

Introduction

Chapter 1: Institutional, Community, and Student Characteristics

ABC Adult School is part of the ABC Unified School District. In 1965, Artesia, Bloomfield, and Carmenita School Districts unified and became the ABC Unified School District. It now serves the cities of Artesia, Cerritos and Hawaiian Gardens, as well as portions of Lakewood, Long Beach, and Norwalk. It is strongly supported by an ethnically and economically diverse community.

The ABC Unified School District is known throughout the State of California as a leader in educational planning and innovations, having received recognition for many of its programs. Staff members have participated on state and national educational committees and have made presentations at many conferences.

The District has received county, state, and national recognition for outstanding programs in counseling, alternative education, staff development, and labor relations.

Noteworthy programs include magnet schools, a guidance program for elementary students, crisis intervention teams at each of the high schools, a teen parent program, an extensive staff development program, a university prep school, and a comprehensive adult school. Strong support services have resulted in well-maintained schools, an innovative data processing department, and a self-funding food services operation.

The ABC Unified School District is governed by a seven member Board of Education and includes nineteen elementary schools, five middle schools, three comprehensive high schools; a college-prep 7-12 school, a continuation high school, infant/children centers, extended-day care, and a comprehensive adult school. The diverse ethnicity of the community is reflected in the K-12 population which is American Indian/Alaskan Native, Asian, African American, Filipino, Hispanic, Pacific Islander, Portuguese, and White.

As an integral part of District planning process for educational improvement, it maintains ongoing partnerships with community colleges, regional occupational programs, state universities, and local businesses. An atmosphere of participative management prevails with teachers, administrators, and the community working together to build strong, quality programs.

The ABC Unified School District superintendant is Dr. Mary Sieu.

The mission of the ABC Adult School is:

To improve the quality of life by providing our diverse community with meaningful opportunities to fulfill personal, educational and workplace goals through lifelong learning.

Student Learning Outcomes

ABC Adult School has identified the following Student Learning Outcomes (SLOs):

ABC Adult School prepares students to be:

Self-Directed Lifelong Learners who:

acquire knowledge and skills appropriate to their stage of life.

set and achieve personal, educational and/or vocational goals.

seek continuing educational, and/or vocational training opportunities.

Effective Communicators who:

demonstrate appropriate listening, speaking, reading, writing, creative, and/or computational skills.

apply communication skills to real-life.

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 their own needs and find appropriate resources.

apply knowledge to real-life situations.

The main office and school site is headquartered at 12254 Cuesta Drive in the city of Cerritos, next door to the District's continuation high school. The phone number of our main office is (562) 926-6734. Our satellite campus, Cabrillo Lane Education Center (Cabrillo Lane), is located at 20122 Cabrillo Lane, Cerritos, CA 90703. Cabrillo Lane's phone number is (562) 809-9011. Cabrillo Lane is shared with other district programs: Adult Transition, STEP (Steps to Encourage Peace) & PATH (Pointing Adolescents Toward Health), and Independent Study for Special Education students.

The school currently operates during a traditional school format, from September to June. The school year is divided into quarters, trimesters, and semesters, depending on the program. This adds up to 177 instructional days during a regular, non-furloughed school year. In spite of recent changes in funding, 15 days of instruction were offered in the summer of 2013. All classes were fee-based and self-supporting at \$3.00 per hour cost to the student.

ABC Adult School is comprised of five main departments.

The CTE (Career Technical Education) department makes up 28% of enrollment and operates on a quarterly/semester system. This program includes courses designed to prepare students for industry certification and employment.

Many classes are organized into Career Paths. Students who finish a Career Path are issued a Career Technical Education Diploma from the School District. To receive a Career Technical Education Diploma, students must have a high school diploma or GED. Students are also qualified to sit for various industry certification exams including IC3, MOS, Adobe, A+, Medical Assisting, Medical Billing and Coding, and Pharmacy Technician. Career paths include Medical Insurance Specialist, Medical Assistant, Pharmacy Technician, Office Clerk, Office Assistant, Administrative Assistant, Accounting Clerk, Web Design, Graphic Design, Computer Aided Drafting, IT Technician, and Movie Animation. Courses include computer instruction at all levels, from basic applications to programming and networking, as well as accounting, computer repair, data entry, AutoCAD, graphic design, and multimedia.

