CHAPTER IV

A. Organization for Student Learning
A1. School Purpose Criterion

> a) To what extent has the school established and communicated—via a mission or vision statement—a clear statement of purpose that reflects the beliefs and philosophy of the institution?

Eden Area Regional Occupational Center/Program (EAROC/P) is a joint venture of Castro Valley, Hayward, San Leandro and San Lorenzo Unified School Districts. The mission statement for the ROC/P reflects the beliefs and philosophy established by EAROC/P administration, staff, students, advisory members and Governing Board. One hundred percent of staff believes that Eden Area ROC/P has established a clear mission statement that reflects its beliefs and philosophy.

> **The mission of the Eden Area ROP "is to prepare high school and adult students for further education as well as to instill skills, workplace attitudes, and knowledge that will enable them to compete successfully in a diverse, technologically advanced, and ever-changing economy."**

The EAROC/P management team and Governing Board monitor the ROC/P mission through quarterly review of the organizational goals and current progress. Given our rich diversity of students, the mission of the ROC/P is to enable students to recognize and strive to fulfill their potential as caring, productive, contributing and responsible participants in our changing world.

In the current Self-Study, the mission statement was reviewed with stakeholders in home and focus groups. The mission statement is displayed in classrooms, on brochures, informational items and the ROC/P website along with the Eden Area and the WASC Accreditation logo.

> b) To what extent is the purpose defined further by adopted expected learning results for students that form the basis of the educational program for every student?

Reviewing the ROC/P Expected School-wide Learning Results (ESLRs) previously established and their current relevance to our program further clarified our statement of purpose. It was established at focus and home group meetings that our

ESLRs were definitely relevant and only a few modifications were made to align the ESLRs with the newly established Career Technical Education (CTE) standards. An ESLR poster was produced and displayed in each EAROC/P classroom and other key public locations to emphasize what Eden Area ROC/P expects of all of our students who complete our programs. Ninety seven percent of staff believes that ROP provides teachers with copies of the ESLRs so they can be incorporated into instructional units. At the beginning of a course, students are given an ROC/P student handbook with the mission statement and ESLRs printed on the handbook. The ESLRs are introduced to students at the beginning of each school year and reinforced in the curriculum throughout the course. Benchmarks have been identified to enhance student understanding and expectation of each ESLR.

Students and instructors review the ESLRs annually in year-end course evaluations. Presentations to the Eden Area ROC/P Governing Board, School District Governing Boards, as well as monthly support staff meetings have worked to ensure support for our ROC/P mission and expected student learning results. Ninety two percent of staff believes that the ROC/P staff is committed to the ROC/Ps purpose and works together as a team to achieve it.

Summary of Findings from Focus Group A1	Supporting Evidence
Staff members are informed of the elements of the WASC action plan and are included in the development and/or revisions of the Plan. Eden Area ROC/P has well-defined ESLRs established. Some of the ESLRs are integrated into the classroom across programs. Some of the ESLRs are not yet fully integrated into the classroom across all programs, more training and support is needed.	• ROC/P website • ROC/P Mission Statement • Mission and ESLRs posters on displayed in classrooms • Student ROC/P ID • Student handbooks • ROC/P organizational charts • School newsletters ROC/P success stories • Board presentations and site visitations • Program brochures • Student, parent and community informational handouts • Standard and assessment in-services • Advisory committee minutes • Program guide and course catalog • Road Show Kits - banners and presentation boards • Leadership team agenda and minutes • Staff surveys • Student surveys

A2. Governance Criterion

> **a) To what extent does the governing authority/board adopt policies that are consistent with the school/program's purpose and support the achievement of the expected learning results for students?**

The Governing Board adopts policies that are consistent with the ROC/Ps purpose and goals.   Over the past three years the Superintendent has done an extensive review of the ROC/P Board Policies to align with California School Board Associations (CSBA). We have adopted 58 new policies that align with our school purpose and updated an additional 159 to support the achievement of student learning. The governing board approves and adopts policies supporting EAROC/P curriculum and budget allocations that are consistent with the EAROC/P programs, purpose and goals. The Board is aware and supports the achievement of the Expected School Wide Learning Results.

The Eden Area Governing Board is very supportive of the Eden Area ROC/P. This is evident by the way they promote our programs at their district meetings and attend many of our programs and community events. Monthly presentations, newsletters and published articles are either made or sent to the Governing Board to keep them informed of events, recognitions and program changes. Board reports and workshops are presented to individual school districts that reinforce and stress the Eden Area ROC/P purpose and accomplishments. Eighty four percent of staff believes that the ROC/P leadership adopts policies consistent with the ROC/P purpose and achievement of ESLRs.

In 2005 the JPA (Joint Powers Agreement) was reviewed and updated. The changes strengthened the partnership between the ROC/P and the four participating districts. The Eden Area Governing Board is comprised of four trustees each of whom represents one of the four school districts within the Joint Powers Agreement (JPA). Each is assigned to represent their school district by Board selection for a two-year term. Three of the four district Superintendents have changed since our last WASC visit.   The four district superintendents are supportive of the Regional Occupational Programs and Career Technical Education (CTE).   The Coordinating Council, which is made up of the four district superintendents, meets quarterly to assure communication, provide guidance between ROC/P and participating districts, as well as to build and strengthen the partnership. The Business managers of four districts meet on a regular basis to review the funding protocol and procedures.

b) To what extent does the governing authority/board delegate implementation of these policies to the professional staff?

