

Chapter IV. Revising the School Action Plan

Prior to creating the Action Plan from the key issues, the areas of strength were all listed in one grouping. The WASC Leadership Team worked to group the strengths, and then the issues from the different criteria into these overarching goals:

- Improving communication,
- Maintaining quality CTE programs
- Implementing systems to ensure success of every student
- Pursuing stable funding
- Improving data collection and analysis

There are four types of Plan Steps that fall under our new sets of goals. First, there are the course corrections that are needed to keep up the evolving sets of standards in CTE, and as developed by the CDE. Second, there are plans where we need to continue with an old goal, noting its ongoing nature. Third, there are plans where we did not meet our expectations and need to revisit the objective. Finally, there are the plans that are following the successful completion of other work, in effect, asking "what's next?"

INDIVIDUAL CRITERIA STRENGTHS

Criterion 1 Strengths: Institutional Mission and Schoolwide Learner Outcomes

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

Criterion 2 Strengths: Organizational Infrastructure and Leadership

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

Criterion 3 Strengths: Faculty and Staff

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

Criterion 4 Strengths: Curriculum

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

Criterion 5 Strengths: Instructional Program

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

Criterion 6 Strengths: Assessment

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

Criterion 7 Strengths: Student Support Services

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

Criterion 8 Strengths: Resource Management

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

Criterion 9 Strengths: Community Connection

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

Criterion 10 Strengths: Action Plan for Ongoing Improvement

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

Eden Area ROP Composite Strengths:

1. Foundational Guiding Documents: Revised Mission Statement and SLOs that reflect Model Curriculum Standards
2. JPA Agreements with partner districts
3. Governing Board support and leadership
4. Adherence to evolving CTE standards and definitions
5. Eden Area CTE leadership with the districts and Chabot College
6. Community and Business Partnerships
7. Grants that accommodate students, build programs, and bring resources
8. UC/CSU A-G approved programs
9. Articulations with community colleges
10. Student Recognitions: Students of the Month, Students of the Year
11. ROP instructional approach: knowledge, skills, personnel growth
12. Marketing Strategies: Multi-fold approach, including Sophomore Tours, Middle School Summer Program, Annual Report
13. Work-Based Learning: Eden-wide system, including 30,000 WBL activities for students, overall 1,000+ WBL contacts

14. Deep WBL Partnerships: Hayward Fire Dept., FACES for the Future, Elementary and Pre-schools, etc.
15. Special Events: Advisories, Manufacturing Days, Business Partner Breakfasts, Principals Breakfasts, Counselors Luncheon, etc.
16. Resource Management and Fiscal Growth
17. COVID-19 Instructional accommodations
18. Adult Education merger with Construction Craft Training Center

KEY ISSUES

Criterion 1 Key Issues: Institutional Mission and Schoolwide Learner Outcomes

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 Key Issues: Organizational Infrastructure and Leadership

1. Maintaining policy updates
2. Providing Policies to staff in an easy to use online format

Criterion 3 Key Issues: Faculty and Staff

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

Criterion 4 Key Issues: Curriculum

1. Assessing ourselves as it relates to the 12 essential elements and identifying next steps to meet them
2. Adapting to changing workforce environment (eg. 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 Key Issues: Instructional Program

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 Key Issues: Use of Assessment

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 Key Issues: Student Support Services

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 Key Issues: Resource Management

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 Key Issues: Community Connection

1. Identifying strategic partners for each of our programs

Criterion 10 Key Issues: Action Plan for Continuing Improvement

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

Eden Area ROP Composite Key Issues:

1. Communication
2. Quality CTE Programs
3. Systems Supporting Student Success
4. Funding
5. Data

Key Issue:	1. Communication
Goal:	Implement and maintain effective communication systems

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
1.1 Identify a learning management system that meets the unique needs of the ROP.	2021-2022 school year	SIS Task force	Meeting time and funding for system	Regular updates of progress at admin meetings	Final approval by Governing Board
1.2 Develop plan to utilize Office 365 applications to improve communication.	2021-2022 school year	Educational Services Department	Ed Services Department meetings time	Regular updates of progress at admin meetings	Presented to staff and implemented during staff PD times
1.3 Utilize social media to promote our business partners and the ROP.	Ongoing	Marketing and Website Specialist, Work Based Learning Team	Time and content submission	Annual calendar of strategic postings developed	Presented to the Governing Board
1.4 Develop a marketing campaign that communicates the benefits of the ROP to external stakeholders.	Ongoing	Educational Services Department (Marketing and Website Specialist as lead)	Staff time and funding from Educational Services Budget to implement activities	Campaign presentations to staff and stakeholders	Regular updates at admin meetings
1.5 Develop a CTE resource page on our website as a resource for our partner districts.	Fall 2021	Marketing and Website Specialist	Time and training	Report to supervisor, share at staff and stakeholder meetings as appropriate	Regular update at Ed Services meetings
1.6 Identify and purchase appropriate equipment to meet our technology needs in terms of communication.	Fall 2022	Technology Committee (Information Technology Specialist as the lead)	Committee meeting time, technology funding	Report to Supervisor	Present Technology plan to the Governing Board
1.7 Create a sharepoint site to share information among staff.	2021-2022	Admin Team, Information	Time and training	Present to Staff	Staff meetings

