



ABC

ADULT SCHOOL

Learning for Success

WASC
POSTSECONDARY
SUPPLEMENT
TO THE COE/
WASC SELF-
STUDY REPORT

OCTOBER 11-14, 2021

Presented to:



Council on
Occupational Education



Fully Accredited by



Western Association of
Schools and Colleges



ABC Adult School

CUESTA MAIN CAMPUS
12254 Cuesta Drive, Cerritos, CA 90703

CABRILLO LANE BRANCH CAMPUS
20122 Cabrillo Lane, Cerritos, CA 90703

SECTION 1

SCHOOL PROFILE

SCHOOL NAME:

ABC Adult School

SCHOOL ADDRESS:

ABC Adult School

12254 Cuesta Drive, Cerritos, CA 90703

(562) 229-7960

www.abcadultschool.edu

Cabrillo Lane Education Center

20122 Cabrillo Lane, Cerritos, CA 90703

(562) 809-9011

www.abcadultschool.edu

ROP COURSES, HIGH SCHOOL LEVEL PROGRAMS/COURSES, AND NON-CTE PROGRAMS OR COURSES:

ABC Adult School is one of the state's leading comprehensive adult schools. Located in Southeast Los Angeles County in the City of Cerritos. ABC Adult School is currently divided into the following non-CTE departments:

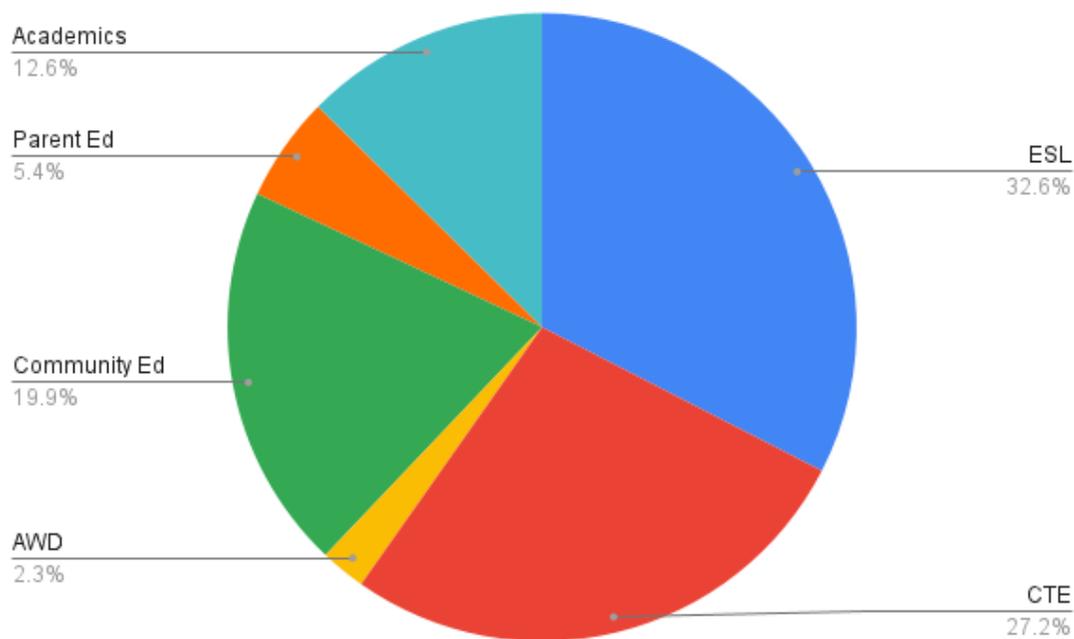
- English as a Second Language (ESL) and Citizenship
- Adult Basic and Secondary Education (Academics)
- Community Education
- Parent Education
- Programs for Adults with Disabilities

ABC Adult School serves students in the following non-CTE classes:

- English as a Second Language
- Citizenship
- High School Diploma
- GED Preparation
- HiSET Preparation
- Community Education
- Health and Fitness
- Parent Education
- Parent Leadership Academy
- Programs for Adults with Disabilities

CURRENT ENROLLMENT IN EACH PROGRAM/COURSE:

| Student Enrollment 2019-2020 | | |
|------------------------------------|-------|------------|
| Department | Total | Percentage |
| Academics | 2,585 | 12.60% |
| Adults with Disabilities (AWD) | 478 | 2.30% |
| Career Technical Training (CTE) | 5,570 | 27.20% |
| Community Education | 4,073 | 19.90% |
| English as a Second Language (ESL) | 6,667 | 32.60% |
| Parent Education | 1,106 | 5.40% |



SUMMARY OF ANALYSIS OF LEARNING DATA:

Provide a summary of analysis of learning data for the past three years, if possible. List what different formative and summative assessments are used to determine the learning levels of all students for all ROPs, high school level programs/classes, and other non-CTE programs. Identify any trends or conclusions identified as a result of data analysis (include pertinent charts and graphs).

Comparing the last three complete program years we see a general trend of increasing National Reporting System for Adult Education (NRS) level completions, High School Diploma and High School Equivalency obtainments, and other literacy gains.

Our Adult Basic Education program saw the biggest percentage change. After a sharp decline year-over-year from program year 2017-2018 to program year 2018-2019 (mainly due to growth in our Adult Secondary Education (ASE) population) we saw a marked increase to 62.9% of students completing a NRS level.

The English as a Second Language (ESL) program completion level remained relatively flat between the three program years even in the wake of changing demographics and an overall decline in enrollments. This program as a whole typically has a very transient population and persistence is an ever present issue. We hope to keep our completion level percentage strong whilst also increasing the number of ESL transitions to Integrated Education and Training (IET) or Academics programs.

Adult Secondary Education saw the most consistent improvement as a whole. After relatively low level completions (26.5%) in program year 2017-2018, we saw repeated improvements in program year 2018-2019 and program year 2019-2020 with 52.9% and 42.7% completions, respectively. We can attribute some of the drop in level completions year-over-year from program year 2018-2019 to program year 2019-2020 due to students obtaining a High School Diploma or Equivalent and exiting the program before obtaining a paired score necessary for level completion.

Academic outcomes, which include High School Equivalency (HSE) or High School Diploma (HSD) obtainment, have seen consistent growth between all three program years. Comparing all three program years, we have seen the increase in HSD or HSE outcomes as follows: 45 total in 2017-2018, 148 total in 2018-2019, and 178 total in 2019-2020.

Non-NRS level completions which include: course completions, exam passages, training milestones, have seen a consistent increase year-over-year. While our most recent program year, 2019-2020, saw a drop in total literacy gains from the previous program year, we can attribute this to the amount of students that chose to not finish their final quarter or semester with our agency due to COVID-19.

| Department | PY 2017-18 | PY 2018-19 | PY 2019-20 |
|---|-------------------|-------------------|-------------------|
| ABE (%Completing a level) | 21.1% | 12.1% | 62.9% |
| ESL (%Completing a level) | 40.7% | 37.6% | 39.9% |
| ASE (%Completing a level) | 26.5% | 52.9% | 42.7% |
| HSE Obtained | 11 | 74 | 122 |
| HSD Obtained | 34 | 74 | 56 |
| Literacy Gains (Non-NRS Level Completion) | 3,728 | 5,598 | 4,487 |

SECTION 2

RESPONSE TO ACS WASC'S POSTSECONDARY CRITERIA

Criterion 1:

Institutional Mission Statement and Schoolwide Learner Outcomes

1. Provide the school's mission statement.

The adopted Mission Statement of ABC Adult School is as follows:

The Mission of ABC Adult School is to provide quality education to our diverse community with meaningful opportunities for success in career, academic, and personal goals.

The revision of the Mission Statement was developed through a collaborative group effort of administrators, faculty members and students. The previous Mission Statement was, "The Mission of ABC Adult School is to improve the quality of life by providing our diverse community with meaningful opportunities to fulfill career, educational and personal goals through lifelong learning." However, at the WASC Mid-Cycle Progress Report Student Meeting in February 2020, it was suggested that "lifelong learning" sounded like students would be in school for life. Staff also felt that ABC Adult School's primary focus was to provide quality education to students. The revision of the Mission Statement started in April 2020 through email communication as opposed to physical focus group meetings as a result of the Covid-19 Pandemic. The previous Mission Statement and suggestions for revision were sent out to all staff. With each change, subsequent emails were sent out to all staff requesting feedback for further revisions. The revised Mission Statement was sent to all staff at the end of May 2020.

2. Identify the Schoolwide Learner Outcomes (SLOs).

ABC Adult School prepares students to be:

Self-Directed Lifelong Learners who:

- Acquire knowledge and skills appropriate to their goals in life.
- Set and achieve career, educational and/or personal goals.
- Seek continuing career training and or educational opportunities.

Effective Communicators who:

- Demonstrate appropriate language, digital literacy computational skills and/or technical skills.
- Apply communication skills to professional, technical, creative, and other real-life situations.
- Enhance and improve their ability to understand and be understood by others.

Critical Thinkers and Problem-Solvers who:

- Exercise their powers of judgment, perception, and inference.
- Assess and fulfill their own needs by finding appropriate resources.
- Apply knowledge of professional, technical and other real- life situations.

The revision of the Student Learner Outcomes was developed through a collaborative group effort of administrators and faculty members through email communication in April 2020 due to the Covid-19 Pandemic. The only revision that was suggested was to add technical skills and digital literacy to the Communication SLO. The revised Schoolwide Learner Outcomes was sent to all staff at the end of May 2020.

3. Explain the degree to which SLOs are used to impact curriculum development, professional growth activities, resource allocations, or other school improvement activities.

The Leadership Team constantly keeps in mind the needs of the schoolwide Action Plans using the SLOs as a guide as to how to address, implement and improve them. With every improvement and development, the SLOs are a constant guiding principle. The courses and curriculum are planned accordingly and the goal of the adult school is to offer courses relevant to every stage of life. The SLOs will continue to be reviewed annually to see if they are still relevant and pertinent and will be updated as needed.

