B. Curriculum and Instruction

B1. What Students Learn

> a) **To what extent does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the expected school-wide learning results through successful completion of any course of study offered?**

The ongoing goal and purpose of the Eden Area ROP is to provide our students with a challenging and coherent curriculum that prepares them for success in the workplace and life-long learning. Ninety four percent of staff believes that ROP programs help students develop workplace attitudes, skills and knowledge. Teachers have been comparing their course outlines and student competencies with the ESLR's. Also, 82% of the ROP students surveyed have learned about career pathways and requirements including advanced jobs in their field, further training or education that is needed and or available advanced training programs. As teachers identify the units of instruction with ESLR's, their course outline is changed to highlight the standard.

Students have the opportunity to participate in a variety of activities, which support classroom curriculum, ESLR's, and provide real world connections. Students complete portfolios, attend business seminars in their community, participate in field trips and have professional guest speakers. Sixty seven percent of ROP students surveyed have a higher Grade Point Average after attending their ROP class. Sixty six percent of students have also reported that their ROP class has encouraged them to improve their attendance in their other high school classes.

In the Dental Assisting, Medical Careers, Floral, Automotive Technology, Welding, Culinary, Marketing, Business Economics, and Careers in Education students gain real world experience through the methodologies of community classroom and cooperative education. Ninety percent of staff believes that workplace skills such as responsibility, honesty, professionalism and ethics are reinforced in the ROP programs. One hundred percent of staff also believes the ROP curricula include skills necessary to be successful in entry-level employment.

ROP instructors reinforce the academic standards in their curriculum by demonstrating how the academic skills are used in real world situations. Ninety seven percent of staff believes that academic skills of reading, writing, arithmetic,

listening, and speaking are reinforced in the ROP programs. The California High School Exit Exam (CAHSEE) has had a major impact on how ROP curriculum is delivered in the classroom. In the ROP curriculum, the academic standards are being identified. Students at the Center also utilize the Skills Tutor computerized program that provides online assessments and lessons to help students' master core academics and job skills. The individualized on-line computerized instruction assists students and the teacher by identifying areas of need quickly and providing the support needed for an increasingly diverse population of students with varying academic needs and challenges.   Individualized instruction and comfortable learning environment helps each student to learn at their own pace. Skills Tutor has over 1059 activities and lessons designed to supplement the curriculum. Teachers can select individual assignments from Skills Tutor or let the software prescribe individual modules based on each student's pretest. As students progress through their individualized lesson plan, the software tracks their time on task and measures their understanding of key learning concepts. Teachers can assess each student or each class with regard to their understanding of the concepts. Teachers can easily and quickly adjust their lesson plans to improve each student's level of achievement as well as the collective standing of the class.

In competitions, such as DECA, NFTE and Skills USA, students have shown a high level of competency in their field of study winning top honors at local, state and national competitions. Teachers are encouraged to develop cross-curricular projects to connect students to the full spectrum of their career field and allow students to further develop their skills. The Culinary, Floral Design, Marketing and Merchandising program students operate the school store combining retail, desktop publishing, accounting, and entrepreneurial skills.

Nine of the ROP courses are articulated with Chabot College, which gives students a seamless transition from one program to another. Auto Technology, Careers in Education, Computer Maintenance and Repair, Criminal Justice Forensics, Medical Careers, Web, Graphic, and Digital Design, and Welding and Metal Fabrication Technology students may earn college credit through the articulated courses with Chabot College. Articulation agreements are currently being reviewed, revised and updated. Students also receive high school graduation credit and nine courses meet UC credit; CAD Geometry, Biotechnology, Graphics, Photography, Video Productions, Advanced Criminal Justice, Medical Careers, Culinary, Business Economics and Marketing. After attending ROP 86% of the students plan to continue their education after graduating from High School. Reinforcing core academic standards, working with new staff to update them on existing standards and creating new standards have been a major focus.   Tech Prep articulated programs offer college credit and/or advanced placement units to students enrolled in ROP courses, which sequence into approved community college courses in the same occupational training area.