The Governing Board comprised of one member from each of the school districts, delegates and works collaboratively with the ROP administrative staff as they strive to deliver a quality career technical education and post secondary preparation programs that are recognized and valued in our community. The ROC/P leadership is given the support and flexibility to do what it takes to meet the goals of the ROP. The Governing Board through its governing authority, delegates implementation of policies to the EAROC/P administrative staff and the administration implements or delegates policies at the appropriate program or staff level. The ROC/P staff (administrative, certificated and classified) is treated as professionals who are empowered and encouraged to implement policies as needed.

Ninety-one percent of staff believes that ROC/P administration communicates with teachers and staff regarding the implementation of policies and procedures. The Governing Board monitors results through their participation in many of the ROC/P events and site visits. Other ways in which they monitor student progress are through the annual Board reports reviewing follow up data and program enrollment. The Board reviews contracts, auditors' reports and follow-up survey results.

The Eden Area Regional Occupational Program is divided into departments. The EAROC/P is structured into Business Services, Educational Services and Personnel Services departments. Yearly goals are developed based on assessed program needs. Goals and their progress are followed up at monthly management meetings. Here managers work together to problem solve roadblocks and to celebrate successes. Highlights of the process and achievements are presented at monthly Board meetings.

c) To what extent does the governing authority/board monitor results?

The Governing Board monitors the effectiveness and progress of the expected school-wide learning results through various program accountability procedures, achievement measures and through their participation in many of the EAROC/P events and activities. Overall Biennial Review Reports are presented to the Governing Board, which include criteria provided by the California Department of Education (CDE) to assess the relative success and effectiveness of each state certified course. Other ways in which they monitor student progress are through the monthly board presentation and data collected from year-end student and teacher evaluations, pathway and total program enrollment, audit of financial reports as well as Certificates of Completion/Achievement, industry certifications, placement and follow-up data, and Perfect Attendance Awards.

The EAROC/P Superintendent gives formal presentation to the EAROC/P Board reviewing the previous year's highlights and accomplishments providing an update on the WASC-ROC/P action plan and describing the program goals for the upcoming year. The Superintendent also makes presentations at our four-partner district Governing Boards highlighting program yearly accomplishments. New ROC/P courses are presented to the Governing Board for approval ensuring that the course is aligned with program goals. The Governing Board actively monitors the progress of each ROC/P administrator toward meeting his or her annual management goals. These goals are revised annually to reflect Board priorities and EAROC/P needs.

All staff members and members of the community are welcome to attend ROC/P Board meetings and/or to review Board agendas and supporting materials. The Board packet is displayed in the lobby and staff break room for one week before and after each Board meeting.   The ROC/P yearly goals are monitored throughout the year and are formally reviewed for progress in January and June of each school year.

Summary of Findings for Criterion A2	Supporting Evidence
Eden Area ROCP operates under the governance of their Governing Board of Education; composed of one member from each of the four participating school districts. EAROC/P has the full support from all four district Governing Boards, District Superintendents and EAROC/P Governing Board. The Superintendent is active in the community and promotes ROC/P, its value and successes. Data is reviewed by ROC/P administration and presented to the Governing Board as a basis in decision-making. The Superintendent has done extensive review of the ROC/P Board Policies to align with CSBA guidelines. 58 new policies have been adopted and 159 policies have been updated.	• Administrative practices • Financial records • Board reports • Management Goals • Instructor and support staff professional development plans • Course evaluations and follow-up data • Management team meetings • ROC/P program budgets • Certificates of Completion • ROC/P Course Review Reports • Yearly business audit

A3.   School/program Leadership Criterion

> **a) To what extent does the leadership make decisions that facilitate student achievement of the expected learning results?**

Eden Area Regional Occupational Center/Program (EAROC/P) leadership is comprised of the ROP superintendent, director coordinator of student services, coordinator of offsite programs, and business manager. Together in several different groups, teams and committees they strive to deliver quality and cohesive career technical education. The ROC/P leadership is given the support and flexibility to make decisions that facilitate student achievement of the expected learning results by developing and maintaining programs that are beneficial to students and our community at large. Our WASC action plan has been the catalyst for decision-making and resource allocation. Each instructor, using the established planning criteria, is expected to develop in conjunction with course advisory committees, a prioritized plan for equipment, instructional materials, and facility. The goal is to keep EAROC/P courses up to date in meeting current labor market standards, employer and student training needs.

Collaboration of instructors is important to the overall success of the program. Ninety two percent of staff believes that ROC/P provides opportunities for professional development. Since the last Focus on Learning the administration has taken steps to provide opportunities for instructors to collaborate in both-like classes, team and staff meetings. Course outlines have been standardized and aligned to the academic and CTE standards and the course competencies. Monthly professional development training activities bring staff together to focus on improving student achievement. Instructors have attended English Learner Development (ELD) training activities that have assisted in providing guidance and direction in differentiated instruction and classroom management techniques.