ABC Adult School has developed a medical career path program by adding classes with medical courses such as Medical Assistant, Billing and Coding, Terminology and Anatomy, Pharmacy Technician, Caregiver, etc. New programs recently added include Caregiver and Make-up Artist.

ESL (English as a Second Language) accounts for 18% of the enrollment and operates on a trimester system with six instructional levels. The department offers literacy, beginning, intermediate, and advanced courses in English, as well as citizenship classes to prepare students for the revised citizenship test. Other specialized skills classes are also offered, such as Speaking and Pronunciation, Grammar and Writing, Idioms and Conversation, Movie Idioms, Surprising News and Stories, daily and weekly news classes, a conversation table with local high school students and a job-search skills class for non-native speakers. ABC Adult School offers a Language Media Lab and a Distance Learning program with

DVDs or videos for home study.

Academics is 12% of the student enrollment and currently serves more than 700 concurrent high school students seeking credit recovery per semester, along with adults seeking to earn a high school diploma or GED. The courses offered are in basic language arts and math, GED exam preparation, preparation for and administration of CAHSEE, and high school diploma subjects. The Cuesta Learning Center is open daily for self-paced open-entry instruction in a lab setting. An internet-based home study option exists for students preferring a homework-based method of study.

Community Education is the largest program at ABC Adult School, and includes Health and Safety, with 20% of student enrollment, Home Economics with 15%, and Older Adults, at 5% of total student population.

The class offerings include health and physical fitness courses such as aerobics, power sculpting, line dancing, yoga, Chinese folk dancing, ballroom dancing, Pilates, Tai Chi, and aquatic exercise. There is a full range of oil and watercolor painting classes, calligraphy, embroidery, decorative painting, wire wrap jewelry, ceramics, floral design, glass fusing, bobbin lace-making, sewing, quilting, and purse making.

ABC Adult School offers Chinese cooking, cake decorating and sugar arts, guitar and piano courses. The Cuesta campus has a full-service upholstery and woodworking center with daily classes.

Parent Education is under Community Education and comprises 4% of the student population. A variety of classes are offered, during morning, afternoon, and evening sessions. Classes are for parents with their children, ranging from one-year olds to preschoolers. 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.

The Parent Leadership Academy (PLA), under the direction of ABC Adult School, helps to meet the needs of district parents and strengthens community outreach and support. PLA staff includes Principal Pao-Ling Guo, parent education teachers Nancy Hom and Janet Aasness and Secretary Maria Tehrani. The Parent Leadership Academy has served over 500 parents per year through district-wide and on-site workshops. The workshops address topics including: interventions for at-risk, struggling readers; test preparation and writing workshops for student success; engaging gifted and talented students, internet safety for children, park recreation programs in the community, anti-gang related issues, and "steps toward kindergarten". In order to better serve the community, many PLA workshops are presented in Korean and Chinese. Spanish translation is also included.

The ABC Unified School District, ABC Council PTSA and the ABC Adult School host the annual Parent Leadership Conference (PLC) at the Sheraton Cerritos Hotel. This award winning conference, which offers a variety of workshops, hosts more than 350 parents, elected officials, and educators from ABC Unified Schools. The 2013 PLC offered workshops in such topics as shifts in learning standards, and technology issues such as Edline, Gaggle, and Smarter Balanced. Interpreters for Chinese, Korean and Spanish languages are available in order to serve the diverse ethnic communities.

Community Education classes also take place at the Cerritos Senior Center, at the Helen Rosas Center in Hawaiian Gardens, and at various district schools. Due to budget cuts resulting in fewer teachers and fewer classes, most classes are held on our two main campuses.

Since the last WASC visit, we have initiated a policy of no backfill. When a staff member quits or retires, we do not hire new staff to fill their position. Procedures have been streamlined and staff members have been moved and changed around to continue to meet the needs of students and teachers. The same services are offered, using fewer staff members. It is important to put as much money as possible into the classroom, not into any more staff than absolutely needed.