Current educational literature and new ideas are brought to the attention of teachers by attending conferences. Staff development also introduces new ideas and current curriculum. Teachers attend workshops as part of their professional growth to find out about updates in their given field. The Parent Leadership Academy and the Parent Leadership Conference bring new ideas to the students.

4. Evaluate the purpose of your non-CTE programs, your ROP programs, or any other high school level programs/courses that you offer. Why are you offering these programs?

English as a Second Language (ESL) and Citizenship

This program operates on a trimester system with six instructional levels and offers literacy, beginning, intermediate, and advanced courses in English as well as citizenship classes to prepare students for the citizenship test. Other specialized skills classes are also offered, such as Daily News, Movie/Idioms, Conversation, Grammar, Listening, Pronunciation, Reading, Speaking, and Vocabulary. The Language Media Center offers individualized teacher assisted learning to strengthen the listening, speaking, reading and writing skills of the students. ABC Adult School offers the distance learning online program, Burlington English, which prepares ESL students in all levels of English, EL Civics and Career Pathways.

Adult Basic and Secondary Education (Academics)

This program offers courses for adults returning to finish their high school diploma, credit recovery for concurrent high school students, as well as preparation for and administration of the General Education Development Test (GED) and the High School Equivalency Test (HiSET). Academic students may work online from home, in our state-of-the-art Learning Center or in a traditional classroom with a teacher. The Learning Center Lab is open Monday through Friday for student convenience.

Community Education

This program includes Health and Fitness, Home Economics and Older Adults. The class offerings include health and physical fitness courses such as aerobics, power sculpting, line dancing, yoga, Chinese folk dancing, ballroom dancing, Pilates, and aquatic exercise. There is a full range of oil and watercolor painting classes, calligraphy, embroidery, decorative painting, jewelry, floral design, glass fusing, sewing, quilting, and purse making classes. ABC Adult School offers Chinese cooking and baking. The Cuesta campus has a full-service upholstery center with day and evening classes.

Parent Education

This program offers a variety of classes during morning, afternoon, and evening sessions. Classes are for parents (or caregivers) with their children, ranging from 6 months to 5 years old. Assessment is ongoing and immediate feedback is provided on a daily basis as teacher, parent and child communicate areas of strength and growth. Emphasis is placed on fostering children's physical, intellectual, social, and emotional development. The Adult students of the program are a crucial part of the "village" in raising their children to be life-long learners who are contributing members of society. Parent Participation Programs are located at several school sites. Over 500 district parents have been served with ongoing classroom instruction.

Programs for Adults with Disabilities

The Adults with Disabilities program (AWD) is semester-based and offers courses in communication skills, nutrition, independent living, physical fitness, socialization and workplace skills such as problem solving and critical thinking. Teachers hold courses at three in-patient care facilities in the community.

Parent Leadership Academy (PLA)

Training to Support Child School Success includes all Parent Education classes up to 4.5 years old, all Parent Leadership Academy (PLA) workshops and the Parent Leadership Conference. PLA provides workshops to approximately 500 parents each year throughout the District on a variety of important topics. These include college readiness, K-12 curriculum and changes, technology for students at home and at school, and the importance of positive social-emotional development. There are workshops presented in Chinese, Korean and Spanish, as well as English. Spanish translation is provided as needed. Parents are able to ask questions of the presenters and engage with other parents as well as learn the content at each workshop. Parents also provide input as to what topics they would like presented in the future.

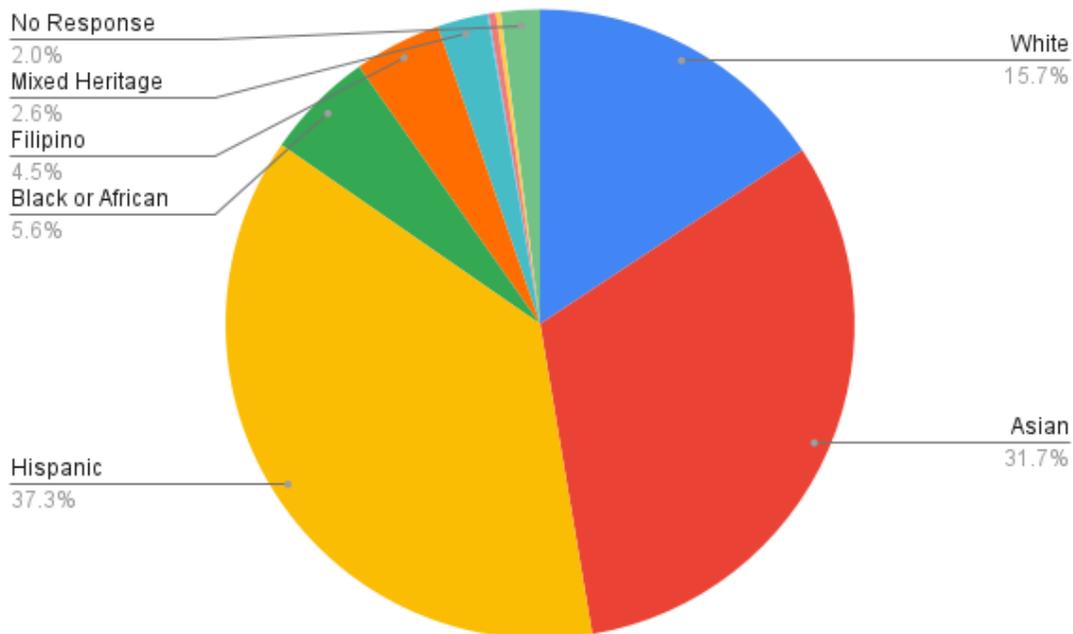
The ABC Unified School District, ABC Council PTA (Parent Teacher Association) and the ABC Adult School hosts the annual Parent Leadership Conference (PLC) at the Sheraton Cerritos Hotel. This Golden Bell and Magna Award winning conference, which offers a variety of workshops, hosts more than 350 parents, elected officials, and educators from ABC Unified Schools. Workshops are available in English and Spanish and interpreters for Chinese, Korean and Spanish languages are available in an effort to serve the District's diverse ethnic communities.

5. Describe the demographic make-up of your student body.

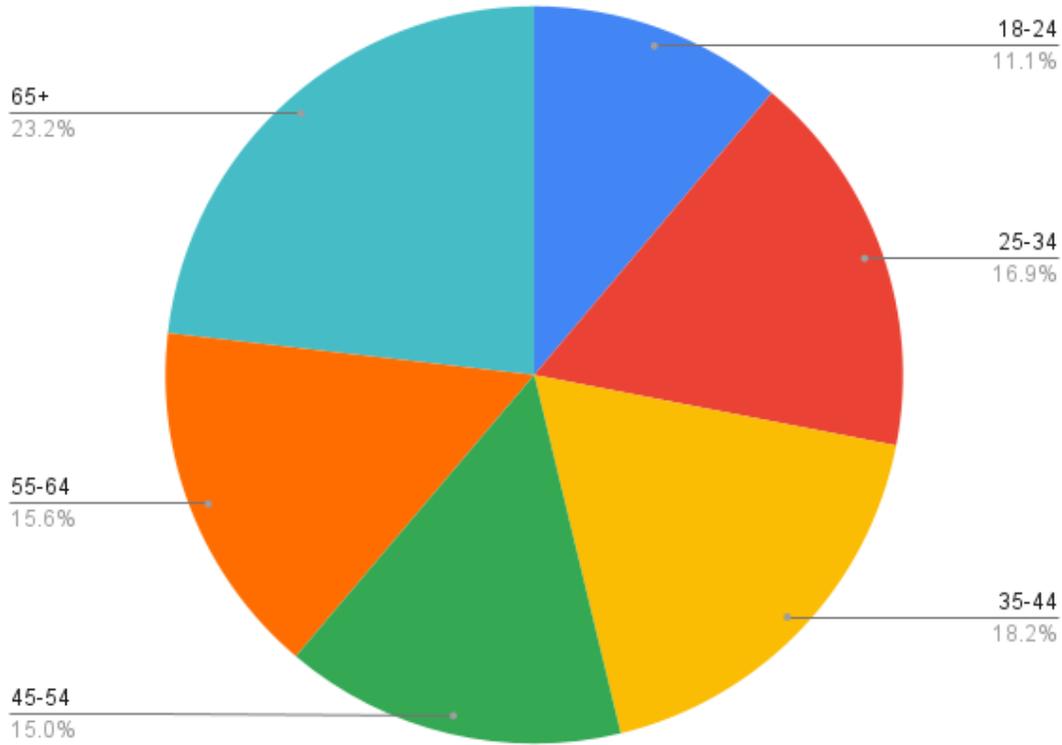
ABC Adult School currently utilizes ASAP (Administrative Software Applications Program, version 3 and transitioning to version 4) as its student attendance and information system and TE (TOPSpro Enterprise) for WIOA (Workforce Innovations and Opportunity Act) required data and CASAS (Comprehensive Adult Student Assessments Systems) testing as its primary data collection system.

During the 2019-2020 school year, 6,374 unduplicated students attended ABC Adult School. Many students enroll in more than one class with the average number of class re-enrollments of four. There were 26,048 duplicated enrollments for the 2019-2020 school year.