Monthly team meetings have encompassed trainings focused on sharing of best practices and the integration of the ESLRs and standards into the classroom curriculum. Eden Area ROP instructors have also been trained to use the CTE Online. CTE Online was established to help practitioners articulate a clear and deliberate relationship between academic achievement and Career Technical Education through access to the following:

- Professional Curriculum Development Tools
- Professional Alignment Resources
- Standards Databases Cross-Referenced to STAR and CAHSEE

The ROC/P website (www.edenrop.org) is the vehicle for disseminating and providing resource information for instructors, counselors, administration and the community. The ROC/P Educational Services department has available to instructors'

materials such as comprehensive career curriculum and resources for their use in the classroom, thus enhancing the career component of each course and supporting the ESLRs.

Collaboratively, ROC/P leadership and teachers developed a career pathway certification to reflect student achievement. Students who successfully complete an ROC/P class receive one of three certificates:

Level One	**Certificate of Basic Achievement** – Students completing competencies in ROC/P introductory programs. The Basic Achievement certificate outlines the basic skills, personal skills, employability skills and industry sectors skills a student would gain in a feeder program in the career pathway.
Level Two	**Certificate of Advanced Achievement** - The certificate of advanced achievement will be awarded to those who have completed competencies in a second year of the program pathway. The Certificate of Advanced Achievement certificate outlines the technical and industrial skills students would gain in first year of a two-year capstone program.
Level Three	**Certificate of Advanced Mastery** - will be awarded to students who have successfully completed a third year course in a program pathway. The Certificate of Advanced Mastery certificate outlines the individual program competencies, CTE Foundation skills and Career area skills that have been accomplished by the second year of a two-year program.

Other recognition of student achievement includes approved State Licensure for the Dental Assisting and Medical Careers Programs.   The ROC/P leadership has also designed a New Instructor (New Instructor on the Block – NIB) monthly workshop, as well as a teacher resource library as a resource for all instructors, including books, videos and Master Teacher brochures.

> **b) To what extent does the leadership empower the staff?**

The EAROC/P leadership strongly believes that our instructors are the best decision makers on identifying student and classroom needs. Instructors are empowered to make decisions regarding their classroom funds and equipment expenditures as well as class syllabus within approved course outlines. Ninety one percent of staff believes that ROC/P believe leadership provides a variety of opportunities for teachers and staff to participate in the organization. Each fall and spring the administration meets with each instructor and a Professional Development Plan is written outlining his or her goals for the year and aligning to ROC/P goals and the ESLRs. When the organization receives one-time funds instructors are asked to

apply for funds based on their program needs. A team of administrators and instructional staff makes the decision on how to allocate the funds.

Center instructors are supported in disciplinary issues by the involvement or accessibility the Student Services Coordinator. Results and comments from the annual student follow-up surveys are shared with appropriate staff members as feedback for them and advisory committee members as one source of data for program improvement.

As new instructors are added, aligning course curriculum through communication and like class or pathway meetings continues to be of utmost importance. Instructors new to our program are oriented to the curriculum, the academic and CTE standards and ESLRs. Through EAROC/P new teacher training and credential classes, new instructors are instructed in teaching techniques and observe their peers' teaching methods. Informally, new instructors pair up with ROC/P instructors who are teaching the same class or are in the same pathway for general support. ROC/P instructors are encouraged to practice peer observations. This has benefited our instructors through methodology improvement and support systems.

> **c) To what extent does the leadership encourage commitment, participation and shared accountability for student learning?**

The EAROC/P leadership sees accountability for student success in learning as a shared responsibility between ROC/P staff, career techs and each individual high school. The ROP leadership places an emphasis on professional development, learning environments, instructional equipment and supplies and career guidance. The ROP leadership provides opportunities and resources in support of student and instructional endeavors such as field trips, staff development, and student conferences in conjunction with Career Technical Student Organizations such as DECA and SkillsUSA. In addition, Offsite instructors and career techs are encouraged to be an integral part of their high school site.

High school sites benefit from the ROC/P instructors who take on additional responsibilities as part of their ROC/P course by;

- Managing the high school's web page
- Yearbook support
- Participating in high school site WASC reviews
- Acting in a leadership role in the high school's career and technical design and course offerings.

In order to foster a cooperative atmosphere with high school sites ROC/P instructors also attend Back to School Night, staff meetings, and department team meetings. ROC/P instructors frequently attend 504 and special education IEP meetings and

provide valuable input to assist special education students acquire valuable career and technical training skills.

Staff members are included in professional development opportunities that keep them abreast of instructional methodologies, best practices and assessments that enhance student learning. In-service trainings are centered on assessment of student work, use of quality improvement tools, differentiated instruction, and standards, both CTE and Academic. Instructors are also supported in their own professional development in specific areas of expertise such as medical, dental, and automotive. Instructors have implemented the techniques learned in the professional development trainings into their classrooms.

Students are held accountable for their learning by taking an active role in deciding on course benchmarks and agreeing to the classroom regulations. Instructors facilitate and guide the learning process as students partake in challenging instruction. When the data is available, instructors are provided with results of the California High School Exit Exam (CAHSEE) so that they can support their students, and link the ROC/P curriculum to the exit exam standards. Support materials have been provided to instructors outlining the key standards in Math and English Language Arts found on the CAHSEE.