Starting in September 2013, ABC Adult School has only two full-time administrators and part-time administrator Tom Drullias, who comes in one evening a week. With the transfer of Chuck Minear to Cerritos High School, Dr. Pao-Ling Guo and Joyce Jessa are each covering approximately half of the programs, along with both campuses.

TOSAs (Teachers on Special Assignment) help to add student and site support. They are used to assist administration and teaching staff in areas such as staff development, class scheduling, student career counseling, teacher and administrative support.

The primary goals of students enrolling in ABC Adult School are: to improve English skills, become gainfully employed or retain a job, earn a high school diploma or GED, improve basic skills and meet a personal goal.

Many students enroll in more than one course, and often more than one program, either concurrently or sequentially. Many students enroll with a specific agenda; others find their goals expand as they master initial coursework.

Students taking ESL and Academics courses are encouraged to transition to CTE classes, in order to gain job skills.

The student population at ABC Adult School reflects the diversity of the surrounding communities. The largest single population attending classes is from the Asian ethnic group (35%). Other groups include Hispanic (30%), Caucasian (23%), Filipino (7%), and African American (6%). Over one-third of the students are currently employed and seventy-two percent are female. The majority of students are between the ages of 18 and 65.

ABC Adult School has structured its program offerings to meet community needs. ESL classes, Career Technical classes, High School Diploma/GED classes, Home Economics, Health and Safety, Older Adults, and Parent Education classes all contribute to an excellent learning experience for the students.

ABC Adult School and its programs provide a vital service to the surrounding community. The school's leadership continues to explore and plan proactively in anticipation of future community needs.

ABC Adult School currently employs 112 people. Out of this number, 81 are the certificated teaching staff with an average of 17 years teaching experience, and 29 are classified support staff.

Ongoing School Improvement

ABC Adult School used a collaborative self-study process to develop the SLOs. Throughout this process, the school emphasized results that would apply to all programs and all students who could be assessed and that would serve as authentic foundations for the school improvement process. Through formal meetings and the distribution of memorandums and minutes, a core WASC Leadership Group first provided an overview for students, staff, and community representatives.

ABC Adult School built a professional assessment center in Room J on the Cuesta campus.

This is an authorized Pearson-VUE testing center with two Resource Testing Assistants. It is open Monday and Friday from 8:00 am to 2:00 pm, Tuesday, Wednesday, Thursday from 8:00 am to 4:00 pm, and 4:45 pm to 6:30 pm. The Pearson-VUE tests are wide-ranging, such as I.T. testing, GED testing, Excelsior Testing (allows college students to skip certain courses), Cisco, and Environmental Health. Other testing available is CASAS E-testing for ESL and Academics, Certipoint Testing (for Microsoft), ESL placement testing, and AP testing. The assessment center is well prepared to offer the new computer-based GED test, starting January 1, 2014.

An important focus for CTEC is the Career Paths, which aid the student in navigating through the many classes needed to reach an employment goal. The Career Paths are clearly defined in the adult school brochure and include Office Occupations, Medical Occupations, Web/Graphic Design, IT Technician, and Computer Aided Drafting. The courses needed for completion and the overall cost of these courses is listed in the brochure. Students are given a list of possible jobs available after the skills are learned, with an estimate of hourly pay. Career Technical Education Diplomas are available on completion of the career path.

Two new servers were purchased and installed in order to further improve internet capabilities.

ABC Adult School has partnered with district high schools to provide professional career education to high school students. The students attend class on the Cabrillo Lane campus alongside regular adult students, and can earn an industry certification. The courses available include Medical Assistant, Medical Billing Specialist, I.T. Technician, Accounting Technician, Web Designer and Animated Media Designer. The only cost to concurrent students is for the certification test.