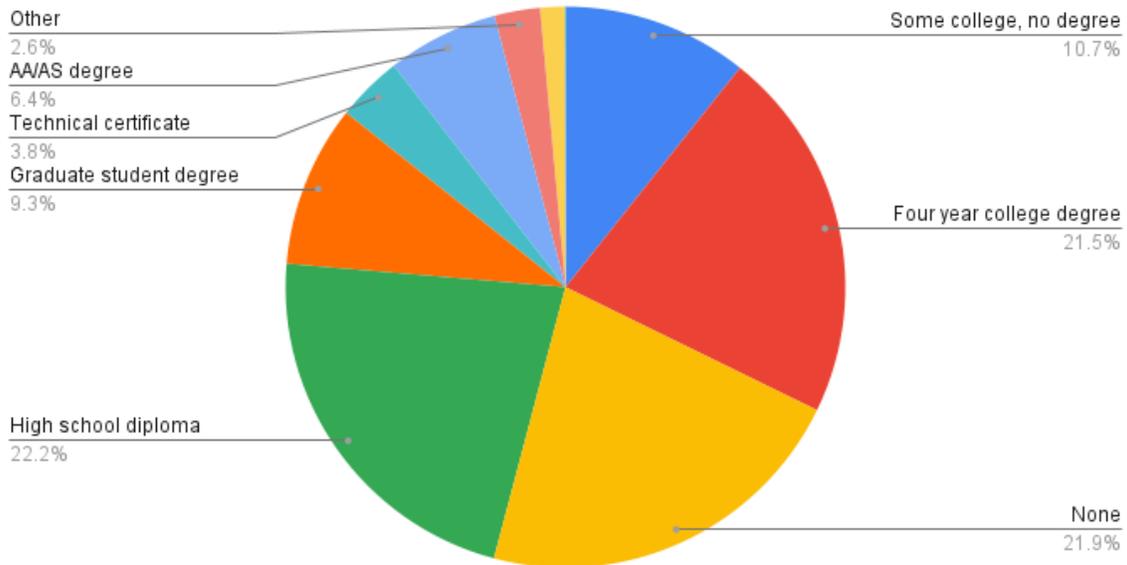
The student population at ABC Adult School reflects the diversity of the surrounding communities. During the 2019-2020 school year, the largest single population attending classes was Hispanic (37.29%). Other groups included Asian (31.66%), White (15.69%), Black or African American (5.60%), Filipino (4.49%), American Indian (0.35%), Native Hawaiian or Other Pacific Islander (0.25%), Alaska Native (0.08%), Mixed Heritage (2.58%), and No Response (2.01%).



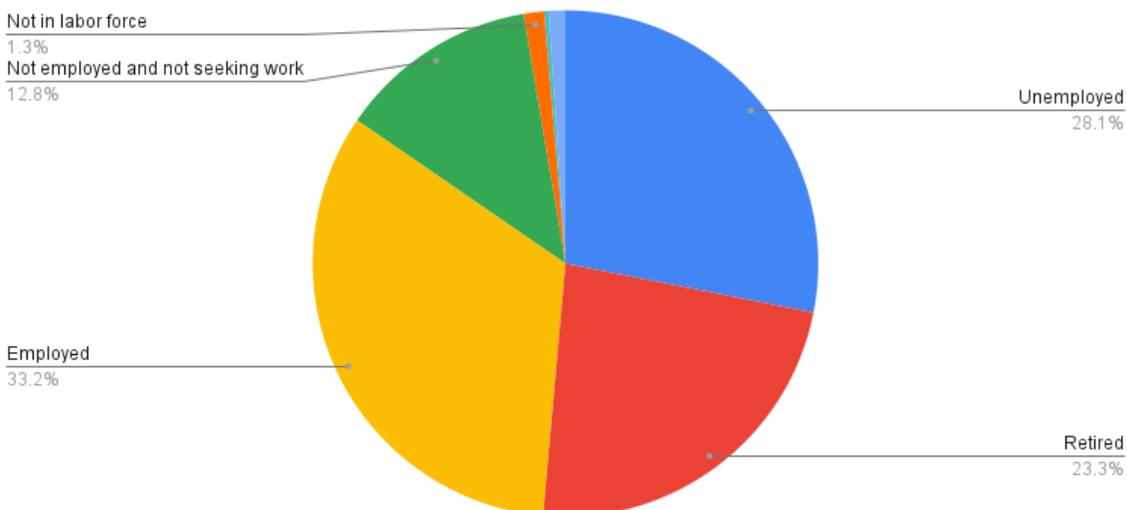
Seventy-four percent of students are female and 26 percent are male. Eleven and one-tenth percent of students are 18- 24 years old; 16.9% of students are 25-34 years old; 18.2% of the students are 35-44 years old; 15.0% of the students are 45-54 years old; 15.6% of the students are 55-64 years old; 23.2% of the students are 65 years or older.



In terms of highest degree earned, there are 21.89% of students who have no education listed. There are 22.21% of students who have a high school diploma and 1.40 % of students who have a High School Equivalency certificate; 3.82% of students have a technical certificate; 10.71% of students have some college but no degree; 6.42% of the students have an A.A./A.S. degree; 21.51% of students have a four-year college degree; 9.34% percent of students have a Graduate degree, 2.64% of students marked other as their education level or declined to state their highest degree earned, and 0.05% have an Individual Education Plan.



Regarding work force status, 33.16% of students are currently employed; 28.10% identified themselves as unemployed; another 23.31% as retired; 12.76% are not employed and not seeking work; 1.32% are not in the labor force; 1.06% are full time students; and 0.29% are employed, with notice.



Criterion 2:

Organizational Infrastructure and School Leadership

1. Describe the school leadership structure and the lines of authority established by the governing body.

The Principal, Nancy Amara, is supported by Assistant Principals Kathy Evans and Chuck Minear as well as a Secondary School Dean, Jose Vasquez and an Accounting Technician, Bhavana Rajnekar. There is a full Leadership Team that meets once a month and discusses schoolwide issues. It consists of Career Development Specialist Ty Holloway, Technology Assistants Rudy Hernandez and John Agagas, Secretary III Deana Colvin, and General Maintenance worker James Palacios. All TOSAs (Teachers on Special Assignment) are included in the team. They are Georgia Grissom (CTE), Daniel Lipton (EL Civics), Diane Jhun (PLA/PLC and Community Education/AWD/Cabrillo Lane) and Christine Oliveira (ESL). Department Chairs are included as well. They are Janet Aasness (Academics), Carolyn Cervantes (Community Education/AWD) Nabawia Elsoudani (CTE), Nancy Hom (Parent Education), Christine Oliveira (ESL), and Todd Tabon (Community Education/AWD).

2. Describe to what extent the governing body interacts with the school leadership throughout the school year.

ABC Adult School operates under the authority of the Board of Education of the ABC Unified School District which adheres to the rules and regulations put forth by the California Department of Education. The Board of Education has the authority to formulate policies of the School District. The Board meets bimonthly during the school year. Board policies, meeting dates, agendas and minutes are posted on the ABC Unified School District website. Community members are welcome and encouraged to attend and make presentations to the Board.

Adult education is under the direct supervision of the Superintendent and supported by the Assistant Superintendents of Curriculum and Instruction, Human Resources, and Business Services as well as the Director of Secondary Schools. The principal heads ABC Adult School and is supported by two assistant principals, a dean and an accounting technician and is responsible for all school programs. All District site administrators, including the adult school principal are regularly given detailed training and support to carry out Board policies, adhere to the California Education Code, and promote and implement the District's mission and initiatives. This training and support is facilitated by District administrators and Educational Services.

Each member of the ABC Adult School staff is aware of their assigned duties and is given the freedom to fulfill those duties to the best of their abilities. The organization chart is updated annually or as needed, with a listing of areas of responsibilities. It has been proven that the TOSAs and Department Chairs are invaluable for administration, program and student support. Most daily decisions are made on the department level. This is known as Department-based decision making. At ABC Adult School, students and teachers in each department identify specific issues to be addressed. Departments are then able to form a solid understanding of the problem and implement decisions and policies to address the issue. Department-based decision making creates a simple and effective way to implement the school's policies. Department-based decision making reduces complexity and helps clarify any solution the school ultimately chooses. It has enormous power and has been routinely used to resolve various issues. This process entails budget development, distribution of resources, and policy development.

3. To what extent has the school developed written policies and procedures that govern the operations of the school?

ABC Adult School regularly and consistently evaluates its organizational processes and decision-making bodies through a variety of practices. These practices ensure that all stakeholders have a voice in the decision-making process. There is constant email communication from the administrators about any school or program updates and changes. Through the monthly Union Representatives meeting, any policy and budget changes are discussed, including how these changes will impact classified and certificated staff members and students.

During formal schoolwide, department and staff meetings, the discussion of school improvement, program development and student success is regularly considered. During these meetings, discussion occurs regarding decisions about matters affecting individual departments and programs. At both Leadership/Support Staff and department meetings, faculty and staff analyze various sources such as CASAS benchmarks and TOPSPro data, course completions and earned certificates to determine the effectiveness of current school programs and curricular practices.

Any and all suggestions are heard and considered. Attendance at various meetings is open to the entire staff. The administrators have an open door policy and are always willing to hear ideas and suggestions. Administrators are visible on campus and students are encouraged to speak with them.

Criterion 3: Faculty and Staff

1. List the teaching faculty and provide information regarding their degrees and experience to verify their qualifications (a chart format is preferred).

