

SELF-STUDY POST-SECONDARY REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

**Eden Area Regional Occupational
Center and Program (EAROP)**

26316 Hesperian Blvd.

Hayward, CA 94545



October 2021

[virtual tour of the ROP Campus](#)

Preface

On behalf of the Governing Board, students, and staff of the Eden Area Regional Occupational Program (EAROP), we are pleased to present our Self-Study for review and evaluation. We are proud at the Eden Area ROP, to have provided our partner districts and the Eden Area students with quality career technical education for over 50 years and look forward to continuing to fulfill our mission for years to come. This Self-Study culminates a valuable and productive two years of institutional observation, scrutiny, and analysis. The Self-Study process began in early 2020 with the EAROP Leadership Team establishing the structure, timeline, and benchmarks, which included all stakeholders.

We first reviewed the mission and Schoolwide Learner Outcomes (SLOs), as the foundation of our program, and then progressed to the WASC criteria. All staff participated in at least one of the committees. Despite the COVID pandemic, committees met frequently over the years to review and evaluate programs. EAROP staff collected data which was synthesized into our findings. Our thorough review of EAROP operations resulted in the identification of areas of strength, as well as areas for improvement. Our process included a detailed analysis of EAROP systems, procedures, and policies. During the Self-Study, existing policies and procedures were validated, new policies and processes were adopted, and obsolete practices were eliminated.

The members of the WASC Leadership Team communicated with the staff in their groups and represented their interests in the Self-Study process. Input was sought from industry advisors through Advisory Committees on course content and the Schoolwide Learner Outcomes (SLOs). Data from student and teacher surveys, as well as student follow-up surveys, was also used in writing the Self-Study and Action Plan. The WASC Leadership Team wrote the Self-Study with the assistance of staff members within each group. The draft Self-Study was shared with the full staff for input, and their feedback was the basis for edits to arrive at this final draft.

The Schoolwide Action Plan was created after a review of our strengths and weaknesses. Key issues were identified by criterion. The Leadership Team and staff agreed that the key issues of the Action Plan would both support organizational and student success.

It is with sincere appreciation that I acknowledge the Eden Area ROP staff and community for their hard work and dedication in completing this Self-Study. Eden Area ROP has been and continues to be committed to ongoing improvement in support of our mission.

Thank you also, in advance, to the visiting team for all your support and review of our Self-Study.

Linda Granger, Superintendent

Self-Study Committee Members 2020-21

Curriculum		
		Position/Title
Administrative Lead	Mercedes Henderson	Human Resources Administrator
Faculty/Staff Lead	Deborah Maynard	TOSA
	Aguilar, Jennifer	Office Support Technician
	Bystrom, Heather	Medical Careers Instructor
	Doan, Kent	Computer Operations Tech./ Cybersecurity Instructor
	Juarez, Barbara	Welding Technology Instructor
	Mendoza, Abraham	Work Based Learning Specialist
	O'Brien, Kathy	Dental Assisting Instructor
	Peters, Angel	Medical Careers Instructor
	Salinger, Jayne	Work Based Learning Specialist
	Stephens, Michelle	Marketing Instructor (Castro Valley High)
Instructional Program		
Administrative Lead	Lauren Kelly	Pathway Coordinator
Faculty/Staff Lead	Christina Charlton	Marketing Instructor (Arroyo High)
	Bill Deslaurier	Construction Technology Instructor
	Charles, Rick	Entrepreneurship Instructor (Hayward High)
	De Leon, Francisco	Dental Assisting Instructional Assistant
	Dixon, Stacy	Food Services Attendant/Merchandising Instructional Assistant
	Espinoza, David	Automotive Technology Instructor
	O'Connell, Michael	Careers in Law and Public Safety Instructor (San Lorenzo High)
	Penn, Terri	Culinary Science Instructor
Use of Assessment		
Administrative Lead	Bernie Phelan	Director of Educational Services
Faculty/Staff Lead	Dr. Lance Bohn	Careers in Law, Forensics & Public Safety Instructor
	Bradford, Zennaita	Entrepreneurship Instructor (Tennyson High)
	Machado, Alysia	Medical Careers Instructor
	McDowell, Marlene	First Responder (Fire Science/EMT) Instructor
	Miranda, Kathrina	Business Engagement Specialist
	Pareja, Daniel	Automotive Collision & Refinishing Instructor
	Politron, Armando	Automotive Technology Instructor

Student Support Services		
Administrative Lead	Elaine Alvite	Assistant Director of Educational Services
Faculty/Staff Lead	Sukhi Sidhu	Career Counselor
	Carrington, Jojuan	Student Support Services Technician
	Emery, Dr. Erika	Careers in Education Instructor
	Garrison, Dale	Security/Grounds Officer-Open
	Gixti, Cheryl	Merchandising Instructor
	Guevara, Jessica	Accounts Receivable/Purchasing Technician
	Jackson, Mikel	Sports Medicine Instructor (Mt. Eden High)
	Jagroop, Laura	Entrepreneurship Instructor (San Leandro High)
	Juarez, Gaby	Executive Assistant
	Keiffer, Linden	Security/Grounds Officer-Close
	Lee-Tatum, Vanita	Entrepreneurship Instructor (Mt. Eden High)
	Lopez, Johanna	Office Assistant
	Oum, Anthony	Fiscal Services Administrator
	Senter, Annette	Registrar
	Ubhoff, Sabrina	Accounting Technician

Table of Contents

Chapter I. Institutional, Community, and Student Characteristics — Institution's Mission and Schoolwide Learner Outcomes.....	6
Chapter II. Progress Report on Key Issues since the Previous Self Study	34
Chapter III. Self-Study Findings based on the ACS WASC Postsecondary Criteria	63
Criterion 1: Institutional Mission and Schoolwide Learner Outcomes.....	63
Criterion 2: Organizational Infrastructure and Leadership.....	68
Criterion 3: Faculty and Staff	74
Criterion 4: Curriculum.....	84
Criterion 5: Instructional Program.....	92
Criterion 6: Use of Assessment	99
Criterion 7: Student Support Services	107
Criterion 8: Resource Management.....	120
Criterion 9: Community Connection.....	124
Criterion 10: Action Plan for Ongoing Improvement.....	133
Chapter IV. Revising the School Action Plan	137

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

Narrative Description of School

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

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

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

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

School Address, Website, Branches, etc.