The EAROC/P leadership encourages participation in shared decision-making and student outcomes in several ways, such as ROC/P instructor meeting with administration to set professional goals for the year. The goals are aligned to the course competencies, standards, with the overarching ROC/P goals to be delivered to students systematically to enhance learning.

Center Instructors and staff assume leadership roles in committees (Appendix C). The committees have different responsibilities and share decisions regarding purchases, staff development opportunities, future course offerings, and systems review from input provided by instructors. Instructors have a variety of speakers from business and industry. Many programs have internships and job shadowing. Instructors are actively involved with the business community through their advisories. ROC/P curriculum reflects current business requirements, and students receive relevant instruction, based on industry recommendations.

Center Instructors have integrated an on-line tutorial system to assist students with the integration of academics skills. The Skills Tutor program is used to diagnose students' academic strengths and weaknesses. All students have their own password and moves through an on-line program that is tailored to fit his/her abilities. The program is beneficial to both the teachers and students due to its interdisciplinary approach to learning, combining instruction in various academic subjects.

Summary of Findings for Criterion A3	Supporting Evidence

Teachers and staff are supported by a culture of collaboration.
 	
Continued and future staff development in-service activities will include data analysis and assessment techniques to encourage commitment, participation and shared accountability for student learning.
 	
Various committees have been established to empower staff and given them a voice in the decision-making process.
 	
Skills Tutor academic enrichment program.
 	
CTE on-line standards training
 	
New Teacher training program
	• Staff handbook
	• Student Organizations
	• CLAD Training
	• Certificates
	• Support of articulation agreements
	• EAROC/P administration meets with:
	  1. All high school counselors yearly
	  2. Classified monthly meetings
	  3. Site administration regularly
	  4. Principals yearly meetings
	  5. High School Principals on regular basis
	  6. District and Alameda County Superintendents monthly meeting
	  7. ACOE H.R. meetings - monthly
	  8. Coastal ROC/P Superintendents/ Directors monthly
	  9. Career tech monthly meetings
	• Tech Prep Consortium

A4.   Staff Criterion

> **a) To what extent are the leadership and staff qualified for their assigned responsibilities?**

EAROC/P employees are well qualified for their assignments. All employees are hired based on criteria established by the Governing Board. Teachers must also meet the teaching credential requirements established by the California Commission on Teacher Credentialing. The Governing Board annually reviews and certifies the appropriateness of teaching assignments and credential authorizations for teachers and instructional.

Eden Area ROC/P follows the state compliance guidelines from California State Commission on Teaching Credentials by having ROC/P teachers acquire valid credentials in their teaching area. Staff is hired and placed according to the state guidelines for career technical education designated subject credentialing (Appendix J). ROC/P teachers hold either a single-subject credential with work experience in their course area or they have a Designated Subjects Vocational Credential. All administrators hold appropriate credentials. Two administrators hold Master's degrees and one has a Doctorate degree.

The Professional Development plan for staff encourages staff members to keep current in their field and grow in skills and knowledge. During the observation and formal evaluation process teachers are evaluated on their knowledge, skills and abilities working with and meeting the need of students. Extensive and current experience in professional and trade practices are expected for ROC/P teachers. Job descriptions are reviewed and revised regularly to reflect the current needs of the organization.

Maintaining recent work experience in respective teaching fields is encouraged and many of the teaching staff still work part-time in their field. EAROC/P staff is encouraged to participate and be incorporated into the professional development and staff meetings at their high school site.   All teachers including off-site teachers are encouraged to stay current in their field of teaching through professional development and professional affiliations.   Ninety percent of students surveyed believe their teachers are enthusiastic and knowledgeable about the subject they are teaching.

Professional development funds are provided for the instructional staff to attend seminars, workshops and conferences in order to keep abreast of current best practices relative to project-based education. Special stipends are awarded to staff that continue to upgrade their skills in specific fields.

> **b) To what extent are the leadership and staff committed to the school's purpose?**

The program leadership recognizes and supports our staff's commitment to EAROC/Ps purpose and mission: The mission of the Eden Area ROC/P: "is to prepare high school and adult students for further education as well as to instill skills, workplace attitudes, and knowledge that will enable them to compete successfully in a diverse, technologically advanced, and ever-changing economy."   Evidence of the staff commitment to the purpose and ESLRs of EAROC/P is visible in the many hands-on opportunities that students are provided throughout the courses.

The staff extends student learning beyond the classroom by incorporating intern positions, student run business, job-shadowing opportunities, field trips, exhibits and guest speakers. Curriculum changes to courses and new and expanded courses are ongoing. ROC/P administration is dedicated to professional development for instructors, has an "open-door policy" and encourages the discussion of new and innovative course offerings.

> **c) To what extent does the leadership and staff engage in ongoing professional development that promotes student learning?**

Professional development for ROC/P staff members has been a component of our 2002 – 2008 Action Plan. We have made substantial growth in this area over the last six years. In order to continuously improve and meet the needs of our student population and ever-changing workforce, we realize professional development will continue to be an on-going focus of our action plan. It is important that our instructors and staff stay current with the latest instructional methodologies, classroom management strategies, academic and career and technical standards. Nine-two percent of staff believes that ROP provides opportunities for professional development.