The California Commission on Teacher Credentialing certifies and licenses all teachers in ABC Adult School, with the exception of “District Trainers” who teach courses for the CTE and Community Education programs. Our Adult School employs the following: full time teachers (22), part time teachers (36), full time administrative staff (4), other support staff (41).

| Name | Program/Position | Credential | Faculty | Staff | Admin | Focus Group | Leadership Team |
|-----------------------------|---|---|---------|-------|-------|-------------|-----------------|
| Aasness, Janet | Academics - Instructor/ Department Chair | Multiple Subject Teaching Credential | X | | | X | X |
| Alfaro, Luis | Maintenance | | | X | | X | |
| Amara, Nancy | Principal | Administrative Credential | | | X | X | X |
| Armiento, Carmen | Community Ed. - Instructor | Designated Subjects Adult Education Teaching Credential | X | | | X | |
| Barbosa, Rosalba | CTE - Instructor | Multiple Subject with BCLAD authorization Teaching Credential | X | | | X | |
| Barroga, Jurizz | Secretary II | | | X | | X | |
| Bernal-McMihelk, Crystal | CTE - Instructor | Preliminary Career Technical Education Teaching Credential | X | | | X | |
| Caliz, Connie | CTE - Paraeducator | | | X | | X | |
| Campos, Vanessa | Testing Assistant | | | X | | X | |
| Cervantes, Carolyn | AWD - Instructor | Designated Subjects Vocational Education Teaching Credential | X | | | X | X |

| Name | Program/Position | Credential | Faculty | Staff | Admin | Focus Group | Leadership Team |
|--------------------|--------------------------------|--|---------|-------|-------|-------------|-----------------|
| Cham, Nancy | Parent Ed. - Instructor | Designated Subjects Adult Education Teaching Credential | X | | | X | |
| Cherry, Anthony | Student Intervention Assistant | | | X | | X | |
| Close, Barbara | Community Ed. - Instructor | Designated Subjects Adult Education Teaching Credential | X | | | X | |
| Cohen-Doron, Jill | Parent Ed. - Instructor | Designated Subjects Adult Education Teaching Credential | X | | | X | |
| Colvin, Deana | Secretary III | | | X | | X | X |
| Cuellar, Kara | CTE - Paraeducator | | | X | | | |
| Demaisip, Antonio | CTE - Instructor | District Trainer | X | | | X | |
| Demaisip, Cecil | Community Ed. - Paraeducator | | | X | | X | |
| Dennis, Karen | CTE - Instructor | Designated Subjects Vocational Education Teaching Credential | X | | | X | |
| Duran, Jesus | ESL - Instructor | Designated Subjects Adult Education Teaching Credential | X | | | X | |
| Echols, Elaine | CTE - Instructor | Designated Subjects Vocational Education Teaching Credential | X | | | X | |
| Egbuniwe, Nneka | Secretary II | | | X | | X | |
| Elsoudani, Nabawia | CTE - Instructor | Designated Subjects Vocational Education Teaching Credential | X | | | X | |
| Enriquez, Nicholas | Student Intervention Assistant | | | X | | X | |
| Evans, Kathy | Assistant Principal | Administrative Credential | | | X | X | X |
| Garcia, Arabella | Secretary II | | | X | | X | |

| Name | Program/Position | Credential | Faculty | Staff | Admin | Focus Group | Leadership Team |
|-------------------------|---|---|---------|-------|-------|-------------|-----------------|
| Garcia, Maria J. | Secretary II | | | X | | X | |
| George, Kathy | Community Ed. Instructor | Vocational Education Teaching Credential | X | | | X | X |
| Grissom, Georgia | CTE - Instructor | Designated Subjects Vocational Education Teaching Credential | X | | | X | |
| Guerrero, Ramona Quick | CTE - Paraeducator | | | X | | X | |
| Hernandez, Rudy | Network Technician | | | X | | X | X |
| Hernandez, Terridawn | ESL - Instructor | Multiple Subject Teaching Credential- CLAD | X | | | X | |
| Holloway, Ty | Job Development Specialist | | | X | | X | X |
| Hom, Nancy | Parent Ed./Academics - Instructor/ Department Chair | Life Multiple Subject Teaching Credential | X | | | X | X |
| Ibrahim, Nivin | Secretary II | | | X | | X | |
| Im, Tai | CTE - Instructor | Single Subject Teaching Credential - Computer Concepts Applications, Foreign Language: Korean, Introductory Mathematics | X | | | X | |
| Jhun, Mi Diane | Community Ed/AWD - Instructor/TOSA | Designated Subjects Adult Education Teaching Credential | X | | | X | X |
| Johnson, Loren | Secretary II | | | X | | X | |
| Kowalchuck, Christopher | ESL - Instructor | Adult Education Teaching Credential | X | | | X | |

| Name | Program/Position | Credential | Faculty | Staff | Admin | Focus Group | Leadership Team |
|--------------------|--------------------------------|---|---------|-------|-------|-------------|-----------------|
| Lamoureux, Rosa | Community Ed. - Instructor | Designated Subjects Adult Education Teaching Credential - Home Economics | X | | | X | |
| Laygo, Leslie Ann | Academics - Paraeducator | | | X | | | |
| Le, Kimberly | CTE - Instructor | District Trainer | X | | | X | |
| Lebron, Yvonne | Community Ed- Instructor | Designated Subjects Adult Education Teaching Credential | X | | | X | |
| Lipton, Daniel | ESL - Instructor/ TOSA | Designated Subjects Adult Education Teaching Credential - Elementary and Secondary Basic Skills; English as a Second Language; Social Sciences | X | | | X | X |
| Lizarde, Erica | ESL/Academics - Instructor | Single Subject Teaching Credential | X | | | X | |
| Llanes, Jacob | Custodian | | | X | | X | |
| Lou, Kimberly | ESL/Academics- Paraeducator | | | X | | X | |
| Lubrino, Teresita | CTE - Instructor | Designated Subjects Vocational Education Teaching Credential | X | | | X | |
| Madueno, Margarita | Academics - Paraeducator | | | X | | X | |
| Mares, Lorena | CTE - Instructor | Designated Subjects Vocational Education Teaching Credential | X | | | X | |
| Mathis, Gregory | ESL - Instructor | Preliminary Designated Subjects Adult Education Teaching Credential | X | | | X | |
| Minear, Chuck | Assistant Principal | Administrative Credential | | | X | X | X |

| Name | Program/Position | Credential | Faculty | Staff | Admin | Focus Group | Leadership Team |
|-----------------------|--------------------------------|--|---------|-------|-------|-------------|-----------------|
| Miranda, Rosalyn | CTE - Paraeducator | | | X | | X | |
| Muniz, Anita Esquivel | ESL - Instructor | Multiple Subject Teaching Credential | X | | | X | |
| Muto, Kevin | CTE - Instructor | Designated Subjects Career Technical Education Teaching Credential | X | | X | | |
| Navarro, Arnold | Student Intervention Assistant | | | X | | X | |
| Ngo, Grace | ESL - Paraeducator | | | X | | X | |
| Nguyen, Esther | CTE - Instructor | Designated Subjects Vocational Education Teaching Credential | X | | | X | |
| Nguyen, Hanh | Parent Ed. - Paraeducator | | | X | | X | |
| Normoyle, Mike | CTE - Instructor | Designated Subjects Vocational Education Teaching Credential | X | | | X | |
| Oliveira, Christine | ESL - Instructor/TOSA | Designated Subjects Adult Education Teaching Credential | X | | | X | |
| Ortega, Marta | CTE - Instructor | Designated Subjects Vocational Education Teaching Credential | X | | | X | |
| Pagaduan, Marcela | Academics - Paraeducator | | | X | | X | |
| Palacios, James | Maintenance | | | X | | X | X |
| Park, Charlene | Community Ed. - Instructor | Designated Subjects Vocational Education Teaching Credential | X | | | X | |
| Perez, Angie | ESL - Paraeducator | | | X | | X | |
| Perez, Marcela | ESL - Instructor | Designated Subjects Adult Education Teaching Credential | X | | | X | |

| Name | Program/Position | Credential | Faculty | Staff | Admin | Focus Group | Leadership Team |
|----------------------|--------------------------------|--|---------|-------|-------|-------------|-----------------|
| Poirier, Brady | CTE - Instructor | Designated Subjects Career Technical Education Teaching Credential | X | | | X | |
| Poole, Janis | Community Ed. - Instructor | Designated Subjects Adult Education Teaching Credential | X | | | | |
| Quezada, Glenn | Community Ed. - Instructor | District Trainer | | | | | |
| Rajnekar, Bhavana | Accounting Technician | | | X | | X | X |
| Ramirez, Adriana | Testing Assistant | | | X | | X | |
| Richey, Shelly | CTE - Instructor | Designated Subjects Vocational Education Teaching Credential | X | | | X | |
| Rivera, James | ESL - Instructor | Single Subject Teaching Credential | X | | | X | |
| Rodriguez, Jorge | Maintenance | | | X | | X | |
| Rodriguez, Laura | Maintenance | | | X | | X | |
| Rodriguez, Thomas | CTE - Paraeducator | | | X | | X | |
| Rose, Jean | ESL - Instructor | Adult Education Teaching Credential | X | | | X | X |
| Saavedra, David | ESL - Instructor | Designated Subjects Adult Education Teaching Credential | X | | | X | |
| Salcedo, George | Student Intervention Assistant | | | X | | X | |
| Segura, Ana | Clerical Assistant | | | X | | X | |
| Selnick-Doshay, Mona | Community Ed. - Instructor | Designated Subjects Vocational Education Teaching Credential | X | | | X | |

| Name | Program/Position | Credential | Faculty | Staff | Admin | Focus Group | Leadership Team |
|-----------------------|---|---|---------|-------|-------|-------------|-----------------|
| Sim, Rebecca | ESL - Instructor | Designated Subjects Adult Education Teaching Credential | X | | | X | |
| Skube, Margaret | Community Ed. - Instructor | Designated Subjects Adult Education Teaching Credential | X | | | X | |
| Somers, Regina | CTE - Instructor | Career Technical Education Teaching Credential | X | | | X | |
| Stenzel, Krista | Academics - Secretary II | | | X | | X | |
| Suarez, Megan | Parent Ed. - Instructor | Multiple Subject Teaching Credential | X | | | X | |
| Tabon, Todd | Community Ed./ AWD - Instructor/ Department Chair | Designated Subjects Adult Education Teaching Credential, Career Technical Education Teaching Credential | X | | | X | |
| Takhar, Kanwaljit | CTE - Instructor | Designated Subjects Vocational Education Teaching Credential | X | | | X | |
| Tanis, Carmen Flores | Community Ed. - Instructor | Designated Subjects Adult Education Teaching Credential | X | | | X | |
| Teng, Whea-Fun Gloria | Community Ed. - Instructor | District Trainer | X | | | | |
| Teh, Manolita | CTE - Instructor | Designated Subjects Career Technical Education Teaching Credential | X | | | X | |
| Tong, Rita | ESL - Instructor | Designated Subjects Adult Education Teaching Credential | X | | | X | |
| Tyler, Beverly | Community Ed. Instructor | Designated Subjects Adult Education Teaching Credential | X | | | X | |

| Name | Program/Position | Credential | Faculty | Staff | Admin | Focus Group | Leadership Team |
|-------------------------|-------------------------------|--|---------|-------|-------|-------------|-----------------|
| Van Aalsburg, Melissa | Secretary II | | | | | | |
| Vasquez, Jessica | Secretary I | | | X | | X | |
| Vasquez, Jose | Secondary School Dean | Administrative Credential | | | X | X | X |
| Vizcarra, Maria | Secretary II | | | X | | X | |
| Wang, Ming-Hua | Community Ed. - Instructor | Designated Subjects Adult Education Teaching Credential | X | | | X | |
| Wilson, Frances | Community Ed. - Instructor | District Trainer | X | | | X | |
| Yao, Zhi Qiang Linda | Community Ed. - Instructor | Designated Subjects Adult Education Teaching Credential | X | | | X | |
| Yune, Sulha | ESL - Paraeducator | | | X | | X | |