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

The EAROP website is www.edenrop.org

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

CASTRO VALLEY USD

Castro Valley High School*

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

Redwood Continuation High School

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

SAN LEANDRO USD

San Leandro High School*

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

Lincoln High (Continuation) School

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

HAYWARD USD

Hayward High School*

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

Mt. Eden High School*

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

Tennyson High School*

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

Brenkwitz High School

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

SAN LORENZO USD

Arroyo High School*

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

San Lorenzo High School*

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

East Bay Arts High School

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

Royal Sunset High School

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

DICE

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

History of School

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

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

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

Description of Significant Developments

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

COVID-19

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

The Paradigm Shift

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

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

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

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

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

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

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

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

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

Structural Changes

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

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

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

Educational Services

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

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

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

Promotion and Outreach

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

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

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

Funding*

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

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

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

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

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

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

Adult Education

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

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

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

In summary

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

List of Specific Changes in Programs

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

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

ADULT EDUCATION

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

Student Demographics

Enrollment

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

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

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

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

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

Center Enrollment by High School 2020-2021

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

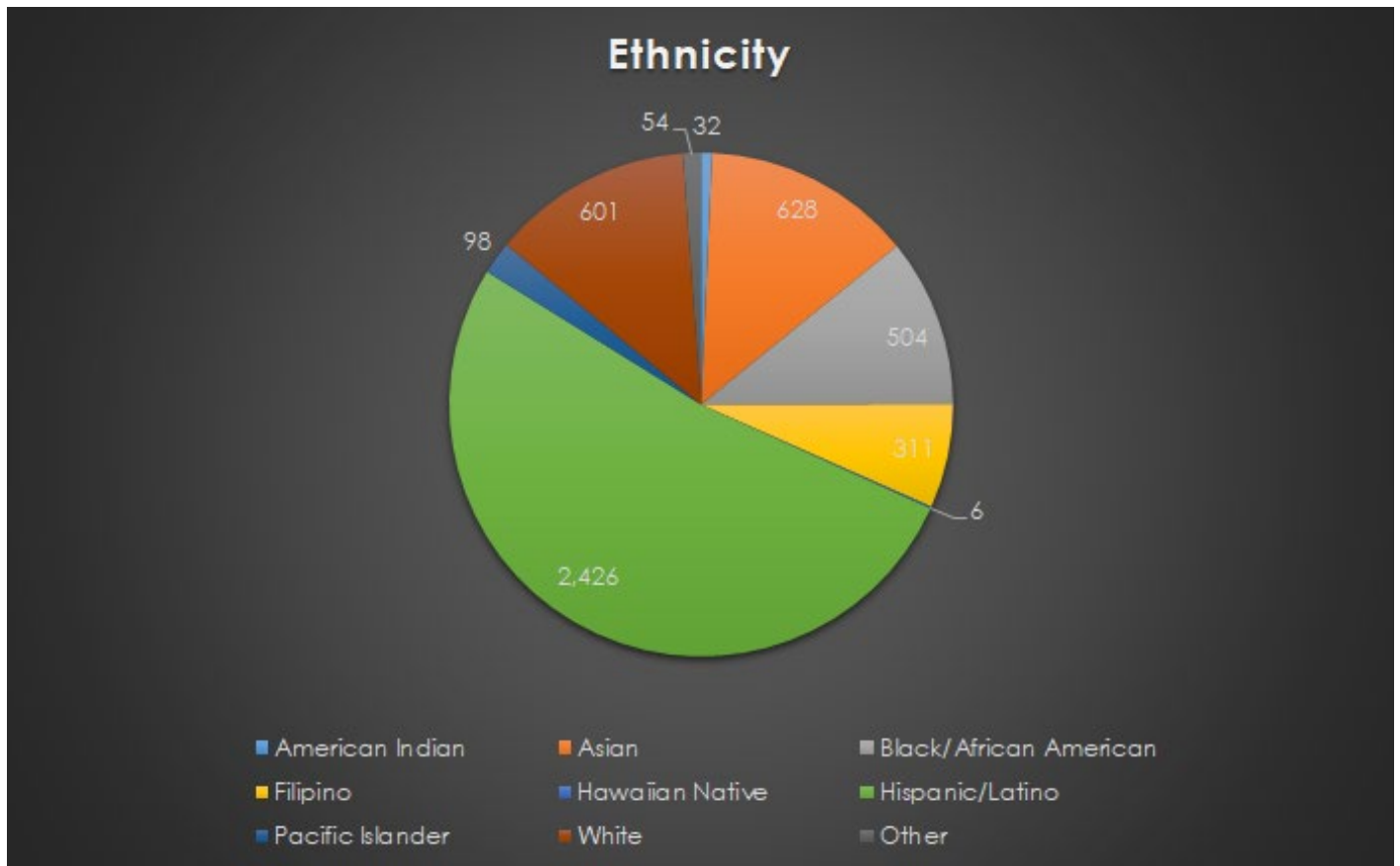
When we look at enrollment by high school, San Leandro and Arroyo High School send the most students to the Center programs. Castro Valley students only participate in the afternoon programs at the Center. San Lorenzo and Hayward Unified School Districts are in declining enrollment, as is evidenced by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

Total Enrollment (Center and High School Programs) by School

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

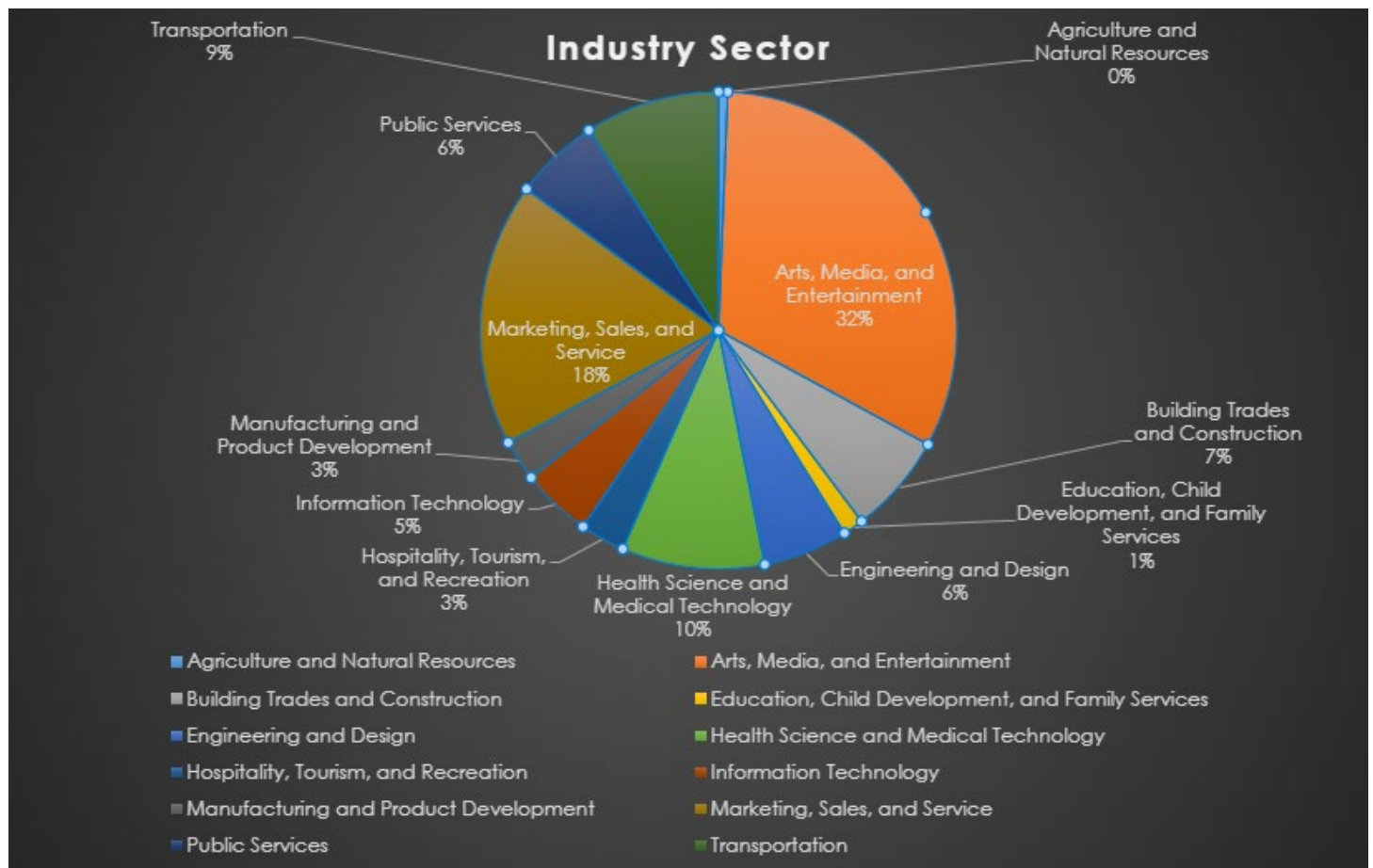
While the enrollment in the center programs is declining, we have been able to increase our overall enrollment in Career Technical Education with the programs offered on the high school campuses. These courses are only one hour in length and therefore, more easily accessible to students.

Enrollment by Ethnicity



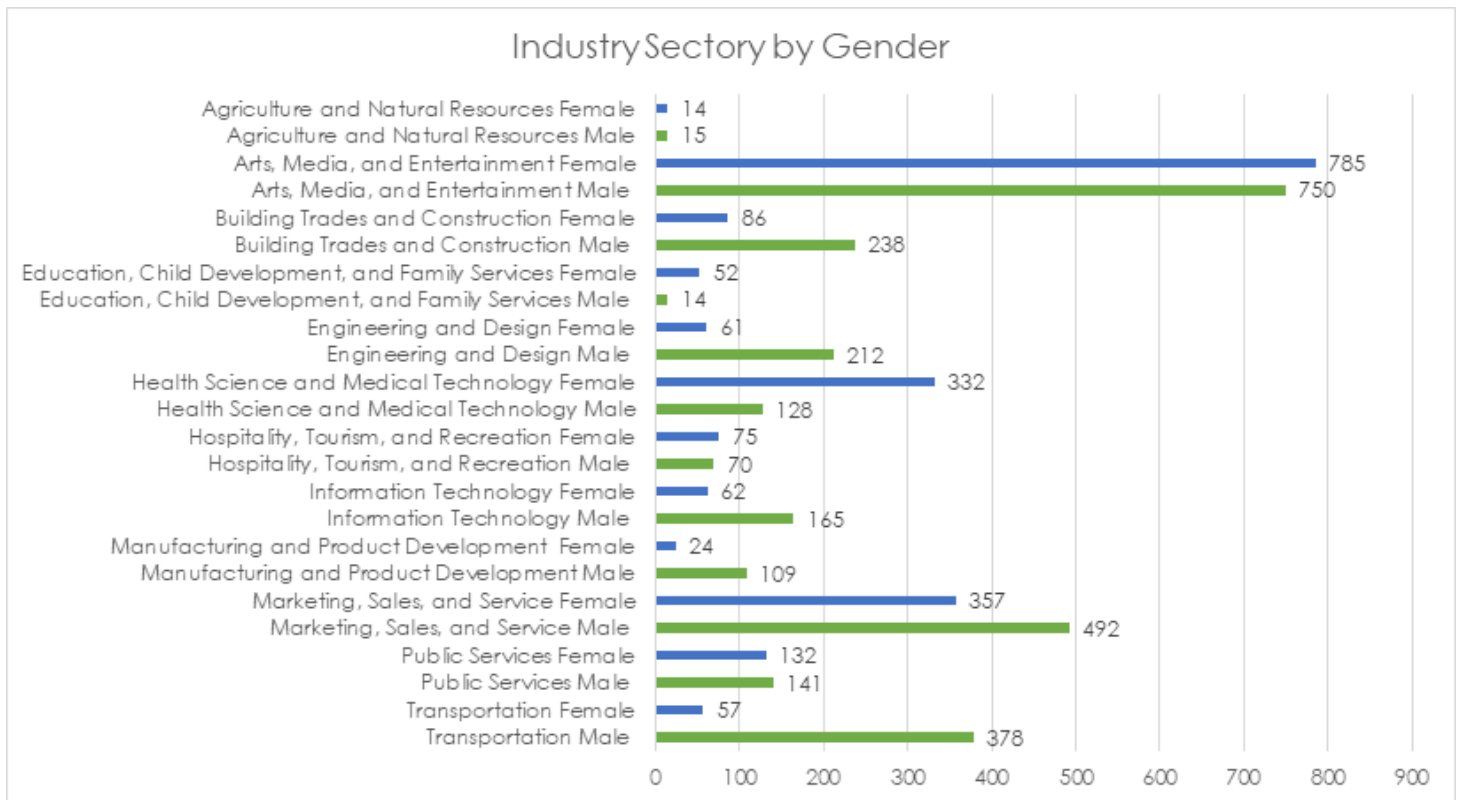
Much like our feeder districts, our largest ethnic enrollment is our Latinx student population, followed by our Asian and white students.