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
		Technology Specialist			
1.8 Develop and implement a plan to refresh the website.	2021-2022	Marketing and Website Specialist	Training	Update Educational Services staff	Admin team meetings
1.9 Regularly convene classified staff to discuss ROP happenings and issues.	Ongoing	Admin team	Meeting time	Agendas	Admin team meetings
1.10 Develop industry specific network to target and promote adult certifications and training.	Ongoing	Director of Adult Education	Meeting time and adult "completer" numbers	Employment of "completers" and data base of network by industry	Governing Board

Communications Rationale

1.1: Our unique needs and several data plans require a new Student Information System (SIS). Our old system, Socrates, was outdated and inadequate. We were promised significant improvements from AERIES and Orbund, but these systems did not meet our needs. We will convene a Student Information System team that will survey the available options and make recommendations for the best possible learning management system.

1.2: On the contrary, Office 365 proved to be a valuable resource, particularly during the COVID-19 pandemic. With a year of its use behind us, we want to explore its functions as a medium for improving our communication system, utilizing not only Teams for video conferencing, but other apps available in Office 365 that support collaboration, like Planner and Sharepoint.

1.3: During the past couple of years, we have made beginning efforts to utilize social media to promote our activities, particularly with our business partners. We will heighten our efforts here, in terms of the quality and quantity of information, as well as its timeliness. We will also evaluate the effectiveness of these efforts.

1.4: As a JPA and an elective site, EAROP invests significant resources into marketing our services to a variety of stakeholders. We have made strong progress here, but would benefit by identifying all the groups of our stakeholders, listing the current strategies we use for marketing, and engaging in a thorough gap analysis. The result of this work would be a comprehensive marketing plan.

1.5: As discussed throughout this report, the Eden Area ROP plays a CTE leadership role for its four partner school districts. There are initiatives and ongoing CTE needs that would benefit from a CTE resource page. Resources would include documents referring to CTE in general, CTEIG, Strong Workforce and Perkins. Timelines and due dates would help keep partners on track with invoicing and reports. Additionally, our districts occasionally change key personnel, and this would aid in the training and transition process.

1.6: The pandemic taught us a valuable lesson in identifying and remaining current with technology as a communications tool. As part of the update to our technology plan, the team will work to identify the best ways to use technology to support communication.

1.7: The COVID-19 pandemic improved our use of technology to share information among staff. We will create a Sharepoint to communicate and archive vital information for staff.

1.8: At times, our website has become dated. A plan to refresh the website, including responsible employees, will ensure timely information.

1.9: There are times when classified employees have felt out of the loop on changing directions and ROP happenings. A classified-specific communication group would help us better communicate with these essential employees.

1.10: Our Adult Education program sees the benefits in communicating our services directly to industries who want additional training and certifications for their employees. An industry specific network would be an efficient strategy in marketing our services to interested stakeholders.

Key Issue:	2. Quality CTE Programs
Goal:	Provide relevant, high quality, engaging programs

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
2.1 Provide opportunities for staff to share instructional practices among each other.	Ongoing	Educational Services Department	Time at monthly PD meetings	Meeting agendas	Updates at Admin meetings
2.2 Provide professional development for teachers regarding culturally relevant instructional strategies.	Ongoing	Educational Services Department	Professional Development Days, planning time, funding for a potential professional expert	Meeting agendas	Admin meetings, staff meetings
2.3 Identify appropriate use of technology needed to support student learning.	2021-2022	Technology Committee with Information Technology Specialist as the lead	Committee meeting time, funding for purchases	Meeting agendas	Governing Board Presentation
2.4 Apply for UC a-g weighted credit for courses that earn college credit.	2021-2022	Pathway Coordinator	Course Outlines, Articulation Agreements	Approval or denial of applications	Admin meetings, Governing Board
2.5 Focus on providing high impact work-based learning opportunities for students.	Ongoing	Work based learning team	Meeting time with teachers and business partners	Work Based Learning annual work plan	Educational Services, Staff meetings
2.6 Develop a networking unit for all CTE programs.	2022-2023	Networking task force	Meeting time to plan	Completed Unit	Presentation to staff
2.7 Explore the development of a hybrid CTE program for interested students.	2022-2023	Hybrid Learning Task Force	Meeting time to plan	Recommendation to proceed or not and next steps should we proceed	Staff meetings
2.8 Develop a schedule for the updating and implementing of industry required curriculum and	2022-2023	Director of Adult Education	Meeting time with teachers and business partners to confirm	Updated calendar of estimated approval dates/years for	Admin meetings Governing Board