2. How effective is the annual evaluation of the teachers?

Full time status teachers are evaluated every two years using the Stull Bill evaluation process. Teachers are required to set and meet goals and objectives and determine their professional growth goals. The evaluations provide instructors with the guidance they need to ensure teacher competency and continued quality in the classroom. Part time instructors are evaluated on an “as needed” basis. Evaluations are based on the State framework, standards, and guidelines. Through the evaluation process, teachers and administrators work together to set evaluation goals to be observed. Evaluations are an opportunity to have an open discussion with the administrator. Evaluations and observations allow the administrator the opportunity to apply input and constructive criticism when needed to aid the teacher. The teacher feels comfortable having the opportunity to discuss their job with someone who is supportive and experienced.

3. To what extent does the school provide professional development opportunities for the teaching staff?

Professional development opportunities are offered to staff throughout the year.

For Academics, professional development opportunities include conferences, webinars, symposiums, online zoom training, district training, and more. Training covers a wide range of topics from technology to curriculum. Site administrators survey staff regarding which areas of growth are desired and needed to improve school programs and increase staff and student support.

The school provides the ESL Department with monthly professional development training. These consist of district technology workshops, teacher presentations, IT workshops by our school’s team, training by professional organizations, such as Outreach and Technical Assistance Network (OTAN), and Comprehensive Adult Student Assessment Systems (CASAS). The school also provides the ESL staff with opportunities to attend professional conferences, such as the EL Civics Conference, the CCAE Conference, and the CATESOL Conference.

For the Community Education, Parent Education and Adults with Disabilities departments with in-house technology training on any technology that is used in the classroom such as the interactive televisions and the data management system.

Criterion 4:

Curriculum

1. To what extent does the school have a written curricular map that describes courses and outlines student learning outcomes for each course/program?

ABC Adult School publishes one main course catalog a year in August that includes the course listings. The catalogs are mailed to strategic zip codes in the area and hard copies of the catalogs and brochures are available in the offices as well. In addition, all of the courses are listed online on the school's website and any changes are made as needed. Course offerings are selected from a state approved list. Once the courses have been selected, the School Board must approve them annually. All course outlines are updated every two years and kept in a binder in the front office and may be viewed by the public upon request. All teachers are required to have a current up-to-date syllabus for the classes they are teaching. All syllabi include the Mission Statement, teacher expectations and the current refund policy.

All courses have clearly defined learner outcomes and are stated in the course syllabus. For the different programs there are different learner outcomes: For Academics the learner outcomes are passing scores on assigned work, completion of classes, earning a high school diploma or passing high school equivalency tests. In ESL, learner outcomes include benchmarks, increased learning levels and increased citizenship skills. For Community Education classes the measurable outcomes include increased balance, weight loss, attainment of skills and completed projects. In Parent Education the learner outcomes include increased positive parent interaction with their children and the observation of improved child health, fitness, intellectual growth and increased school success. In Adults with Disabilities learner outcomes include attainment of skills and completion of projects.

2. To what degree and how often does the school review and revise the curriculum?

Curriculum review happens through regular department meetings that include teachers, paraeducators and administrators. When State Standards are revised the Academic and ESL curriculum is revised. In Community Education and ESL, every instructor updates the class syllabus each quarter/trimester/semester so the curriculum is constantly being reviewed. State course outlines are revised and reviewed every two years.

In Academics, curriculum is determined by the State Standards and the instructors give input for curriculum needs. For EL Civics the curriculum is updated every year and the EL Civics TOSA picks from eight units and then students and teachers vote on which unit they are interested in. In Community Education and Parent Education teachers write their own curriculum and it is revised according to student needs. Adults with Disabilities currently has no State Standards as to curricular planning thus teachers must develop their own lesson plans according to student needs.

In all departments, curriculum development incorporates and is guided by the Mission Statement and SLOs. All staff and students are constantly aware of them and revisions of the curriculum occur at regular intervals to fit the needs of the students.

3. To what extent are curricular resources available to all students so that they can successfully complete course requirements?

Academics and ESL have all needed learning materials in place and accessible and updated materials are acquired as available. In Adults with Disabilities, textbooks and materials are ordered as needed.

In Academics, students may use school computers to access needed resources or consult with the secondary school dean as needed. In the Learning Center, academic students receive assistance from a certificated instructor. ESL has a language lab that students may use with the assistance of trained paraeducators.

ESL and Adults with Disabilities have purchased new iPads for student use in many classrooms. Off-site classrooms used for ESL and Parent Education have interactive televisions and document cameras.

Criterion 5: Instructional Program

1. To what extent does the school provide a rigorous educational experience for all students?

ABC Adult School measures the quality of its programs by measurable outcomes such as student completions, diploma and high school equivalencies earned. In Academics, completion rates and passing scores on individual tests as well as completion of classes, earned diplomas or passage of high school equivalency exams determines the quality of instruction. In Academics, ESL and Adults with Disabilities, students must first take a pretest and then periodically students must take a posttest to compare progress and earn benchmarks. In Community and Parent Education student feedback and ability to perform the skill or complete the project determines the quality of the instruction. Assessments can be both verbal and written.

Certificated staff members keep current in instructional strategies and methodologies by attending seminars or conferences in their fields and sharing that knowledge at department meetings. In Academics, textbook and software training is regularly scheduled as well as District training for State Standards. ESL has monthly TNT meetings where things such as internet resources and interactive television training occur. The school has made available updated software, books and professional subscriptions to faculty and staff. There is constant professional collaboration among the faculty where they share ideas and knowledge which includes peer coaching.

2. To what degree are a variety of instructional methods/strategies used to provide successful learning opportunities for students?

Curriculum is constantly updated to increase student performance. There is informal discussion among the faculty and there are staff meetings where instructional strategies and student needs are addressed. There are weekly or monthly meetings in most departments. All departments use in-service training regularly and as needed. The administrators, TOSAs and department chairs assist with teacher support when needed. There are monthly Leadership/Support Staff meetings and annual Strategic Plan meetings. The information from these meetings is brought to the attention of the individual departments by the TOSAs and department chairs.

The Academics department holds monthly meetings where the needs of students is the main discussion. Both in-house and outside training are available as needed. There is constant informal discussion between teachers. There is one-on-one tutoring and curriculum explanations and lesson plans are adjusted to fit the needs of the students. Teachers provide scaffolding and differentiated instruction.

In the ESL department, there are monthly department meetings and monthly TNT meetings where training focuses on student needs. The technology assistant is invited to discuss ways to improve student outcomes based on CASAS testing. Informal discussions among teachers between and after classes is common. There is a sufficient amount of in-house training but there is a need to have more teacher-to teacher mentoring and classroom observation. Faculty also attend various conferences. A teacher share file has been created where all instructors can share materials and all instructors have access. A curriculum guide that follows the State Standards is available to all. Interactive TVs and flat-panel TVs, projectors and document cameras, and microphones are used in all ESL classrooms and are visually easier for students' learning needs. There is partner and group work. Distance Learning has the Burlington English Program available for students who want to study from home or would like extra practice. Teachers use both the natural and communicative approach to teach all students.

In Community Education there are semester meetings and informal discussion between teachers. The Parent Education and Adults with Disabilities departments have semester scheduled meetings where program needs and student success are discussed. In Community Education and Adults with Disabilities classes, the teaching strategies usually include lecture, demonstration, practice, application and observation. In the Adults with Disabilities program there is a need for better direction from the state. There is no set curriculum and materials are not always provided.

In Parent Education instructional strategies include group discussion, guest speakers, shared experiences, group projects, field trips, observation and modeling, as well as cooperative planning and teaching. Evaluations are periodically done by the parents on themselves as well as their child and class. Teachers pass out handouts on monthly parenting topics. There is also active participation by the parents under teacher supervision.

3. To what extent does the school integrate technology into the instructional program?

ABC Adult School actively engages in integrating new technology into the instructional programs at the department level. ESL has staff development at their monthly TNT meetings where half of the meeting time is focused on technology training. Technology such as Interactive TVs and iPads are currently used by most teachers. Teachers are able to teach online both synchronously and asynchronously. They sometimes post activities online for students to practice. ESL invites outside trainers and District technology personnel to demonstrate at their monthly meeting.

Academics uses the Edmentum computer program for high school diploma students and the Aztec computer program for high school equivalency students. The ESL department purchased Burlington English, an online program, to serve students who are unable to attend the regular ESL classes. It offers instruction and practice for every level—beginning to advanced. It includes practice in language skills, EL Civics-based life skills, as well as workplace fluency and career-path transitions. It also provides CASAS competencies lessons and practice tests. The Online instructor is able to access data analysis, performance overview features, and track student progress.

The adult school technology analyst and assistant are always available to demonstrate new technology at the various meetings and for one-to-one training as needed. Beginning in fall 2021 there was ASAP v4 training at Support Staff meetings and department meetings.

Criterion 6: **Use of Assessment**

1. List what formative and summative assessments are used to measure student learning progress.

In Academics there are formative assessments such as mastery chapter tests. Summative assessments include unit tests and final exams. Recently, poor performance on math tests indicated that a change in the type of class was needed and a structured math class was added and then cancelled due to low enrollment. Instead, the math teacher was placed in the Learning Center and students struggling with math were advised to attend the Learning Center while the math teacher is working. Results from formative and summative assessments are evaluated and curricular changes occur if needed.