The following ROP courses qualify for articulation credit with Chabot/Los Positas College:

- Automotive Technology
- Business Ownership
- Marketing Education
- Careers in Education
- Medical Careers
- Welding Technology
- Computer Maintenance and Repair
- Criminal Justice/Forensic Science
- Graphic Design

Some ROP courses (construction, medical careers) meet the core academic requirements for graduation at high schools. Each individual school, after reviewing the ROP curriculum, decides if it also meets the core academic content (math or science credit) to meet the school's graduation requirements. With the advent of No Child Left Behind and California school accountability measures this has brought up the issue of ROP instructors meeting the "highly qualified" teacher requirements.

We believe that EAROP provides challenging and relevant courses that result in students achieving our ESLRs. One Hundred percent of staff believes that the ROP courses have coherent and relevant curricula that promote students achieving the ESLR's. Our tangible evidence is proof of this data. Ninety three percent of staff believes the ROP curriculum is updated often. These examples demonstrate a strong commitment to relevant and rigorous curriculum for each student.

Summary of Findings from Focus Group B 1	Supporting Evidence
Twelve EAROC/P courses meet a-g requirements for UC approval and provide students with rigorous college preparatory curriculum. Nine courses are articulated with Chabot College and are reviewed on a yearly basis by college department representatives for evidence of rigor. Teachers have started the process to aligned to the California Academic Content Standards where applicable and the ROP ESLR's. Future in-service activities will continue to aligned ROP courses with CTE standards and frameworks. EAROP facilitates annual Advisory Committee Meetings for each program area which addresses current emergent industry needs and modifies courses as issues arise. Curriculum Committee Meetings will be developed to review, evaluate, and develop curriculum to improve student learning. Identified opportunity for growth would be to add a section on the lesson plan template where alignment to the ESLRs would be incorporated plus align the content area of course outlines to the ESLRs. In-service activities have shown improvement on the integration of academic content into the curriculum, ELD students' needs are being met through teaching strategies acquired by teachers through SDAIE and CLAD training. A review of the EAROP ESLRs is needed in order to simplify the wording of the ESLRS to increase understanding by staff and students. ROP students participate in curriculum-based organizations such as DECA, VICA and NFTE. Pathway sequencing according to AB2448 has been completed and submitted to CDE.	• Finished student projects • Successful Internships/ Employer Evaluations • Recognition at School Awards Ceremonies • Community Recognition/awards • Advisory Committee Minutes/Meeting Agendas • Internship guidelines • Local job placements • ROP Certificates • News Articles/ Newsletters • Continuance to post-secondary institutions • Web page • Work/Writing Samples • Course Outlines/Syllabus • Professional certifications and State Licenses • H.S. course description handbooks • Counseling/parent/guardian materials • Field Trip Request process • Student Evaluation and Interview forms • Articulation Agreements with community college • ROP courses that meet school graduation requirements • UC A-G course list • Pathway course sequences • Peer Observations • Sophomore Tour • Student of the Month • Chabot Early Decision • Technology Plan

B2. How Students Learn

> **a) To what extent does the professional staff use research-based knowledge about teaching and learning?**

The Eden Area ROP is continually striving to make the teaching and learning process more significant to both instructors and students. Instructors are encouraged to use a variety of teaching modalities to enhance and encourage student learning. Eighty two percent of the students feel they have improved their knowledge and skills in their field through the use of technology. ROP instructors have also participated in professional development trainings in CLAD/SAIDE instruction, standards-based instruction and the use of technology in the classroom. Ninety four percent of staff believe that a variety of student instructional strategies actively engage students at a high level of thinking and learning. Meeting student's individual needs is the key to the success of the program. Instructors are encouraged to participate in a variety of other workshops provided through the Alameda County Office of Education, Tech Prep workshops, professional associations, post-secondary institutions or CAROCP. This process helps instructors to maintain their professional licensing and certification as well as modeling their own learning experiences and staying abreast of educational trends.

