout the year to review and provide input. This process resulted in a number of the policies being updated by the end of June 2020.

The superintendents of the four member districts comprise the Coordinating Council for the Eden Area ROP. This group meetings quarterly with the ROP Superintendent to discuss the direction and implementation of CTE programs throughout the districts. In between Coordinating Council meetings, ongoing communication provides important updates and guidance for the ROP and partner districts. Ongoing communication also strengthens and builds our partnerships with our districts.

Administratively, the Eden Area ROP is organized into four departments: Human Resources, Business Services, Educational Services, and Adult Programs. Administrators in these departments oversee ROP staff and work collaboratively with members of our partner districts and community to support the implementation of the ROP goals. ROP administrators meet regularly with job-alike leaders from our partner districts throughout the year to discuss ROP programs. These meetings include: district curriculum leads, principals, counselors, career technicians, and pathway teachers.

Evidence:
- Governing Board agendas and minutes
- Coordinating Council Agenda
- [Superintendent Goals](#)
- Principals Breakfast Agenda
- Counselors Breakfast Agenda
- [Dream Team Agendas](#)
- Career Tech meeting agenda

Indicator 2.2: 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 leadership of the Eden Area ROP works to maintain a positive learning environment and a collegial atmosphere among staff and our district partners. The statewide indicators of a high quality CTE program and the College and Career Readiness Indicators have been a driving force in the setting the direction for Eden Area ROP. To remain current with statewide trends in CTE, the Superintendent participates in CAROCP and the Association for College and Career Readiness. She serves as the Coordinator for the Coastal Region and the CAROCP representative to the Association of California

School Administrators (ACSA) Superintendents' Council. The Administrative team participates in the job-alike countywide meetings to stay abreast of changes and challenges facing school districts within the county. We use this information to develop our annual focus for supporting the staff in achieving the goals set by the administration and the Governing Board.

As the funding model for ROPs shifted, the work of the ROP also shifted. The movement to support all of the CTE teachers and students in our partner districts prompted the need to shift the work of the Educational Services Department. Notable among the changes was the need to have the administrators in this department each become the lead for specific industry sectors and support all of the teachers in those sectors regardless of where the program was located and who employed the teachers. Additionally, with so much of the work being funded by competitive grants, we were motivated to apply to host a Pathway Coordinator as part of the Strong Workforce Program grant as an additional means of supporting our districts in implementing high quality CTE programs that meet the needs of our students.

Each August, we start the year with professional development for the entire staff. During this time, we discuss the vision and focus for the year. There are two additional full day staff development meetings throughout the year in which we continue to work collaboratively with the staff to achieve our goals. In addition to the full day staff development meetings, we also have monthly staff meetings. Center teachers meet monthly while the offsite teachers meet monthly with the staff of their respective high school campuses. The administrative team works to model the instructional strategies and meeting facilitation techniques we expect teachers and staff to use when they are teaching or leading meetings. We structure our meeting time to provide staff both the information they need and the necessary work time, so that they can complete any work product within the meeting time.

Trust in our expertise for all things CTE is evidenced by our district partners reliance on the ROP for support in all areas CTE development and management. Educational Services staff and the Superintendent are routinely asked to provide professional development for the CTE teachers and counselors by our partner district leadership. Additionally, we support staff and district personnel in curriculum development and review, as required by the state. We have been the go-to resource for our districts to complete the requirements for their annual Carl Perkins applications, answers to CTE credential requirements, and CTE related grant applications.

The Educational Services department staff works to maintain and improve CTE course sequences and linkages to academic content and post-secondary education opportunities. Evidence of these efforts is demonstrated by our facilitation of the completion and renewal of all early college credit options for CTE programs with local community colleges, the UC a-g qualification of our CTE programs, and the industry certification authorizations of various programs. This collective effort of the administration, classified staff, and our teachers to coordinate and facilitate the joint advisory committee meetings is a strong example of how the staff remain focused on both leadership and improvement.

Adult Education

The Director of Adult Education continues to learn about industry needs as he collaborates with instructors as a means to foster rigorous and relevant course offerings. Ongoing communication between the Director and instructors helps develop and refine plans for school improvement. Instructors update their course content based upon appropriate regulating body guidelines and their practical work experiences.

Both students and their employers pay for Adult Education course fees. Over the years, course enrollment has grown due to companies' interests in developing competent employees and their employees' desires to learn new skills. Our consistent enrollment is evidence that stakeholders view ROP Adult Education as a community asset.

Adult Education instructors are motivated to remain up-to-date in their practice as working professionals who want to best prepare students for the workforce.

Evidence
- Governing Board Agenda, Presentations and Minutes
- Coordinating Council Packets
- A-g Course approval list
- Dual Enrollment and Articulation Agreements
- CTE Course Sequence maps
- Professional Development Agendas and Presentations

Indicator 2.3: The school's governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.

The Eden Area ROP works closely with all stakeholders to give them voice regarding our program effectiveness. Strong industry support for our programs occurs through our active partnerships with businesses. Formally, we meet with our Advisory Committees twice throughout the year, once in the fall and then again in the spring. During these meetings, our business partners provide feedback to our instructors regarding the effectiveness of our programs and make recommendations regarding how to improve our programs. Each of these meetings begin with approval of the minutes from the previous meeting and an update on our progress since the last meeting.

Staff are provided the opportunity to have a voice in decision making and give feedback throughout the school year in a variety of formats. Staff input is sought during staff meetings, via electronic communication, and through individual meetings. At the end of each school year, students are asked to complete a survey regarding their experiences in our programs and the data is shared with the teachers at the start of the next year, as we set our focus for the year.

The Superintendent, ROP leadership, Governing Board, and Coordinating Council effectively guide the work of the organization. The organizational structure and governance system provide for continuous involvement of stakeholders. The Coordinating Council, our monthly CTE Management meetings, Principals and

Counseling groups, and other standing committee formats are primary avenues for input from districts and staff on ways to improve the overall program. These multiple inputs allow for timeliness in the presentation and response to issues. Individual meetings of management staff with district staff have also provided a sound mechanism for gathering input on the overall operation and quality of the organization.

Ad Hoc committees, the Coordinating Council and the Governing Board which includes all member districts representation, ensure participation in guiding the work of the ROP. In turn, the decisions made are implemented and reported to the entire ROP community. An annual report on the happenings of the Eden Area ROP is provided to community stakeholders each fall. The Superintendent, administrators, and Work Based Learning Specialists regularly go to districts to meet with the district CTE leadership and teachers. Additionally, all our programs are evaluated regularly via the CTE program review and presented to the ROP Governing Board. The Eden Area ROP Superintendent also reports our progress to the full governing boards of our partner districts each year.

Evidence
- Advisory Committee minutes
- Staff meeting agendas
- Student survey data
- Coordinating Council agendas
- EAROP Management meeting agendas
- Principals Breakfast agendas
- Counselors Luncheon agendas
- Governing Board minutes
- Presentations to district governing boards
  - **CVUSD Board Presentation**
  - **HUSD Board Presentation**
  - **SLUSD Board Presentation**
  - **SLZUSD Board Presentation**

Indicator 2.4: The school has an established infrastructure of policies and procedures that provides stability and consistency for all institutional programs, activities, and events.

Written policies serve as the basis for the operations and decisions of the EAROP. Keeping policies up-to-date and meeting all legal guidelines is vital to the foundation of the organization. During the 2019-2020 school year, a comprehensive review of all Eden Area ROP policies was undertaken by the staff and Governing Board. The process began with staff from California School Boards Association (CSBA) leading administrative staff through a training to compare ROP policy to current required and recommended policies. Staff made changes to outdated policies, which were forwarded to the Governing board for review and approval throughout the year. All EAROP policies were revised according to the CSBA guidelines and posted on our server. New policies were also disseminated through the EAROP staff handbook.

Before policies are adopted by the Board, they are distributed to staff for review. Each policy had two readings to vet the information among stakeholders. The policy manual and staff handbook are available in print form, electronic storage media, and online. Policy manuals are updated at least annually and as needed. The Superintendent and the Superintendent's Administrative Assistant take the lead in updating information relevant to areas of responsibility and seek input from the Management Team for clarity.

All employees receive the Eden Area ROP staff handbook at the time of their employment and at the beginning of each subsequent year. The staff handbook outlines information about school policies and procedures and also includes employment and job-related information, such as workplace rules, disciplinary and grievance procedures. Our staff handbook gives clear directives to employees and creates a culture where issues are dealt with fairly and consistently.

Evidence
- Governing Board Agenda, Presentations and Minutes
- Staff Handbook
- Board Policies

Program Strengths and Key Issues for Criterion 2

Strengths:
1. Governing Board support and leadership
2. Coordinating Council leadership
3. Partnerships with all local K-16 educational institutions
4. New teacher training program
5. Outreach -Middle school outreach by ambassadors –sophomore tours
6. Board Policies, procedures & Operating Procedures
7. Site marketing, technology, and safety plans

Key Issues:
1. Maintaining policy updates
2. Providing policies to staff in an easy to use online format

Criterion 3: Faculty and Staff

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

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

The Eden Area ROP staff is well qualified for the positions they hold. Certificated instructors and administrators possess and maintain the appropriate credentials for their assignments per the state of California Commission on Teacher Credentialing guidelines. As such, certificated instructors meet the education and/or work experience requirements to qualify for each industry sector credential. Credential audits are conducted regularly by the Eden Area ROP as well as Alameda County Office of Education.

New certificated instructors participate in a mentoring program for the first 3 years of their employment. This mentoring program includes clear and preliminary credentialed instructors. Prior to the start of the school year, there is an onboarding/refresher meeting for all instructors in the mentoring program. This first meeting lasts approximately 4 hours and covers:
- modeling expectations;
- interactive introduction questions;
- classroom preparation;
- an overview of and what to expect the first day, first week and first month;
- a backwards planning guide, which guides instructors on how to efficiently plan their lessons for the year, semester, quarter, monthly, weekly, and daily;
- dress code expectations;
- a prepared syllabus with copies;
- instructor work schedule, bell schedule, class hours and breaks;
- meetings and expectations (Mentor, Pathway, Student the Month Governing Board Presentations, credentialing; and
- policies and procedures handbook which includes: how to complete work orders, leave of absences process and substitute coverage, student discipline, cell phone rules and expectations for staff and students, instructor's' computers and the importance of not allowing access to students, preparing the classroom for students.

In addition to the initial meeting, new instructors attend monthly meetings with their Mentor Teacher.

New instructors have 2 observations and/or assignments per semester. These observations are planned, which allows instructors to prepare lesson plans and review lessons with their Mentor Teacher prior to being observed. There is a post-observation meeting, at which time the Mentor Teacher reviews what went well and changes that can be made.

Preliminary credentialed instructors have observation guidelines that must be followed each semester. Clear credentialed instructors have options of observations and/or other activities. They can document a case study of one student with lesson plan, a video of a lesson, or virtual instructions with students.

The Eden Area ROP uses CTE TEACH as an additional guide and resource for mentoring new instructors. CTE TEACH is a professional development program for local education agencies (LEAs) designed to provide CTE mentors resources for supporting first-year and second-year instructors transitioning from industry into the classroom. CTE TEACH is a Career Technical Education mentoring program based on four main objectives:

1. Increase CTE teacher retention
2. Increase CTE instructor training
3. Improve CTE instructor effectiveness
4. Enhance CTE student learning

The Eden Area ROP staff is required to complete mandatory trainings upon hire and each subsequent year to ensure that a professional level of integrity in the workplace is maintained. These mandatory trainings are in addition to other core competencies, trainings, and professional development that staff complete throughout the year. Our mandated trainings include:

- blood-borne pathogen exposure prevention,
- bullying: recognition and response,
- common illness prevention,
- conflict management: staff to staff,
- coronavirus: managing stress and anxiety,
- cultural competence and racial bias,
- discrimination awareness in the workplace,
- illness and injury prevention program,
- mandated reporter: child abuse and neglect,
- sexual-harassment: staff to staff,
- sexual-harassment: student issues and response and
- workplace bullying: awareness and prevention.

This year we also included trainings to increase awareness and provide support due to the pandemic.

Minimum experience, education, certification, and training qualifications are established for all positions based on job duties. Prospective classified employees are required to pass a basic skills test prior to being considered for an interview. The basic skills test correlates with the typical duties of the position. All prospective employees are interviewed by a panel of current Eden Area ROP staff, including the position supervisor, the Human Resources Administrator and a workplace peer who has expertise or experience in that field.

Evidence
- Eden Area ROP Personnel Department hiring processes and procedures
- Eden Area ROP certificated credentials
- New instructor mentoring program

- o [Schedule for New Teacher Orientation Days](#)
- o [Monthly New Teacher Meeting Schedule](#)
- o [Mentor Teacher Topics To Cover](#)
- CTE Teach
- [Eden Area ROP Governing Board policies](#)
- Job descriptions
- [Professional development/growth plans](#)
- [Onboarding process](#)
- [Classified probationary guidelines](#)
- Eden Area ROP website
- [Staff handbook](#)
- Evaluation and observations
  - o [Certificated Administrator Evaluation](#)
  - o [Classified Administrator Evaluation](#)
  - o [Certificated Performance Evaluation](#)
  - o [Certificated Observation Report](#)
  - o [Teacher on Special Assignment Evaluation](#)
  - o [Career Counselor Evaluation](#)
  - o [Classified Performance Evaluation](#)
  - o [Adult Programs Observation and Performance Evaluation](#)
- [Mandated trainings via Keenan](#)

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

The Eden Area ROP has a clear and comprehensive hiring process. The job requirements and expectations are clearly communicated which ensures that the pool of applicants are in alignment with the needs of the organization. This promotes the selection of personnel who are the most qualified.

The Eden Area ROP is the hiring agency for administrative, certificated, classified, and classified exempt staff. The Eden Area ROP seeks to hire staff that meet the needs of the students of the Eden Area ROP. Governing Board members participate in staffing decisions by approving job descriptions, staffing changes, and reorganization plans, as well as all new personnel.

The Eden Area ROP personnel hiring practices are dictated by Eden Area ROP guidelines which provide for a fair and due process for all applicants. The Eden Area ROP is an equal opportunity employer and complies with the rules and regulations contained in Title VII of the Civil Rights Act of 1964, Title II of the Educational Amendments of 1972, Section 504 of the Rehabilitation Acts of 1973, and the Americans with Disabilities Act of 1990. Prospective employees receive consideration without discrimination on the basis of sex, race, color, religious creed, national origin, ancestry, age, marital status, pregnancy, physical or mental ability, medical condition, veteran status, actual or perceived sexual orientation, or any other reason prohibited by State and Federal law.

Staff are involved in the hiring process through participation on the interview panels. This promotes a reliable and inclusive vetting process of candidates, as well as a fair interview process.

Administrators also participate in the paper screening of applications and serve on the interview panels.

Our job announcements clearly state a brief job description, qualifications, experiences, and expectations for each position. All open positions are advertised through mediums that yield high-quality candidates for the specific position. We utilize Edjoin, EdCal, Indeed, Craigslist, district email groups, and our own website.

All credentials and certifications are verified by the Human Resources Administrator for appropriate positions prior to offering employment.

A Department of Justice background check is required for all staff. Additionally, careful and efficient reference checks are performed to verify past employment history for prospective staff members before hiring.

Evidence
- Eden Area ROP Personnel Department hiring processes and procedures
- Eden Area ROP certificated credentials
- Eden Area ROP Governing Board policies
- Job descriptions
- Eden Area ROP website

Indicator 3.3: The school develops personnel policies and procedures that are clearly communicated to all employees.