Enrollment by Industry Sector



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

Enrollment by Sector and Gender



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

District enrollment data

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

Eden Area School Districts Enrollment, by Ethnicity

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

	<u>San Leandro USD</u>								
	Total	African American	Native American	Asian	Filipino	Latinx	White	2 or more	Not Reported
2020-2021	8,828	11.7%	0.2%	17%	6.6%	48.6%	8%	5.3%	1.5%
2015-2016	8,560	14%	0.3%	15.4%	7.8%	47.7%	9.3%	3.9%	0.2%
	<u>San Lorenzo USD</u>								
	Total	African American	Native American	Asian	Filipino	Latinx	White	2 or more	Not Reported
2020-2021	10,528	8.2%	0.3%	16.1%	6.7%	56.6%	6.7%	3.1%	0.7%
2015-2016	11,965	11.2%	0.4%	13.6%	7%	55.8%	8.5%	1.8%	0.4%

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

Governance Structure

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

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

Schoolwide Learning Outcomes (SLOs)

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

School-wide Learning Outcomes for the school include:

School-wide Learning Outcomes (SLO)	
Upon Graduation:	Students successfully completing courses through Eden Area Regional Occupational Program will:
<ol style="list-style-type: none">1. Demonstrate appropriate work ethic through:<ul style="list-style-type: none">Acting as a responsible citizen in the workplace and the communityModeling integrity, ethical relationships, and effective management2. Demonstrate career and college preparation through:<ul style="list-style-type: none">Applying appropriate technical skills and academic knowledgeDeveloping an education and career plan aligned to personal goalsApplying technology to enhance productivityPracticing personal health and understanding financial literacy3. Demonstrate effective communication through:<ul style="list-style-type: none">Communicating clearly, effectively, and with reasonWorking productively in teams while integrating cultural/global competence4. Demonstrate critical thinking skills through:<ul style="list-style-type: none">Utilizing critical thinking to make sense of problems and persevere in solving them	

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

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

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

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

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

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

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

Adult Students Served

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

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

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

Typical Class Size for Teachers

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

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

Types of Certificates Awarded

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

Automotive Technology: S/P2, ASE

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

Culinary Science: Servsafe Food Handler's Certification

Cybersecurity: CompTIA A+, CISCO CCNA Cyber Ops Certification

Dental Assisting: Infection Control Certification, X-ray Certificate

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

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

Welding and Metal Fabrication: Welding and Materials Joining

Total Number of Administrative and Teaching Staff Members

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

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

Staffing—Administration and Support

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

Staffing—Instruction

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

Calendar System Used

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

Typical Load for the Average Student

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

Community Information

Description of Geographic Area:

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

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

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

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

Population Area and Characteristics Served by the Eden Area ROP

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

Castro Valley Unified District Demographics:

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

Demographics

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

Hayward Unified School District Demographics

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

Demographics

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

San Leandro Unified School District Demographics

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

Demographics

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

San Lorenzo Unified School District Demographics

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

Demographics

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

Anticipated changes in demographics

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

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

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

Individualized Education Plans--IEPs

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

Eden Area ROP IEP Data: 2015-2021

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

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

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

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

Work-Based Learning

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

Work-Based Learning Experiences 2018-2021

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

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

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

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

Work Based Learning SECTOR TOTALS 2018-2021

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

WBL SECTOR TOTALS BY DISTRICT 2018-2021

CASTRO VALLEY UNIFIED SCHOOL DISTRICT

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

WBL SECTOR TOTALS BY DISTRICT 2018-2021

HAYWARD UNIFIED SCHOOL DISTRICT

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

WBL SECTOR TOTALS BY DISTRICT 2018-2021

SAN LEANDRO UNIFIED SCHOOL DISTRICT

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

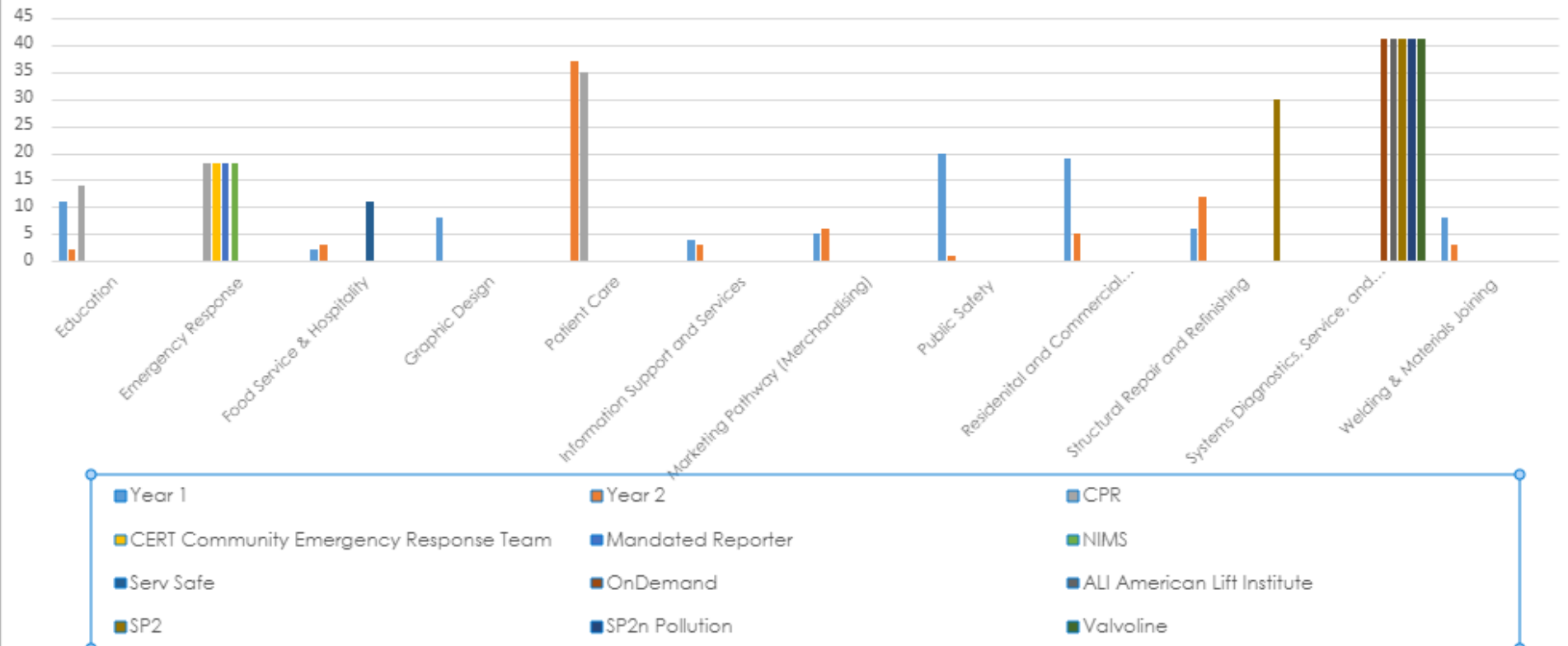
WBL SECTOR TOTALS BY DISTRICT 2018-2021

SAN LORENZO UNIFIED SCHOOL DISTRICT

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

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

Eden Area ROP 2019-2020 Senior Completer Certificates



Chapter II. Progress Report on Key Issues since the Previous Self Study

Methodology and Order

In our last Schoolwide Action Plan, the Eden Area ROP identified five key issues and nine goals. In our Mid Cycle review, these nine goals were condensed into five to match our issues. The new goals were accepted by the WASC committee during our mid cycle review.

In organization of Chapter 2, we will first review the process of condensing the nine goals into five goals in narrative. Then, in chart format, we will review the revised five goals. Next, in narrative form, we will review each of the revised goals in terms of our procedures, progress, evidence, and its impact on student learning. Each goal will begin with an introduction which provides the rationale and background for the goal.

Original Goals from 2015 WASC

1. Improvement of two-way communication between staff and stakeholders
2. Improve and increase public relations
3. Certificated staff needs to be competent in using technology to enhance the delivery of curriculum and improve productivity and collection of student assessment data.
4. Classified staff utilizes current technology and determines other needs to improve.
5. Design and designate which instructional practices/assessments can be incorporated into courses to allow the gathering of useful student data for analysis.
6. Institutional/Site data needs to be identified and gathered to be analyzed for directing professional development and resource allocation.
7. Align course outline and key assignments to the Common Core State Standards (CCSS).
8. Continue to maintain and/or improve the number of programs recognized by educational institutions and industry.
9. Pursue stable funding for EAROP.