New teacher training and instructor workshops have focused on standards-aligned curriculum, on-line teaching resources, and the development of leadership skills.   Teachers are encouraged to stay abreast of research-based knowledge about teaching and learning as well as educational trends by attending professional development activities throughout the school year. The Director has organized on site in-service activities to maximize resources and time. Working with teachers the training is designed to promote time for teachers to collaborate and share ideas to collaboratively support classroom activities and meet the common goal of high achievement for all students. EL training and CTE on-line are just a few of our staff development activities.   We have also partnered with Alameda County Office of Education to deliver Math In-service workshops for teachers.   Phil Gonsalves worked with Center teachers to deepen their understanding of the mathematics needed in all courses. The focus continued over several years to develop their ability to use various teaching modalities to teach important math concepts and help students pass the CAHSEE. Sixty seven percent of the ROP students believe academic skills such as reading and math are reinforced in the ROP programs.

The Tech Prep Grant has also provided additional release time and opportunities for teachers to network with other teachers in similar programs. Our Registered Dental Assisting is approved by the Committee on Dental Auxiliaries and has received the California State Model Program recognition. Automotive Technology, Criminal Justice and Medical Careers programs have

also received the Model Programs status from CDE. We will continue to submit our high quality programs for model practice recognition. Curriculum changes to courses and new and expanded courses are ongoing.

The professional development plan provides sufficient time and resources for teachers to dialogue within and across career areas. Teachers rely on each other creating a professional learning community to identify their students' needs, develop curriculum and implement effective instructional strategies. Teachers are engaged in ongoing inquiry and action research regarding how they organizationally and personally help students meet standards. Teachers attend conferences, trade shows, and are members of professional organizations, read journals and periodicals to keep up-to-date in their fields. Our professional development policies provide encouragement and support to both the certificated and classified employees.

Summary of Findings from Focus Group B 2a	Supporting Evidence
Instructors use a variety of instructional strategies as reinforced through the Instructional Strategies staff development training and additional staff development opportunities. Classroom technology and integration of technology within the classrooms to enhance teaching strategies and increase student learning are continually being monitored for successful achievement. EAROP teachers have been trained in either SDAIE or CLAD and are incorporating these strategies into their lessons to assist the learning process of ELD students. Teachers and administrative staff are working to align ROP curriculum with state standards. A standard-based curriculum that is challenging, coherent, and relevant.	• Staff Development Calendar; Instructional Strategies participant list and materials • Classroom Technology; • Classroom observations and student interviews • SDAIE training participants' list; Teacher Portfolio for CLAD and SDAIE • Work place & Teamwork skills • Team Meetings minutes • Staff Meetings agendas • Contextual learning, Projects based learning • Student presentations and portfolios • Student Leadership Group • Student Services Committee

Summary of Findings from Focus Group B 2a	Supporting Evidence
Curriculum development process that is based on research, assessment and input from business and industry. All ROP capstone programs have students complete a written portfolio to demonstrate program competency. Maintenance of professional Licensing and certification Professional development policies provide for growth of both certificated and classified employees	• Career Fairs, Field trips, Guest Speakers • College Credit • Job Shadowing • Entrepreneurship and Junior Achievement programs • Model Practices program - Dental Assisting Program and Automotive, Criminal Justice, Medical Careers, Organizational Structure • Student Competitions Skills USA & DECA

b) To what extent does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and expected school-wide learning results?