The Eden Area ROP Governing Board has adopted a set of personnel policies that have been communicated to all employees. All personnel policies that are approved by the Governing Board are published online and available through GAMUT via https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36030985.

The Eden Area ROP Governing Board has written codes of conduct and clear expectations for employees. These policies are shared with new hires during their orientation. The Human Resources department maintains employee records/personnel files per Governing Board policy. The Governing Board policy also dictates how employees are able to gain access to their personnel records. In addition, the staff handbook outlines in detail, information about policies and operating procedures and is updated annually. The staff handbook includes Professional Standards, Sexual Harassment Policy, Drug & Alcohol Free Workplace Policy 4020, Computer Software Copyright Adherence Policy, Child Abuse Reporting guidelines, Exposure Control Plan for Bloodborne Pathogens, Universal Precautions, Injury & Illness Prevention Program (IIPP) as well as the code of ethics and the complaint process. Having these policies readily accessible provides our staff with clear directives and references to assist them in being the most productive and effective in the service of our students.

By law, districts are mandated to adopt policies and administrative regulations to help ensure that districts are legally compliant. New laws are passed by the state legislature and Congress every year, and policies can quickly become out-of-date. We have updated all of our policies this past school year.

Evidence
- Eden Area ROP Personnel Department hiring processes and procedures
- Eden Area ROP Governing Board policies
- Eden Area ROP website
- Staff handbook

Indicator 3.4: The school assures the effectiveness of its faculty and staff members by evaluating all personnel systematically.

The Governing Board recognizes that appropriate supervision and regular, comprehensive evaluations can help employees improve in the performance of their responsibilities. Our evaluation forms were revised, and board approved in August 2019.

A standard format for evaluations is used. All evaluations are documented in written form and discussed with the staff member. Separate performance evaluation processes are in place for certificated, classified and administrative personnel.

New certificated instructors are evaluated every year for their first two years of employment. If the evaluations are satisfactory or above, then evaluations may be conducted every third year. Instructors may request to be evaluated, even if it is not required. However, administration will evaluate an instructor on an annual basis if there is need for improvement in any area of the instructor's performance. If any area of the evaluation is found to be in the "unsatisfactory" category, a remediation plan is created. The California Standards for the Teaching Profession are used as a standard for the evaluation process.

A minimum of one formal classroom observation is performed on all instructors every other year. If any area of the classroom observation is found to be in the "unsatisfactory" category, a meeting promptly takes place between the observer and the instructor to establish steps for improvement and remediation. Another classroom observation is then set within 30 calendar days. This process continues until all areas have reached at least a "satisfactory" rating.

Prior to a classroom observation, a pre-planning meeting may be held at the instructor's or observer's request. A follow-up meeting to a classroom observation is held within 14 calendar days.

All observation and evaluation are completed by May 15 each year.

Probationary classified personnel are evaluated for performance of duties a minimum of three times during the probation period; at approximately 2 months, 3 months, and 5 months. Permanent classified employees are evaluated a minimum of once a year.

Evaluation meetings are held with employees as an important part of the process. These meetings provide an opportunity for employees to discuss their evaluation in detail and receive additional clarification from the evaluator. Evaluation meetings also provide an opportunity for the employee to discuss their professional development plans and goals for the upcoming year.

The Superintendent has developed objective evaluation guidelines and standards for administrators. These standards include the California Professional Standards for Education Leaders, as well as other standards and criteria developed by the Governing Board and Superintendent.

Administrators are evaluated every other year. However, employees may be evaluated every five years provided that he/she has been employed by the Eden Area ROP for at least 10 years, his/her previous evaluation rated him/her as meeting or exceeding standards, and the evaluator and the employee agree to this schedule. Either the evaluator or the employee may withdraw consent for this schedule at any time. (Education Code 44664)

Any administrator who is new to a position may be evaluated each year for the first two years in the position. Evaluation is a continuous process and may occur between scheduled periods at the request of the employee, his/her supervisor, or the Superintendent or designee.

The Governing Board evaluates the Superintendent annually. At the end of each school year, the Board and Superintendent jointly develop the Superintendent's goals for the upcoming school year. At the February Board meeting, the Superintendent provides the board with a mid-year update on her progress toward meeting her goals. By April 15th, she submits her reflections on her progress toward meeting the goals to the Governing Board. The Board discusses the Superintendent's evaluation in closed session without the Superintendent at the May Board meeting, and then finalizes the evaluation with the Superintendent at the June Board meeting.

Evidence
- Eden Area ROP Personnel Department hiring processes and procedures
- Eden Area ROP Governing Board policies
- Professional Development/growth plans
- New instructor mentoring program
- Job descriptions
- Probationary guidelines
- Observations and Evaluations

Indicator 3.5: Faculty members take ownership of student progress toward achieving stated Schoolwide Learner Outcomes.

Progress toward achieving the SLOs is documented by faculty self-evaluation and the revision of their course curriculum on an ongoing basis. Progress is also assessed through the course Advisory committees' structure.

Each year the SLOs are reviewed by the teachers and local businesses through the course Advisory committee process. At the end of each Advisory meeting, teachers, administrators, and business advisory members recommend changes to the SLOs. These recommendations are then brought forward to the EAROP staff for consideration.

In addition, teachers meet regularly to discuss course content, outcomes, and the SLOs. Teachers in similar subject areas meet on a regular basis and share best practices for demonstrating progress towards the SLOs. Teachers document in their portfolio reflections the ongoing refinement of their curriculum, assessments, and D Quadrant lessons. This reflection and documenting of evidence of student achievement helps build ownership of student progress towards achieving SLOs.

Adult Education
Teachers and other staff have the opportunity to reevaluate and provide input into the development of the SLOs. As the SLOs had been agreed upon on prior to the last WASC visit, teachers and staff have worked to demonstrate students' achievement of the SLOs. At the end of every course, Adult Education instructors analyze the class's attainment rate of the SLOs.

Evidence
- Staff surveys
- Staff Handbook
- Department Handbooks
- Pathway Meeting
- Teacher portfolios

Indicator 3.6: The school provides all personnel with appropriate opportunities for professional development.

Professional development is an important focus of the Eden Area ROP. Our overall professional development vision continues to emphasize enhanced classroom rigor and effectiveness. Professional development plans are discussed and reviewed annually as part of the evaluation process. Certificated employees are incentivized with salary movement for completing 15 semester units of professional development.

Employees are encouraged to participate in workshops, conferences, additional technical training, and committee memberships to expand their knowledge, gain additional tools and improve skills to benefit the students that we serve.

In addition, release time has been scheduled for instructors to meet with business and industry leaders, to further develop job sites, mentoring and job shadow opportunities. Work-based learning liaisons connect with local industry partners to provide guest speakers, field trips, mentorships, and internships that match curriculum needs of

instructors and students. Work-based learning is aligned with pathway needs and student developmental levels to ensure that students have career awareness and career preparation in line with their chosen field.

Staff development activities also include time for instructors to further examine curriculum reform in the areas of academic standards, employability, industry skills and Career Technical Education (CTE) standards. Staff development opportunities such as mentoring, workshops, and conferences enable instructors, administrators, and counselors to effectively implement the vision of the EAROP.

In addition to the previously mentioned professional development opportunities, our staff are required to annually receive mandated trainings. This is done through an online program offered by Keenan Safe Schools. Trainings include: include bloodborne pathogen exposure prevention, bullying: recognition and response, common illness prevention, conflict management: staff to staff, coronavirus: managing stress and anxiety, cultural competence and racial bias, discrimination awareness in the workplace, illness and injury prevention program, mandated reporter: child abuse and neglect, sexual-harassment: staff to staff, sexual-harassment: student issues and response and workplace bullying: awareness and prevention.

Evidence
- Eden Area ROP Governing Board policies
- Mandated trainings via Keenan
- Conferences, workshops, and committees
- Professional development plans

Indicator 3.7: The school regularly evaluates all non-teaching support staff members and provides direction and support for improvement of their skills.

Non-teaching support staff are the foundation of the Eden Area ROP. Their valuable support is imperative to the success of instructors and administrators, and indirectly impacts the service to our students. The evaluation process for non-teaching staff is governed by the policies and procedures adopted by the Governing Board. These policies and procedures are similar to those of instructional staff and are completed by the employee's supervisor(s). Individually or collectively (if there is more than one supervisor), the administrator who oversees, directs, reviews, or checks the daily work of the employee or who is most closely acquainted with the employee's work, completes the written evaluation and evaluation meeting.

Evaluations are completed for regular classified employees annually. Classified employees are evaluated 3 times during their 6 month probationary period. At the completion of the 6 months and with a satisfactory evaluation, they are recommended for permanency and receive a step increase on the salary schedule. If there are areas of improvement at the end of the probationary period, the probation period can be extended allowing the employee a reasonable amount of time to improve in those identified areas.

The evaluation period for non-teaching support staff is an involved process. It begins with a meeting at which time the job description is thoroughly discussed. This meeting also includes a detailed discussion of what success looks like for each position and each area of responsibility, a review of personal and professional goals for the employee for the year, a conversation about what the supervisor(s) can do better to support them employee, and a discussion about how growth areas will be improved. Classified employees may be mentored by other classified employees or sent to professional development training, if needed.

In addition to covering the basis or reasons for the specific evaluation, evaluators also explain to each employee the purposes of performance evaluation reports in promotion, remediation, demotion, suspension, and dismissal.

Job descriptions are regularly reviewed and updated according to a schedule managed by the Human Resources Administrator to ensure alignment with program and/or department needs. When necessary, employees have been reclassified to better reflect current job expectations and better meet the needs of the organization.

Administrators have an open door policy that allows staff to provide input on the operation of the organization. Classified staff also have had their own monthly meetings to discuss operating procedures and ways to improve the efficiency of the ROP.

Evidence
- Eden Area ROP Personnel Department hiring processes and procedures
- Eden Area ROP Governing Board policies
- Professional Development/growth plans
- Job descriptions
- Classified probationary guidelines
- Staff handbook
- Classified evaluations

<u>Program Strengths and Key Issues for Criterion 3</u>

Strengths:
1. Governing Board support and leadership
2. Superintendent's Coordinating Council leadership
3. Partnerships with all local K-16 educational institutions
4. New instructor training program
5. Board Policies, procedures & Operating Procedures
6. New Instructor training and mentoring program
7. Human Resources support and resources
8. Professional Development/Growth plans
9. Dedicated and experienced Support Staff

Key Issues:
1. Expand professional development incentives for non-teaching staff
2. Restart classified staff meetings for input

Criterion 4: Curriculum

Criterion: The school demonstrates its support of student learning through the development of a challenging, coherent, and relevant curriculum that allows all students the opportunity to reach School-wide Learner Outcomes (SLOs). The school's curriculum reflects its mission and SLOs and connects directly to current student learning needs. The school pursues current, research-based curriculum development information to keep its programs relevant and effective.

Indicator 4.1:
The institution has a documented curricular map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations.

The Eden Area ROP has developed a curricular map that outlines courses of study for both our Center and district-sited courses. The curriculum of the Eden Area ROP is complex and multifaceted, reflecting a variety of different influences from the California Department of Education, community colleges, certification tests, and funding resources. We will describe each of these influences in this section and reference each of them as evidence. We note that many of these influences are overlapping and reinforce each other in multiple documents.

To the greatest degree possible, these influences are memorialized in our Course Outlines which are reviewed by our administration, our Governing Board, and community partners at our Fall Advisory meeting. Each of these influences will be reviewed below. Each section will refer to at least one source, although many of the influences appear in multiple sources.

CALPADS Sequences. The California Department of Education formalized and revised CALPADS sequences since our last WASC report. The first influence on our curriculum was aligning our curriculum with the revised CALPADS codes. In most classes, this reflected minor revisions, but these changes were essential in ensuring that our instructor's credentials matched the content that they were teaching, and that we were properly sequencing our courses in career pathways.

Model Curriculum Standards (MCS). The first thing of note when referring to the MCS is that the MCS is really two sets of standards: Knowledge and Performance Anchor Standards and Pathway Standards. The Knowledge and Performance Anchor Standards are universal to all the MCS; they cut across pathways in all sectors. Some people refer to these standards as "soft skills," indicating the set of skills that are common to most professions and necessary for all employment. The Eden Area ROP's School-wide Learner Outcomes (SLOs) is an intentional subset of the MCS Knowledge and Performance Anchor Standards. Instruction of the SLOs occurs as we teach these standards.

The Pathways Standards are specific to each sector and pathway. They are the content of the instruction for each cluster of professions. In sum, the MCS Knowledge

and Performance Anchor Standards instruct knowledge and skills needed for the world of work; the Pathways Standards represent the content of specific professions.

11 Elements of High-Quality Career Technical Education (11 Elements)/Essential Elements. The 11 Elements cover the essential elements of a high quality CTE program. As examples, both CALPADS alignment and instruction of the MCS occur as two of the program elements. Several other elements influence curriculum, including Career Exploration, Student Leadership, Work-Based Learning Experiences, Out of School Experiences, and Industry Recognized Certifications. The 11 Elements has become our "North Star," guiding our pathway development and our overall practice. Additionally, when the state developed the CTE Incentive Grant (CTEIG) Program, they reference these elements in the statute. They are:

1. Leadership at all levels
2. High Quality Curriculum and Instruction
3. Career Exploration and Guidance
4. Student Support and Leadership Development
5. Industry Partnerships
6. System Alignment and Coherence
7. Effective Organizational Design
8. System Responsiveness to Changing Economic Demands
9. Skilled Faculty and Professional Development
10. Evaluation, Accountability, and Continuous Improvement
11. Promotion, Outreach, Marketing, and Communication

While the 11 Elements were developed at the federal level and have been widely used by CTE programs throughout the country, recently the State of California developed its own Essential Elements for Career Technical Education, creating *12 Essential Elements for a High-Quality Career Pathway.* They are:

- **Essential Element 1:** Student-Centered Delivery of Services
- **Essential Element 2**: Equity
- **Essential Element 3:** Access
- **Essential Element 4:** Leadership at All Levels
- **Essential Element 5**: High–Quality, Integrated Curriculum and Instruction
- **Essential Element 6:** Skilled Instruction and Educational Leadership, Informed by Professional Learning
- **Essential Element 8:** Appropriate Use of Data and Continuous Improvement
- **Essential Element 9**: Cross–System Alignment
- **Essential Element 10**: Intentional Recruitment and Marketing (Promotion, Outreach, and Communication)
- **Essential Element 11**: Sustained Investments and Funding Through Mutual Agreements
- **Essential Element 12:** Strong Partnerships with Industry

The good news is there is significant overlap between the state and federal elements, yet there are two separate funding streams for CTE (Perkins and CTEIG) that reference the federal version. As we transition to focusing on the 12 Essential Elements, we will also remain focused on the 11 Elements as they relate to the CTEIG program.

Specifically, all pathways are expected to include Career Exploration as part of their instruction. This occurs in both classrooms and through pullout programs, guided by our ROP Counselor. Two computer labs help facilitate access to California CareerZone, and other activities. Student Leadership has been an emphasis since our last WASC report, with teachers both focusing on in-classroom activities and their participation in CTSOs (Career Technical Student Organizations). A major part of curriculum, particularly at the ROP Center in Hayward, involves Work-Based Learning. Our survey records indicate that ROP teachers involve students in WBL activities, at least, once per month. In some cases, WBL takes place several times per week.