Revised Goals from Mid-Cycle Review

1. Use of Communication
2. Use of Technology
3. Use of Data
4. Course Alignment
5. Long term funding necessary for the vitality of EAROP

Revised Goal #1: Goals #1 and #2 from our action plan were revised into one goal. Both goals concentrated on communication with staff and stakeholders.

Revised Goal #2: Goals #3 and #4 in the previous report have been combined into this new goal #2. Using technology for both certificated and classified staff presents similar issues and work plans.

Revised Goal #3: Goal #3 combines the previous Goals #5 and #6 with a focus upon data collection and analysis as a guiding force to determine the professional development and resource allocation.

Revised Goal #4: Goals #7 and #8 have been combined into a new category: System Coherence. This revised goal responded to external reforms that impact both curriculum and instruction.

The previous Goal #9 has become the new Goal #5. This revision is focused upon the paradigm change, discussed in Chapter 1.

Key Issue:	Use of Communication
Rationale:	Communication is important to clarify and share the goals and purpose of the EAROP, as well as, acknowledge student success and program recognition. Informed stakeholders should understand the benefit and value of EAROP.
Goal:	#1. Improve communication between Staff and Stakeholders

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
1.1 Determine, maintain, and increase target audiences and update contact information	Fall 2018 Annually Ongoing	Management Teachers WBL Staff Ed Services Staff	Time Draft contact list Electronic files	Master contact lists	Management meetings Staff meeting WBL Committee Advisory meeting Board meetings
1.2 Continue, revise, and maintain communication and public relations vehicles for providing information to target audiences	Spring 2019 Annually Ongoing	Management Teachers WBL Staff Ed Services Staff	Time Protocols Electronic files	Documented process	Management meetings Staff meeting WBL Committee Advisory meeting Board meeting
1.3 Monitor content and timeliness of website	Fall 2019 Annually	Management Classified Staff	Time Draft procedures	Documents, photos	Management meetings Staff meeting

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
	Ongoing	Technology Coord.	Electronic files	Collection schedule	Board meeting
1.4 Survey, analyze, and reflect upon instructor and stakeholder responses	Spring 2020 Annually	Director Ed Services Staff WBL Staff	Time Draft survey for comm. Electronic files	Data collection Board Report	Staff meeting Advisory meeting Board meeting
1.5 Establish system to coordinate and maintain all communication vehicles	Fall 2020 Ongoing	Ed. Services Technology Coord	Time Supporting material Electronic files	Accounts managed Master Calendar	Staff meeting Advisory meeting Board meeting
1.6 Develop processes for the EAROP staff & instructors to work more closely with the school & parent/guardians to support all students	Spring 2021	Director Technology Coord.	Time Staff training/ release Supporting material Electronic files	Implement Training Documented process Teacher documents Parent support docs	Staff meeting Advisory meeting Board meeting

Key Issue:	Use of Technology
Rationale:	Technology can increase productivity and organization to help the user work more efficiently and to allow for further evaluation of ways to improve.
Goal:	#2. Certificated and classified staff need to be competent in using technology to enhance the delivery of curriculum, coordinate the collection of student assessment data, and improve productivity.

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
1.1 Technology Committee revise & update technology plan to assess & consider technology options for certificated & classified staff.	Fall 2018 Annual update	Management Technology Coord. Certificated Staff Classified Staff	Time Release time	Technology Plan	Management meetings Staff meetings Board meeting
1.2 Implement technology and train certificated and classified staff on the use of new technology in and out of the classroom	Fall 2018 Ongoing	Management Tech Coord Certificated Staff Classified Staff	Time Release time Trainer	Training plan	Management meetings Staff meeting Board meeting
1.3 Implement VOIP Phone system and train certificated and classified staff in its use.	Fall 2018	Management Tech Coord Certificated Staff Classified Staff	Time Release time Trainer	Training plan	Management meetings Staff meeting

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
1.4 Improve assessments that incorporate technology to collect student data	Fall 2018	Management Tech Coord. Certificated Staff Classified Staff	Time Release time Trainer	New Student Information System Teacher portfolio More student data Increase assessments	Management meetings Staff meeting Board meeting
1.5 Explore options to incorporate technology-based learning and strategies into courses that supports and expands student learning, where applicable	Fall 2019	Management Certificated Staff	Time Release time Trainer	Database of technology used by pathway and program	Management meetings Staff meeting Individual meetings

Key Issue:	Use of Data
Rationale:	Analysis of multiple sources of data needs to impact instruction, professional development and resource allocation.
Goal:	#3. Teacher instructional practices and assessments and site data will be gathered and analyzed to direct professional development and resource allocation.

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
3.1 Management will map all data needed by the EAROP and offsite programs, by data source, technology, due dates and responsible staff.	Summer 2018 Annual update	Management	Time	Completed data map	Staff meeting Board meeting
3.2 Certificated staff create or modify assessments to provide student data for academic achievement analysis.	Fall 2018 Ongoing	Certificated Staff	Time Prof Dev. Meetings Student Summary Data	Teacher Portfolio Student Portfolio Meeting Outcome	Staff meetings Board meeting
3.3 Certificated staff use student data that reflects effective teaching and student accomplishments of the SLOs and MCS course content.	Spring 2019 Annually	Director Management Certificated Staff Ed. Services	Time Prof. Dev. Meetings	Teacher Portfolio Student Work Meeting Agreements	Staff meetings Board meeting

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
3.4 Certificated staff implement procedures that gather, aggregate, and disaggregate student learning data in ways to measure the effective teaching & accomplishment of SLOs & MCS course content.	Fall 2019 Annually	Director Certificated Staff Ed. Services	Time Prof Dev. Meetings Student Summary Data	Teacher Portfolio Student Portfolio Meeting Outcome	Staff meeting Board meeting
3.5 Based on data, staff receive professional development & implement strategies to improve student achievement.	Spring 2020 Annually	Director Certificated Staff	Time Prof Dev. Meetings Student Summary Data	Student data Professional development Meeting Outcome	Management meetings Staff meeting Board meeting
3.6 Management will analyze site data trends and student performance	Spring 2019 Annually	Management	Data Map contents such as: Grade Point Avg., Completers, Enrollment data C101's, Discipline, IEPs, Labor market data, Work-Based Learning, etc.	Data summary Course enrollment	Management meetings, Staff meetings Board meeting

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
3.7 Improved use of student data collection systems	Spring 2019 Annually	Management	Data reports Supporting materials	Data summary Accuracy of data	Management meetings, Staff meeting Board meeting

Key Issue	Course Alignment
Rationale:	Working to assure all programs are aligned to the Common Core and educational institutions or certificates acknowledged by industry help to establish the levels of performance that students, teachers, and schools are expected to meet. Each program meeting or exceeding requirements for recognition help to reinforce the rigor and relevance of the course
Goal:	#4. System Coherence: Develop coherence by aligning courses, curriculum, and instruction to the 11 Elements of High Quality CTE.

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
4.1 Teachers will assess themselves according to the 11 Elements rubric and create a course improvement plan.	Fall 2018 Annually	Management Instructors	Time 11 Elements Rubric Improvement Plan	Improvement Plan assessment	Management meetings Staff meetings Board meeting

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
4.2 Continue developing course sequences that align with community college career pathways.	Fall 2018 Annually	Management Instructors Community College staff	Time Supporting material Release time	Pathway maps Course catalog Articulation agreements	Advisory meeting LPAT meetings Staff meeting Board meeting
4.3 Continue creating agreements that meet industry recognized certifications.	Fall 2018 Ongoing	Management Instructors Industry partners	Time Supporting documentation	Industry recognized certifications	Advisory meeting Staff meeting Board meeting
4.4 Teachers will align course curriculum to the California Model Curriculum Standards	Spring 2019	Management Instructors	Time Model Curriculum Standards	Revised course descriptions	Management meetings Staff meetings Board meeting
4.5 Coordinate instructors to work by pathways to align course outline and key assignments to CCSS	Spring 2019 Ongoing	Management Instructors	Time Staff training Release time	Course outline Teacher portfolio	Individual meetings Staff meetings Board meeting
4.6 Improve transition from EAROP to student's next steps in terms of their education/career goals	Spring 2019	Ed. Services Counselor Chabot Counselor	Time Release time College catalogs	Student 4-Year plan C101 student information	Ed. Services meetings Staff meeting Board meeting

Key Issue:	More long-term funding necessary for the vitality of EAROP
Rationale:	As the EAROP is no longer a budget line item in state, the EAROP needs to pursue stable funding sources to provide its services despite the fiscal commitment of its partnering districts.
Goal:	#5. Pursue stable funding for EAROP

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
5.1 Monitor expenditures by program with a focus on fiscal conservation	Fall 2018 Monthly Ongoing	Superintendent Business Man. Management	Program budgets	End of year budget Program review	Management meetings Advisory meeting Staff meeting Board meeting
5.2 Communicate local, state and national budgetary issues to all staff and stakeholders	Fall 2018 Ongoing	Superintendent	Funding reports School Budget	Scheduled meetings Scheduled presentations	Advisory meeting Staff meeting Board meeting
5.3 Increase adult course offerings	Fall 2018 Ongoing	Management	Time Community needs Business needs	Adult course catalog Adult course budget	Staff meeting Board meeting

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
5.4 Advocate for statewide ongoing funding model for Career Technical Education	Fall 2018 Ongoing	Superintendent	Time	Meetings and funding changes at the state level	Management meetings Staff meeting Board meeting
5.5 Submit grants and funding opportunities, as appropriate	Fall 2018 Ongoing	Grant Coordinator Management Community Partners	Time Partnerships	Record of current grants Grant applications Archive MOUs with partners	Management meetings Staff meeting Board meeting

Key Issue: Use of Communication

Introduction:

There are many audiences for our communication goals, including students, educators, the business community, our direct district and Chabot stakeholders, Adult Education clientele and the faculty and staff of the ROP.