New computers were purchased for rooms F5 and G8 on the Cuesta campus. Six new notebooks were purchased for student use in the ESL Lab on the Cuesta campus. Three notebooks were purchased to be checked out for teacher use. Sixty-six new computers were purchased for CTEC classes. The Learning Center was upgraded with the purchase of fifty-one new computers. An additional Mac Lab was opened in room H8 on the Cuesta campus and new computers were provided for student/teacher use. ABC Adult School purchased new ipads to be used in the classroom, for teacher use.

A new EKG machine was purchased and is used in the medical occupations programs at Cabrillo Lane. A new electronic medical records program was purchased and is in use by students and staff in the medical occupations classes at Cabrillo Lane.

The Academics program purchased three new courses for the Odyssey Program; Earth Science, Art History and Sociology. These new courses increase the elective choices for students wishing to complete their high school diploma through the online internet based home study program. New 2014 GED preparation books were also purchased for students to use in the Learning Center. In addition, the adult school was selected to pilot a computer-based instructional program, GED Academy, for two years. The adult school also has access to 125 free GED practice tests through Aztec Software for two years.

On the Cabrillo Lane campus, a new state of the art multi-purpose room was completed in the fall of 2012 and is currently used mostly for dance and exercise classes. Also in the fall of 2012, a new restroom facility opened, next to the multi-purpose room. It has two separate facilities, is handicap accessible and prevents students from having to walk across the parking lot. Since the majority of students in nearby classrooms are seniors, it is a real improvement in school facilities.

A new Student Transition program was developed, to help students that would benefit from

more than one program. ESL students are informed about and encouraged to enroll in Academics to gain a High School Diploma or a GED, and in CTEC classes to gain job skills. If a student is enrolled in a CTEC class, but needs help with English language skills, they are referred to appropriate ESL classes or to Academics if they lack a High School Diploma or GED, necessary for most industry certifications. The Academics, CTE and ESL TOSAs work together to assist students with transition.

Job search workshops have been developed, held with almost 1 on 1 student/teacher instruction and support.

A *Conversation Table* has been introduced, held on Monday and Wednesday afternoons from 3:00 pm to 4:00 pm. This is for advanced ESL students wishing to improve their conversational skills. Students from Whitney High School's "Pen On Paper Club" hold the meetings and initiate subjects.

In the spring of 2012, faced with possible extreme budget cuts, ABC Adult School formed a budget committee to address these cuts. The committee was made up of staff from each school department and chaired by the three ABCFT (ABC Federation of Teachers) representatives. A list of possible budget solutions was drawn up and voted on. There were two different plans that were addressed; Plan A (\$370,000. in cuts) and Plan B (\$1,740,000. in cuts), as it was uncertain how drastic the final cuts would be. Since the State of California reduced the amount of possible budget cuts, the final outcome was to go with plan A, and we were able to retain all of our programs and services. We cut the part-time counselor, 50 instructional hours (mostly through retiring teachers), cut student field trips and will not provide substitutes for any HOH (Health and Safety, Home Economics, Older Adults) class. Books and materials costs were reduced by 20% and class registration fees were increased by \$5, from \$35 to \$40.

In 2011, ABC Adult School formed a marketing committee to explore and find ways to promote and market our school that are free or very low-cost. One of the major ideas is to focus on social networking and update our Facebook Page. It was determined that we need someone with time and knowledge to keep our Facebook and Twitter pages updated and relevant.

Due to budget cuts, the Community Education (Health and Safety, Home Economics, Older Adults, Parent Education) programs have been shifted to fee-based in order to be more self-supporting. This started in the fall of 2013. Teachers will have complete flexibility (with administrator approval) to construct their classes as far as project or subject and number of hours needed to achieve student success.

Chapter 2: Progress Report

Part A: Quality of the Institution's Program

Standard 1: Institutional Mission, Purpose, and Objectives

Key Issues

Future funding for adult schools in California is uncertain. The existing draft of the CDE's strategic Plan recommends funding four core programs: CTEC, ESL, ABE, and HS Diploma/GED. The school mission must be to continue to provide these services, while faced with the daunting task of vastly reduced resources. ABC Adult School must think pro-actively to transition the very popular Consumer Awareness Programs from state funding to fee-based.