Industry Recognized Certifications. Industry Recognized Certifications influence curriculum by providing specific content and competencies for students. Certifications are the beginning skills and competencies that students need for initial employment. As review, Eden Area ROP classes offer the following Certification opportunities.
- 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: 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

Articulation Agreements. Articulation agreements are contracts between Eden Area ROP classes/instructors and community college classes/instructors. Articulations codify that ROP classes (with learning at an agreed upon level) constitute college education, with students earning college credits. Typically, articulations are certified through an examination that tests college-level content and skills. Most Eden Area ROP classes have articulations with Chabot College (or another local community college).

UC A-G Status. Since our last WASC report, the Eden Area ROP has had classes apply for UC A-G status. These applications review the curriculum, instructional strategies, and assessments used in each course that represent college preparatory work. All Eden Area ROP first year courses have completed and been certified through this process.

School-wide Learning Outcomes (SLOs). As mentioned, the SLOs are a subset of the MCS Knowledge and Performance Anchor Standards. They are included as part of our MCS curricular instruction.

Industry Partners. Through Advisories, Work-Based Learning and other regular contact with industry partners and employers, Eden Area ROP teachers access industry expertise and current industry standards through working relationships with industry experts. These essential partners influence curriculum by keeping teachers up to date with trends and innovations.

Instructor Discretion. A final, but essential element of curriculum, involves the instructor's discretion. Instructors typically choose education because they are missioned to teach life-changing information. This is individual and often the key to a teacher's personal motivation.

Institutional Resource Allocation. Since ROP instruction involves hands-on learning, industry grade technology and materials are needed for instruction. The auto shop has lifts, cars, and the tools necessary for repairs. The Culinary class has a working kitchen with stoves, ovens, mixers, etc., and of course, food. The Construction class has hammers, saws, electrical equipment and the wood, concrete, etc. needed for construction. There is a degree of inequality in these allocations in that some professions are more technology and material intense than others. Resource allocation is approved by both supervising administrators and Advisory Committees.

Adult Education. Eden Area ROP Adult Education are industry related and aligned to recognized industry standards and certifications. On the Adult Education website, all courses include course outlines and the certificates that can be earned upon course completion or after passing a state or national exam. In addition, most courses (Dental Assisting, Electrical, Medical Assisting, and Welding) are listed on California's Eligible Training Provider List (ETPL), which provides employment training resources for adults or dislocated workers.

As most courses are established to certify or prepare students for certification, the learner outcomes are aligned to the course content provided by agencies who certify or prepare for certification. As examples, the Dental Assisting course is approved by the Dental Board. Electrical classes are approved by the State of California's Department of Industrial Relations. The Medical Assisting course is approved by National Healthcareer Association (NHA).

Resource allocations are made in accordance with the requirements of the certifying agencies. Student's safety and facility maintenance is also a consideration when resources are allocated.

Evidence
- Course Outlines
- CALPADS Sequences
- Model Curriculum Standards by Sector
- Instructor's 11 Elements Plans
- Certification Documents
- [Articulated Courses](#)
- [UC a-g approved courses](#)
- Advisory Meeting minutes

- Class Budget Documents
- Course Catalogues
- CTSO Enrollment
- Governing Board minutes

Indicator 4.2: The school regularly reviews curriculum in order to ensure that the content taught in the classroom is accurate and relevant.

Curriculum review takes place in several ways, involving a diversity of stakeholders. Each year, administrators meet with instructors to discuss curriculum. During the pandemic, instructors submitted weekly lesson plans to administrators for review and approval. Additionally, instructors review their curriculum at the Fall Advisory meeting. Industry representatives have the opportunity to ask questions and make suggestions on curricular elements. A formal vote is taken before the curriculum is approved. Articulation agreements exist for a finite amount of time and must be reviewed and renewed. Finally, the curriculum is reviewed by the Eden Area ROP Governing Board every other year.

Each teacher is given an annual budget to buy supplies for their classroom. Instructors have decision making ability on how to spend these funds on their students. CTE courses involve hands-on instruction with expensive consumables. Instructional materials involve a) texts, etc., b) industry equipment, and c) industry consumables. Teachers, as CTE content area specialists, are fully involved in ensuring that texts, equipment, and consumables are appropriate and up to date. Industry professionals consult with teachers on appropriateness of technology and industry trends. Additionally, two of our Strong Workforce Program grants (DIBI and BOM) have focused on providing updated materials for our classes. A Collision Repair Education Foundation grant provided a substantial update of equipment for our Auto Refinishing course.

As mentioned, the SLOs are a subset of the MCS Knowledge and Performance Anchor Standards. Instructors teach them both by accessing specific lessons in our computer laboratory and second, by enhancing these lessons, with discussions and personal insights.

Eden Area ROP demographics are changing slowly, reflecting the demographic changes of our districts. The ROP works diligently to maintain a diverse administration and teaching staff that can relate and communicate effectively with our students. The diversity of our administration, staff, and student body is reviewed by our Governing Board.

Adult Education. The review of Adult Education course curriculum is driven by the industry and the organizations which certify courses or prepare for certification. On an annual basis, updates are made to the curriculum as rules and regulations are revised and improved. Once updates are announced, the instructor and curriculum are updated and reposted.

EAROP Adult Education courses are aligned with the SLOs, as well as the Knowledge and Performance Anchor Standards. This ensures that all the courses prepare students for industry employment.

Evidence
- Instructor lesson plans
- Instructor evaluations
- Advisory minutes
- Articulation agreements
- Governing Board program approvals
- Class/instructor budget documents
- Staff ethnicity data
- SWP documents

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

Learning materials are provided to all students at the beginning of each semester. Textbooks are updated as new editions become available and are reviewed annually by Advisory Committees for appropriateness. As per the Williams Act, the EAROP annually confirms that it has an adequate inventory of textbooks and other instructional materials to meet student needs.

Many of the Eden Area ROP's classrooms have technologies that can injure students if used incorrectly. Students are trained in the proper use of materials and must pass a competency test before being allowed to use materials. This includes appropriate use of safety materials such as goggles and helmets. These requirements vary by class.

Reflecting upon the hands-on nature of our curriculum, there are three learning areas for students. First, there are the traditional classrooms areas where direct instruction takes place. Our classrooms have SMART Boards that connect computer information to classroom-wide displays. Some of our classrooms use have computer programs, in lieu of texts, to make instruction more individualized, self-paced and interactive.

The second venue for instruction is our hands-on, lab space. These spaces vary greatly. The Auto Technology lab looks like an auto shop. The Culinary Science lab looks like a restaurant kitchen. The Welding Technology lab contains welder's booths. The Cyber Security lab has banks of computers and areas for computer repair. The Dental Assisting lab has Dentist's chairs, and rooms for X-ray. The First Responders class has authentic Hayward Fire "turnouts" and a working fire truck.

The third venue for instruction is our computer labs. Since our last WASC report, we have added an additional laboratory so two classrooms can use the computer labs at the same time. Computer labs are used mostly for career exploration activities.

All technology and learning resources are validated for relevancy through Advisory Committee and course review. Advisory Committee members serve as industry experts

who recommend state-of-the-art technology and resources necessary to stay current with the industry.

The COVID-19 pandemic forced distance learning onto the ROP. A number of software curricula were used as a stop gap. Below is a list of classes, the texts, and the software platform. Approximately $70,000 were spent on these various curricula.

- Auto Refinishing: (ICAR)
- Auto Technology: Automotive Technology E-text (Electude)
- Construction Technology: Carpentry and Core 5e (NCCER)
- Culinary Science: Foundations of Restaurant Management (ebook)
- Cybersecurity: Digital-no textbook needed (CISCO)
- Dental Assisting: Modern Dental Assisting (ebook)
- First Responders: Emergency Care of the Sick and Wounded and Essentials of Fire Fighting (ebooks)
- Medical Careers: Medical Assisting: Administrative and Clinical (Connect)
- Welding Technology: AWS Fundamentals of Welding (AWS)
- Marketing/Entrepreneurship: HS Mimic Social Simulation; Marketing Strategies; HS Mimic Digital Simulation; HS Mod Marketing Digital Textbook; HS Mimic Personal Finance Simulation (Stukent)
- Sports Medicine: Fundamentals of Athletic Training (ebook)

Additionally, some of our teachers used apps to enhance communication with students and make instruction more interactive. Some of the apps used were Kahoot, Miro, Factile, Simtics, Flipgrid, Visible Body, and Human Anatomy Atlas.

Keeping these materials up to date is a challenge, given the rate of industry change and diversity of classrooms. The Eden Area ROP has used grants such as the Strong Workforce Program and the Collision Repair Education Foundation to purchase equipment. Our instructors are resourceful and often solicit industry donations. Finally, we had a strong relationship with the Farmers Insurance supply program, which provided supplemental materials for teachers.

Adult Education. Adult Education courses are fee-based, requiring students to purchase their own textbook and have internet access. Courses also have basic safety gear and tools that are purchased by the student. The Eden Area ROP Adult Education program provides access to specialized equipment and other technology required for curriculum learning. Students with special circumstances who need access to the internet and a computer are given access upon request.

Evidence
- Textbooks
- Classroom libraries and e-materials
- Supplemental learning materials
- Classroom lab tools
- Advisory Committee minutes
- Instructor program budgets
- Online or computer-based curricula

- Farmers Insurance Supply List
- CREF tools lists
- Supply donation lists
- COVID-19 curriculum and apps

Program Strengths and Key Issues for Criterion 4

Strengths:
1. U/C CSU a-g approved programs
2. Articulations with community colleges
3. Strong Workforce and WIOA Grants for accommodations
4. Strong Workforce and other resources that add to curricular materials
5. Career Technical Education Incentive applications for 11 Elements growth
6. Certificates and course approvals
7. Partnerships with community, business, and industry
8. Advisory Committee development and involvement
9. COVID-19 accommodations
10. Governing Board course review process

Key Issues:
1. Assessing ourselves as it relates to the 12 essential elements and identifying next steps to meet them

2. Adapting to changing workforce environment (e.g., Regulations related to operating in a pandemic) to meet student and employer needs
3. Exploring additional certification options for students
4. UC Honors designation for courses earning college credit

Criterion 5: Instructional Program

Eden Area ROP instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve both School-wide Learner Outcomes and course objectives. Instructors are given Professional Development opportunities to address the varied learning styles of students.

Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses.

How does the school measure the quality of instruction in its classrooms? How do faculty members keep current instructional strategies and methodologies in their

Eden Area ROP Center classes are three hours in length, half of a student's academic day. This gives EAROP teachers the time to engage in a variety of instructional strategies that help prepare students for the world of work. While enrollment at our Center is a substantial investment of time and energy, not every student has made a firm career decision. Like other high school students, many are searching for a future direction; experimenting; "trying on" a career path to see how it feels and fits. This is in the nature of the high school student—only a few have determined a life's direction.

Career Exploration. One element of high quality CTE (11 Elements/12 Elements) is career exploration. This instruction takes place at the Eden Area ROP in a variety of ways. In classrooms, it begins with viewing a career through the lens of a particular pathway. In Auto Tech, the student views the world from the vantage point of an auto mechanic. In Medical Careers, students learn about careers as developing medical techs and nursing students. In Culinary Science, the perspective comes from a restaurant and catering point of view. These perspectives are bolstered by career exploration activities that take place in our computer labs through California CareerZone, where the wider view of work is explored. WBL activities (see below), such as guest speakers, workplace tours, etc., also help students explore careers.

Career Knowledge. All professions have the need for knowledge. In most cases, careers have vocabulary, processes, and academic knowledge that is necessary for beginning employment. In medical professions, for example, there is the need to understand the body and how it functions. Knowledge of how doctor's offices and hospitals work is a key to understanding their future employer's organization and reporting responsibilities. Legal requirements are taught. As another example, in our Careers in Education class, students must learn the basic laws that govern schools. In our Law Enforcement and Public Safety course, students learn the law and the proper conduct of police officers. In general, EAROP texts are thick and loaded with content. There's a lot to learn in anticipation of beginning a career.

Career Skills. A major aspect of instruction at the Eden Area ROP involves the development of career skills. Many of our students have a bias in their learning styles- they learn by doing. As a balance to the book learning of Career Knowledge, ROP students have the opportunity to build career skills through hands-on activities. In Auto

Tech, this involves putting your head under the hood of a car and fixing it. In Welding Tech, students use blazing hot welders and learn to join and sculpt metal. In Medical Careers, students learn to take vital signs, and practice giving injections into oranges. In Cyber Security, students practice hacking into a dummy computer. In First Responders/Fire Science, students don the gear of working fire fighters, roll hose, practice CPR, and climb ladders. In Culinary Science, students prepare gourmet foods. The list goes on.

Knowledge and Performance Anchor Skills/School-wide Learner Outcomes. In virtually every conversation with an employer about what they want from an employee, they tell us the similar things. "I'll teach the employee how to use our equipment. What I want is someone who knows how to work." They want employees who show up every day on time, take direction, communicate issues, and learn on the job. This set of skills goes by different names: soft skills, Knowledge and Performance Anchor Standards, which are also repeated in our SLOs. Essentially, these are the skills of all employees; the skills needed for basic employment.

This set of skills is infused into all aspects of our program. As students learn tasks, they are put into working teams or crews where they work with and learn from each other. Students are given tasks where they must solve problems and use critical thinking to grapple with an issue. Soft skills also infused into other aspects of our instructional program.

Work-Based Learning. WBL is a major component of our instructional program. WBL is segmented into four categories: Career Awareness (learning about work), Career Exploration (learning more about work), Career Preparation (learning through work) and Career Training (learning to work). WBL activities range from guest speakers to workplace tours; to job shadows and informational interviews; to skill building projects, student led enterprises, and service-learning; to internships and apprenticeships. Since our last WASC report, WBL has grown significantly in terms of breadth, depth, and number of experiences for each student.

Service-Learning. While service-learning is a subset of WBL, it deserves its own category. Many of the Hayward Center's classes have students participate in extended or multiple service-learning projects, earning recognition through the President's Volunteer Service Award program. The President's Volunteer Service Award recognizes students who have provided at least 100 hours of service to their community this school term. Along with the honor of presidential recognition, recipients receive a personalized certificate, an official medallion, and a congratulatory letter from the President.

In the Medical Careers class, students interned in medical offices and hospitals. In Construction Technology, our students built benches and library kiosks and made a number of improvements to the ROP, including an outdoor classroom. In Culinary Science, students cooked and hosted dinners for charity events as well as staffed our student store. In our Careers in Education class, students worked as teacher's assistants in local elementary and pre-schools. Between 80-100 students earned the PVSA award each year, in three categories: 100+ hours = bronze, 175+ hours = silver, 250+ hours = gold.

Student Leadership/Career Technical Student Organizations (CTSOs). Student leadership is another emphasis of instruction; a series of strategies like WBL that helps develop the Knowledge and Performance Anchor Skills and soft skills. EAROP provides leadership activities through classroom instruction and through formal participation in Career Technical Student Organizations or CTSO's. Additionally, there are also a several organizations that provide student leadership experiences that do not have formal CTSO recognition. EAROP instructors take advantage of quality experiences for their students through a wide range of organizations.

UC A-G Courses. As mentioned, over the past few years ROP classes have earned UC A-G status. Beyond ensuring that curriculum was college preparatory, the UC A-G process requires that instructional strategies reflect a high level of instruction, with breadth, depth, and rigor.