Here is a partial list of Professional Development Activities:

- Career Pathway Curriculum In-service – December 2008
- Career Pathway Curriculum In-service – May 2007
- Career Technical Education Framework In-service – August 2007
- CTE Online Workshop – February 2007
- CTE Online Workshop – September 2006
- Curriculum In-service – September 2007
- ELD Training – July 2007
- Failure is Not an Option - August 2007
- Tech Prep Conference – February 2008
- Technology Workshop – February & April 2006
- True Colors Workshop – August 2008

New teachers have a formal preparation plan in place. After a full day of in-service at the beginning of the school year, new teachers meet monthly for training for two years. Team leaders meet with new teachers formally and informally (Team Meetings) within their teams for additional support and training. Staff has had EL training as well as in-service activities that included training to use CTE Online.

Teachers are empowered by participation in conferences and workshops to build leadership skills, which promote and support improvement in the delivery of the curriculum. This information is shared in the team and program advisory committee meetings.   These meetings provide an avenue to review course curriculum, labor market and industry trends that pertain to the courses.

Professional Development plan incorporates the needs of our classified staff. The instructional aides have been involved in the professional development opportunities with the instructional staff. The Superintendent has designed a monthly touch base classified meeting to support student success.

Summary of Findings for Criterion A4	Supporting Evidence
All staff is qualified for their positions. The Board, Administration and staff are committed to the school's purpose. Develop a process to share professional development activities that staff members attend with all staff members. Personnel will implement new credential requirements as they are released from Commission on Teaching Credentials. EAROC/P Evaluation procedures and process EAROC/P updated Governing board policy handbook	• Course review results • Advisory Committee minutes • In-service Activities • Credential List • Budgets • New Teacher Training • Credential requirements • C/C and CVE requirements • Student competency lists • Professional Development Plan • Community Classroom Handbook • Follow up report • Staff roster of professional associations • Employment records • Staff handbook • Staff, counselor, and advisory meetings minutes and attendance records • CAROCP membership information provided to staff, participation in conference encouraged and supported

	• Team Meetings

A5.   School Environment Criterion

a)   To what extent does the school/program have a safe, healthy, nurturing environment that reflects the school's purpose?

Nine-six percent of the staff believes that the ROP staff supports a safe, comfortable learning environment. Student's interviews and surveys also reflected that ROP staff has created a classroom environment that is positive and safe. One hundred percent of staff believes that ROP curriculum requires instruction in classroom safety procedures. Our EAROC/P Center staff annually reviews discipline policies, attendance procedures, and safety policies during safety and staff meetings.   Every effort is made to provide a safe, clean and orderly classroom environment. Emergency procedures are outlined in the staff handbook and staff receives training in emergency procedures. For off-site staff the Superintendent and Offsite Programs Coordinator work with site administration to coordinate procedures and policies.

One hundred percent of staff believes that Eden Area ROC/P students are treated with respect. The Safety committee has reviewed and updated our current Comprehensive Safety Plan for the Hayward Center that promotes the safety of students, staff and the public. The safety committee, after attending extensive training and under the leadership of the Student Services Coordinator, reviewed and made necessary revisions to the current safety plan. Since our last WASC visit we have implemented student IDs, dress code/industry codes, ROC/P policies and regulations for drug free campus, safety week, student recognition and a graffiti maintenance program.
Ninety six percent of staff believes that staff and students are aware of the emergency procedures in the classroom.

We have also developed and implemented a Facilities Plan in which the primary purpose is to ensure that our school will properly maintain its facility systems and equipment so that they are fully operational so that our instructional programs and activities can be effectively supported. The plan incorporates the diverse facility requirements of our entire facility and grounds at our school. As needed, it will be periodically updated to incorporate facility and equipment changes, resource adjustments, and new maintenance technologies.

We will endeavor to fully execute this program, thereby enhancing the learning environment by reducing classroom disruptions and minimizing long-term investment in equipment repairs. The plan is designed to provide a safe, clean, orderly, cost-effective school environment that supports and contributes to the ROC/Ps mission of educating our students to meet the life-long intellectual, physical, and career technical demands of the 21st century. Eighty-three percent of students surveyed believe they have received adequate instruction in safety.

b) To what extent is the school environment characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?

Our goal is that every EAROC/P student and staff member experiences a professional, supportive environment with high expectations for students. ESLR aligned syllabi describing course expectations include respect for others. Professional development seminars have focused on best practices, multiple intelligence, continuous improvement, and EL training, focusing on how to best meet individual student needs. Students often work on project teams focusing on working together and showing respect for differences. Eighty-seven percent of the students surveyed believe that the classroom environment is safe and positive and eight-five percent believe they have learned the importance of respect for others. EAROC/P administration is available to assist instructors with their student expectations.

The expectation of high achievement for students can be seen in our effort to align our courses to the academic and CTE standards and course core competencies providing benchmarks for student success. Twelve of the ROC/P courses meet the UC a-g requirements and nine courses have articulation agreements with Chabot/Las Positas College (Appendix A & B).   A classroom environment that is similar to the workplace helps students associate the value of the ESLRs with what they are learning. Students have frequent and varied opportunities to display their accomplishments: student career portfolios, DECA, Skills USA leadership activities, student run businesses including the student store, a floral shop, marketing and graphic design services. There are also several hundred successful community based intern and work place sites. Seventy eight percent of staff believes that community resources are used to support student learning as well as 90% of staff believe that workplace skills such as responsibility, honesty, professionalism and ethics are reinforced in ROC/P programs. One hundred percent of the staff believes that ROP curriculum frequently includes academic and industry standards. Eighty-nine percent of students surveyed believe their teachers have high expectations for them.