In ESL, formative assessments occur every two weeks and CASAS testing occurs at each trimester. Recent analysis showed that testing needed to be scaled back because students felt that they lacked a sense of accomplishment due to being tested too frequently. CASAS testing uses data level gains that show actual progress. If functional levels show that students need improvement, teachers then can adjust curriculum to focus on those skills. Reports such as class performance, which looks at the entire class and at competency levels such as life skills and individual skills are used to determine where students need additional help. The attainment of student benchmarks helps to indicate if any given course is effective. A GED predictor is available through CASAS testing which shows the next step that students need to focus on in order to pass the GED. Each trimester ESL students study an EL Civics unit for which they are then tested on. This test includes the four language skills as well as digital literacy and life skills.

2. To what extent does the administration and faculty gather learning data from multiple sources, disaggregate the data, and analyze the results to draw clear conclusions?

All staff are aware of the SLOs. As a result, staff development and instructional decisions are based on assessment results and evolving student learning needs. The relationship between the school's Mission Statement and the SLOs is considered as the assessment results are analyzed and when evaluating the effectiveness of courses. In addition, other factors such as students changing needs, state and District initiatives and COE guidelines are taken into consideration in the decision making process. Pertinent learning data is discussed at monthly department, Leadership, Administration Team and Union Representatives meetings. Relevant data such as enrollment, attendance, completion rates, and test data are analyzed and disaggregated to formulate a plan for program/course improvement and increased student achievement.

Academics has regular monthly meetings where student progress and changes are discussed. Academics looks at weak areas and focuses on those areas.

In ESL meetings, results from learning data analysis are presented and any weakness in the program is discussed, along with plans to focus on improvement in those areas. CASAS testing results are analyzed and used to focus on students who are on the cusp of levels which allows for payment points. Skills summaries, student competency summaries, student levels and skill profiles are also analyzed to obtain information and make adjustments.

In Community Education, there are semester meetings where program adjustments are discussed. The curriculum changes quarterly and new projects and skills are the focus of each class. Student survey results dictate changes that need to be made to the curriculum or teaching strategies.

Parent Education holds meetings as needed to discuss student learning data and there is an evaluation form for students to complete in each session and the results are evaluated and changes are made in accordance.

Adults with Disabilities holds semester meetings to discuss curriculum. Analysis from pre and post CASAS tests determine if any adjustments in curriculum or teaching methods need to occur.

3. To what extent does the administration and faculty take the conclusions drawn from the analysis of learning data and create recommendations to address areas of needed improvement?

Student learning levels are discussed at multiple meetings with different groups. Each of the departments uses a variety of assessments to aid in modifying learning and teaching approaches. Course effectiveness is based on completion rates and student satisfaction. In many courses, the student's ability to perform or complete the desired skill or project being demonstrated leads to curriculum adjustments.

In Academics, after analyzing learning data, recommendations to address areas of need are explained and discussed with staff. The administration team regularly receives staff feedback and ideas to help address the areas of need.

In ESL, the Assessment Center and IT staff provide the ESL teachers with the CASAS testing results and analysis. At their meetings, teachers discuss ways to improve the top two or three test items with the weakest percentages. They work on those topics so students can improve in their next testing cycle.

Adults with Disabilities uses CASAS testing at the beginning and at the end of the semester. Curriculum adjustments are made as a result of the testing data. In Community and Parent Education checking for understanding and student ability to perform the skill being taught is used as assessment. Instructors change and adapt curriculum as needed to promote the best possible student success from instruction.

4. To what extent is the analysis of learning data used to improve the instructional program of the school?

In Academics, the ongoing analysis of learning data is used to address staff and student needs and to evaluate the level of success and efficiency of each program. Student feedback is received and discussed amongst staff during department meetings and throughout the year to ensure adequate resources are administered to each program.

In ESL, teachers use the data to focus on the needs of their students. The TOSA provides resources to help teachers address the needs and enhance their instruction.

In Community and Parent Education, and Adults with Disabilities departments, instructors change and adapt curriculum as needed to promote the best possible student success from instruction.

Criterion 7: **Student Support Services**

1. Describe and evaluate what support services are provided to students, including academic counseling, personal counseling, and health services. Please describe what is included in each service provided.

ABC Adult School offers a myriad of support services. First and foremost is the teacher: students often first seek out the teacher and then the teacher can direct the student if needed. There are new student orientations held monthly in the morning and afternoon at both campuses and virtually for students to attend in order to acquire more information about CTE courses. The Parent Leadership Academy is a support service available to all district parents and covers various topics relating to parent education. Transition services are used for students to explore the different departments and courses offered at ABC Adult School and include teacher-led tours of ESL students visiting CTE classes. There is the PAACE program in conjunction with the consortium to ease the transition of academic students to Cerritos Community College. Student Intervention Assistants (SIAs) are always on duty and available to direct students to appropriate places and keep the campus safe. The office support staff assists students with registration and questions about various programs, courses and schedules.

The Career Center is available for student use with a full time job development specialist on staff. Services offered are: job search assistance, resume writing, interview preparation and training on basic professional skills. The Pearson Vue authorized testing center is open five days a week and offers a multitude of standardized tests required by state regulations or as part of industry certifications. The Assessment Center has appointments available morning, afternoon and evening with certified testing assistants available for help.

Free parking is offered on both campuses. In addition, both campuses are well-lit with clean restrooms, comfortable, climate controlled classrooms and vending machines.

Students receive identification cards, which allow them to use the beautiful Cerritos Library and other community discounts. But many students are not aware that this service is available.

Educational counseling is provided in academics, CTE and the Career Center. In the ESL department, students seek out the teaching staff as counselors as well as the assessment center staff. Administrators are also available to help with student support services due to the open door policy.

The technology assistants ensure that all adult school computers function and are available for staff and student use. If a student does not have access to a computer for online programs, computers for student use are available in the online office or in the Learning Center Lab. ESL offers a language lab staffed by a teacher/and or a paraeducator for student use. Support staff can assist students who struggle with online registration in the main offices.

For personal counseling, the Secondary School Dean can assist if needed. The District also has links to services for homeless students. All teachers have been made aware of these services so that they can direct their students if needed. There is a health clinic in Hawaiian Gardens that is free and open to all students to use. Medical assistant students are covered under the District's worker's compensation rules.

ABC Adult School conducts periodic surveys of the student body to assure the quality of student support services. These survey results are evaluated to assure their adequacy in meeting identified student needs. This evaluation provides evidence that the available student services contribute to the achievement of student learning outcomes and identifies needed additions to these services.

Student support services are listed in the Student Handbook, in the course catalog and on the website. Information about student support services is made available during orientations, in display boxes around campus, on the school's Facebook and Instagram page, through announcements in class, and in email blasts. Even though we have a Student Handbook in place, many students are unaware of the handbook. Better effort needs to occur to make sure that students are aware of the services that are provided by the adult school.

2. To what extent does the faculty/staff guide students through the admissions process all the way to the completion of courses and/or programs?

ABC Adult School provides support for students from recruitment to completion of goals or graduation through a variety of methods. The main source of marketing is through advertising on the school's marquees, through the school course catalog, in the community newspapers, on Facebook and Instagram and through word of mouth. Outside marketing services have been evaluated but only recently have been hired due to the change in budget availability. Course catalogs are mailed to strategic zip codes and distributed at the community Chambers of Commerce, District Office, and site offices. Bring A Friend Week is ongoing in the Community Education department to encourage new student enrollment. Teachers are encouraged to promote their own classes and are provided with as many flyers as they need at the school's expense. Administrators, teachers, paraeducators and the job development specialist attend various District and community programs to present information about the opportunities available at the school and to recruit students. TOSAs, department chairs and the job development specialist and all other instructional staff are available to support student success.

Admission policies and procedures are clearly listed in the course catalog. They are also in the Student Handbook, available to students on the school website and in hard copy upon request. The Mission Statement and SLOs are guiding factors in writing and revising these policies. Each teacher has individual classroom policies and procedures which are listed on the syllabus and explained at the beginning of the course. On the website, school policies are listed and revised as needed.

3. Evaluate the means by which the school maintains student records in a permanent, secure, and fireproof location.

All faculty and staff are made aware of and follow established written guidelines for release of student information. Student information is kept confidential and secure and is available only to administrators, financial aid coordinator, counselor, TOSAs, office staff, accounting technician and technology analyst and assistant. Instructors have access to a limited amount of student records, including attendance records and contact information.

Electronic files are password protected for security and student written records are held in the adult school front offices in metal file cabinets. After three years, student files are shredded if they contain any personal information. In addition, any item with student information that needs to be discarded is shredded. Transcripts are released to students under the guidance of written rules only. Students can access their personal records by written release only.

4. To what extent does the school communicate with students and make information available as requested?

ABC Adult School publishes one main course catalog a year and additional supplemental flyers. The course catalog and school information and policies are included on the school's website. The catalog is current when it is submitted for print and revisions are sent out via email to the staff. The office staff updates the master course catalog which is kept in both offices. Changes and updates are posted on the website and communicated to the school community as they occur.

The course catalog, teacher and student handbooks contain schoolwide policies and procedures. Catalogs are mailed to strategic zip codes once a year and are placed in classrooms for students to view and take. Hard copies of the catalog, and the Student Handbook are available in the offices. All policies and procedures are listed on the adult school website and can be updated at any time, as needed. Teachers and support staff are encouraged to advise their students where to find information regarding policies and procedures.

Through the course descriptions in the catalog, students and staff can choose appropriate classes that best suit their needs. Testing and course recommendations can aid in choice of course selection. If needed, students can receive advice from staff as to appropriate program placement.

Accomplishments of intended outcomes are documented through earned diplomas and certificates, test results, grades, benchmarks earned, as well as skills learned and projects completed. TOPs reports are completed for most programs and detail student gains and outcomes and are shared with the State. Results are explained and shared at various levels of meetings, with the District, community and consortia members.