Adult Education. The Adult Education program monitors its curriculum and instructors on an ongoing basis. Formally, Adult Education hourly teachers are observed once a year to document strengths and areas of improvement. Informally, hourly instructors are observed and given feedback after class sessions. Students also complete a survey to evaluate the instructor and the course. The information from student surveys is shared to with each instructor during formal and informal discussions. Ongoing discussions on the quality of instruction focuses on improving each program and its teaching strategies. Observations and survey results are shared with the instructors regularly to provide content for the improvement of classroom instructional practices.

Evidence
- California CareerZone Lessons
- Instructor Career Exploration Lessons
- SLOs Lesson Plans
- Instructor Knowledge Lesson Plans
- Instructor Skill Building Lesson Plans
- WBL Statistics
- PVSA Recognition data
- CTSO (SkillsUSA/DECA)Enrollment
- Other Leadership Group Involvement
- UC A-G applications
- Course Outlines

Indicator 5.2: The institution uses a variety of delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Our varied teaching strategies necessitate different delivery modes and teaching methodologies. In general, there are three types of learning that take place at the ROP. First, there is traditional academic learning. Second, there is skill building learning. Third, there are personal growth experiences. Together, we develop knowledge, skills, and dispositions that are essential to developing students for beginning careers.

Academic Learning. Academic learning is facilitated through a number of well-known strategies. Reading and responding to questions in a text. Traditional lecture and discussion. Cooperative groups. Self-paced learning through computer assisted learning. Through these strategies, we instruct in vocabulary, elementary principles of careers, legal requirements, and the content knowledge that forms the ground level intellectual framework of career knowledge. Again, our textbooks are thick and detailed, necessitating a variety of strategies in order to master information.

Our teachers incorporate effective instructional strategies in their daily lesson plans. They deliver direct instruction of their course content through lectures which include visual aids. Some visual aids used are PowerPoint presentations and detailed, labeled pictures and diagrams projected on SMART boards. Students read and respond to questions in content related texts. Their content learning continues in self-paced modules online. As students become more familiar with the content, our instructors use cooperative group work to give students a chance to start applying their learning. In these groups, students work collaboratively to create projects and prepare lessons and quizzes for their fellow students. Mastery of content comes from teaching others because it requires preparation and a deep understanding of the coursework. Teachers give students time to reflect on their learning and ask follow-up questions for clarification of challenging content. Through these and other strategies teachers instruct in content specific vocabulary, elementary principles of careers, legal requirements, and the content knowledge that forms the ground level intellectual framework of career knowledge.

Experiential Learning. Experiential learning is our forte. Instructors model proper procedures or use YouTube videos to demonstrate how to get things done. Then, usually in groups, students begin to replicate the behavior. During this guided practice, the instructor watches and coaches, in order to develop and refine technique. Next, students demonstrate the skill themselves independently, with a review by the instructor. Another way of describing this gradual release approach is "I do, We do, You do." Often, these experiential learning opportunities involve Project-Based Learning, Problem-Based Learning, or Service-Learning, involving the development of project, solving a problem, or providing a public service to others.

Growth Experiences. Growth experiences involve providing students with experiences that develop their Knowledge and Performance Anchor Standards/School-wide Learning Outcomes, i.e., soft skills. For example, employees need people who communicate and work well in teams. Most of our classes group students into cooperative teams where they rotate through a variety of leadership and support roles. Communication is a vital tool for a worker, and assignments stressing reporting and communicating are provided. Finally, critical thinking and problem solving are highly valued skills. Many assignments present problems for students to solve and emphasize a collaborative approach to solving a problem.

In order to succeed at all three levels of this educational model, instructors must take on the role of a coach. Much of our instruction is built upon the foundation of strong relationships between our instructors and our students. Students often view our instructors as mentors and guides.

Mixed Modalities. Work-Based Learning and Leadership instruction often combines several of the previous categories into a single extended learning experience. Our capstone WBL experience is the summer internship, where students are placed into businesses and agencies for a 40–60-hour experience. Employers act as supervisors for the students, overseeing their work. WBL internships require an extensive investment of resources in their development and oversight but have proven to be life-changing experiences for many students.

Student leadership experiences generally fall into two categories. Some projects such as business plan development put students through an intense process of developing their own business idea, pitch, and budget. These projects are often supported by industry mentors who aid students in their business plan development. Second, CTSO competitions through agencies like DECA and SkillsUSA have students test their mettle against other students from other schools. Competitions and presentations often bring out the best in students and provide crescendo experiences that tie together wide swaths of learning.

Adult Education. The Adult Education courses are designed to prepare students to work in the industry. Besides the knowledge learned from a textbook, career necessary hands-on skills are practiced, reinforcing the curriculum and complementing the developing career knowledge. Delivery modes and methodologies focus upon hands-on applications that are necessary for the industry or certification. Teachers focus upon activities that have students build their skill sets prior to initial employment.

Evidence
- Classroom Lesson Plans
- YouTube Videos
- Experiential Learning Lesson Plans
- Service-Learning project list
- Internship Lists
- Student of the Month Presentations
- CTSO regional activities
- CTSO project examples

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

Introduction. New technology takes on two different dimensions at the Eden Area ROP. The traditional dimension is the teaching materials and software used by the instructional program. The added ROP/CTE dimension is the teaching materials that are specific to each career pathway and profession.

Basic Technology. Our Technology Plan was revised and passed by our Governing Board. Part of this plan included a schedule for computer replacement on a schedule, running new cable for broadband communication, and an upgrade of our phone system.

A second computer lab was built, doubling our computer lab capacity, and taking the strain off our busy STAR Center. The second lab is vital in providing additional capacity for online career awareness lessons from California CareerZone.

SMART Board technology has been installed in each classroom at the ROP. Teachers has been provided professional development to ensure that they can effectively integrate this new technology into their teaching.

Wider bandwidth was provided across the campus, as well as internet hubs which have eliminated dead zones in wireless communication. Updated VOIP phones have been added across campus, as well as some security cameras. While these technologies may appear to be modest gains, a small organization such as the ROP has difficulties in updating to the most modern technology.

CTE Technologies. CTE technologies are being upgraded classroom by classroom. Not all pathways are equal here, some pathways require new technologies to keep up with changing times; others have slower changes in their technological needs. State of the art professional equipment for our pathways can be costly.

We have used a variety of strategies to replace and update equipment. One strategy that we have used is through writing grants. Three Strong Workforce Program grants, *Design It, Build It; Health 2.0;* and the *Business and Management* support teaching materials and supplies for our Welding Technology, Medical Careers, and Marketing/Entrepreneurship courses. Another grant through the Collision Repair Education Foundation provided a range of hand tools for our Auto Refinishing course. In some cases, technology breaks or general funds are needed for necessary upgrades. Auto Technology needed new equipment for its ASE certification. Culinary Technology had issues with refrigeration necessary to keep food safe. Another strategy is when instructors use their annual supply funds for new equipment.

Finally, our instructors have strong community relationships and tap into local industry for equipment upgrades. In our Construction Technology class, a relationship led to the delivery of a "tiny house" which was constructed, in part, by our students. Our Auto Technology instructor regularly receives donations of cars for his students to work on and improve their skills. Finally, in our First Responders course, one of our instructors-a retired fire captain-tapped into his relationships and showed up with a truckload of used, but authentic, firefighting equipment and uniforms.

COVID-19. The COVID-19 pandemic required both hardware and software accommodations. This began with laptops for students (provided by their home districts). Google classroom was used for communication between administration, faculty, and students. Various programs and apps were used to facilitate learning and provide content.

Technology for instruction during COVID-19 included a variety of hardware and software programs. Whenever possible online textbooks were purchased for each student so they would continue to have ongoing access to the course content. All ROP

teachers were issued laptops. Go Pro cameras were given to faculty who would be providing live lab instruction in their classroom to students at home. Teachers were given professional development on how to use various apps and features in Microsoft Teams to engage students in learning. Students were able to use their technological skills to demonstrate their learning by creating PowerPoint and video presentations.

Evidence
- [Technology Plan](#)
- Computer Lab receipts
- California CareerZone
- SMART Boards technology and professional development
- Technology upgrade receipts
- SWP Grants (DIBI, Health 2.0, BOM)
- CREF Grant spending receipts
- Technology spending receipts
- Donations approved by Governing Board
- Go Pros (project to the class and in person)
- Laptops from home schools

Program Strengths and Key Issues for Criterion 5

Strengths:
1. ROP Center Facility-half classroom, half lab
2. Experiential Learning/Lab Time
3. Work-Based Learning
4. Internship Experiences
5. CTSO Projects
6. Service-Learning Projects
7. Instructor Relationships/Donations
8. Technology Plan and Upgrades
9. Grants: SWP (DIBI, Health 2.0, Bom) and CREF
10. COVID-19 Instructional accommodations
11. Wireless/virtual academic learning
12. Connection to industry through Advisory Board

Key Issues:

1. Staying updated with current industry standards
2. Upgrade our on-site servers if we want to support local legacy programs (Quickbooks, shared drives, etc.) For most other needs, we can move into the cloud

Criterion 6: Use of Assessment

The instructional staff uses established assessment procedures to design, administer, deliver, and evaluate courses, programs, and student learning levels. The institution recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school. Assessment is used to measure student progress, to modify learning approaches, and to carry out institutional planning and ongoing school improvement.

Indicator 6.1: **Clear learning outcomes are developed for each course so that success can be measured and students who are struggling can be identified and helped.**

Introduction. Eden Area ROP curriculum is complex; reflecting demands from the Model Curriculum Standards (Knowledge and Performance Anchor Standards (SLOs are found here) + Pathway Specific Standards), articulation agreements with college instructors, 12 Elements of High Quality CTE, UC A-G applications, Certification tests, the advice of industry partners, and of course, the perspective of the instructor.

In instruction, these curricular goals are taught through academic learning, experiential learning, personal growth experiences, and mixed modalities such as work-based learning, service-learning, and student leadership. The overall goal is to develop the knowledge, skills, and dispositions of an entry level employee. While most pathways come to fruition after some higher education, we strive to advance students as far along career pathways as possible.

These demanding curricular and instructional goals are memorialized – to the greatest degree possible – in our course outlines. Course outlines are lengthy documents that work to capture the breadth, depth, and rigor of our courses. Approval of course outlines require administrative sign-off, approval by Advisory Committees, and formal approval by our Governing Board.

Improvements since our last WASC report include dramatic increases in our curriculum alignment with the MCS, increased numbers of articulations and UC A-G approvals and added certifications. As a general direction, the Eden Area ROP has worked to follow the changes and reforms in career technical education that are advanced by the California Department of Education.

Assessment. Eden Area ROP assessment strategies correspond to the curricular demands and the pedagogies used for instruction. In the case of academic learning, traditional assessments are used such as quizzes, tests, and written assignments are used. In terms of experiential education, skills checks based on industry standards and other graded course activities are used to measure student performance. In growth experiences, rubrics, and portfolios measure student learning. EAROP instructors use both formative and summative assessments to measure progress and growth in learning outcomes.

With articulations, college instructors provide test materials to produce evidence that students have gained college level knowledge and skills. Similarly, agencies that offer certifications provide practice tests and their own final tests for approval. In internships, a rubric is provided for supervisors to assess student performance. In leadership competitions, students are judged according to a rubric.

EAROP instructors make accommodations for students with learning challenges and students who are struggling academically, socially, and emotionally (including English Language Learners), through differentiated instruction and classroom management strategies. Accommodations vary depending on the needs of the student and may include modifying lesson plans, creating behavior support plans for challenging behaviors, allowing additional time for tests, and adaptive equipment and software. In addition, instructors give input towards the IEP (Individualized Educational Plan) or 504 plans for students.

Grades and progress reports are reported to the individual sites every quarter and to the EAROP office each quarter. Progress reports are sent home to parents and guardians with our new student management system, Orbund.

Adult Education. Eden Area ROP Adult Education classes are focus on preparing students to work in industry. Typical industry standards require assessment passing rates of 70% or higher to assure employee competency. Adult Education administration sets this goal for its classes to ensure that the vast majority of the students pass their assessments. Additionally, instruction follows certification guidelines and prepares students to pass certification tests. Industry certifications reflect basic competences and current trade standards.

All Adult Education instructors work in industry, have recently worked in the industry, or came from industry. Instructors meet with industry advisors at least once a year to stay current and learn new trends. Administration works with instructors to keep current on course curriculum, instructional strategies, and assessment. Practical hands-on applications are the strength of the adult programs. Our students comprehend and become more confident when they are applying what they have learned to an authentic project or simulated demonstration. Assessment strategies measure the outcomes of these instructional practices.

Evidence
- Course Outlines
- Articulation Agreements
- UC A-G Applications
- MCS Documents
- CTEIG Applications
- Certifications
- Advisory Minutes
- WBL Data
- Student Leadership Data
- Governing Board minutes

Indicator 6.2: **The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for change based on assessment results.**

Introduction. The Eden Area ROP anticipated using its new Student Information System (SIS) as the technology for gathering data on student performance and analysis. Unfortunately, our investments into the AERIES and Orbund Student Information Systems and our hopes that they could meet our non-conventional needs were not met.

We add that all courses are regularly evaluated in regard to depth, breadth, rigor, relevance, and sequencing by administration, through bi-annual observations, and course evaluations. Regular meetings between administration and faculty focused upon the quality of instruction and the collection of student data.

Instructors analyze student exam data in order to judge the effectiveness of their instruction and determine topics for individual or whole class re-teaching. Instructors review daily and cumulative work and make instructional adjustments, as necessary. Student evaluation is often infused into the learning process. Some instructors use classroom charts, software, and websites that show individual and group progress on assignments; thus, providing a vehicle for students to monitor their own success. Multiple technological assessment tools are used to determine student comprehension including software, application programs, and computer games (e.g., Kahoot!).

Administration and instructors analyze disaggregated data to target the needs of all students, in order to close the achievement gap. Disaggregated data is also analyzed for larger trends and patterns that suggest adjustments to curriculum and instruction.

While we are frustrated with our SIS issues, we used a number of less comprehensive tools and approaches for gathering data and analyzing results. Results from these data sources were discussed and analyzed in weekly EAROP Management meetings and shared with appropriate stakeholders.

Student Grades. EAROP instructors are required to submit progress reports with the names and current grades of students four times per year. These reports inform ongoing conversations between instructors and supervising administrators on student progress. Similarly, ROP administration has analyzed each instructor and the cumulative GPA in each course. The ROP Career Counselor closely watches the performance of students with IEPs, approximately 25% of ROP students.

Student Surveys. At the end of each school year, students complete an anonymous survey on the quality of their experiences at the ROP. This client-based survey produces important information on student achievement and engagement.

Articulations. Since our last WASC review, we have worked to increase the number of articulations and the number of students earning college credit. Through the CATEMA software system (which community colleges use to manage the enrollment and

grading process), we have documented the number of classes, number of students, and the number of units earned.

Certifications. Similarly, with certifications, EAROP focused on providing opportunities for students to earn certifications, and, therefore, the number of certifications earned. Given that many of the certifications require the students to take an exam that has a fee, we do not require the students to take the exams, but do everything we can to encourage those students who are interested the opportunity to sit for the tests.

Work-Based Learning. In terms of Work-Based Learning, three sources were analyzed. First, a brief survey was created where teachers input their WBL events. The results of these surveys allowed us to inform teachers and management of the number of WBL events that teacher participated in over a period of time. Basic contact data of WBL partners was also collected here, allowing us to create a master WBL database. Second, WBL partners were surveyed after events, allowing us to analyze the effectiveness of student preparation and industry training before events. Finally, we databased the participation of WBL partners in Advisories. This allowed us to target particular Advisories for additional industry participation.