At the Hayward Center, as well as at many of our high school sites, students from diverse backgrounds come together to learn. Teachers maintain a high level of expectations for students and teach students to respect differences, modeling expectations through their daily interactions. Most programs utilize a cooperative learning model that enables students to work together in groups; this builds communication skills and interpersonal relationship skills. A yearly awards ceremony recognizes outstanding students as well as scholarship and students with perfect attendance, ROC/P programs teach work skills and assist students to develop positive workplace skills. In addition, staff works with Special Education staff from all four districts EAROC/P focusing on appropriate and positive placements for students.

The uniqueness of the ROC/P program lends itself to building values of:

- Our diverse student population
- A challenging learning program
- A nurturing climate
- Innovative and creative environment
- A positive physical environment
- The premise that everyone has a right to learn

Eighty four percent of staff believes that ROC/P courses have a coherent and relevant curriculum that promotes student achievement the ESLRs. We also have high expectations demonstrated by the Model Practices programs we offer. Our Model Practice programs, recognized by the California Department of Education is validation that they:

- Demonstrate exemplary and replicable qualities
- Meet the needs of the local community
- Offer relevant, coherent curriculum that reflects industry and state standards and career preparation standards
- Link learner goals to program accountability
- Include all the stakeholders in leadership and planning
- Incorporate the curriculum and instruction that best meets the needs of the students

2008 Model Program and Practices Award Winners

Program Name
Medical Careers - Renewal

2007 Model Program and Practices Award Winners

Program Name
Criminal Justice/Forensic Science
Automotive-Renewal
Dental-Renewal
Organization Structure-Renewal

2006 Model Program and Practices Award Winners

Program Name
Merchandising
Program Accountability

2005 Model Program and Practices Award Winners

Program Name
Medical Careers

2004 Model Program and Practices Award Winners

Program Name
Automotive Technology
Organizational Structure

Summary of Findings for Criterion A5	Supporting Evidence
Committed to safety EAROC/P has updated our site safety plan and procedures. ROC/P classrooms provide a safe, healthy, and nurturing learning environment. UC A-G credit and college articulation agreements support high expectations for students. Working with Special Education staff from all four districts EAROC/P focuses on appropriate and positive placements.	• Emergency kits are distributed to instructors • Staff handbook establishes student expectations and behavior policies • Technology, Safety, Facilities, CTE, and Staff Development plan • Safety Plan • Students are trained and trusted with equipment, inventories, handling of money • Tech Prep scope and sequence of courses • Student certificates • Appropriate to the curriculum (CPR, First Aid, Industry Safety Standards, etc.) (Infection Control Certificate – OSHA guidelines) • Model programs • UC A-G Approved List • Articulation Matrix • Internship sites

A6.   Reporting Student Progress Criterion

a) To what extent does the leadership and staff regularly assess student progress toward accomplishing the school's expected learning results for students?

Data pertaining to student achievement of student outcomes is collected in the ROP's data collection system, known as the YSS system. Teachers' record student achievement through the Certificate of Completion process, student surveys and follow –up data are also collected. Information is shared with teachers during workshops and in-services in order to provide staff development, teaching strategies and other supporting materials and activities aimed at reinforcing and strengthening Student Outcomes instruction in the classroom.

Eden Area ROC/Ps ESLR's are posted in each EAROC/P classroom. At the beginning of each course, instructors review the ESLRs and the ESLR benchmarks with students and clarify course completion expectations. Every instructor assesses progress toward accomplishing the ESLR's and course competencies.   The core competencies are updated on a continuous basis based on feedback from advisory board members. Sixty-nine percent of the students surveyed believe they know and understand the ROP Expected School wide Learning Results.

Each EAROC/P instructor uses assessment and monitoring methods that are suitable for the class and the students. Student progress is measured by meeting EAROC/P course competencies and curriculum standards. Student assessment is achieved through assignments such as portfolios, oral presentations, essays, demonstrations, peer, parent and employer evaluations, product production and performance in internship activities. Industry-based certifications such as Medical Careers, Dental Assistant, and Cosmetology are a part of the course requirements.

b) To what extent does the leadership and staff report student progress to the rest of the school community?

The Biennial Program Review Report serves as one of the main vehicles for reporting student progress. The review process includes a follow-up study of high school seniors and adults who complete their ROP courses. Placement information including employment and continuing education is analyzed in relationship to the labor market as a measure to determine program effectiveness. Student progress is additionally reported through numerous other methods such as ROP certificates, student awards programs, and Career Technical Student Organizations such as DECA and Skills USA. School districts

and the community at large are informed of student achievement through various committee meetings, press releases, and student awards, outreach endeavors including Chamber of Commerce and service organization meetings and the ROP website.