While Eden Area ROP courses at comprehensive high schools are one hour long, and part of their standard course offerings, courses at the ROP Center in Hayward are three hours in length, approximately half of a student's schedule in either their junior or senior years. This is substantial investment of time in the student's schedule and typically requires significant marketing before the student chooses to enroll at the ROP.

A second, but related issue, is the perception among some educators and other stakeholders that the ROP is a trade school for students who need an immediate path to the world of work. This is a misconception. Most career pathways demand community college, at a minimum. Many pathways attain viability after earning a four-year degree or more. Communicating this wider mission of the Eden Area ROP is a key aspect of this goal.

A third audience involves the wider business and community stakeholders. We seek to involve these public-spirited neighbors in supporting and creating quality work-based learning experiences for our students, as they maintain their businesses, non-profits and government agencies.

A fourth audience involves our district stakeholders and Chabot College. We are keenly aware that the development of career pathways is a group effort, strung along a range of educational institutions.

Adult Education has its own set of communication needs and tools. Adult Education networks with industry specific employers such as the Mid-Alameda County Consortium and Hayward Promise Neighborhood initiative to communicate courses schedules and certifications that can be earned. Adult Education has its own website, uses Constant Contact, participates in high school senior nights, and has paper resources such as brochures, flyers, and informational pamphlets. However personal testimony "word of mouth" is the most important means of student recruitment.

The Eden Area ROP faculty and staff are a key part of our communication cycle. Responding to staff concerns and new ideas promotes both program improvement and staff morale.

Finally, communication involves relationships. Perhaps, there has been no event more disruptive to relationships than the COVID-19 pandemic. Communication is best in face-to-face settings, where people can read body language and respond to each other in authentic manners. Zoom is a diminished substitute. Despite these issues, management and staff did their best to muddle through the pandemic.

The performance of all of these tasks begins with management who spearhead these initiatives. Instructors play a vital role in the promotion of their individual classes. The Work-Based Learning staff maintain relationships with hundreds of organizations and business leaders. The Information Technology Specialist plays an important role in maintaining electronic communication vehicles.

Without all of this work, the Eden Area ROP and CTE pathway courses would play a far smaller role in the development of students towards their career goals. Despite falling enrollments in districts, and the expansion of CTE opportunities within the districts, the ROP Center in Hayward has maintained a steady student population.

Goal #1: Improvement communication between staff and stakeholders.

1.1 Determine, maintain, and increase target audiences and update contact information.

- As stated in the Introduction section, target audiences involve potential students, partner school counselors, administration, and teachers, business and WBL partners, district, and Chabot College CTE management, and the Eden Area ROP staff. Instructors communicated with parents.
- Different communication tools were used to maintain communications with each of these audiences. Education Services staff focused upon potential students. An EAROP Administrator coordinated the Principals Breakfast. The EAROP Counselor coordinated the Counselors Luncheon. An administrator coordinated lists of all Eden CTE teachers and their levels of involvement. The Superintendent maintained relationships with district partner superintendents. The WBL staff developed and maintained lists of WBL partners and their WBL activities. ROP administration worked with district CTE management and Chabot College staff. The ROP also maintains current contact information for students.

1.2 Continue, revise, and maintain communication and public relations vehicles for providing information to target audiences

- Potential Students: A staff member took the lead in making presentations to students at school sites.
- Potential Students: All district sophomore students participate in Sophomore Tours, where they walk through each ROP Center classroom and hear from instructors and students about the educational opportunities.
- Potential Students: The Middle School summer program introduced approximately 200 students each year (minus pandemic summers) to four ROP career pathways. These hands-on opportunities were popular among middle school students.
- Partner Schools: An annual Principals Breakfast provided professional development, answered questions, and updated school administrators.
- Partner Schools: The annual Counselors Luncheon performed a similar task as the Principals Breakfast, focusing on school counselors.
- Partner Schools: We meet with Career Technicians annually to assist them with their work.

- Partner Schools: We meet with Case Managers who are connected with our WIOA grant to support underserved students in CTE pathways.
- Partner Schools: The Eden Area ROP works with CTE teachers in preparing them for Advisory meetings, the Pathway meeting, and in scheduled professional development sessions.
- Partner Schools: The Superintendent meets regularly with district superintendents to update them, solve issues, and planning.
- WBL: Work-Based Learning staff maintain two databases. The first charts partners and their participation in WBL experiences over time.
- WBL: WBL staff also monitor the numbers and types of WBL experiences that take place in each CTE class. Teachers fill in a brief document after each WBL experience which populates this database.
- WBL: The Business Partner's Breakfast celebrates a dozen Business Partners of the Year and the wider accomplishments of WBL throughout the year.
- District/Chabot Leaders: CTE leadership meet monthly to coordinate all CTE activities. This includes major events, such as Advisory, grant development and reporting, and all matters needing CTE management.
- District/Chabot Leaders: ROP staff meet weekly with the Chabot CTE lead to coordinate agendas and enhance coordination.
- Student/Parent Contact Information: Students who attend the Eden Area ROP have their contact information in separate bases at their home schools. This lack of information and the need for orientation necessitates an on-boarding process where specific ROP rules are discussed, and legally required contact information is collected.
- Our Adult Education Programs enacted specific communication strategies for their population:
 - Constant Contact is used to notify new and existing partners of course offerings and schedule.
 - Mid-Alameda County Consortium (MACC) meetings are attended monthly to build and share course programs offered in the county.
 - C2CERN and HPN meetings are attended monthly to promote and create programs that can help serve the needs of the community.
 - Adult Programs are promoted at senior nights with partnering high schools.
 - Adult Education website is updated.
- Paper Document: The Course Catalog is revised on an annual basis with key updates. The catalog can be found online and is distributed in hard copy to stakeholders.
- Paper Document: The Annual Report is revised on an annual basis with key updates. The Annual Report can be found online and is distributed in hard copy to stakeholders.
- Electronic Documents: We have increased our use of social media platforms like Facebook, Instagram, and LinkedIn as a public relations tool, with each platform targeting a different stakeholder.

- Governing Board: Most of the previous information is shared with our Governing Board in monthly meetings.

1.3 Monitor content and timelines of website

- The Eden Area ROP was revised in format and content since our last WASC report. We continue to work on maintaining our website as a resource of information for staff, students, and families to search for information about the ROP. We have posted the promotional videos highlighting each of our programs on our website as well as the typical information one would expect to find online about a school.
- Additionally, the adult programs created a separate website for their students as a resource for information and registration for classes.

1.4 Survey, analyze, and reflect on instructor and stakeholder responses

- At the end of each school year, students are surveyed regarding their experience in our programs and the results are shared with the teachers for reflection and individual improvement. These surveys used to be completed on a scantron form, but with the transition to virtual learning, we were able to transition to an online format for the first time in the 2020-21 school year.
- Eden Area ROP instructors have been surveyed over the past several years. Responses have been reviewed in management meetings.
- The Superintendent and administration also have formal and informal meetings with staff to gather feedback. These results are discussed in weekly management meetings.
- The Work-Based Learning staff surveys community partners after WBL events to gauge the effectiveness of training and preparation for WBL.
- The Business Partner Breakfast has a card where partners can write comments and discuss new opportunities.

1.5 Establish system to coordinate and maintain all communication vehicles

- Eden Area ROP management created a master list of tasks to accomplish by month and date. This is updated annually with new tasks and due dates added to the database.
- The Eden Area ROP utilizes Microsoft Office 365 and its applications to support and centrally maintain information and communication among staff and stakeholders. The use of shared files and the Teams application assists in maintaining accurate information regarding key staff at the districts and school sites.

1.6 Develop process for the EAROP staff to work more closely with the school and parent/guardians to support all students

- Another benefit of operating virtually, is that it has become much easier for parents to work with us as the burden of getting to the ROP for a meeting was eliminated with video conferencing. We revised our Student Study Team (SST) process to further include parents in their student's educational progress.