Other Evidence. There are other, less systematic, measurements of success. For example, student success in CTSO competitions provides evidence of student achievement, as compared with similar programs. Additionally, numbers of students earning President's Volunteer Service Awards is evidence of service-learning and depth of community experience. Similarly, the results of Project-Based Learning lessons through presentations and skill demonstration are evidence of effective community experiences. Finally, enrollment numbers are the ultimate test of ROP course learning and effectiveness. ROP classes come with a substantial time investment and students talk with each other. Student enrollment data measure students voting with their feet.

Adult Education. Except for Welding, all assessments in Adult Education programs are either provided by the agencies that grant certifications or are provided by officially sanctioned textbook publishers. Instruction and assessment are tightly tied to earning certifications and gaining core competencies.

Evidence
- Instructor evaluations
- Instructor assessment data
- Progress report data
- Student grade data
- Student survey information
- CATEMA data
- Student certifications
- WBL data
- WBL industry survey data
- Advisory Committee enrollment data
- CTSO award winners
- PVSA award data
- PBL portfolios, presentations, demonstrations

- Enrollment data
- Adult Education instructor notes
- Adult Education certification tests awards

Indicator 6.3: **Student learning data analysis is used to make institutional changes that enables students to reach educational goals and achieve academic success.**

Administration and faculty meet at least monthly, sometimes more frequently, to discuss student achievement and the attainment of educational goals. This is an iterative process, involving reflection, discussion, and revision in an ongoing loop. Topics in these meetings range from curriculum, instruction, and assessment to a series of other issues, including student learning strategies, such as scaffolding and the use of formative and summative assessments.

The ROP Career Counselor engages in her own process, focusing on students with IEPs and individual circumstances requiring curricular modification or accommodation. In some cases, EAROP resources are insufficient, and we refer students back to their home district resources, such as COST Teams or Health Centers.

Issues are discussed in weekly EAROP Administrative Management meetings. In these meetings, all management contribute conversation topics. Each member of administrative team has the opportunity to discuss, offer opinions, and suggest possible solutions.

Twice annual Advisory meetings have mandatory agenda items where the instructor presents their curriculum before other instructors, industry professionals, and a facilitating administrator. As part of the Advisory process, there must be a formal motion of acceptance for each instructor's curriculum.

Finally, every other year, each instructor must make a presentation on their curriculum before the Eden Area ROP Governing Board. These presentations provide an overview of course curriculum and highlight outstanding and capstone projects. The Governing Board asks questions and provides feedback for each course.

This multi-leveled process creates a range of reflection points and reviews that improve student learning. Supplemental checks on college units awarded, student surveys, certificates earned, WBL completed, and capstone projects completed, provide a number of data points for both instructors and administration to review student learning.

Eden Area ROP management use this information to review the overall learning that is taking place in our classes. Management uses this data to help teachers for improve, remediate, reform, and unfortunately at times, be removed from employment. Our first duty is to our students and their career development learning.

Evidence
- Administration/Instructor agendas
- Instructor evaluations

- Management meeting agendas
- Advisory agendas and minutes
- Governing Board presentations and minutes
- Employee notes and files

Indicator 6.4: **Assessment results are reported regularly to all stakeholders so that accountability can be maintained and that student learning remains the focus of the school.**

Student learning data at the classroom level is monitored regularly by the instructors. Assessment data gathered by administration is shared with teachers as it becomes available. The EAROP in-class surveys are completed at the end of each year and results are reviewed by the Administrative Staff during the summer and faculty upon their return, in August. Student learning outcomes are reported at Advisory meetings, Governing Board meetings, Back to School Night, and Open House.

The Castro Valley, Hayward, San Leandro, and San Lorenzo USDs are our essential partners. The Superintendent and administrative staff have regular meetings with our partner district superintendents, Boards, and CTE administrative leadership. Information is shared with principals at the Principals Breakfast and counselors at the Counselors Luncheon. Data is shared with parents through progress reports.

Students with special needs are typically identified by IEPs and 504s and monitored by our Career Counselor. Information is shared with instructors to help them modify curriculum and provide appropriate accommodations. Additionally, instructors can note students who need additional assistance. The ROP has two programs, Workability and WIOA that provide targeted assistance to students with special needs.

Learning results are reported to the community at large in a variety of ways. General data is shared through various press releases, the Annual Report, monthly newsletters, Eden Area ROP website, Facebook, school marquee, car shows, Back to School Night, Sophomore Tours, Open House, the annual Student Awards Ceremony, the Principals Breakfast, Counselors Lunch, and in local media.

Evidence
- Instructor Learning Data
- Year-End Student Surveys
- Year Opening Agendas
- Advisory Committee Minutes
- Governing Board Minutes
- Open House agendas
- Back to School Night Agendas
- Principals Breakfast Agendas
- Counselors Luncheon Agendas
- Progress Reports
- IEP and 504 lists
- Workability Notes
- WIOA Notes

- Annual Report
- Electronic and Social Media

Indicator 6.5: **The school relies on assessment results for institutional planning, Action Plan revision, and resource allocation.**

Institutional assessment planning occurs at each level of the Eden Area ROP. Instructors annually assess themselves via the 12 Elements and create their individual action plan, which is shared with both Administration and their Advisory Committee. Additionally, instructors create annual professional development plans, which are approved by their supervising administrators.

Classified staff meet in teams and assess the quality of events and procedures at the ROP. The Educational Services team manages a number of different events and strategizes both before and after events.

Each summer, the Eden Area ROP Superintendent and management meet to brainstorm and prioritize issues to be addressed in the upcoming year. Typically, the list of desired changes is fueled by idealism and the list of potential reforms must be culled to meet administrative capacity. After the brainstorm, administrators discuss and then vote upon the upcoming year's priorities. Management also meets weekly to discuss ongoing projects or issues that recently surface. Management works as a team to troubleshoot and improve learning at the ROP.

The Governing Board receives regular reports over the full range of issues. Moreover, the Governing Board receives quarterly budget reports quarterly and the report of the independent auditor, annually. Additionally, partner district Superintendents and their Boards receive information about progress at the ROP.

Budgets are strewn over a number of owner stakeholders. Teachers have individual budgets, which they use in consultation with administrators. Grant managers manage their individual budgets. The Business Manager and the Superintendent oversee this process and to ensure fiscal responsibility and accountability.

Despite our successes, we see areas for growth in terms of data collection and monitoring faculty instruction. These deficiencies will be addressed in our schoolwide Action Plan.

Evidence
- 12 Element assessments
- Instructor professional development plans
- Educational Services agendas and notes
- ROP Management Summer Notes
- Management meeting notes
- Governing Board minutes
- Governing Board budget reports
- Annual Auditor Report
- Individual and Grant Budgets

Program Strengths and Key Issues for Criterion 6

Strengths:
1. Instructor 12 Element Assessments/Professional Development plans
2. Counselor monitoring of students with IEPs and 504s
3. Work-Based Learning data
4. Articulation assessments/CATEMA data
5. CTSO and PBL project rubrics
6. Year-End Student Surveys
7. Meetings with Partner District Superintendents and Boards
8. Principals Breakfast and Counselors Lunch
9. EAROP Management Strategic Planning
10. Governing Board Oversight

Key Issues:
1. Identify a learning management system that supports teachers ability to aggregate student assessment data
2. Identify a Student Information System that will track Work Based Learning by Student
3. Update year end student surveys to a digital format

Criterion 7: Student Support Services

Student Support Services The school recruits and admits students who are able to benefit from its programs. Student support services address the identified needs of students and create a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The school systematically assesses student support services using faculty, staff, and student input and other appropriate measures in order to improve the effectiveness of these services.

Indicator 7.1: **The school provides sufficient student support services that enhance the learning environment and encourage the achievement of School-wide Learner Outcomes.**

Introduction. Eden Area ROP students attend classes on two campuses, their home school campus and the ROP, and thus, are served by two sets of complementary and overlapping staff. Student support begins with the counselor at the home school and the Career Counselor at the ROP. Additionally, EAROP funds part of the Career and College Technicians at some of our local comprehensive high schools to ensure that students learn about CTE and ROP programs. The Educational Services Department is focused upon student learning and augments support services.

EAROP Administrators meet weekly to discuss issues, including support services. Monthly staff meetings for teachers provide information about upcoming support service events for students. The Educational Services Department also provides updates during these meetings to better support services offered by the Center.

Eden Area ROP Services. Eden Area ROP provides a variety of support services to high school students. These include:
- College and Career planning and counseling
- Assessment, remediation, and academic support
- Programs for Special Needs Students through WIOA and Workability
- Pre-employment preparation and work experience
- College application support and articulated courses with local colleges
- Career readiness preparation through web applications such as California CareerZone

Educational Services specifically offers:
- Course information
- Course availability and registration
- Career pathways information
- Issuance of certificates of achievement, mastery, and advanced mastery

District Responsibilities. Home Schools that we partner with include support student services such as:
- Advanced Placement classes and exams, AVID
- California Scholarship Federation

- Conflict Mediation
- Puente program, English Learner programs, EAOP Program
- Summer school to help students stay on track to graduate
- SAT Preparation
- Health Centers (at some sites)

ROP Counselor Responsibilities. The Career Counselor at our ROP site provides emotional and academic support services to its high school students. Support services include:

- **Counseling, Discipline, and Guidance Support.** Students who are struggling academically, socially and/or emotionally are referred to our Career Counselor for support, counseling, and guidance.
- **Individualized Education Plans (IEPs) Coordination for Special Needs Students.** The Career Counselor coordinates and attends IEP meetings to support students' academic and emotional needs. The Career Counselor supports EAROP instructors to make accommodations for students with special needs. Accommodations vary depending on the level of function and the needs of the student.
- **Connection with CTE and Other Resources.** EAROP connects students in need of academic, emotional, and financial support with available resources.
- **Financial Aid Education.** Student Support provides workshops for parents and students to complete the FAFSA and Dream Act applications.
- **WIOA and Workability Programs.** The Eden Area ROP provides students two comprehensive pre-employment training and employment programs for individuals with special needs and disabilities. These programs provide developmentally appropriate curriculum and a transition system for our high school students to employment opportunities.
- **Chabot Early Decision Program – SOAR, for our High School Students.** The SOAR program at Chabot College gives underrepresented seniors the opportunity to improve their access to higher education and priority registration for the college's fall semester. Through Hayward Promise Neighborhood (HPN) program, Hayward and Tennyson High School seniors receive additional registration and assessment support, as well as guidance on completing matriculation requirements.
- **Employment and Additional Training Support.** Student Services helps students with financial aid, college applications, resumes, and cover letters. Additionally, we help build online portfolios, and support searches for scholarship and apprenticeship programs.
- **Participation in College and Career fairs.** EAROP develops and maintains effective relationships with school and college counselors and staff. When possible, we present at their events and collaborate on projects.
- **Being Available.** The Career Counselor has an open-door policy and a mission to care for students. This availability allows students to meet with the counselor whenever they have a question or concern.

To promote student learning and growth at EAROP, we have the following events that are coordinated by the Career Counselor and Educational Services Department:

- **Student of the Month Recognition Program**. EAROP has a student Recognition Program that highlights the accomplishments of our students and acknowledges outstanding efforts and achievement. Each month we identify students of the month nominated by our instructors and celebrate them at the Governing Board meeting.
- **Students of the Year Recognition Program**. Each spring the EAROP hosts our Annual Student of the Year Night, which recognizes students' outstanding efforts and achievements. Scholarships for our students are announced by our staff and community leaders. The student awards night is a proud moment for students and their families, as students and families celebrate outstanding accomplishments.
- **Ambassador Program**. The Ambassador Program is an honorary group of students who represent Eden Area ROP and serve as the EAROP student government. The Ambassador program provides important leadership experiences for students and enhances learning.

Data Support. Our registrar maintains our data management system, Socrates (prior to August 2020) and Orbund (since August 2020). This system is used for the collection of data requirements for district and state-mandated reports including attendance and grades.

Workability. Our Merchandising Occupations program provides support for students with disabilities to transition from high school student to the workforce. This program combines classroom instruction with job site placement, in order to prepare students for entry into the workforce.

Accountability. EAROP demonstrates that these services support student learning by:
- Assessments on the state core curriculum (MCS)/WBL
- Quarterly Progress reports
- Phone calls to parents as needed, with updates on student's performance
- The Career Counselor provides an annual presentation to the Governing Board which highlights the work that takes place to help students with their college and career plans. She also discusses the successes and upcoming plans for the program based on the data gathered throughout the year.

Coordinating with Home Schools. The following services are provided at the home school sites. Our Career Counselor works closely with home school counselors to leverage services that will enhance student behavior and health. These include:
- Health services
- Tutoring services, if a student needs additional support
- Financial aid workshops and scholarship sessions for students and parents scheduled through the school's career center.
- Through the Hayward Promise Neighborhood (HPN) Program, students who attend EAROP who fall within the HPN area, receive learning resources, counseling services and health resources. There is an HPN instructor on site who meets with these students to keep them on track to graduate.

Sharing Information. The previously stated support services are shared with students through a variety of avenues. These include:

- **Student Orientation**. Educational Services' presentation takes place on the first day of school and includes information about the services we offer students and how students can obtain these services.
- **Student Handbook.** Students are given a handbook which parents review and return with their signatures.
- **Sophomore Tours.** During the Sophomore Tours, students are introduced to key ROP staff, including the Career Counselor. This event is led by the Educational Services Department.
- **Counselors Luncheon.** During the Counselors Luncheon, a vast amount of information is shared with home school counselors.
- **Site Visits.** Educational Service Department staff go to all school sites that feed into the ROP Center to present information about the ROP and its benefit for students. This includes highlighting the support services available to students attending the ROP. Flyers and posters are also provided for home schools to display in their counseling offices and career centers.
- **PowerPoint Slides.** Informational slides are provided to high school counselors to be included in their programming presentations. These slides highlight the support services offered at EAROP, as well as a link to our webpage, which has a wealth of information on student resources like career links, apprenticeship programs, financial aid and scholarship information, and student videos.

Evidence
- EAROP Flyers and brochures
- Course Catalog
- ROP Course Summary Sheet
- Enrollment Counts
- To, Through & Beyond ROP Student Worksheet
- Reports: attendance, enrollment, grades
- Student Handbook
- Programming sheets at high schools
- Flyers for Open House
- Course Outlines
- Career Counselor Job Description
- Educational Services Meeting minutes
- Program Evaluation forms
- Employer evaluations
- Counselor Breakfast agenda
- Presentations shared with high school (sophomore tours) counselors regarding the programs at ROP
- Skills USA Awards list
- Articulation agreements
- Calendar of Events
- Career Pathways Chart
- Classroom observations
- Field Trip Forms

- Competition awards
- Event programs
- Enrollment Forms
- Certificates of Completion
- Internship Records
- Student Award Ceremonies presentations
- WIOA Grant Program information/presentation
- Career Counselor Annual Report

Indicator 7.2: **The school designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success in the transition to further education or employment opportunities**.

All Eden Area ROP classes provide a range of "next step" opportunities for students, in preparation for further education or employment opportunities after high school. Both the EAROP Career Counselor and instructors provide presentations to students on options available to them after high school. Topics include:
- College and University pathways
- Employment opportunities
- Apprenticeship and training opportunities

This information is shared through multiple strategies: the instructor's experiences in the industry, PowerPoint presentations, guest speakers from the trade, and also from colleges, online resources, and field trips. Students are provided a wide variety of material both online and in print. Teachers integrate career and continuing education advisement into their classes as part of our Student Learning Objectives. In preparation, teachers, and our Career Counselor support students in career exploration, interviewing techniques, resume writing and job shadowing.