EAROC/P leadership communicates student progress and accomplishments to the school community through a variety of methods throughout the year. ROC/P adheres to the local school districts reporting of grades and progress reports. Every six weeks students receive a progress report grade. Final grades are given at the end of each semester. If a student receives a "D" or "F" the parent/guardian is notified by phone and a letter is sent home explaining the reasons for the low grade. ROC/P instructors and counselors work closely with the site administration and keep them well informed of students who are doing poorly in the ROC/P class. School site announcements, parent newsletters and student newspapers acknowledge student successes.

ROC/P students who receive awards, recognition or scholarships for post secondary training are acknowledged and recognized at their respective high schools. Some EAROC/P classes hold special open house demonstrations where students display their work, answer questions about their designs and receive valuable comments from parents and business advisory committee members. An annual presentation to our district Board of Education includes a highlight of student accomplishments and course review information. The ROC/P website is also used to communicate and showcase student work.

The EAROC/P leadership team and staff have been working together to develop and integrate a process that will help teachers to assess student progress toward accomplishing the ROC/P ESLRs. Student progress is measured by multiple assessment strategies, which include EAROC/P course competencies, Career Technical Standards, as well as student portfolios, oral presentations, PowerPoint presentations, community classroom observations, projects and journal writing and follow-up study.

Student progress is reported to the high school community on a regular basis utilizing a variety of delivery methods that include: student grades, parent notifications, Good News reports, newsletters, parent letters, Good News post cards, news articles, Governing Board and advisory committee meeting minutes.

EAROC/P leadership and the Student Services Committee have collaborated to develop a Student of the Month process, as well as a Student of the Year award and ceremony. Teachers developed a process to select a student each month; a student committee reviews the process and selects three students, one from each of the career areas. Every student that is nominated is honored in his or her class that month; the winners are honored at the next Governing Board meeting. Recognition for these students is also acknowledged at their high schools and posted on our marquee as well as in the newspaper.

Students selected for Student of the Year are honored at an awards ceremony held in May.   Students with perfect attendance are also honored during the awards ceremony.   The Student Services Committee has also developed a scholarship process for ROC/P students.

In order to maintain our high standards, emphasis must be continued on methods of communicating student achievement and progress. Utilization of high school principal newsletters, counselor meetings, ROC/P career technicians and school district boards meetings have led to increased awareness of programs and effective student counseling and enrollment.

The ROC/P Director also organizes a student leadership group with second year students at the Hayward Center. This student leadership group reviews the student policies and procedures and participates in high school recruitment activities.   This student leadership group also reviewed the WASC report and made recommendations that were integrated into the document. During the 2007-2008 school year the ROC/P Director developed a plan to select and train student ambassadors for ROC/P. The students' duties would include marketing, assisting and promoting the ROC/P programs.

Summary of Findings for Criterion A6	Supporting Evidence
Teachers are implementing procedures to assess student performance of the ESLRs. Teachers are working with ESLR rubric, reviewing and updating. Data training will focus on teachers working together to develop rubrics to evaluate student performance of the ESLRs Student success stories recognized at monthly EAROC/P and District Board meetings, highlighted in quarterly newsletters, posted in the newspaper and on the web page. The annual Student Awards ceremony recognizes outstanding students. Implementation of a new attendance system	• Internship evaluations • Board Reports • Student enterprise operations • Scholarship recipients • ROC/P scholarships • Recognition in local newspapers • Certificates of Proficiency • Boutiques, open houses • Newsletter articles • Course review forms • Outreach/recruitment programs • ESLR Poster • EAROC/P website • Grades/Comment sheets • Follow-up study • Community Classroom forms • Student of the Month Process • Perfect Attendance Process • Certification Process • Brochures • Student Awards Ceremony • Advisory Committee Minutes • Career Fair • Monthly Governing Board meetings

A7. School Improvement Criterion

> **a) To what extent does the leadership facilitate school/program improvement by implementing action plans that ensure quality learning for all students?**

The ROC/P WASC action plan supports our mission, goals, and ESLRs and is the guide for continuous program improvement.   To achieve this, ROC/P leadership emphasizes continual communication with each high school site and district administration, our staff and the business community through course advisories. Shared program decision-making between ROC/P administration and school site administration focuses on developing the most desirable sequence of classes for each school site considering student interest patterns, current career pathways, and other offerings at the high school site, site facility resources, labor market demand, and EAROC/P resources. Discussions include short and long-range program development. District administration provides essential information regarding timelines for high school renovation efforts and general support for EAROC/P programs.

EAROC/P administration supports the instructional staff by encouraging collaboration to align curriculum within courses at high schools and our community college. There are articulation processes between the high schools and Chabot/ Las Positas College, allowing for students to begin coursework during high school and then move into the college program.

To address the need to upgrade equipment and curriculum to industry standards in program areas, EAROC/P administration requests staff to complete a budget request form.   A form was designed which asks each instructor to develop a plan of equipment, supply, facility and professional skills improvements. Each instructor is asked to prioritize these needs within each year. These plans have been very helpful to the administration in designing an overall plan of program improvement and expansion for EAROC/P. In addition, various other site plans have been developed: Technology Plan, Facility Plan, CTE Plan and a Resource Plan. However, work will need to be continued to have these plans fully implemented.