Criterion 8:

Resource Management

- 1. To what extent does the school have sufficient resources to offer its current educational courses/programs? (Please provide a copy of the school's budget.)**

ABC UNIFIED SCHOOL DISTRICT

Adult Education

FY 2021-22

As of Date

| Resource Number | 63710.0 | 63910.0 | 35550.0 | 39050.0 | 39130.0 | 39260.0 | 78110.0 | |
|--|------------------------------|----------------------------|------------------------|--|--|---|---------------------------------|---------------|
| | Adult Ed CalWorks | Adult Education | Carl D. Perkins | Adult Ed & Family Lit ESL | Adult Ed & Family Lit ASE | Adult Ed & Eng Lit & Civics Ed - Local | Adult Ed: Consortium | Total |
| Grant/Contract Amount | \$ - | \$ 8,823,462 | \$ 127,825 | \$ 195,938 | \$ 184,450 | \$ 116,144 | \$ - | \$ 9,447,819 |
| Interfund Transfer In | | | | | | | | \$ - |
| Prior Year Adjustment/Beg.Bal. | \$ 82,848 | \$ 1,795,460 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,878,309 |
| Total Available | \$ 82,848 | \$ 10,618,922 | \$ 127,825 | \$ 191,528 | \$ 184,450 | \$ 116,144 | \$ - | \$ 11,321,718 |
| The Prior Year Adjustment/Beg. Bal. may be subject to change after closing the books for FY 20-21. | | | | | | | | |

As evidenced by financial statements and the monthly trial balance reports from the District Chief Financial Officer (CFO), ABC Adult School has stayed within budget for the past three years. Through financial statements, new State laws to fund adult education and allocations, there are sufficient funds to support the school's programs and needed educational improvements. If there is a shortfall in available funds, the ABC Unified School District will cash flow adult school until the State funds are available. Funding is determined by the State and is distributed through the PAAACE Consortium via direct funding to ABCUSD.

The Mission Statement and goals are reviewed at Institutional Advisory meetings and at the Strategic Planning meetings which are held at the beginning and end of the school year. Any needed fee structure changes are ongoing and Board approved. The principal discusses the budget issues at various department meetings and is very transparent.

2. Comment on the effectiveness of how the school maintains integrity in financial practices, audits and financial reporting to all stakeholders.

The ABC Unified School District has annual audit procedures. The audit statement covers the entire District. If there are audit findings, documentation needs to be supplied and questions answered on how to remedy them in a timely manner. Proper procedures are then followed by the District CFO, who reports to the School Board and questions are answered on how to remedy the audit findings.

The District has reserves and the adult school follows State guidelines which mandate a 3% minimum statewide reserve. Adult School is under the insurance umbrella of the ABC Unified School District as are all district schools. Grants are incorporated into the budget and are overseen by the accounting technician under the guidance of the District CFO. Any contractual relationship is under the direction and control of the District and Board approved. All procedures and guidelines are strictly followed.

The principal has daily contact with the accounting technician and there is day-to-day evidence that shows the financial operating procedures. Yearly budgets are shared with all staff at Back to School meetings and the staff can question the school budget and expenditures at any time.

At Leadership/Support Staff and Union meetings, the budget, policies and practices are discussed. Any needed changes can be made rapidly because the accounting technician is at each meeting and can implement changes directly after discussion at the meeting. ABC Adult School reports on any financial updates and decisions through department meetings, Advisory meetings and Leadership/Support Staff meetings. The minutes from these meetings are shared with all stakeholders.

3. Provide evidence that the school provides clean, safe, and well-maintained facilities that are sufficient for the courses/ programs offered?

Student safety and comfort is very important to ABC Adult School. With a monthly Safety Committee meeting any safety issues are immediately addressed and corrected. The school Leadership Team, including administrators, work with the school custodians and SIAs to identify and correct possible upcoming safety issues. Both the Cuesta campus and Cabrillo Lane campus are fenced campuses. There is always an administrator on duty in case of a student or classroom issue or for an emergency. Administrators are always available by two-way radio or cell phone. PAL (Partnership with Administration and Labor) workshops focus on how the support staff should interact with students so that the students feel welcomed.

The needs for improved or additional facilities are looked at through staff and student surveys, Advisory meetings, Leadership/Support Staff meetings, program and course needs. These needs are assessed and prioritized through yearly analysis of student completions and earned benchmarks. Additional facilities are planned as program and community needs arise and as the budget allows.

Many adult schools share campuses with alternative education programs. ABC Adult School has two campuses; the Cuesta site is a dedicated Adult School and does not share its facilities with any other program. Having a dedicated campus has proven to be very successful for students and faculty. The Cabrillo Lane campus is a shared campus with District Special Education and Alternative Education programs. There is a positive working relationship among all three programs. Cabrillo Lane students and faculty do not feel that having a shared campus is an impediment to the completion of the SLOs and course objectives.

Criterion 9:

Community Connection

1. To what extent does the school connect to community leaders, local businesses, and vocational partners in order to enhance the school's academic program?

ABC Adult School works closely with local businesses and organizations that ask the adult school to assist in advertising their employment opportunities and to help in recruiting potential applicants. Business representatives are also invited to present at the monthly JOB Day events.

Representatives are sent to participate in local business expos and resource fairs. The medical assistant students participate in groups at other local fairs to do health care promotions by volunteering in blood pressure checks. Representatives also participate in networking meetings with the Collaborative Community Network (CCN), local chamber events, career fairs and workshops occasionally offered to the community

The qualified IT technician students are given hands-on opportunities to work on computers through the computer repair program offered to the community.

The adult school works closely with local One-Stop Career Centers, Workforce Investment Boards, Veterans Administration, several GAIN/CalWORKs offices, Department of Rehabilitation, Department of Labor, EDD and other assistance agencies.

The Marketing meetings are held monthly and are well publicized. The meetings are listed on the adult school master calendar and email invites are sent out.

All members of the School Board, the District Cabinet members and local political officials are invited to campus activities and events. At every event, School Board members and various District leaders are always in attendance. Members of local Chambers of Commerce and local business owners are also invited. Every year, various city and political officials are invited to attend the annual Outstanding Student Awards Ceremony. City officials, State Assembly members, State Senators and Congressional Representatives from the awarded student's home districts are invited to attend in addition to the student's friends and family members.

2. How effective has the school been in providing student service projects that impact the community in a positive manner?

ABC Adult School has a stellar reputation among the community. Many times a student in an internship/externship/apprenticeship program is offered a job once the program is completed. School Board members historically take classes through the adult school. Many teachers have loyal students who take any class that the teacher offers, year after year. The greatest advertisement is through word of mouth from community members who were satisfied by their adult school experience.

Criterion 10:

Action Plan for Continuing Improvement

1. Describe and evaluate how the school's Action Plan is created, maintained, and used to guide the school in ongoing improvement efforts.

The current Action Plans were discussed at department, Leadership/Support Staff, Union and Advisory meetings. After reviewing the Action Plans, faculty, staff and stakeholders felt the current Action Plan was still relevant. But, a fifth Action Plan was added because a survey conducted through the Union showed that many teachers were unclear about the following question: I am provided time to review and utilize assessment/benchmark data to improve instruction.

2. To what extent have the ROPs, high school level programs/ classes, and other non-CTE programs identified critical areas of needed improvement that are part of the school's Action Plan?

At Department, Leadership/Support Staff, and Union meetings, ABC Adult School's Action Plans were re-evaluated and faculty and staff felt that they remained relevant and should continue to be the focus for school improvement while adding a fifth Action Plan.

SECTION 3

SCHOOLWIDE STRENGTHS AND CRITICAL AREAS FOR FOLLOW-UP

After reviewing the results of the answers provided in the preceding pages, please identify what you believe your school does very well, i.e., areas of strength in regard to the ROPs, high school level programs/classes, and other non-CTE programs that are offered.

Schoolwide Strengths

- ABC Adult School's faculty, support staff, and administration are helpful, professional, positive and care about student success.
- ABC Adult School offers a variety of programs including night classes.
- ABC Adult School encourages and strives for a collaborative and approachable leadership style.
- ABC Adult School teachers and staff are highly qualified, and are connected to the industry and community.
- ABC Adult School assists different age groups and non-English speakers.
- ABC Adult School has classes on two separate campuses and offers classes at off-site locations throughout the community.
- ABC Adult School administration and faculty communicate any updates to students and listen to student's concerns and provide solutions.
- ABC Adult School's campuses are clean and well taken care of.
- ABC Adult School's classes are relatively affordable.

Next, please identify at least 3–5 schoolwide critical areas of needed improvement. Prioritize this list in order of importance to the school.

Schoolwide Critical Areas for Follow-up

- ABC Adult School needs to focus on advertising including the advertising of the evening program.
- ABC Adult School needs to offer new programs to attract a wider range of students.
- ABC Adult School’s office staff needs to be trained on cross departmental class offerings.
- Resources from the Career Center need to be more accessible to students.
- ABC Adult School needs to work on a system to better track student outcomes.
- Increased training for certificated and classified staff needs to occur.
- Community Education and Parent Education are fee based and as a result the cost of the classes are too high.
- Increased awareness of student support services.

In addition, please attach a copy of the current Action Plan. This ACS WASC Postsecondary Supplement will be used by the ACS WASC Representative(s) during the COE/ACS WASC site visit to evaluate the ROPs, high school level programs/classes, and other non-CTE programs that are offered. The ACS WASC Representative(s) of the Visiting Committee will write a separate report to the ACS WASC Commission at the conclusion of the joint COE/ACS WASC visit.

The 2021 schoolwide Action Plan includes five areas of focus which integrates the key issues for follow-up identified in the self-study process:

1. Increase Marketing Strategies
2. Continue to Implement Financial Aid
3. Increase Student Awareness of Student Support Services
4. Increase Staff Technology Training
5. Consolidate Data to be Used and Viewed Across Departments

Each area of focus included in the Action Plan includes the rationale, steps addressing the key issues, persons responsible, timelines, needed resources, and ways of monitoring, assessing, and reporting the progress. The 2021 Action Plan will be monitored and reviewed on a regular basis by the staff, leadership team, and administration. The leadership team will monitor the progress within their respective programs along with the administration. Any recommended adjustments to the Action Plan will be the shared decision of the staff, leadership team, and administration.