Instructors use student questionnaires which help guide students towards their future goals. Some of our classes require students to build portfolios that are evaluated to determine student preparedness.

EAROP planned to host annual college and career fairs where students would be given opportunities to ask professionals questions, gain feedback, and make further industry connections. These plans were disrupted by the pandemic.

Administrative staff and the Career Counselor educate counselors, career techs and other staff offsite primarily during the Counselors Luncheon, but also through ongoing communication via email, phone calls and meetings throughout the school year.

Offsite, administrative staff regularly advise counselors and teachers through presentations on how to guide high school students toward employment and educational opportunities.

EAROP has developed articulation agreements with local community colleges (Chabot, Ohlone, Las Positas, and Mission) through which students who complete articulation requirements and receive college credit for the course.

EAROP received a grant funded by Alameda County Workforce Development Board through the Workforce Innovation and Opportunity Act (WIOA). This grant provides comprehensive services and support for eligible youth as a means to improve the quality of the workforce, reduce dependency on public assistance programs, foster economic self-sufficiency, and enhance work experience activities. Students who meet the criteria for this grant receive case management, individual support, and a stipended internship as part of a package of services. The grant's overall goal is employment in high wage, high value professions.

To ensure that EAROP programs remain current and meet the needs of the students, the districts' Career Techs meet monthly with our Off-Site Program Coordinator to discuss issues and support services for students. Our Career Counselor and Career Techs attend college conferences to learn more about application processes and changes for college-bound students. In addition, our Career Counselor attends trade workshops and events (sometimes with students) to learn how students can pursue careers in these industries.

Evidence
- Course Catalogs
- Classroom guest speaker information
- Career Software – California CareerZone contract
- Student data – Career plans Microsoft form
- Articulation Agreements
- UC/CSU Conference registrations
- Community college conferences/workshops (CACC agenda)
- Trade workshops registration and flyers
- Fieldtrip forms
- To, Through and Beyond form for Students
- WIOA grant documents
- Sophomore lesson plan – preparing for industry work

Indicator 7.3: **The school provides support for all students from the recruitment and admissions phase to the successful completion of the school program of choice.**

As previously mentioned, the Eden Area ROP offers two types of courses: three-hour courses at the ROP Center in Hayward and courses that take place at comprehensive high schools as part of their program.

At comprehensive schools, ROP courses are offered as a standard part of that high school's CTE offerings. In many cases, students are not aware that they are signing up for an ROP course. Counselors on these campuses sign students up for the ROP courses on their campuses based upon student interest and seats available.

On the contrary, enrollment at the ROP Center in Hayward requires deliberate student education and recruitment. Center courses last half of the student's day, plus the transportation time to and from the Hayward campus. Center courses are carefully marketed, using a number of different strategies, starting on the student's home campus.

Our High School Liaison, along with our Career Technicians, provide offsite services for the high school students at 12 high school sites. They support student achievement by:

- **Sophomore Tours**. Every sophomore in each of the high schools we serve tours the Center programs prior to the start of student scheduling for the upcoming year, so that students can see firsthand what the EAROP offers and make an informed decision about their course selections.
- **College and Career Fairs.** Our High School Liaison attends various college and career fairs held at the school sites to inform students about the options available through EAROP and how EAROP can support students' long term career goals.
- **EAROP Course Information and Career Pathways Information.** Our Career Counselor, High School Liaison and Career Technicians provide students with an overview of EAROP course offerings during programming times at each of the school sites, as well as at other community events. A ROP course summary sheet is provided to home school counselors who distribute it to potential students during programming.
- **Counselors Luncheon.** Our Career Counselor, High School Liaison and Career Technicians work closely with the counselors at the school sites to ensure that they are aware of EAROP course offerings at their site and at the Center. Including the structure of career pathways. The Counselors Luncheon helps provide a common message and facilitates a two-way communication between the Center and sites. Additionally, we share information on local labor market trends, changes in CTE statewide, new grants, and relevant program updates.

Additionally, Eden Area ROP engages in community awareness activities and recruits students through a variety of marketing strategies, that include:
- **School Marquee.** A digital display of significant events at the EAROP is maintained in front of the Center campus.
- **Common Area Classroom Bulletin Boards.** Information regarding programs and key dates is provided via common area and classroom bulletin boards.
- **EAROP Newsletter.** A newsletter is sent to participating sites and community partners with information regarding current events in EAROP programs.
- **Middle School Outreach.** EAROP staff, along with our students, visit middle schools for Career Days and other similar events, to inform students about EAROP. Middle school students are also invited to attend tours of the EAROP campus.
- **Community presentations.** EAROP staff regularly present program information and updates to our local Chambers of Commerce and other service organizations.

- **Social media.** EAROP has created a Facebook page and Twitter account to keep people informed of what is happening at EAROP. These sites need to be updated on a regular basis to improve effectiveness.
- **Website.** The Eden Area ROP website is maintained that provides key information about our programs to our students and the community.
- **Welcome Letter, Orientation, Handbook, Back to School Night, Open House.** All students who enroll are sent a welcome letter informing them of our starting date and time. Additionally, we have an orientation for all students and guide them through our student handbook which contains the comprehensive information students need regarding how we operate. We also have an annual Back to School Night and Open House for our students and family to learn about and showcase our programs.
- **Hayward Promise Neighborhood Grant Program (HPN**). In partnership with Cal State East Bay, Hayward Unified School District, Chabot College, and the City of Hayward, HPN offers support services for students who are behind in their credits for graduation. One component of the program provides for an independent study teacher from Hayward Unified to be located on the EAROP Center site to support students with credit recovery so that they can get back on track for graduation while they take ROP courses.
- **Internships.** Community Classrooms (CC), unpaid internships; and Cooperative Vocational Education (CVE) classes provide on-the-job training for our students and assist in transitioning students to the workplace. In CC and CVE classes, instruction takes place in the classroom and is augmented through hands-on application at identified training sites. All CC and CVE student progress is monitored by the teacher in conjunction with the job site supervisor.
- **Student Leadership Activities.** Linkages between current coursework and the workplace are established for our students through WBL guest speakers and field trips. Additionally, students are provided the opportunity to participate in competitions through DECA, SkillsUSA, NFTE, and other groups. Through these student leadership competitions, students apply the skills they have learned in a high-pressure environment, as they compete with students from other schools. Students also participate in on and off campus events by volunteering their time while working within their career pathway.
- **Student Recognition.** To recognize student efforts and to support student completion of our programs, we recognize students each month for outstanding performance and attendance, as well as select students of the month and year.
- **Teachers support students in successfully completing their program by:**
  - Serving as mentors and career role models
  - Providing progress reports to students, parents, and home schools
  - Performing various assessments to verify competencies
  - Using varied teaching methods to accommodate student learning styles
  - Educating students about career pathways, employment options, and further education in their field
  - Utilizing Skills Tutor program to support student success in reading and math

- Monitoring attendance and contacting home if there is an issue
- Assisting with college applications
- Providing an opportunity for hands on training

12th grade students who have completed a pathway are surveyed regarding their college and career plans.

Eden Area ROP also partners with neighboring Chabot College to support our students in continuing their education by hosting early admissions and on-site assessments for our students who are interested in attending Chabot College.

Student admission to EAROP follows board policy 5111, which allows for student enrollment based on age and residency within the districts we serve.

Adult Education/DSP Programs. The Department of Developmental Services has partnered with the Eden Area ROP to establish a competency-based training program that is mandatory for all direct support staff (and administrators who provide direct support) who are working in licensed community care facilities. The DSP Training is based upon core competencies and skills necessary for satisfactory job performance.

The DSP Training is divided into two equal segments of 35 hours each, to be completed in successive years for a total of 70 hours. Direct Support Professionals who are mandated to meet the training requirement may opt to meet it by passing a challenge test for each 35-hour training program. Those who pass the challenge test for either segment will not be required to take that specific training segment. Those individuals taking either the Year 1 or Year 2 challenge test will also be required to demonstrate knowledge of how to properly assist individuals with the self-administration of medication in order to become certified.

Evidence
- Agendas
- Programs
- Observation/Evaluations
- Student Handbook
- Back to School Letters and Flyers
- CC and CVE documentation
- Field trip forms
- Sample certificates
- Board Agendas
- Sophomore Tour presentations
- Job fair information to students via email
- Photo Release
- EAROP website
- Registration Form
- Course Summary Sheet
- Teacher phone logs
- Teacher portfolios

- Chabot/EAROP Class Descriptions
- Flyers for SOAR Early Decision
- Recordings of SOAR Presentation
- Presentations CTE Pathways ROP to Chabot College
- BP 5111
- Orientation Presentation

Indicator 7.4: **The school regularly evaluates student needs in order to provide support services that increase the likelihood of success for all students.**

EAROP identifies student learning needs from a variety of sources and provides students support, based on their needs. Individualized education plans (IEPs) and 504 plans are provided to teachers and accommodations for student learning needs are made. Additionally, home school counselors communicate issues regarding students to our Career Counselor who shares this information with teachers, as appropriate.

While there is no formal process for evaluating student needs to determine services, we regularly evaluate student needs through regular meetings with students, teachers, and our partner districts. We also use formal and informal classroom assessments and student surveys.

At our regular meetings with teachers and or partner districts, we discuss the needs of our students and develop our supports. For example, our use of the Skills Tutor program at the Center is in response to our students' need to improve core academic skills and develop their skills within their work-based program of study.

The WIOA grant has a required comprehensive assessment process for all enrolled students, in order to determine their needs and tailor appropriate services.

Strengths and weaknesses of the Support Services department are discussed during the weekly administrative meetings. Administrative direction is communicated to the Educational Services Department meeting, where plans are made to better support student needs.

Student needs are also evaluated by a student survey which is administered every other year. This survey provides feedback regarding students' attitudes about the EAROP. Teachers use the results of these surveys to reflect upon and revise their practice.

All of our teachers have or are in progress of earning their English Learner (EL) Authorization and Cross-cultural, Language, and Academic Development (CLAD) Certificate. These authorizations ensure that teachers have the knowledge and skills in the instructional practices that promote effective and efficient acquisition of listening, speaking, reading, and writing skills for EL students. This type of instruction is also known as English as a Second Language (ESL) or Teaching English to Speakers of Other Languages (TESOL).

Specially Designed Academic Instruction Delivered in English (SDAIE) is an instructional approach designed to increase the level of comprehensibility of the English language in the content area of the class. In addition, formal and informal classroom assessments assist teachers in identifying learning needs of their students. Professional development activities are focused on assisting teachers with advanced methods of assessments and Quadrant D teaching.

Student Leadership activities supplement student learning. Students participate in DECA and SkillsUSA competitions. EAROP routinely has students who win regional and state competitions to compete at the national level within these programs. Co-curricular activities are selected that connect students' learning with real world applications.

In addition to participating in programs like DECA and SkillsUSA, our students also participate in WBL field trips. Guest speakers make presentations in our classes and our students participate in community events throughout the year. For example, our Culinary Science classes caters events in the community and our Medical Careers classes participate in local health fairs. The EAROP Center also operates a student store where students get practical experience in running a retail business. Proceeds are allocated for student scholarships and activities. Our Careers in Public Safety students are mentored by local law officials, Dental program students volunteer at Dental Association events each year and provide services for economically disadvantaged families. Medical students volunteer at medical events and clinics.

Evidence
- IEP Files
- 504 Plans
- Sample survey
- Credential documentation
- Teacher gradebooks and lesson plans
- WIOA documentation
- Competition programs
- Progress reports
- Event Photos and documentation
- EAROP Website
- District Contracts
- Skills Tutor data
- Counselors Luncheon Breakfast program
- Resource list for students in need

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

Student records are maintained in our Student Information System, Socrates. Data in this system goes back to the 2003-2004 school year. Records from prior years are stored in our former student information program, YSS. Student records are stored on a secure (password protected) server that is backed up daily. Hard copy files are also maintained in our vault to protect them from potential fire and earthquake damage.

WIOA records are stored in a secure, locked file cabinet. Paper copies of records are maintained for seven years.

EAROP follows board policy 5125 which addresses the maintenance and release of student records. The policy requires the confidentiality of student records and is consistent with state and federal law. While attending high school, students may obtain records for their grades and attendance from their home school. District policies regarding obtaining records are followed by staff at the sites.

These district policies are published in both student and parent handbooks which are distributed at the start of each school year.

Evidence
- Board Policy
- Technology Plan
- Student Handbook
- Student discipline binders
- OneDrive folders of student/concerns/Microsoft form data

Indicator 7.6: **Institutional information is easily accessible to all stakeholders and prospective students and is free from misrepresentation or false promises.**

Institutional information about EAROP is easily accessible on our website, on the websites of partner high schools, and through course catalogs and summary course lists, which are widely distributed. The course catalog is revised, annually. Information is also contained in student and staff handbooks.

In January each year, Eden Area ROP provides our partner districts with the upcoming year's course catalog identifying program offerings for students at their home school as well as at the Center. This year, we added a course summary sheet which lists all our courses and a synopsis or the course description. Information is integrated into the course catalogs and programming guides of our partner high schools and is available in hard copy and online at on school's websites. Additionally, all course offerings are listed on the EAROP website for student information.

All students enrolled at the Center are given a Student Handbook which includes policies and regulations. The Student Handbook is updated yearly. Students enrolled in EAROP programs at our partner schools receive the student handbook from their home schools.

The Staff Handbook which contains EAROP policies and procedures is provided to all staff on a CD upon employment. The Staff Handbook is also available to staff in electronic form on our "public" server which is accessible by all staff.

Eden Area ROP provides information to its constituents with precise, accurate and current information through:
- The Annual Report that is given to stakeholders and posted on our website

- Presentations that are made each month to our Governing Board. Presentations are also included as part of the Board packet and posted on our website for public access
- The Superintendent provides a Report to the Governing Board on a monthly basis with current data and information
- The Governing Board meetings are recorded, with minutes are posted on the website after every meeting

Evidence
- Website
- Course Catalog
- Course Summary Sheet
- Student Handbook
- Staff Handbook
- New Hire Orientation documentation
- Access to the Superintendent Report
- Board Minutes
- The Annual Report
- LinkedIn account link
- Facebook page

Program Strengths and Key Issues for Criterion 7

Strengths:
1. Student Orientation and Handbook
2. Workability and WIOA Programs
3. Supports and accommodations for Special Needs students/IEPs
4. Student Recruitment Strategies
5. Student Recognition Ceremonies–Student of the Month/Student of the Year
6. Ambassador Program
7. WBL and Student Leadership opportunities for students
8. Reporting Information-Annual Report and Course Catalog
9. Hayward Promise Neighborhood (HPN) Grant
10. DSP Program

Key Issues:
1. Communication: Updating and expansion of our website
2. Communication/Social media: Marketing our programs using social media
3. Use of Data: Surveying our students about support services
4. ROP College and Career Fair
5. Explore online/blended learning opportunities (in progress). Social/Emotional Wellness counselor – strategies for students.
6. Communication: Bring back inspirational announcements to lift student spirits on a daily basis

Criterion 8: Resource Management

Criterion: 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.

EAROP has stayed within budget for the past three years and continues to have revenues, resources, and reserves to support our mission and goals. Our budget supports making necessary improvements driven by local funding and grant programs. EAROP's positive financial status is evidenced in its annual financial reports and by positive certifications from the Alameda County Office of Education (ACOE) and an independent auditor.