All Community Education classes are now fee-based to be more self-supporting. The cost

is \$2 to \$6 per hour to students, depending on the course, the instructor and the minimum number of students required per class.

To expand and develop the new fee-based, Community Education program, ABC Adult School hires *professional experts* to teach certain fee-based classes, at a cost of \$3 per hour to students. These teachers do not need to be credentialed, but must show expertise in the field. They are paid an hourly rate, and not eligible for benefits. The Community Education classes pay for themselves and can even add to the school income.

For the past 2 years, teachers were slowly introduced to the reality of the cost to student of fee-based classes. This gave teachers time to accustom students to paying more for the same class.

To prepare the public for our new class costs, occasional fee-based workshops were offered from 2011 to 2013, at \$3 per hour cost to students, and the past two summer school sessions were completely fee-based.

The school board was consulted and approval was gained from them to raise student fees to a maximum amount of \$4.00 per hour. Occasionally, a teacher will ask that students pay double fees and only accept half as many students. This is usually due to a limited amount of student work space, such as with cooking classes.

Standard 2: Organizational Structure

Key issues

Learn to better leverage outside agency partnerships and rely on the advice and expertise of the advisory committee.

The advisory committee consists of business representatives from the various career paths that are offered and program students following the career paths. Suggestions and feedback are requested from the advisory board to help with better student job preparation. Suggestions include: Make sure that we are doing a good enough job in training students to perform in the workplace. Do they have the knowledge needed?

Train students in soft skills, which include business communications, reliability, resume writing, job interviewing, professional workplace conduct and appearance, etc.

Establish closer ties between the adult school and business partners. Keep them informed of class schedules, new class offerings, etc. Send them more marketing tools, such as flyers, brochures, class schedules, etc.

Encourage more involvement at the School Community meetings from staff, outside agencies, and students.

The School Community meetings are held bi-monthly and are well publicized. The meetings are listed on the Adult School master calendar and in the monthly Student

Newsletter. Through ConnectED, 10,000 phone calls are made, and a mass email is sent out, inviting students and community members to attend the meeting and to give their input and suggestions for school improvement.

Consolidate and streamline school policies and procedures.

In September of 2011, a Teacher Handbook committee was formed, including a TOSA from each department, chaired by Community Education TOSA. Each TOSA gathered departmental policies and procedures and forwarded them to the chair. Using this information, the chair wrote an initial master document, keeping in mind that all information should be applicable to all departments.

Meetings were set up to edit and revise the original document written by the chair. The chair made all revisions and changes on the master.

The document was discussed and read aloud at a Leadership Meeting in early 2012. Comments and corrections/additions were noted and made on the master document by the chair.

The chair made a list of all forms that are available for use by teachers, such as work orders, accident report forms, certification of absence, etc. and presented it to administrators for review and correction.

The chair also forwarded the revised handbook to the administrators and all members of the committee. Any corrections and revisions were given to the chair, who again made all needed changes, then sent the final version to administrators for final approval in the spring of 2012.

Due to severe budget cuts, it was decided that this handbook would not be printed out, but made available on the adult school's website. Each department would announce this fact to all staff. The Teacher Handbook was linked to www.abcadulthoodschool.edu. All forms needed by teachers were also linked to the website. They are to be found under the heading of *Resources*, and then listed under *Teacher Resources*.

An annual review of this handbook will be scheduled at the Leadership Meeting each spring, with the first review scheduled for April 2013. All revisions will be forwarded to the chair, who will make changes, with administrator approval.

Standard 3: Evaluation and Planning

Key Issues

Student and program data evaluation needs to be standardized across departments, when feasible, allowing for effective school-wide decision-making.

Student achievement is measured in a variety of ways.

In the CTEC department, industry standard tests are available.

A new world-class Assessment Center opened in 2013, to provide testing for students. These tests include I.T. testing, GED testing, Excelsior Testing (allows college students to skip certain courses.) Other testing available is Certiport Testing (for Microsoft), ESL placement testing, and AP testing.

Academics students can attend classes to prepare them to take the CAHSEE test and the GED test. Academics students are assessed using CASAS E-testing.