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
assessments for adult certifications.			appropriate curriculum and certifications	curriculum and certificates	

Quality CTE Programs Rationale

2.1: CTE instruction is complex, in that teachers provide instruction in knowledge, skills, and personal development. In order to model best practices, we will provide opportunities for our staff to share their best instructional strategies with each other, in peer-to-peer education.

2.2: In a diverse community, our instructors share a culture with only a percentage of their students. We will engage in professional development in culturally relevant instructional strategies to ensure that our teachers can best communicate and relate to their students.

2.3: During the pandemic, staff was able to identify technology that supported students' virtual learning. Moving forward, the technology team will identify and recommend technology that supports enhanced student learning during in-person instruction.

2.4: A game-changer for us has been articulated courses, where students can earn college credit through their CTE course. Similar to Advanced Placement, we see a weighted GPA (on a 5.0 scale) as another potential CTE incentive. Almost all of our courses have been approved by the UC system for a-g credit. The plan is to ask the UC system to designate our courses that have been approved by the community college system for college credit to be given the honors designation by the UC system. Once approved, we will approach our partner districts about counting our articulated courses for the weighted GPA status, just like AP classes.

2.5: High impact WBL opportunities involve the development of strategic partnerships with industry. These partners bring resources and contribute to the students' experiences in their pathways, as appropriate.

2.6: A key component to a student's success in any CTE pathway is understanding both the value and strategies of how to network effectively. We will develop a unit that teaches students how to network. This unit will be shared with all staff for use with their students.

2.7: The COVID-19 pandemic reinforced the need for and possible benefits of a hybrid program for students. As a means of better serving all potential students and expanding our services, we will explore the ways we might implement hybrid education, should state regulations allow.

2.8: In our programs, particularly Electrical, Dental, and Medical, there are industry standards, required curriculum and assessments that build to certifications. These standards evolve and change with time. We will develop a schedule that will help instructors cover and reinforce the required curriculum in order to better prepare our students for industry certifications.

Key Issue:	3. Systems Supporting Student Success
Goal:	Implement systems to ensure the success of every student

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
3.1 Provide staff professional development regarding how to meet the social emotional needs of students.	Fall 2021	Educational Services Department	PD Time, online curriculum, and training for instructors	Agendas, Training completion	Admin meetings
3.2 Develop a system that enables the Eden Area ROP to become an anti-racist organization.	ongoing	Admin team	PD time, funding to support efforts	Agendas, contracts, updated policies, and procedures	Staff meetings, Admin meetings, Governing Board
3.3 Identify, implement, and expand systems to provide support services for students who are struggling academically.	Ongoing	Educational Services Department			
3.4 Expand the use of California Career Zone to support high school students.	2021-2022	Career Counselor	Career Zone program	Student interaction with the platform	Governing Board
3.5 Expand employment data base and partnerships for business' looking to hire completers of adult programs.	Ongoing	Director of Adult Education	Outreach/Networking Student management system and database	Database of completers and employers by programs	Governing Board

Systems Supporting Student Success Rationale

3.1: Social emotional learning “is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop health identities, manage emotions, and achieve personal and collective goals, feel, and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.” (CASEL website) EAROP recognizes that better implementation of SELs will a) better connect instructors to students, b) enable students to better work in cooperative teams, and c) better prepare students for productive employment.

3.2: The Eden Area ROP has worked to eliminate bias and become an anti-racist organization. However, there is still work ahead to reach our goal. We recognize the existence and growth of racist behavior in our society and will strive to affirm the dignity of every person on our campus—student and staff alike.

3.3: Over the past two years, we have won three separate grants to support students who need additional assistance and are struggling academically. First, we need to fully implement these programs and learn lessons from their implementation. Second, we need to spread our learning and resources to the students beyond the grant's reach, ensuring that struggling EAROP students receive appropriate academic support.

3.4: This past year, EAROP transitioned its career exploration program to California CareerZone. Unfortunately, with COVID, our plans for implementation were diminished. We want to a) refine the lessons that we use with students, and b) bring these lessons to all of our students.