Administrators continuously work with staff to make necessary changes to instructional budgets. Budget oversight includes access to Escape Online, canned and ad hoc financial reports, Governing Board reports, ACOE review, California Department of Education (CDE) review, and independent auditor semi-annual review to ensure continued solvency. When planning the annual budget, all departments submit budgets based on the following guidelines:

- Technology plan
- Course review
- State budget developments

Adult Education
As the Adult Education department was just established six years ago, changes to management and operations have taken place to keep the department within its budget every fiscal year. Adult Education has not made gains as projected, as locations and staffing have impacted the budget.

Evidence
- Unaudited Actuals
- Board meeting minutes
- Budget Calendar
- Budget Forms
- Coordinating council
- Counselor meetings
- Management agendas
- Staff meeting agendas

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.

EAROP's Business Services uses Escape Online software, conforming with most other agencies within ACOE, to track all fiscal activities. EAROP has fiscal board policies and procedures in compliance with California Education Code (Ed Code). Furthermore, Standardized Account Code Structure (SACS) reporting is done at two intervals during the FY (First Interim on October 31st and Second Interim on January 31st) so that ACOE and CDE may check for fiscal compliance throughout the year. Furthermore, an annual audit is performed by an independent auditor, then submitted to ACOE and the Feds for review and approval. EAROP has continuously demonstrated that our fiscal management is sound, with no inappropriate audit findings. Should the auditor advise EAROP of any exceptions and management advice, EAROP acts swiftly and implements or adjusts any new policy or procedure addressing their concerns or recommendations.

All aids, grants, externally funded programs, contractual relationships, auxiliary organizations, and institutional investments, and assets are uniquely identified using the structure of our Charts of Accounts (COA), in order to avoid accounts being comingled. As we accept and expend new grants, as required by CDE, a new budget code is established in Escape Online pertaining to the new funding source. Additionally, as we develop new contracts, a PO is issued specifically for that project. In compliance with AB 1200 and AB 2756, EAROP submits the SACS report to ACOE and CDE. Institutional investments are pooled by ACOE through the Alameda County treasury.

EAROP continues to maintain a healthy fund balance, while providing program growth and improvement for the benefit of the students that we serve. This allows EAROP to remain fiscally solvent and capable of meeting its educational goals. Our conservative spending measures help maintain EAROP's required reserve at 6%, addressing any economic uncertainties should the need arise. Moreover, designations for capital facility reserves, technology, deferrals, and cash flow reserves are in place to ensure that EAROP can quickly respond to emergencies and budget shortfalls.

EAROP is insured through Keenan & Associates. The Property and Liability (P&L), as well as Worker's Comp (WC) is covered under the East Bay Schools Insurance Group (EBSIG), of which EAROP is a board member. Furthermore, the Alameda County Schools Insurance Group (ACSIG) is re-insured under Northern California Relief in excess of $25,000 per occurrence.

Evidence
- Fiscal Services Policies and Procedures
- Audit Report
- Board minutes
- Monthly Board packet interim report
- Board package
- Cash Flow Projection

- At First Interim
- At Second Interim
- Payment history
- Certificate of Insurance (COI)
- Keenan documentation
- Annual Financial Report
- Grant documentation

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

Long range strategic planning is addressed at Governing Board meetings with information they receive at Interim Report intervals, Adopted Budget, and Unaudited Actuals. ACOE also uses the same reports to make their own assessments of EAROP. Administrators are informed of any financial impact to EAROP using their access to Escape Online and canned and ad hoc reports, whereby departments can make appropriate adjustments, as needed, to reflect realistic assessment of fiscal resources. Ed Code requires that multi-year projections be prepared and submitted to ACOE and CDE from the adopted budget, including First and Second Interim reports and the Fiscal Year End report. This satisfies the long-term fiscal goals as it relates to the current year. The EAROP follows the California School Accounting Manual (CSAM) as required by Ed Code and CDE. To support instructional materials and realignment, EAROP adopts books on a regular basis to comply with common core standards. Additionally, EAROP maintains a separate fund for Capital Projects and facility needs. There are no long-term liabilities and obligations for capital outlay. Designations in the General Fund for building and maintenance ae set aside. Post-employment benefits are well-funded, as required by GASB 45.

Evidence
- Monthly Board packet Interim report
- Board package
- Cash flow projection report
  - At First Interim
  - At Second Interim
- Payment history
- Insurance Certificate
- Keenan documentation
- Annual Financial Report
- Grant documentation

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

It is paramount that EAROP provides a facility that supports student learning. For specific programs, such as in the dental and medical careers, facilities play an important role in the student's learning environment and must be up-to-date. In compliance with the Williams Act, EAROP is visited annually for an audit of our facilities, passing the FIT audit with great marks. EAROP also complies with OSHA regulations, of which having no

violations, and we are a member of ACSIG. During the fiscal year, EAROP reviews upgrades, and maintains our district facilities, using the General Funds that are specifically earmarked for this purpose.   We have earmarked funds over the years for facilities needs and were able to replace the roof and HVAC systems on most of the buildings on campus. We have been slowly working to upgrade the equipment in our programs each year, identifying one or two programs to focus on each summer as overall facilities needs allow. We will continue this process until all programs are updated.

EAROP maintenance department has a duty to make certain the campus is safe for students, so that they may feel welcomed when on campus. Using Ed Code, EAROP's policies and procedures are a guide to achieve this outcome. Lastly, EAROP campus is owned by Hayward Unified School District (HUSD), in which we receive the necessary support for maintenance and facilities-related issues, when needed and appropriate.

Evidence
- [Annual Financial Report](#)
- Positive certification
- Board meeting minutes
- [Budget Calendar](#)
- [Budget Forms](#)
- Coordinating council
- Counselor meetings
- Management agendas
- Staff meeting agendas

Program Strengths and Key Issues for Criterion 8

Strengths:
1. Healthy fund balance, exceeding 6% reserve requirement
2. Very sound financial statements
3. Ample designations for facilities and upgrades

Key Issues:
1. Campus is easily accessible to the public with multiple points of entry, creating a security issue
2. Declining enrollment in Center programs

Criterion 9: Community Connection

Criterion: The school seeks to enhance its educational effectiveness by developing close partnerships and relationships with community members. Connections within the community provide students with expanded learning experiences, including additional educational or vocational opportunities.

Indicator 9.1: Efforts are made by the school to connect to community leaders, businesses, and organizations that can enhance the learning opportunities for students.

The Eden Area ROP has worked over the last six years to develop systemic and strong relationships with community leaders, businesses, and organizations. For a ROP, partnerships are a vital part of our work. Our partnerships fall into a number of categories, including, Essential Partnerships, Work-Based Learning (WBL) Partnerships, and Resource Partnerships. What follows is a summary of our work over the past six years.

Essential Partnerships. While our WBL and Resource Partnerships make up the bulk of this section, we begin with our essential partnerships—those with our partner school districts and Chabot College. The Eden Area of Alameda County is a distinct geographical area. Both the EAROP and Chabot College work with the four Eden Area school districts as our primary service districts. Moreover, several funding sources encourage the development of regional consortia. That said, our CTE collaborations are more than a marriage of funding convenience. The Eden Area ROP, our four partner school districts, and Chabot College have a long history of working together on a number of initiatives.

The Eden Area ROP plays a leadership role and serves as connective sinew for our Eden Area consortium. There are plentiful examples. A prime example involves the roles that the EAROP staff serve in both the school districts and at Chabot College. Our WBL Specialists provide direct support for WBL activities in three of our four partner districts. These same WBL Specialists also receive funding from Chabot College for community college work in WBL, CATEMA administration (articulations), and even as part of the RISE program, which works with formerly incarcerated. Finally, the EAROP Superintendent serves as a trustee for the Chabot-Las Positas Community College District.

Work-Based Learning Partnerships. Over the past six years, beginning with our funding from California Career Partnership Trust (CCPT) grants, we built a WBL system for the ROP and across the four school districts. Our WBL team worked in partnership with our three local Chambers of Commerce to create a system that supported our career pathways. WBL Specialists set up guest speakers, facilitated career fairs, provided for job shadowing, refereed student projects and ultimately, set up extensive school year and summer internships where students learn and grow. This system is augmented by the work of our CTE teachers who tap into their own extensive networks of work and community connections to provide opportunities for their classroom students.

Over the past six years, we worked diligently to database and evaluate our overall WBL efforts. Our community connections have grown to include over 1,000 contacts that

serve the collective Eden Area schools. When we last measured WBL in our pre-pandemic work, our efforts facilitated over 30,000 WBL activities for students. Beyond these overall measures, we began surveying businesses in terms of their WBL preparation and their satisfaction with their interactions with schools and students. Below are few examples of our outstanding WBL partners.

- **Advisories.** Six years ago, teachers had the primary responsibility for finding and recruiting Advisory members for their meetings. Several steps refined our system. First, we engaged our WBL Specialists to assist teachers in recruiting Advisory members. In the instances where we needed additional business partners, we found key local partners who volunteered to advise and counsel in our Advisories. Second, we requested Advisory partners sign an annual letter designating their commitment to their Advisory. These letters are approved by the ROP and District Boards of Education. In total, nearly 150 community business leaders support 20 Advisories across our Eden Region.
- **Business Partnerships through NFTE and Fulphil.** Both of these organizations provided business competitions for students through the development of business plans. Both of these programs provide their own curriculum, support, and develop soft skills in students.
- **Chambers of Commerce.** Chambers of Commerce have been invaluable allies in opening the doors to local businesses. As liaisons, they have introduced us to hundreds of new resources and been key partners in developing business interest for working with schools.
- **Elementary and Preschools.** Our Careers in Education class partners with a number of different elementary and preschools, placing students in extended internship relationships. Typically, internships are four days a week, beginning in October and lasting until the end of May.
- **FACES for the Future.** Key internships are provided for Medical Careers students by the FACES for the Future program. FACES works with approximately 50 students per year in highly structured job shadows/internships that are guided by industry professionals and FACES staff. The FACES experience focuses on underserved students who are entering the medical field. FACES offers high levels of support and wrap around services to ensure student success.
- **Hayward Fire Department.** The Hayward Fire Department helped develop a partnership with our First Responders' program. Following a conversation between Hayward Fire Chief and Superintendent Linda Granger, HFD recruited a retired fire captain, supplies, HFD staff, and even a working fire truck to expand an Emergency Medical Technician initiative into a full-fledged First Responder's program. This program has grown and improved over the years and enjoys a strong relationship with the Chabot College Fire Science program.
- **Health Partnerships.** Our Health classes have a number of additional partners including Life West Chiropractic College which provides dissection training with cadavers twice per year in a multi-part Saturday program; St. Rose Hospital which provides an extended job shadowing experience, and East Bay Regional Parks District, which provides American Red Cross lifesaving workshops for our Medical Careers classes, including certification opportunities.
- **California Restaurant Association Foundation (CRAF).** Our culinary program has partnered with CRAF to support our students mastery of culinary skills and support students in learning about the opportunities available in culinary. They provide

guest chefs, job shadow, and other work based learning opportunities for our students. The also coordinate a culinary competition for students that allows them the opportunity to demonstrate their skills relative to students from other schools.

- **Building Industrial Technology Academy (BITA).** Our newest partnership is with the California Homebuilding Foundation and our construction program. We have adopted the BITA program in this pathway. BITA supports the construction program by donating supplies, providing professional development to teachers, guest speakers, job shadows and coordinating a design build competition for students. We entered into this agreement for the 20-21 school year and are hopeful that we will be able to provide more opportunities to our students now that we are back to in person instruction again.

Resource Partnerships. Other partnerships bring needed resources to ROP programs. All of the groups in the previous section have brought time, expertise, and material to ROP programs. Additional groups bringing resources include:

- **Alameda County Workforce Development Board WIOA Grant.** EAROP was awarded a $150,000+ WIOA grant from Alameda County Workforce Development Board which provides targeted support for 60 of our neediest students. Students receive intensive case management along with a $1,000 stipend for engaging in a summer internship.
- **Collision Repair Education Foundation.** The Eden Area ROP has submitted several grants to the Collision Repair Education Foundation. Through our first application, we received approximately $5,000 in funds and services. In our second application, our Auto Collision and Paint Program won $21,000, one of the top awards provided by CREF. The strength of our application was a solid proposal, an energetic video, and the positive attitude and networking by our instructor.
- **Eden Township Health District Contribution**. One of our issues has been that impoverished students chose summer work at menial jobs instead of career-building internships because of economic need. Eden Area ROP staff won a small grant from the Eden Township Health District for $10,000 to provide twenty $500 "scholarships" for students to engage in summer internships.
- **Farmers Insurance Supplies Program.** Farmers Insurance agent Jeffrey Lewis, a former ROP teacher in Orange County, brought the Farmers' giving program that provides $100 per month in Staples supplies to three teachers each month. To date, this program has provided over $5,000 of needed supplies for our teachers. In addition, Mr. Lewis has served on Advisories and is supporting our Criminal Justice classes.
- **Hayward Promise Neighborhood.** The Hayward Promise Neighborhood initiative has spawned a number of collaborations between the ROP and the Hayward USD. Specifically, the HPN grant has helped expand our Adult Education program, our Work-Based Learning infrastructure, as it has funded a summer middle school CTE camp where many students learn CTE skills put their hands on tools for the first time.

Other Partnerships. There are a number of other partnerships that contribute to the ROP. The Superintendent is a leader in the California Reginal Occupational Centers and Programs (CAROCP), the Hayward Rotary, and the ACSA Superintendent's Council.

Administrative staff participate in a number of other leadership groups such as Alignment Bay Area, Bay Area Community College Consortium (BACCC), or as serving as the Pathway Coordinator for Strong Workforce grants.

Adult Education. The Construction Craft Training Center (CCTC) merged its programs with the ROP Adult Education programs, resulting in a dramatic increase in capacity and services, including their successful Electrical training program.

Evidence
- [District Agreements](#)
- Contracts with Chabot College
- Database of WBL
- Database of WBL contacts
- Advisory lists for Board
- List of Elementary and Preschools for Careers in Education
- FACES for the Future agreements
- Hayward Fire Department agreement
- WIOA grant
- CREF grant
- Eden Township grant
- Farmers Insurance materials
- [Hayward Promise Neighborhood](#)
- CCTC merger agreements

Indicator 9.2: The school has outlets for students in community service or internship opportunities that are connected to student programs that will enhance their learning experiences in line with the school's mission.

Service-Learning: Shortly after the last WASC report was written, the EAROP hired an administrator with 20 years of service-learning experience. Part of his work has been to grow and expand the service work done by the ROP faculty.

- **President's Volunteer Service Award.** One of the main initiatives involved bringing the President's Volunteer Service Award, a national program that recognizes students who have provided at least 100 hours of service to their community during a school year. Along with the honor of presidential recognition, recipients receive a personalized certificate, a medallion, and a congratulatory letter from the President of the United States.
- **PVSA Thresholds.** The thresholds for PVSA awards are high: 100 hours earns a bronze medal; 175 hours earns a silver medal; 250+ hours earn gold. We have had a number of students earn gold because the nature of ROP classes is to learn to work and serve. Highest rates of gold medals have come through our Careers in Education and Construction Technology classes. Three other classes have awarded PVSA while other classes have flirted with the PVSA concept-- although the 100 hours minimum is a high beginning threshold.
- **Eden Area ROP PVSA Work.** Eden Area ROP students engaged in a range of service projects as part of their classes through work-based learning activities. In

the medical careers class, students interned in medical offices and hospitals. In Construction Technology, our students built tri-purpose waste enclosures, built a stage for Arroyo High School Drama Club, and made improvements to the ROP urban garden and a number of other ROP facilities. And in our Careers in Education class, students worked as teacher's assistants in local elementary school classes and pre-schools.