Evidence

- Various databases: school sites, district principals, district counselors, pathway teachers, WBL database, student/parent contact cards.
 - [Eden Area ROP CTE Pathways 2021-22](#)
 - [EAROP WBL Workplan 2021-22](#)
- [School recruitment documents](#)
- [Sophomore Tour schedules](#)
- [Summer Program MOUs](#)
- Principals Breakfast Agenda and Packet
 - [Agenda 20-21](#)
- Counselors Breakfast Agenda and Packet
 -
- Advisory Meeting preparation Agenda
 - [Fall Advisory Agenda 20-21](#)
 - [Spring Agenda 20-21](#)
- [Pathway Meetings](#)
- School Site Professional Development Agendas
- [Coordinating Council Packets](#)
- [Career Tech Meeting Agendas](#)
- Case Manager Meeting Agendas
- [WBL Master List](#)
- WBL Teacher's Database
 - [Eden Area ROP CTE Pathways 2021-22](#)
- [Business Partner Breakfast Program](#)
- Business Partners of the Year Documentation
 - [BPOY Winners 2020](#)
 - [BPOY Presentation](#)
- [Management Team Rolling Agenda](#)
- On Boarding Meeting Materials
- [Course Catalog](#)
- [Annual Report](#)
- [Eden Area ROP Facebook Page](#)
- [Eden Area ROP Instagram](#)
- [Eden Area ROP LinkedIn](#)
- [Governing Board Agendas](#)
- [Eden Area ROP webpage](#)
- Videos for each Eden Area ROP class:
 - [Auto Refinishing](#)
 - [Auto Tech](#)
 - [Careers in Ed](#)
 - [Careers in Law](#)
 - [Construction](#)
 - [Culinary](#)
 - [Cybersecurity](#)

- [Dental](#)
- [First Responder](#)
- [Medical](#)
- [Welding](#)
- Staff survey tools
- WBL Surveys
 - <https://forms.office.com/r/kcbitkf3wt>
- Business Partner Breakfast cards
- Student surveys
- Master list of Tasks
- [Eden Area ROP Adult Programs webpage](#)
- [Mid Alameda County Consortium \(MACC\)](#)
- [Eligible Training Provider List \(ETPL list with CalJOBS\)](#)

Key Issue: Use of Technology

Goal #2: Certificated and classified staff need to be competent in using technology to enhance the delivery of curriculum, coordinate the collection of student assessment data and improve productivity.

Introduction

While the Eden Area ROP is a small organization, we have the same technology needs as other school districts, with the exception of a lack of scale. Our teachers at school district sites can take advantage of infrastructure that is maintained by our partner school districts, although we provide some equipment, such as computers.

When the shelter in place order occurred in March of 2020, we were forced to rapidly switch to this system and dramatically change our plans regarding the use of technology. We purchased laptops for the staff and began the process of figuring out how we could use Office 365 while we were operating virtually.

All staff learned how to use Microsoft Teams and One Drive as it related to their work. Teachers learned how to set up class notebooks, create forms, and use a host of other features as they taught their students. While we know that many school districts use Google classroom, we felt it was important that we hold to using programs in our classroom that are used by industry, and just about all our business partners were using Teams, so it was the most appropriate option. Additionally, teachers identified content specific software programs that would assist them in teaching virtually.

Being a program known for its hands on approach to education, the use of technology in all programs varies. As part of this transition, we had to make significant investment into our technology infrastructure as well. While we had wired internet access in classrooms, Wi-Fi was not available across campus. We were able to install wireless access points throughout campus while we were operating remotely. We did this in anticipation of our return to in-person instruction. During COVID, our students were provided a device by their home school.

While we have purchased a new Student Information System, it is woefully inadequate, and we have not been able to add student assessment information into the system. We are beginning the process of identifying a new system that will hopefully meet our needs.

Management and the Information Technology Specialist played primary roles in the implementation of this goal. Certificated and classified staff offered input and received professional development in new software. In terms of WBL, the WBL Specialists created a number of virtual WBL events.

The implementation of the technology has enhanced student learning in several ways. First, new computers and SMART Boards have allowed teachers better, more efficient means of providing direct instruction. Second, new VOIP technology improved students' abilities to communicate with their instructors. Additionally, the VOIP system added a level of security for classroom teachers. As mentioned, ROP classes are highly specialized by CTE pathway. The CREF and SWP grants are two examples of providing upgraded industry-specific technology for two of our pathways. Finally, technology was essential in providing instruction and Work-Based Learning activities during the COVID-19 pandemic.

All in all, a significant investment in technology has been made over the past few years to support students and staff. The challenge moving forward will be how to determine what technology programs we will continue to use.

2.1 Technology committee revise and update technology plan to assess and consider technology options for certificated and classified staff.

- The technology plan was updated to incorporate a five-year replacement plan for all computers in use.
- Teachers were surveyed regarding their need for use of technology with their students and based on this information, a second computer lab was added to the ROP Center campus.

2.2 Implement technology and train certificated and classified staff on the use of new technology in and out of the classroom.

- Technology plan was approved by the Governing Board and implemented.
- Some certificated staff were provided professional development on the use of SMART Boards.
- Some classified staff were provided Excel and other software program training based on their requests.
- With the purchase of Office 365, we were beginning to work on the roll out of transitioning to this cloud-based system.

2.3 Implement VOIP phone system and train certificated and classified staff on its use.

- We increased our broadband capacity and transitioned to a new VOIP phone system for the entire staff.
- One of the features of this phone system is the ability to download an app to your cell phone that enables you to make and receive calls on your cell phone

that appear to be coming from your office line—a feature that proved valuable while operating remotely.

2.4 Improve assessments that incorporate technology to collect student data.

- Office 365 was used for student assessments.
- As previously mentioned, the Eden Area ROP has been on a six-year journey for a new Student Information System, which was to be the backbone of this goal. Unfortunately, one company kept promising updates which never came and the second company, provided an ineffectual option. We will begin looking for another SIS system.

2.5 Explore options to incorporate technology-based learning and strategies into courses that supports and expands student learning, where applicable.

- The Office 365 application is a new use of technology for instruction.
- During our operation during the pandemic, each teacher identified the appropriate online supports for their program.
- In Work-Based Learning, virtual speakers were able to reach students in many classes through Zoom.

Evidence

- Invoices
- [Technology Plan](#)
- CREF grant
- DIBI grant
- WBL logs
- Staff meeting agendas
- Orbund Learning Management System (LMS)
- Pearson Connect
- Vital Source

Key Issue: Use of Data

Goal #3: Teacher instructional practices and assessments and site data will be gathered and analyzed to direct professional development and resource allocation.

Introduction

To a great degree, we have struggled with the goal of data. The current system at the Eden Area ROP is outmoded and clunky, and ill-designed for data collection and analysis. The foundation needed for this goal is a new Student Information System that can facilitate our data collection and records.

Our first attempt at an updated, unifying system was through AERIES. Three of our districts use this program and we invested in its potential. AERIES staff made promises about revisions that would facilitate CTE data collection for an organization like the

ROP. Unfortunately, this never occurred, and time was lost as we waited for the software development.

A second attempt involved looking to piggyback on the school districts' AERIES contracts. There were two problems with this approach. First, Hayward USD (our largest district), uses a different program, Infinite Campus, and we would need to use this program, in addition to AERIES. Second, districts had issues with confidentiality, and allowing Eden Area ROP staff access to their student records. We abandoned this approach.

The third attempt was to use a modified program from Orbund, which we were using with our Adult Education program. After a year of work, we found this Student Information System to be inadequate. A number of promises were not fulfilled, and we find ourselves, looking for another Student Information System.

We have collected data through several substandard sources; Google.docs, Office 365, and other sources, which do not allow for the unifying approach that we need for deeper curriculum data work.

The use of the Forms application in Office 365 has assisted us in collecting some data that can be easily aggregated, but data sets are disparate and primarily subjective. We are now reaching out to other ROPs to see if they have found a Student Information System that meets their needs. While they are largely in similar positions as the Eden Area ROP, we are hopeful that we can find one that is working well enough for that ROP. Hopefully, after visiting that ROP to see how the system works, we will reach out to the company to start a conversation about becoming our provider. The goal is to be operational with the new system in the 2022-2023 school year.

3.1 Management will map all data needed by the EAROP by data source, technology, due dates, and responsible staff.

- This goal was completed, to a degree. In our Master Calendar, we recorded the various data needed and due dates. Reports are needed for various grants such as California Career Pathway Trust, Career Technical Education Incentive Grant, Strong Workforce Program grants, Workforce Investment and Opportunity Act grants, Hayward Promise Neighborhood grants, the Eden Area ROP Governing Board, Financial Reports, Eden Area ROP publications, such as the Annual Report, Course Catalog and a variety of other needs, beyond the goals stated below.

3.2 Certificated staff create or modify assessments to provide student data for academic achievement analysis.

- This goal was not achieved due to a lack of a Student Information System.

3.3 Certificated staff use student data that reflects effective teaching and student accomplishments of the SLOs and MCS course content.

- This goal was not achieved due to a lack of a Student Information System.

3.4 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.

- This goal was not achieved due to a lack of a Student Information System.

3.5 Based on data, staff receive professional development and implement strategies to improve student achievement.

- This goal was not achieved due to lack of data available.