3.5: Adult education will develop a database that serves two functions. First, it will track businesses who employ our students as we develop direct pipelines to employers. Second, we will track where our students have gained employment, as a means of follow-up and program improvement.

Key Issue:	4. Funding
Goal:	Continue to pursue funding opportunities that support the mission of the ROP

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
4.1 Continue to advocate for funding at the state level.	Ongoing	Superintendent	CAROCP, JPA ROP Coalition	Funding levels	Admin, staff, and Governing Board meetings
4.2 Apply for grants that are aligned to the mission of the ROP.	Ongoing	Admin team	SWP, CTEIG and other annual grants	Grant deliverables	Funding source, Governing Board
4.3 Monitor revenue and expenditures to ensure the long-term financial stability of the organization.	Ongoing	Admin team	Program and department budgets	Purchasing procedures, budget planning and monitoring	3 times a year to the Governing Board
4.4 Build partnerships with Mid-Alameda County Consortium (MACC) to expand adult class locations.	Ongoing	Director of Adult Education	MACC meetings, planning time, and employment projections	Increase course offerings and locations	Admin meetings Governing Board

Funding Goals Rationale

4.1: Continuing to advocate for funding at the state level has several rationales. First, our advocacy is a natural offshoot of the leadership roles the Superintendent has played in CAROCP and ACSA. Second, our advocacy work has informed us to upcoming legislation and funding opportunities, giving us a crucial insight about upcoming changes. Third and the most important reason, there is the opportunity to influence the direction of CTE at the state level.

4.2: Since our last WASC report, EAROP has been successful in applying for California Career Pathway Trust, Career Technical Education Incentive, Strong Workforce Program, and Workforce Investment and Opportunity Act grants, as well as partnering on other grants and winning other smaller grants. These successes have built critical capacity at EAROP and our partner districts. Additionally, these grants have reinforced our essential partnerships with our districts and Chabot College. We need to continue these efforts.

4.3: Over time, state funding ebbs and flows, but the one constant is to serve as responsible stewards of the taxpayers' funds. Fiscal solvency and clean audits are additional rewards. We will continue to focus our efforts on ensuring our long-term fiscal stability.

4.4: Adult Education sees the possibility of creating offsite courses (full and mini-courses) in other adult schools, employment agencies, and industry sites. Offsite courses have the potential to bring the Adult Education program into the community and expand our services.

Key Issue:	5. Data
Goal:	Use data to inform instructional practices and programmatic needs

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
5.1 Identify and purchase a Student Information System that meets our programmatic needs.	December 2021 for implementation in 22-23 school year	SIS task force	Meeting time	Board approval	Staff and admin meetings
5.2 Based on data, staff receive professional development and implement strategies to improve student achievement.	21-22 school year	Educational Services	Monthly PD meetings	Agendas, follow up data review	Annual review and needs assessment by Educational Services
5.3 Certificated staff implement procedures that gather, aggregate, and disaggregate student learning in ways to measure effective teaching and accomplishments of SLOs and MCS course content.	ongoing	teachers	PD and planning time	Shared with direct supervisor	Annual data review
5.4 Use student surveys and enrollment numbers to implement new practices and programs	Ongoing	Director of Adult Education	Student Information System Planning time	Surveys Enrollment Waitlists	Admin meeting Governing Board

Data Rationale

Many of our data goals from our previous WASC were dependent upon a new Student Information System which would serve as the software where we could both collect and analyze data. Our frustrations with Socrates, AERIES, and Orbund have been documented in this report. We rededicate ourselves to our data goals--to generate and assess more detailed information about student performance.

5.1: After we obtain a new SIS system (See Communication 1.1), our first step is in developing our baseline data and analyzing its results. Staff will need professional development on use of the new system, and we will need to monitor the consistency of its use.

5.2: With the baseline data in hand, we will analyze the data and decide upon the instructional strategies that will improve student achievement. We will provide teachers with professional development to ensure that they are skilled and confident with their new instructional tools.

5.3: Our next inquiry for data analysis will involve student assessment. How do instructors know that students have learned? We will collect data and assess how teachers measure student learning and implement improvement plans. Another data inquiry will involve the knowledge of the SLOs (Knowledge and Performance Anchor Standards) and the coverage of the Model Curriculum Standards. We will look at questions involving both breadth of knowledge (coverage) and student's depth of understanding (learning). The final and most critical inquiry will involve the disaggregation of data, with a focus upon equity and racial justice. We will work to assess and eliminate any student achievement gaps.

5.4: Adult Education needs to engage in a similar process as the regular education program, by assessing the quality of instruction, disaggregating data, and using that information to improve the instruction and assessment. This process begins by closely examining student surveys and enrollment numbers.