- **Other Service Projects.** Other classes participated in service-learning projects that were more project-based and yielded fewer hours. Their contributions are deeply valued. For instance, in Culinary Science, students prepared food for a number of Eden Area ROP hosted events. In Cybersecurity, students refurbished computers for students in poverty and helped install computers into our new computer lab. Auto Tech worked on a number of cars for community members, including ROP employees. Dental students teach elementary students about oral hygiene. Finally, the ROP Ambassador's program has students lead Sophomore Tours and serve as representatives for the ROP.
- **Health 2.0.** Our upcoming Health 2.0 SWP grant includes a service-learning project involving community education on students' choices of health issues.
- **Summary of Accomplishments.** Over the past five years, Eden Area ROP has recognized nearly 400 students, who contributed over 60,000 hours in service. We estimate, that at a $15 an hour minimum wage, ROP students have contributed over $1,000,000 of service to the community.

Internships: Internships have been a major focus of our work. The internship is often the culminating experience for a student at the ROP and in Work-Based Learning. Through the Career Pathway Trust, Strong Workforce Program and CTEIG funding sources, we have steadily grown the number of internships that are provided for students during the school year and the summer.

- **FACES for the Future:** Key internships are provided for Medical Careers students by the FACES for the Future program. FACES works with 50-75 students per year in highly structured internships that are guided by industry professionals and FACES staff. The FACES experience focuses on underserved students who are entering the medical field. FACES offers high levels of support and wrap around services to ensure student success.
- **Other Medical Internships:** Internships have been provided through the San Leandro Hospital and the Youth Bridge program. Life West Chiropractic College provides training with cadavers twice per year in a multi-part Saturday program. A number of other medical institutions have provided internships for students.
- **District Summer Internships:** All four districts offer extensive programs that run during June and July each year. Eden Area WBL Specialists assist the districts in finding internship placements for approximately 50 students in each district.
- **Government Sponsored Internships:** The Sheriff's Explorers program provides school training and variety of experiences. The officer works closely with large cohorts of students, preparing them for potential careers in law enforcement. The Alameda County District Attorney's Office sponsors the "District Attorney's Justice Academy" or DAJA program for approximately 25 highly motivated students each year. Finally, the Hayward Fire Department engages in a model partnership with the ROP in the First Responders program. Students train side-by-side with working fire fighters at the Hayward Fire Fighting facility, once per week.

Moreover, fire fighters work with students at the ROP on a number of skills, as they prepare for careers as fire fighters and first responders.

- **Summary of Accomplishments**: In total, when considering the internships at the four districts and the ROP, we estimate that nearly 500 students receive and participate in internship-like experiences each year. This begins with approximately 200 internships provided by our districts each summer, which is augmented by students in our FACES program, Careers in Education, First Responder, and Medical Careers classes. Programs such as the Sheriff's Explorer Program and the District Attorney's Justice Program provide additional placements. Finally, our special education Merchandising students participate in significant work experiences as part of their Workability program.

Evidence
- PVSA Statistics
- Water Grant
- Health 2.0 Grant
- Internship statistics

Indicator 9.3: The school informs its community regarding its mission, its programs and learning opportunities, recognizing the benefits that community support can bring.

Community Events. Community events are a main strategy for creating connections between the EAROP and the community. As we specialize in face-to-face teaching and strong relationships, we underscore our approach with a number of live events that bring together the community. At these events, we inform the community about our services and also create opportunities for networking and community building.

- **Advisory.** Twice yearly advisories are forums where our instructors (and the CTE instructors at our partner schools) meet with business and community leaders. Advisory agendas are packed with discussions and decisions about curriculum, resources, and current information from the field.
- **Sophomore Tours**. Each year, students from each of the 7 comprehensive high schools that feed into the Eden Area ROP are provided a tour for sophomores, where they see the campus, learn about ROP classes, and often, think about their potential careers for the first time. Sophomore tours are scheduled near the time when students request classes for the upcoming year.
- **Middle School Summer Program**. For several summers (pre-pandemic), the ROP hosted about 200 middle school students in a pair of two-week summer programs where students would rotate through four different ROP pathway programs. The summer program was a popular introduction to ROP programs for middle school students.
- **Student of the Month, Student of the Year Presentations.** Our monthly Eden Area ROP Board meetings highlight students of the month from each of our classes. Students of the month educate Board members by explaining how the ROP has changed their lives. The annual Student of the Year ceremony highlights our Students of the Year in each of our classes along with student speeches and

other recognitions. The Student of the Year presentations celebrate our students and educate parents to their accomplishments.

- **Open House evolution to Spring Job Fair.** Like a number of other secondary schools, we have seen diminishing interest in a traditional Open House during the Spring Semester. The Eden Area ROP has been exploring different options to reinvigorate the Open House experience. We experimented with a ROP Showcase where ROP classes highlight student work and provide student demonstrations of knowledge. One of our instructors used this event to conduct a reunion with generations of students. Finally, we are developing a Job Fair concept, which we hope will bring in employers, provide mock interviews, and help students find their first jobs.
- **Manufacturing Day and other Sector Days.** Manufacturing Days (and Health Careers Day or Multi-Media Day) are days when we provide students tours of industry sites and then provide opportunities to learn about next steps in higher education. Manufacturing Day has been our premium event. Students tour two manufacturing/advanced manufacturing businesses, and then learn about the programs available at Chabot College. Annual attendance is usually over 300 students.
- **Annual District CTE Presentations.** Superintendent Granger makes annual presentations on the ROP, funding, and CTE, to each of our four partner districts. She adds student speakers who highlight their growth and how CTE has changed their lives.
- **Business Partner Breakfast.** The Business Partner Breakfast thanks and celebrates the accomplishments of our Business Partners in Work-Based Learning. The event is coordinated by the ROP and co-facilitated by the four Eden Area school districts and the three Eden Area Chambers of Commerce. The centerpiece of the event is the celebration of a dozen Business Partners of the Year who are selected by the districts and the Chambers of Commerce. The event has speeches by students in career pathways who highlight personal growth, overcoming challenges, and their progress towards fruitful careers. This past year (pre-pandemic), there were over 200 people in attendance, celebrating nearly 100 businesses from our local community.
- **Business Partners of the Year.** Six years ago, we recognized one to three businesses as Business Partners of the Year at a Board meeting. Over the past six years, we have honored over fifty different individuals, and during the last five years, at our Business Partner Breakfast. Celebrating BPOYs is evidence of growing and strengthened business relationships.
- **Principals Breakfast.** The Principals Breakfast review important changes and working agreements with our partner district's high school principals.
- **Counselors Luncheon.** Our annual Counselors Luncheon reviews CTE items and resources with our partner district's high school counselors.

Published Resources. The Eden Area ROP publishes resources to inform the community about our mission, programs, and learning opportunities through various media and formats. Below is a sampling of publications:

- **Annual Report.** The Eden Area ROP has revised its Annual Report to highlight our activities, and underscore community connections. The glossy, magazine style, Annual Report highlights our mission statement, basic statistics, our Teacher of

the Year, student achievements, PVSA, ROP alumni, Business Partners of the Year, Work-Based Learning, Adult Education, and class profiles.

- **Course Catalog.** The Course Catalog is a guide for descriptions of ROP classes and their benefits. The Course Catalog is an essential tool for counselors, parents, and students looking to investigate and enroll in ROP classes.
- **Website.** As a small organization, we are conscious that our website might not attract an enormous amount of traffic. The website is being refreshed in 2021, to provide more timely information.
- **Social Media.** The ROP has experimented with publicity through social media, including LinkedIn, Twitter, and Facebook. Greater attention needs to be focused upon these resources in order to cultivate a larger audience.
- **Videos.** The Eden Area ROP completed a series of short promotional videos; one for each class at the ROP Center. These videos were copied and given to counselors at our Eden Area partner schools. They are also streamed on our website and uploaded to YouTube for viewing.
- **Networking.** ROP management and staff all have a number of community connections. Sharing our successes with community partners is a prime strategy for securing allies and finding new partners.
- **Summary of Accomplishment.** Informing the community and promoting the ROP have been a strong emphasis of our work over the past six years. We have worked to be creative and open new avenues of communication while making minor improvements to our proven practices. This work is vital for us, both in terms of changing public perceptions of the work of a ROP and keeping district and public support for the work of preparing students for gainful employment.

C101s/Following Up with Graduates. The ROP surveys students as they leave the ROP and within six months after they exit high school. This C101 process provides vital information on the next steps of our students. Additionally, instructors and their students keep in contact after they graduate from the ROP. One Auto Technology teacher maintains contact with hundreds of students, years after their high school graduation.

Evidence
- Advisory Agendas
- Sophomore Tour materials
- Middle School Summer Program materials
- Student of the Month/Student of the Year materials
- Open House Agenda
- Manufacturing Day materials
- Annual District Presentation PowerPoint
- Business Partner Breakfast materials
- List of Business Partners of the Year
- Principals Breakfast materials
- Counselors Luncheon materials
- Annual Report
- Course Catalog
- ROP Website
- ROP Social Media sites
- ROP Videos

Program Strengths and Key Issues for Criterion 9

Strengths:
1. Advisory Committee growth and maintenance
2. Business Partner Breakfast and Business Partners of the Year
3. Chamber of Commerce partnerships
4. FACES for the Future Coalition partnership
5. Farmers Insurance Supply Program
6. Hayward Fire Department partnership
7. Hayward Promise Neighborhood partnership
8. PVSA, Work-Based Learning expansion and data collection
9. Adult Education merger with Construction Craft Training Center
10. Adult Education relationships with employers who refer and hire students

Key Issues:
1. Identifying strategic partners for each of our programs

Criterion 10: Action Plan for Ongoing Improvement

Criterion: The school uses the self-study process to identify key issues that are inserted into a schoolwide *Action Plan* that governs school improvement activities and events. The schoolwide *Action Plan* is used regularly, reviewed annually, and monitored consistently by the governing body to ensure ongoing school improvement.

Indicator 10.1: The school has created an Action Plan that reflects the efforts of all stakeholders to plan for future growth and improvement.

The Action Plan that was in place since the Mid-Cycle review has served as a template for our work. This Action Plan identified goals for EAROP, timelines for their completion, responsible persons, and reporting instruments. The Action Plan was also our tool to benchmark our program and services. The plan was reviewed regularly by EAROP administration and staff, to determine progress and whether changes were necessary to meet students' learning needs. When program decisions were made, the Action Plan was used as a guide to ensure that decisions were aligned to our mission and goals.

Through our current Self Study, a new Action Plan has been developed that is focused upon the future needs and continuous improvement of our programs and services. All stakeholders were included in the development of the new Action Plans and helped create the specific goals, timelines for completion, persons responsible, reporting instruments, and measurement benchmarks. The staff and Leadership Team re-affirmed their decisions during staff development sessions in August 2021.

Our process took each group through several activities that started with reviewing the WASC Criteria. Through this review, we were able to identify areas of strength, as well as areas for improvement. Once items were identified, planning began.

Career Technical Education is dynamic, and we view the Action Plan as a living document. The Coronavirus pandemic taught us the importance of vision-guided flexibility. We will strike the balance between dedication to our goals, while remaining nimble to new and unforeseen changes, innovations, initiatives, or CTE course corrections. We will remain true to our mission statement that seeks to empower students to live, learn, and work as productive citizens in a global society.

Our Action Plan will be reviewed quarterly by EAROP administration and annually with the staff, as a whole. Between reviews, existing committees will respond to individual components of the plan to address changing conditions and current student learning needs. The administrators responsible for sections of this plan will monitor their work, including reports to full administration and the staff.

Evidence

- Staff Meetings
- Staff Development
- Board Meetings

- Advisory Meetings
- WASC Leadership Meetings
- Pathway Meetings

Indicator 10.2: As a result of the accreditation process, the school has identified key issues (short- and long-term) that will impact student learning and increase the achievement levels of students.

After EAROP staff and stakeholders analyzed and responded to the prompts in the Chapter 3 criteria, our committees reflected what the findings to determine key issues for student learning and achievement. Through discussion and review of our strengths and weaknesses, staff identified and prioritized key issues in their designated criteria.

Once each criteria group completed its report, the leadership team reviewed key issues were shared to look for groupings and similar themes. Five general themes emerged, including, Improving Communication, Maintaining Quality CTE Programs, Implementing Systems to Ensure Success of Every Student, Pursuing Stable Funding and Improving Data Collection and Analysis. These themes were used to develop an Action Plan draft, which was reviewed during the staff in-service meeting at the start of the 2021 school year. Staff added their edits and suggestions. The wording for the finalized Action Plan was refined for staff approval.

Evidence

- WASC Leadership Meetings
- Staff Meetings
- Administrative Management Meetings

Indicator 10.3: The school has procedures in place to implement the Action Plan with the support of stakeholders.

The individuals and groups responsible to implement the Action Plan steps are currently in place. Each Action Plan step will have an administrator who will oversee the progress of each goal. Management and the WASC Leadership Team will meet periodically to review the progress of the Action Plan.

The Governing Board is ultimate body to report progress and maintain accountability of the Action Plan. All key issues fall under areas that have dedicated funding. The Action Plan will focus on funding activities and resources to support its implementation.

Regularly scheduled staff and community meetings will be used for Action Plan updates and as opportunities for all stakeholders to have a voice in the review and revision of the Action Plan.

Evidence

- Administrative Management meetings
- WASC Leadership Team Meetings
- Fiscal Reports
  - 2020-2021 First Interim
  - 2020-2021 Second Interim
  - 2021-2022 Adopted Budget
  - 2020-2021 Unaudited Actuals
- Board Meetings
- Advisory Meetings
- Staff Meetings

Indicator 10.4: The school has a definitive plan for how the Action Plan is to be monitored to maintain accountability, as well as to report progress to all stakeholders.

The Action Plan has specific timelines associated with the steps and progress of each goal. Ultimately, the Governing Board will receive reports on the progress of the Action Plan. Different members of the administrative team are responsible for the day-to-day progress of the Action Plan, in a distributed leadership model. Weekly administrative meetings will monitor results and report back to all stakeholders, in different settings; including Board meetings, Staff Meetings, Classified Meetings, Advisory Meetings and Pathway Meetings.

Evidence

- Superintendent's Reports
- Staff Meetings
- Classified Meetings
- Advisory Meetings
- Pathway Meetings
- Board Meetings

Indicator 10.5: The schoolwide Action Plan is used for institutional planning, resource allocation, and the evaluation of existing programs.

Simplifying the goals of the Action Plan to fit under one of five key issue themes makes the Action Plan user-friendly and practical for all stakeholder's involvement. The prioritization of key issues allows for easy reference to focus on particular events and activities. EAROP will use the Action Plan to support resource allocation. For both the administration and the Governing Board, the Action Plan will be used as a guiding document for making decisions and resource allocation. Should a new issue occur, amendments will be made to the Action Plan.

Evidence

- Budget Reports

- [Program Budgets](#)
- Administrative Management Meetings
- Program Reviews
- Staff Development

Program Strengths and Key Issues for Criterion 10

Strengths:

1. The process used to identify areas of growth for the Action Plan
2. Ongoing monitoring and updating of the Action Plan
3. Use of the Action Plan as guidance for EAROP decisions and budget

Key Issues:

1. Updating Action Plan as a fiscal forecast as conditions change.
2. Evaluating the proposed timelines for the Action Plan
3. Gathering evidence to demonstrate progress and completion of Action Plan