A variety of learning experiences and methodologies are used to actively engage students in higher levels of learning and critical thinking skills. Ninety percent of staff believes that skills such as thinking creatively, thinking analytically, and applying reason to problem solving are reinforced in the ROP programs. Role-playing, problem solving scenarios, hands-on lessons and activities are integrated and encouraged in the ROP classroom. Performance-based projects such as student-operated programs and small businesses, business marketing plans, organic gardens, field trip planning and participation, and portfolios are an important aspect of the program. Eighty one percent of the ROP students surveyed had the opportunity to work in teams or groups to complete class assignments. Eighty six percent of the students claim their teacher used a variety of teaching methods (such as videos, demonstrations, lectures, group work) that enabled them to learn. Sixty six percent of the students also claimed their teacher used additional activities (such as guest speakers, field trips, community training, internships) to expand their learning. This "hands on" approach is designed to promote the use of problem solving and critical thinking skills while increasing the complexity of the skills being learned. The use of teamwork and cross-training is encouraged and promoted in the classroom. Instructors have also integrated both the Skills USA and DECA curriculum to teach workplace and leadership skills.

Classroom observations verify and support student learning through group discussion, lectures, student presentations, hands-on learning, projects, questions and answers, job shadowing, mentoring, and reinforcement of work. Students are given many opportunities to learn through various teaching modalities in the ROP classroom, which address a variety of learning styles. Teachers use the STAR (Student Transition and Assessment Resources) Center computer lab with Internet access, as well as building basic skills, computer tutorials, job-specific guest speakers, presentations and portfolios.   Staff believes that all students can learn and are welcomed from a variety of educational, cultural and economic backgrounds and abilities. Many students witness and achieve success for the first time in their academic careers in Eden Area ROP courses.

Instructors use instructional strategies that engage students and involve them in the learning process, this is at the heart of what great teachers do.   After reviewing research with teachers, the time spent had highlighted that certain strategies helped students achieve success and learn at higher levels.   Seventy percent of the ROP students' surveyed claim improved problem solving and critical thinking skills through practice in class. Teachers assess prior knowledge, incorporate and model cooperative learning experiences, ask for feedback and give recognition enthusiastically.

In order for ROP students to achieve higher learning standards, there must be a seamless integration of academics into the career and technical education curriculum. We continue to train instructors in effective delivery systems for:

- Integration of academics into career and technical education
- Writing and critical thinking skills integrated across the curriculum
- Models that support students who are struggling to meet higher learning standards
- Collaborative and team teaching models for the integration of academics into CTE

Innovations, initiatives and trends have allowed EAROC/P to respond to rapidly changing student and workforce needs. Several interesting models of and methods we have used to provide career-related education are:

- Models that include secondary and post-secondary partnerships and collaborations
- ROP and industry partnerships that strengthen teaching and learning
- Middle School Informational Sessions that engage students and parents and focus on student planning, career intervention and career development

Summary of Findings from Focus Group B 2b	Supporting Evidence
A variety of staff development opportunities and monthly teachers' meetings that incorporate multiple learning modalities, classroom management, and teaching strategies plus supports student success is offered; these training opportunities assist in the development of rigorous, relevant, and evolving curriculum. Technology and supplementary resources enhance instructional practices, offering students and teachers a variety of tools for teaching and learning. Courses integrate academic standards where applicable. EAROP teachers have been trained in either SDAIE or CLAD and are incorporating these strategies into their lessons to assist the learning process of ELD students	• Internships/Employer evaluation • Development classes • Field trip reports/pictures • Student retail store • Finished projects/products • Recognition awards • Certificates of Completion • Internship/Employer feedback, Student job placements • Course Outlines • Student surveys • Presentations, PowerPoint, videos • State certifications • Updated technology • Professional Growth units • Professional Credentials • Media coverage • Financial receipts/record books • Photos of student achievement • Classroom observations • Advisory Committee meeting minutes • Lesson plan templates and Instructional Power Points

B3. How Assessment is Used

a) **To what extent is teacher and student use of assessment frequent and integrated into the teaching/learning process?**