3.6 Management will analyze site data trends and student performance.

- Enrollment has been the major focus of our effort to analyze data trends, as this information has been available in all of the student information systems we have used over the years. This focus has enabled us to add staff in pathways in which interest is increasing and eliminate programs in which enrollment was waning. We also look at enrollment by grade level. This enables us to determine if students who choose the Hayward Center programs in their junior year are also returning their senior year. Grade level analysis also revealed that about half of the students who enroll in the Hayward Center programs are seniors and most students enroll for only one year. Additionally, grade level enrollment varies by feeder school. Two examples are Castro Valley High School and Tennyson High School whose students are enrolled in the Center programs almost exclusively in their senior year.
- With the state moving to include Work-Based Learning experiences as part of the College and Career Readiness Indicators, we have been tracking these experiences for students. While the pandemic has hampered our efforts over the last two years, we have developed an effective system in which students are regularly provided WBL opportunities.

3.7 Improved use of student data collection systems.

- This goal was not achieved due to a lack of a Student Information System.

Evidence

- Invoices
- Data charts (see chapter 1)

Key Issue: Course Alignment

Goal #4: System Coherence: Develop coherence by aligning courses, curriculum and instruction to the 11 Elements of High-Quality Career Technical Education.

Introduction

Course alignment and system coherence involve the coordination of the Eden Area ROP's courses with sectors and pathways as defined by the California Department of Education and course sequences as they feed into community colleges. The key word in this goal is "alignment."

The 11 Elements of High-Quality Career Technical Education (11 Elements) are the quality standards for instruction in CTE courses. The 11 Elements are the backbone of the Career Technical Education Incentive Grant (CTEIG) application. Since our last WASC report, the 11 Elements became our north star for course instruction.

For the most part, Goal #4 reflects our improvement goals in the 11 Elements and its subsections. Overall, during the past several years, we have made steady progress in our CTEIG scores. Some of the elements where we have improved, but not covered by these goals include:

Work-Based Learning is a major part of the 11 Elements. Our WBL Specialists and instructors have steadily created more and higher quality WBL experiences for our students, including four-six week summer internships.

Coordination with Strong Workforce Program efforts is another part of the 11 Elements. We discuss our success in SWP grants earned in Chapter 1 and Goal #5. In addition, Eden Area ROP staff have played vital roles as the Pathway Coordinator and in grant scoring and management.

A final part of the 11 Elements that we have excelled in is our work with Exceptional Students. We have built a system through our WIOA grant (which focuses on the ROP Center in Hayward) and two SWP grants (which focus on district pathways) to provide support and case management to over 500 students with exceptional needs.

This goal was led by EAROP Administration, with who emphasized cycles of improvement. The CTEIG process had has focus on Elements that we wanted to improve, and we've worked to make progress in a number of areas. Student learning has improved as we have improved our implementation of the 11 Elements.

4.1 Teachers will assess themselves according to the 11 Elements rubric and create a course improvement plan.

- Eden Area ROP teachers regularly engage in a self-assessment of their instruction, as aligned to the 11 Elements and based on their responses, determine areas of focus.

4.2 Continue developing course sequences that align with community college career pathways.

- A new step superseded this goal. The California Department of Education revised its CALPADS codes for Sectors and Pathways.
- One step here was ensuring that all of pathways were at least 300 hours. We've added second year courses at San Lorenzo High School (Criminal Justice) and Tennyson High School (Sports Medicine) to meet this criterion.
- Additionally, all courses were aligned to the new, revised CALPADS codes.
- A final step here involved ensuring that all of our district courses and all of the districts' courses adhered to the new CALPADS codes. This was a lengthy process, but ultimately ensured that we were aligned.
- In terms of our alignment with community colleges, a first step here involved meetings between community college and ROP instructors to discuss curriculum sequences.
- A more substantial step involved the creation of articulation agreements which allow high school students the opportunity to earn college credit while taking their high school courses. Articulation agreements are perhaps the purest form of alignment. High school teachers are engaging in college-level teaching.

4.3 Continue creating agreements that meet industry recognized certifications.

- Eden Area ROP Certifications have increased since our last WASC report. A full list of certifications offered is found in Chapter 1. Courses that offer certifications include: Automotive Collision and Refinishing, Automotive Technology, Careers in Education, Culinary Science, Cybersecurity, Dental Assisting, First Responder, and Medical Careers.

4.4 Teachers align curriculum to the California model curriculum standards.

- Teachers have aligned their curriculum to the Model Curriculum Standards. This is reflected in Course Outlines and their alignment to the MCS. MCS instruction is reviewed at Advisory meetings and with EAROP Administrators, as appropriate.

4.5 Coordinate instructors to work by pathway to align course outlines and key assignments to the common core state standards.

- This goal became obsolete when we reviewed the alignment charts between the Model Curriculum Standards and Common Core State Standards. Moreover, this alignment is nearly impossible, as we serve a variety of students from four districts, seven comprehensive high schools, and several alternative education sites.
- A replacement goal involved earning UC A-G status for all of our courses. This ensured that all of our courses are "college prep." We engaged in this work to diminish the outdated notion that we are a "trade school." Most of our pathways require higher education and we have adjusted our curriculum to reflect this reality.

4.6 Improve transition from EAROP to students' next steps in terms of their education/career goals.

- Students go in a variety of directions after taking Eden Area ROP courses. Some students continue their studies at Chabot College or a four-year institution. Other students enroll in an apprenticeship program at technical college. A few students enter the world of work. Finally, there are those students who change directions and try a different career path. All of these are expected and acceptable directions after EAROP courses.
- Due to our close relationship with Chabot College (they are across the street) and the fact that we are in their direct service area, Chabot College prioritizes Eden Area ROP students for their Early Enrollment program. A Chabot Counselor comes to the ROP, meets with students, and helps them with their next career steps.
- Our Career Counselor meets with students and helps them determine next career development steps. She reviews potential options with students and guides them through the transition process.
- Finally, we follow up on student transitions through the C101 process. In the summer and year after students matriculate from the ROP, we survey them on their current direction.

Evidence

- [CTEIG Rubric](#)
- WBL Data
- Internship Booklet
- [Pathway Coordinator Application](#)
- WIOA Grant and SWP grants
- Instructor's 11 Elements Annual Assessments
- Eden Area ROP CALPADS Codes
- Articulation agreements
- Certifications offered by the Eden Area ROP (Course Catalog)
- Course Outlines
- UC A-G applications
- Counselor meetings with Students

Goal #5 Pursue stable funding for EAROP.

Introduction

Efforts to gain stable funding for ROPs are ongoing, with a number of positions relying upon grant funding. Factors that speak to the goal (beyond the stated objectives) will be addressed in this introduction.

The Superintendent, grant coordinator, and Eden Area ROP management are the people responsible for the pursuit of stable funding. Partner district leadership play an important role in grant goals and accountability.

Since our last WASC visit, we have earned over \$23 million in grants due to the California Career Pathways Trust, Career Technical Education Incentive Grants, Hayward Promise Neighborhood grants, Workforce Investment and Opportunities Act grants, Strong Workforce Program grants, and other small funding sources. While the overwhelming majority of these funds have been subcontracted to our partner districts and Chabot College, we have retained some of these funds for the ROP, recovered additional funds as the partner districts contracted back to us for services. Finally, we learned that JPA ROPs were able to retain funding in indirect funds, which was not available at our last WASC review.

The primary result of fund development work has been an increase in CTE capacity at the Eden Area ROP and the districts. Indeed, thousands of students owe their CTE experiences to the new and revised pathways developed by the pursuit of stable funding over the past several years. A secondary result is the improved quality of CTE implementation, through adherence to the 11 Elements of High Quality CTE. Strong Workforce funds have helped with specific improvements in pathways, material acquisition and instructional strategies. Finally, fund development has helped maintain and sustain pathway development.

As discussed in Chapter 1 section on Major Changes/Paradigm Shift, the loss of direct funding for ROPs created an existential threat to the Eden Area ROP. The Joint Powers Agreements with the districts (Derived from the district's LCFF funding) form the economic backbone of Eden Area ROP. JPA agreements were renewed twice since the last WASC visit, extending to 2028.

- 5.1 Monitor expenditures by program with a focus on fiscal conservatism.
 - Fiscal conservatism is the ethical imperative for being wise custodians of taxpayer funds. Since our last WASC report, funding has been uncertain and subject to the economy's (and hence the state budget's) ups and downs. In addition, the Eden Area ROP Governing Board is comprised of elected Board member from each of the Eden Area partner districts. We need to prove to these Board members that the ROP is a sound fiscal investment by demonstrating the effective and prudent use of their district's funds.