> **b) To what extent does the leadership have school community support and involvement?**

Eden Area ROC/P has set yearly goals and objectives that focus on our mission. Each year Eden Area ROC/P organizes and facilitates approximately 10 subject area advisory committee meetings.   Currently we have over 340 Advisory committee members, these members include local business and industry partners, students, parents and other educators. Eden Area ROC/P enjoys strong support from the community. There are a number of businesses

involved in training ROC/P students through community classrooms and cooperative education. Over 300 hundred students participate in these activities. Instructors are encouraged to attend Chamber events such as business fairs to establish contacts for student internships and guest speakers and field trip sites for classes. Administration and staff are encouraged to attend and participate in the San Leandro and Hayward Leadership events. Community and business leaders receive a Certificate of Appreciation from ROC/P that can be displayed in their place of business. Eighty-eight percent of staff believes that community agencies and businesses are involved in the ROC/P programs and have opportunity for input.   Community members are supportive and involved in the EAROC/P in the following ways:

- Advisory committee participation
- Internship and community classroom sites
- Career speaker presentations
- Scholarship donations
- Career fairs
- Equipment and/or monetary donations
- Job shadowing opportunities
- Judging of student portfolios for scholarships and competitions
- Sponsoring ROC/P students at professional association activities

c) To what extent does the leadership effectively guide the work of the school/program?

The EAROC/P leadership works diligently to guide the work of the EAROC/P. Within the guidelines of Board policy and ROC/P continuous improvement efforts, instructors are given responsibility to design, implement and assess their own curriculum. Evidence gathered at the home and focus meetings indicated strong agreement that the program leadership is very effective, supportive and dedicated to the EAROC/P program goals.

The program leadership focuses upon identifying major areas of strength and directions for improvement. A major focus now is guiding instructors through the process of aligning their course outlines and curriculum to the academic and CTE standards and providing support for the CAHSEE.   Ninety-one percent of staff believes that they are provided with resources throughout the year to effectively complete their jobs. The EAROC/P leadership will continue to work with CDE to fully implement and be in compliance with AB 2448.

d) To what extent does the leadership provide for accountability through monitoring of the school/program's action plan?

The program wide action plan was developed in 2001 – 2002. It has been a major accountability tool for the last six years. The action plan is reviewed quarterly by the ROC/P administration and annually at the leadership day retreat in August. Staff took an active part in developing, implementing and reviewing the WASC Action Plan over the past six years. The action plan is our tool to benchmark our program and services. When program decisions are made, the action plan is used as the template to ensure that the decisions are aligned to our mission and goals.

Through the current Focus on Learning self-study a new action plan has been developed that is centered on future needs and continuous improvement of our program and services. Monitoring of the new action plan will continue as we move forward to ensure that EAROC/P is providing the best services possible to meet the workforce needs of our community. The WASC Action Plan has resulted in several significant improvements over the past six years. Documentation will be maintained on activities aimed at achieving the specific growth areas as outlined in the plan. Presentations to affiliated school boards, site administrators, and the community at large will continue to keep stakeholders apprised of our program progress.

Summary of Findings for Criterion A7	Supporting Evidence
The WASC Action Plan has resulted in several significant improvements over the past six years to the program. Staff took an active part in developing, implementing a regularly reviewing the WASC action plan over the past six years.	• Staff handbook • Email, voicemail access provided • CAROC/P membership information provided to staff • CAROC/P conference paid for CAROC/P members • Course descriptions and Syllabi • Opportunities for professional development • Annual reports • Site committees • Sophomore Tours • Discipline Procedures and Processes

Strengths

1. Eden Area ROC/P has well-defined ESLRs established.
2. EAROC/P has the full support from all four district Governing Boards, District Superintendents and EAROC/P Governing Board.
3. The Superintendent is active in the community and promotes ROC/P, its value and successes.
4. Data is reviewed by ROC/P administration and presented to the Governing Board as a basis in decision-making.
5. The Superintendent has done extensive review of the ROC/P Board Policies to align with CSBA guidelines, 58 new policies have been adopted and 159 policies have been updated.
6. Various committees have been established to empower staff and given them a voice in the decision-making process.
7. The use of the Skills Tutor academic enrichment program to improve student outcomes.
8. Professional development activities that has included CTE on-line standards training, New Teacher training program and technology training.
9. ROC/P classrooms provide a safe, healthy, and nurturing learning environment.
10. UC A-G credit and college articulation agreements support high expectations for students.
11. Working with Special Education staff from all four districts EAROC/P focuses on appropriate and positive placements.
12. Student success stories recognized at monthly EAROC/P and District Board meetings, highlighted in quarterly newsletters, posted in the newspaper and on the web page-including DECA and Skills USA competitions
13. The annual Student Awards ceremony recognizes outstanding students.
14. Implementation of a new attendance system

Opportunities for Growth

1. Dissemination of data to staff, site administration, Board, students and community regarding EAROC/P purpose, progress and programs on an on-going basis to improve student outcomes.
2. Develop strong support mechanisms for ROC/P instructors to ensure student success.
3. Continued and future staff development in-service activities will include data analysis and assessment techniques to encourage commitment, participation and shared accountability for student learning.
4. Expand the integration and use of ESLRs to all faculty and staff evaluations, parent notifications, CVE and community classroom forms.
5. Expand relationships with community partners like the Chamber of Commerce.
6. Personnel will implement new credential requirements as they are released from Commission on Teaching Credentials.