Instructors prepare lesson plans that guide instruction.   Students have an initial orientation that acquaints them with the ROP and course guidelines, safety, career pathways, course expectations, and the sequence of competencies. The high school introductory courses range from one hour to 90 minutes each. The capstone courses at Hayward Center are 3 hours daily for a school year. Teachers consistently use a variety of learning strategies and modalities. The capstone program includes a smart board, video and audiotapes, labs, computers, handouts, packets, charts and visual aids, peer interaction, speakers and demonstrations. These strategies require critical thinking, analysis skills, time management, quality control, and problem solving.
ROP instructors use a wide variety of assessment methods to track student learning.   One hundred percent of all staff believes that varieties of student

assessments are used and are included in the teaching/learning process. Because of project-based curriculum, student assessment is done on a regular basis. Seventy five percent of the ROP students' surveyed believe that they receive regular information about their progress and performance from their teacher. Also 88% of the students feel they have an opportunity to ask questions, clarify directions and receive feedback. Evaluation methods are incorporated into each course and are mainly determined by each instructor based on a course rubric. Assessment methods include, but are not limited to publisher and instructor authored pre and post quizzes, individual and small group presentations, student-self and peer evaluations, teacher observations, employer evaluations, project rubrics, research papers and content exams. Assessing student knowledge is important to student learning, but the assessment of student quality and efficient use of time, teamwork, and work behaviors are of significant importance to student success. Instructors additionally use assessments as a tool to gauge the effectiveness of their teaching and if learning is taking place.   Instructors review daily and cumulative work and adjustments are made if necessary. Student evaluation is used often and is infused into the learning process. Some instructors use classroom charts or classroom websites showing individual and group progress on assignments thus providing a vehicle for students to control their own success.

This is especially evident in our marketing and medical technologies classes where together instructors have developed specific projects that all students complete using a common rubric for assessment. The instructors then meet and consult on how the projects were scored, what students learned and what changes need to be made to enhance the learning experience and to ensure that it is aligned with the ESLRs. This collaboration supports the goal that students are receiving challenging and rigorous instruction in similar classes. There still is room for improvement in student evaluation at course completion, using consistent assessments throughout the program that measure student competencies.

ROP instructors make accommodations for students with special needs, including English Language Learners, through differentiated instruction and classroom management techniques. Accommodations vary depending on the level of function and the needs of the student and may include modifying lesson plans, allowing additional time for tests, adaptive equipment or one-on-one tutoring. Instructors give input towards the IEP (Individualized Educational Plan) or 504 plans for students needing special classroom accommodations. This is an area that needs to be approached with greater emphasis.

Grades are reported to the individual sites every quarter and to the EAROP office each quarter, with progress reports sent home to parent/guardians if necessary. Feedback from employers is also solicited for students who are placed in internship positions.

8/23/2010

> **b) To what extent are the assessment results the basis for measurement of each student's progress toward the expected school-wide learning results?**

We continue to search for ways in which data can be used to answer a variety of questions related to teaching and learning. How well students have mastered the material? What program improvements are needed? What professional development is needed to help the CTE teacher change their instructional approach? Regardless of the question, the decisions we make involve analysis of assessment data.

We have used data to:

- develop assessments to determine mastery of academics in CTE- such as our Skills Tutor system.
- assist with Program improvements.
- identify strengths and/or weaknesses in the curriculum and to inform instruction decisions.
- meet industry assessments standards such as (RDA, CNA, AYES, MOU).

Professional development has been critical to improve the ROP educator's knowledge base and qualifications to teach both academic and technical subjects throughout their careers. Professional development models that we have developed and integrated include:

- Researching, mentoring and induction models that support ROP teachers' retention into teaching
- Orientation programs that meet the needs of new or experienced teachers or experienced entrants into ROP
- Professional development focused on helping ROP teachers maintain current in their industry field

Through the continuous improvement model used in the classroom, many instructors see themselves as the facilitator of learning and have broadened the student learning experience by designing a classroom environment that supports collaboration and student ownership for their learning through monitored student-goal setting. Job shadowing, community classroom, cooperative education and our internship program are used to enhance classroom instruction in the work world and reinforce concepts and skills learned in the classroom. Professional guest speakers in the classroom serve as strong connections to the business community and current job market needs.