- The Eden Area Fiscal Service Administrator oversees budgets, spending, and expenditures. Ultimately, the Eden Area Superintendent and its Board are responsible for funding oversight.
 - Over the past six years, ROP Administrators and instructors gained oversight into their budgets. Instructors oversaw their budgets to monitor their annual spending, and administrators were given oversight into their program areas. This strategy decentralized funding monitoring and added accountability to our growing list of funding sources.
- 5.2 Communicate local, state, and national budgetary issues to all staff and stakeholders.
- The Superintendent communicates budget updates regularly with the staff and stakeholders, as appropriate. Budget updates are communicated to the staff in January and May in alignment with the Governor's proposed budget release and update. These updates typically take place at staff meetings, with additional time allocated for staff questions.
 - The budget implications are also communicated to the ROP Governing Board during these time periods. Monitoring of program budgets continues throughout the year and updates are presented to the board, as required by educational code.
- 5.3 Increase adult course offerings
- The Eden Area ROP began to develop its adult education program more fully. This process was augmented by the hiring of an Assistant Director of Adult Education and our assumption of the Construction Craft Training Center (CCTC). The assumption of CCTC brought a fully developed Electrical Education program to our ROP Center in Hayward, and satellite sites in Turlock.
 - The Hayward Promise Neighborhood grant paid the tuition for targeted Hayward residents.
 - While we were making progress on increasing our adult programs, the pandemic necessitated not only a pause, but a reduction in enrollment. With the physical distancing requirements for higher education, enrollment was essentially cut in half, with much of our operating costs remaining the same. To maintain our programs, we have been deficit spending, until we can get back to offering classes at full capacity. The good news is the interest is strong, with a waiting list for our classes.
 - The ROP's adult education program gained approval to be placed on the state's Eligible Training Provider List (ETPL). This enables adults, who qualify, to gain access to financial support for the program.
- 5.4 Advocate for statewide ongoing funding model for Career Technical Education
- The Superintendent works collaboratively with CAROCP, the ROPs statewide advocate for funding. She has also served as part of its leadership. This positioning has helped the ROP understand the changing landscape for CTE funding and informed management to new legislation and contemplated reforms.

- As a current example, JPA-operated ROPs have created a coalition to advocate for the unique needs of JPAs. This group is focused on encouraging the state to recognize JPA ROPs as named Local Education Agencies (LEAs) when they are drafting legislation for specific educational purposes. For example, the state has allocated one-time monies for professional development, technology upgrades, etc., and typically lists School Districts, County Offices, and Charter Schools as eligible LEAs. We have been working to educate the legislature regarding JPAs currently being excluded from these opportunities. With the adoption of the State Budget for 21-22 fiscal year, the state added funding for COVID-related expenses specifically for JPA ROPs so that we could have access to funds that districts and county offices were provided.

5.5 Submit grants and funding opportunities as appropriate.

- Grants and grant funding has been a major emphasis of our work over the past six years. While direct funding for ROP's has not been reinstated by the state, funding for CTE competitive grant programs has existed for the past several years, and the Eden Area ROP has successfully applied for these grants on behalf of our partner districts each year. There have been five major grant funding sources (CCPT, CTEIG, SWP, HPN, and WIOA), and a variety of minor sources. They are listed below.
- California Career Pathway Trust (CCPT). CCPT, which was written in collaboration with the four districts and Chabot College won \$5.8 million over a four-year funding period. This grant developed and supported fifteen different career pathways at the ROP Center and in the districts. Although this grant has sunset, it built pathways and programs as it strengthened relationships between the ROP and its essential partners.
- Career Technical Education Incentive Grant (CTEIG). CTEIG program allocates \$150 million --statewide based on 7-12 grade enrollment and demonstrated progress on implementing the 11 Elements of High-Quality Career Technical Education.
- These annual grant applications have resulted in approximately \$1.3 million in additional funding from the CTEIG program each year. While the majority of these funds are passed to our partner districts to support CTE programs on their high school campuses, this grant program requires \$2:\$1 in matching funds and a commitment to maintain the same level of funding for CTE for three subsequent years. These matching funds commit the districts to continuing to fund the Eden Area ROP for at least three more years with each grant round.
- Strong Workforce Program (SWP). Strong Workforce also has \$150 million annual allocation and is administered by the California Community College's Chancellor's Office. The funds are allocated to the 8 SWP regions in the state. A competitive grant process is released each year in which applicants can apply for up to \$2 million per application and each eligible LEA can submit up to three applications. (A regional Selection Committee has the discretion to fund winning applications fully or partially, which has been the norm for the three rounds of funding).

- Our successful SWP grant applications have resulted in an average of \$2 million in additional funding for CTE each year. We are currently the fiscal lead for 6 SWP grants on behalf of our four partner districts.
- In addition to these annual grant applications, the ROP continues to identify and apply for grants that align to our mission. Two examples are the Workforce Innovation Opportunity (WIOA) grant and the Hayward Promise Neighborhoods (HPN) grant.
- Finally, there have been a number of minor grants that have added substance to existing programs and initiatives. These include the Collision Repair Education Fund, ACSA, and Farmers Insurance.

Evidence includes:

- [JPA Agreement](#)
- Fiscal reports to the Eden Area ROP Governing Board
 - [2020-2021 First Interim](#)
 - [2020-2021 Second Interim](#)
 - [2021-2022 Adopted Budget](#)
 - [2020-2021 Unaudited Actuals](#)
- Fiscal management reports provided to EAROP management
- [Staff meetings](#)
- [Eden Area ROP Adult Programs](#)
- CCTC assumption agreement
- California Career Pathway Grant and reports
- Career Technical Education Incentive Grant and reports
- Strong Workforce Grant and reports
 - Pathway Alignment and Strategic Support (PASS)
 - Strategic Support for Special Populations (SSSP)
 - Design It, Build It (DIBI)
 - Supporting Underserved Students (SUP)
 - Health 2.0 (Health)
 - Business, Ownership, and Management for Students (BOM)
- Workforce Investment and Opportunity Act grant and reports (WIOA)
- Hayward Promise Neighborhood Grant and reports
- CREF Grant application
- ACSA Grant applications
- Farmers Insurance donation requests
- Grant letters of support

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:

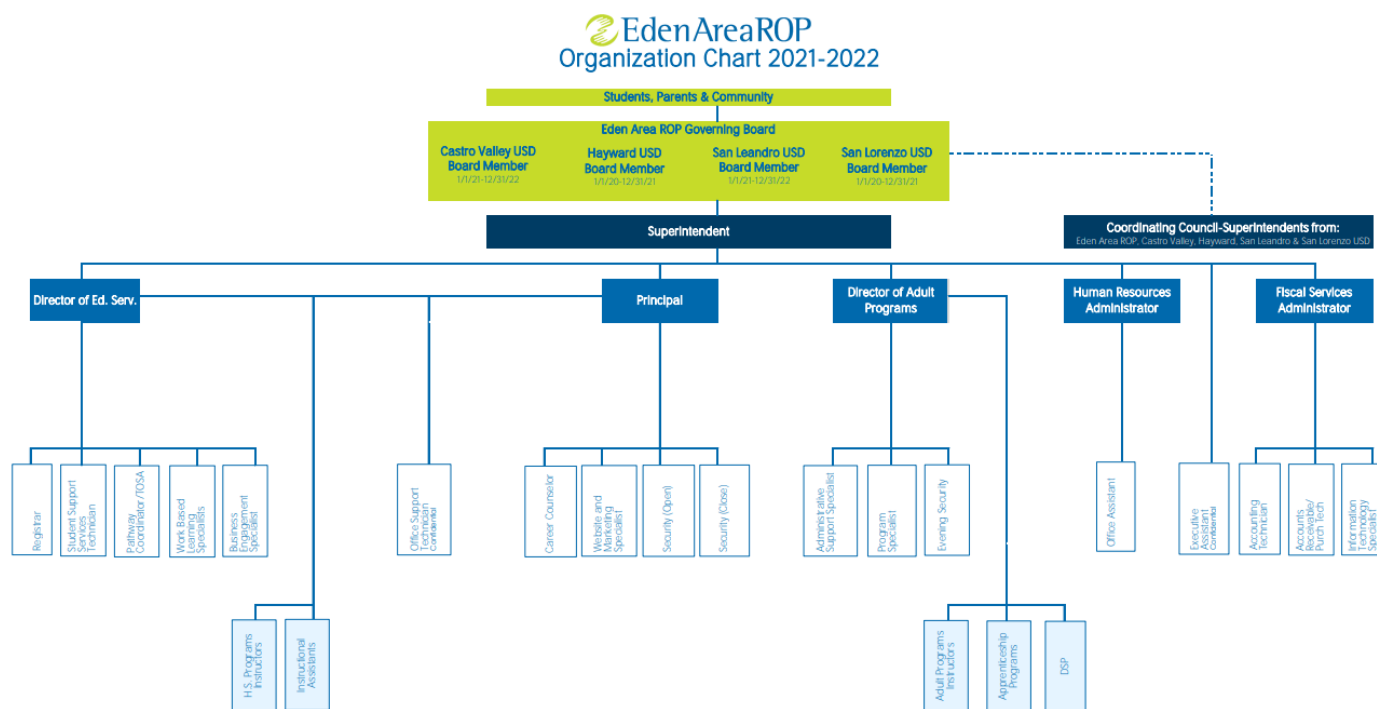
1. Dissemination of New Mission Statement
2. Increased Student input on course teacher evaluation
3. Improve use of data through professional development
4. Improve use of technology

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 meets 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

- [Schedule for New Teacher Orientation Days](#)
 - [Monthly New Teacher Meeting Schedule](#)
 - [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
 - [Certificated Administrator Evaluation](#)
 - [Classified Administrator Evaluation](#)
 - [Certificated Performance Evaluation](#)
 - [Certificated Observation Report](#)
 - [Teacher on Special Assignment Evaluation](#)
 - [Career Counselor Evaluation](#)
 - [Classified Performance Evaluation](#)
 - [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

Program Strengths and Key Issues for Criterion 3

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 are 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 Regional 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

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	CAROC, 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 CAROC 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.