2021 ACTION PLANS

ACTION PLAN #1: Increasing Marketing Strategies

ABC Adult School's first Action Plan goal is to increase marketing strategies to raise student and community awareness of the offerings provided. The goal is to increase student enrollment and attendance through more visible awareness of the programs available through the adult school.

| Action Steps - What Will Be Implemented or Changed? | What Steps Need to Be Taken? | Tools and Materials Needed | Timeline | Persons Responsible | Report of Progress |
|--|---|--|-------------------------|---|-----------------------------------|
| Continue to work with a marketing company to promote the school targeting social media | <p>Survey students as to which platform ads were seen</p> <p>Work with the marketing firm to identify appropriate ways to reply to the inquiries</p> <p>Place ads on Facebook and Instagram</p> | Budget School Information | Spring 2021 and ongoing | Administrative Team, Leadership Team, Marketing Committee | Surveys and Increased attendance |
| Use Video Production company to film short informational videos | <p>Review final video</p> <p>Post to website, play videos on office televisions and during orientations</p> <p>Explore the cost of playing video as advertisement at the local movie theater and on the local cable station</p> | Budget School Information Student/ Staff participation | Spring 2021 and ongoing | Administrative Team, Leadership Team, Marketing Committee | Increased enrollment and interest |

| Action Steps - What Will Be Implemented or Changed? | What Steps Need to Be Taken? | Tools and Materials Needed | Timeline | Persons Responsible | Report of Progress |
|--|---|---|-----------------------------|--|----------------------------------|
| Focus on Social Media | Create marketing calendar for posts Create templates for regular postings from all departments Use a social media marketing dashboard such as Hootsuite Monitor feedback and share posts | School/ Class Information Staff to assist with social media activities and creation of templates | Fall 2021 and ongoing | Administrative Team, Leadership Team, Marketing Committee | Social media data analysis |

ACTION PLAN #2: Continue to Implement Financial Aid

ABC Adult School's second Action Plan is to continue to implement Title IV Financial Aid.

| Action Steps - What Will Be Implemented or Changed? | What Steps Need to Be Taken? | Tools and Materials Needed | Timeline | Persons Responsible | Report of Progress |
|---|---|----------------------------|-----------------------|--|---|
| Continue to offer Title IV Financial Aid | Policies need to updated Advertisement of financial aid | Policy handbook | Fall 2021 and ongoing | Principal, Financial Aid Coordinator and Leadership Team | Increase of the number students receiving financial aid |
| Advertisement of Financial Aid program | Emails, phone calls, updates to website, Facebook, advertisements Updates to catalog | Social media Banners | Fall 2021 and ongoing | Principal, Financial Aid Coordinator and Marketing Team | Awareness of Financial Aid program |

ACTION PLAN #3:

Increasing Student Awareness of Student Support Services

ABC Adult School's third Action Plan identifies a need to more adequately publicize available student support services.

| Action Steps - What Will Be Implemented or Changed? | What Steps Need to Be Taken? | Tools and Materials Needed | Timeline | Persons Responsible | Report of Progress |
|---|---|---|-------------------------|---|---|
| <p>Have an area of the website dedicated to student support services</p> <p>Make students aware of where to access student support services information</p> | <p>Work with the website designer</p> <p>Provide staff development for teachers to be able to show their students where to access information on student support services</p> | <p>Web hosting/ design service</p> <p>Training</p> | 2021-2022 and ongoing | Administrative Team, Leadership Team, TOSAs | Students' awareness of offered student support services and increased use of the services |
| Use social media to increase student awareness of student support services | <p>Design advertisements for social media accounts</p> <p>Train staff on postings</p> | <p>ConnectEd, Ebalsts, Facebook, Twitter, Instagram</p> | 2021-2022 and ongoing | Marketing Committee, Leadership Team, TOSAs | Social media data analysis |
| Outreach to low literacy groups | <p>Create flyers in different languages to promote student support services</p> <p>Create emails/ voicemails in different languages using the ConnectEd system</p> | <p>Translators</p> <p>Budget</p> <p>Parent Workshops</p> <p>ConnectEd</p> | Spring 2022 and ongoing | ESL Department TOSA and ESL Assistant Principal | Surveys of ESL students regarding awareness of student support services |

| Action Steps - What Will Be Implemented or Changed? | What Steps Need to Be Taken? | Tools and Materials Needed | Timeline | Persons Responsible | Report of Progress |
|--|---|---|-----------------------|---|---|
| Increase Student Awareness of the Career Center | <p>Promote the Career Center by the Job Development Specialist with assistance of the TOSAs and Department Chairs</p> <p>Faculty need to be aware of the services available in the Career Center so that students can be informed</p> | Training Staff visitation to classes | 2021-2022 and ongoing | CTE Department TOSA and Department Chair, Leadership Team, Administration | Students' awareness of offered Career Center services and increased use of the services |

ACTION PLAN #4: Increasing Staff Technology Training

ABC Adult School's fourth Action Plan is to enhance and increase staff technology training.

| Action Steps - What Will Be Implemented or Changed? | What Steps Need to Be Taken? | Tools and Materials Needed | Timeline | Persons Responsible | Report of Progress |
|---|---|---|-----------------------|---|---|
| Provide Academics, ESL and AWD staff with increased technology training | <ul style="list-style-type: none"> Survey staff to determine the needs Analyze needs and determine costs Obtain funding Schedule and implement training | <ul style="list-style-type: none"> Surveys School calendar Survey results Funding | 2021-2022 and ongoing | Administrative Team, TOSAs and Department Chairs | Summary of surveys Training evaluations |
| Provide Community Ed./Parent Ed staff with technology training | <ul style="list-style-type: none"> Survey staff to determine the needs Analyze needs Increase time of quarterly meetings Obtain funding Schedule and implement training | <ul style="list-style-type: none"> Surveys School calendar Survey results Funding | 2021-2022 and ongoing | Community Ed. and Parent Ed Assistant Principals, TOSAs and Department Chairs | Summary of Surveys Updated school calendar Training evaluations |
| Provide CTE staff with technology training | <ul style="list-style-type: none"> Align with COE requirements Follow Advisory Committee training recommendations Survey staff to determine the needs Schedule and implement training | <ul style="list-style-type: none"> Surveys Survey results School calendar | 2021-2022 and ongoing | CTE Assistant Principal, TOSA and Department Chair | Summary of Surveys Updated school calendar Training evaluations |

ACTION PLAN #5:

Consolidate Data to be Used and Viewed Across Departments

ABC Adult School's fifth Action Plan is to increase the understanding and the use of data to improve student achievement.

| Action Steps - What Will Be Implemented or Changed? | What Steps Need to Be Taken? | Tools and Materials Needed | Timeline | Persons Responsible | Report of Progress |
|--|--|---|-------------------------|--|---|
| Improve the accessibility of data to faculty and staff | Train faculty and staff on how to run reports, collect and retrieve data Schedule and implement training | Meeting time Site resources Conferences, workshops, and online training | Spring 2022 and ongoing | Data and Accountability Team, Administrative Team, TOSAs and Department Chairs | Availability of reports for faculty/administrative use |
| Improve the ability of faculty and staff to Interpret data | Train faculty and staff on how to read school data specific to their department and the school as a whole Schedule and implement training | Meeting time Site resources | Spring 2022 and ongoing | Data and Accountability Team, Administrative Team, TOSAs and Department Chairs | Integration and utilization of data in the classrooms Administration observation and evaluation Staff feedback Training evaluations |

| Action Steps - What Will Be Implemented or Changed? | What Steps Need to Be Taken? | Tools and Materials Needed | Timeline | Persons Responsible | Report of Progress |
|--|---|--|--------------------------------|---|---|
| <p>Improve the ability to apply data to make meaningful changes in their classrooms, programs and departments</p> | <p>Train faculty and staff on how to use data and how to make changes in the classroom, programs and departments</p> <p>Schedule and implement training</p> | <p>Meeting time</p> <p>Site resources</p> <p>Surveys</p> <p>Survey results</p> | <p>Spring 2022 and ongoing</p> | <p>Data and Accountability Team, Administrative Team, TOSAs and Department Chairs</p> | <p>Integration and utilization of data in the classrooms</p> <p>Administration observation and evaluation</p> <p>Staff feedback</p> <p>Training evaluations</p> |
| <p>Modify the school culture to allow teachers and para educators to have time to review and utilize the data to improve instruction</p> | <p>Analyze needs</p> <p>Increase time of quarterly meetings</p> | <p>Meeting time</p> <p>Site resources</p> <p>Surveys</p> <p>Survey results</p> | <p>Spring 2022 and ongoing</p> | <p>Data and Accountability Team, Administrative Team, TOSAs and Department Chairs</p> | <p>Administration observation and evaluation</p> <p>Staff feedback</p> |

MISSION STATEMENT

The Mission of ABC Adult School is to provide quality education to our diverse community with meaningful opportunities for success in career, academic, and personal goals.

SCHOOLWIDE LEARNER OUTCOMES

ABC Adult School prepares students to be:

Self-Directed Lifelong Learners who:

- Acquire knowledge and skills appropriate to their goals in life
- Set and achieve career, educational and/or personal goals
- Seek continuing career training and/or educational opportunities

Effective Communicators who:

- Demonstrate appropriate language, digital literacy, computational skills and/or technical skills
- Apply communication skills to professional, technical, creative, and other real-life situations
- Enhance and improve their ability to understand and be understood by others

Critical Thinkers and Problem-Solvers who:

- Exercise their powers of judgement, perception, and inference
- Assess and fulfill their own needs by finding appropriate resources
- Apply knowledge to professional, technical and other real-life situations