In alignment with statewide efforts to assess student results, our long-range goal is to develop consistent methods to measure each student's progress towards meeting our ESLRs. Assessment results reflect how well students have

mastered the competencies of the course. The staff has concluded that the assessment results support the belief that the ROP students who complete the program successfully accomplish the ESLRs. The student surveys, given at the middle and end of the course, indicate that students are familiar with the ESLRs and are aware of the importance to their success. Assessing student progress based on the ESLRs is an area that needs greater attention. Being able to "recite" the ESLRs is one thing but actually being able to recognize, acknowledge and integrate an ESLR in an assignment is a higher level of learning and one that is a curriculum focus. Portfolios, which are judged by peers as well as staff and community members, demonstrate the understanding of the ESLRs. Student comments from surveys and interviews were also a useful tool in evaluating their success in achieving the ESLRs.

Instructors use multiple teaching strategies, resources, assessments and evaluations, including a variety of activities to provide quality-learning experiences for all students. Instructors pace their instruction according to the students' needs and grade level. Pacing is appropriate and is predominately on a small group or individual basis as needed.

In ROP classrooms, presentations are widely used to assess the students' progress towards the course competencies and ESLRs.   All ROP courses provide hands-on activities that may be judged and assessed by peers as well as instructors, administrators, and community members. Students in the EAROP classes are constantly supervised during the learning process, so assessment of their progress is continual.

> **c)To what extent are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?**

The Eden Area ROP continues to strive to improve curriculum and instruction through student assessment and progress towards curriculum goals, industry standards, and the ROP ESLRs. Ninety three percent of the staff believes that ROP maintains appropriate class size to allow for quality instruction. During the course review process, student achievement and program success is considered as well as advisory committee suggestions and comments. Teaching content in each of the ROP courses is continually adjusted based upon student progress and evaluation results. Ninety four percent of staff believes that assessment results are often used for regular evaluation and improvement of instruction. Any major changes to the curriculum are discussed and planned at the annual pathway and advisory meetings. The fall in-service meetings provide another opportunity for instructors to share curriculum and teaching methods.

Students work individually and in groups. Students are taught to be active, self-motivated, task oriented, self-disciplined, and focused learners. Instructors use knowledge from several sources to develop skills, such as multimedia

presentations, handouts, lectures, demonstrations, and computer applications. Students in the capstone course are also exposed to both computer and science lab hands-on instruction.   Compared with learning solely from textbooks, this approach has many benefits for students, including a deeper knowledge of subject matter, increased self-direction and motivation, improved research and problem-solving skills, and better interpersonal skills and teamwork.

The current WASC process provided an opportunity for instructors to collaborate even more with each other concerning not only their own EAROP class, but also the other courses offered as well. It was a valuable tool in self-evaluation and growth opportunities. Cooperative examination of evidence and sharing of experience and knowledge was a major benefit to the program and staff and will be continued during the next six years through the new action plan.

> **d) To what extent are the assessment results the basis for the allocation of resources?**

The needs of our students are continually being looked at by the constant assessment of their learning progress. The Eden Area ROP expects staff to consider courses and technology needs, along with the recommendations of the advisory committees, certification requirements, and labor market changes when allocating resources. These determinations can be made from various types of assessment.

Smart Board has been installed in all capstone classrooms. The instructors use this technology to bring in the latest changes and information from industry, right off the internet, into the classroom. This resource also assists with the delivery of integrated academic lessons.

We have formalized internal review processes that include both mandated and voluntary tools for assessment and data collection focus. Accountability is a combination of often-interchangeable terminology that deals with the elements of student (and ultimately program) success. Sometimes the components require numbers and data collection, and sometimes the components are narrative snapshots of program pieces. Always fundamental to the discussion is the underlying structure of measurable standards and competencies.

Program Development, Termination/Suspension Process -- Board Policy 6124

The ROP Governing Board encourages the development and implementation of training programs that supplements and enhances the scope of currently available training opportunities within the communities served by the Joint Powers agreement.

The ROP shall establish and implement a process for program development, termination & suspension of programs. Along with the development of new courses, existing courses shall be annually reviewed to assure compliance with existing code requirements.

Eden Area ROP Administrative Recommendations

Retain   Program meets all criteria established by the ROP for continuance:
- high student enrollment
- high completion rate (skilled or maximum hours attained)
- 50% + placement rate (including advanced education)
- Advisory committee support
- No action to be taken/No comments

Watch   Program meets all but 2 criteria, or:
- new program
- major change implemented in location, equipment, curriculum, or staff
- No action to be taken/Comments included

Probation   Program meets less than half the established criteria:
- commences a one year time period
- specific course review implemented
- records review
    - attendance
    - financial
    - placement
- teacher/counselor involvement
- business/industry involvement

Reduce   Downsizing number of sections resulting from:
- probationary status
- staff availability
- loss of classroom or adequate facility

Termination/Suspension- Discontinuance/Suspension of program resulting from:
- probationary status
- staff availability
- loss of classroom or adequate facility

8/23/2010

Summary of Findings from Focus Group B 3	Supporting Evidence
Multiple level certificates are awarded to students that successfully complete course competencies. Industry certification opportunities are provided through courses for high school and adult students. Data is gathered so instruction and curriculum may be adjusted as necessary. Teacher collaboration on assessment and the review of student work during curriculum meetings have been identified areas that need improvement. Technology Committee assesses classrooms to ensure they meet the minimum requirements as designated on the Technology Committee Plan. Advisory Committees indicate needs of the labor market and industry influence the adjustment to resources made available to classes when needed. Teachers and students indicate that ample supplies and resources are provided in the classrooms.	• Presentations/exhibits to students and staff • Progress reports • Competency-based certificates of completion • Student employment • Finished class projects • Pre-clinical testing • Student run retail store • Student self evaluations • Articulation agreements/students' continuing education • Test scores; Pre/Post assessment • Student scholarships • Employer/community feedback • Classroom observations • Student surveys and annual follow-up

Strengths

1. Twelve EAROC/P courses meet a-g requirements for UC approval and provide students with rigorous college preparatory curriculum.
2. Nine courses are articulated with Chabot College.
3. Teachers have started the process to aligned to the California Academic Content Standards where applicable and the ROP ESLR's. Future in-service activities will continue to aligned ROP courses with CTE standards and frameworks.
4. Annual Advisory Committee Meetings for each program area.
5. ELD students' needs are being met through teaching strategies acquired by teachers through SDAIE and CLAD training.
6. ROP students participate in curriculum-based organizations such as DECA, VICA and NFTE.
7. All ROP capstone programs have students complete a written portfolio to demonstrate program competency.
8. Professional development policies provide for growth of both certificated and classified employees, including New Teacher Training and support.
9. A variety of staff development opportunities and monthly teachers' meetings that incorporate multiple learning modalities, classroom management, and teaching strategies plus supports student success is offered; these training opportunities assist in the development of rigorous, relevant, and evolving curriculum.
10. Technology and supplementary resources enhance instructional practices, offering students and teachers a variety of tools for teaching and learning.
11. Multiple level certificates are awarded to students that successfully complete course competencies.
12. Technology Committee assesses classrooms to ensure they meet the minimum requirements as designated on the Technology Committee Plan.
13. Teachers and students indicate that ample supplies and resources are provided in the classrooms.
14. Pathway sequencing according to AB2448 has been completed and submitted to CDE.
15. Students participate in Community Classroom, Cooperative Education and field trip experiences.
16. Student's assessments are based on current business and industry standards.

Opportunities for Growth

1. Continue to align course outlines and instruction to academic and Career and Technical standards, course competencies and ROP ESLRs.
2. Increase the number of program-to-program course sequences and course-to-course articulation agreements with Community Colleges.
3. Continue to provide support for students who have not passed the high school exit exam.
4. Align career curriculum through collaboration with ROP instructors and counselors using the career portfolio as the authentic assessment.
5. ROP website with useful teaching and career resources.
6. Schedule teacher collaboration on assessment and the review of data and student work during curriculum meetings.