ESL students must take a pre-enrollment CASAS test to determine knowledge level for class placement. They are periodically assessed through the CASAS testing system. Each year, ESL teachers take the Technology Integration Self-Assessment for Instructors (EL Civics Tech Plan). ESL students are surveyed at the beginning of each new session to determine their needs in curriculum and what topics they would like to focus on.

TopsPro reports are used to align curriculum with CASAS competency. Common Core standards are used, along with the new CTEC standards to help design courses that will follow designated career paths.

Standard 4: Educational Programs

Key Issues

Continue to increase involvement of local businesses, Chamber of Commerce, Rotary, WIB, and students in CTEC curriculum expansion, program design, and job placement.

Through meetings with the Advisory Board, ABC Adult School has become more connected with local businesses and is seeking more input and greater involvement with them.

Continue to increase the number of CTEC students receiving industry standard certification.
In certain career path areas, there are a high percentage of students gaining industry certification and certificates. For example, in the Medical Assistant program, 60% to 70% of students pass the training and gain the industry certificate. In other areas, an effort is being made to improve student outcomes. Helping students to achieve certification is an area that has been identified as needing greater effort and focus.

The responsibility to track many of these students has been shifted away from the CTEC TOSA, to the Assessment Center.

Continue to explore strategies for expanding career awareness and CTEC training opportunities for students enrolled in the HSD, GED, ESL, and CTEC programs.

In the fall of 2011, a Transition TOSA position was created at ABC Adult School to better serve the educational counseling needs of all students and to facilitate movement of students between the Academic, CTEC and ESL departments. One of the main focuses of the Transition TOSA is to develop a plan for proactive counseling services to all students.

The Odyssey Computer program needs supplemental activities to bring it into alignment with courses offered at the high school level, and the testing procedure needs to be revised for increased accountability.

The Academics program offers new online courses and added the Odyssey program for student use. Using this program, students can work towards achieving a high school diploma at the academics lab or at home.

The Academics program purchased three new courses for the Odyssey Program; Earth Science, Art History and Sociology. These new courses increase the elective choices for students wishing to complete their high school diploma through the online internet based home study program.

Odyssey students are required to take their final exam on campus for every online course. This policy was implemented immediately after the previous WASC visit.

External computer network connectivity issues need to be addressed.
Wi-Fi is now available at both campuses for staff and student use.

Standard 5: Program, Student, and Institutional Outcomes

Key issues

Increase training and conferences for teachers.

Teachers are encouraged to attend conferences and outside training that will benefit them in developing curriculum and in gaining new skills to pass on to the students.

The CTEC department has a weekly meeting, held each Friday and along with general information, various teachers are asked to share and to demonstrate new techniques and skills.

The ESL department holds regular TNT (Teachers Networking Techniques) meetings and all other departments have regularly scheduled staff development meetings, listed on the master calendar.

All meetings have an agenda, a sign-in sheet, and minutes are taken.

Continue to improve communication between teachers and administrators.

Both administrators have an open-door policy. Any email sent to one of them will be answered within 24 hours and their regular office hours are clearly posted.

The teacher and classified union representatives and the administrators have a monthly meeting, where the discussions are on topics such as staff issues, future goals of the school, upcoming school calendar, special events, etc. This is an open forum, and the union representatives feel comfortable bringing up any issue that needs to be discussed. The agenda is set by the union representatives.

School community meetings are held bi-monthly and all teachers and staff are invited by email and the master calendar.

Administrators, with the help of TOSAs, run departmental meetings and there is always a question and answer period included on the agenda.

With the use of Google email, the ABC Adult School master calendar is available online at any time. The calendar lists meetings and events for the entire school year.

Principal Pao-Ling Guo regularly sends emails to all staff members with any news and information on educational issues statewide and nationwide.

Electronic delivery of curriculum is hindered by bandwidth limitations.

With the new bandwidth, there are no problems with electronic delivery.

Enhance data disseminations to school staff and community.

The school website is updated regularly and contains information on class schedules, course descriptions, enrollment dates, special events, school calendar, links to teacher and student resources, and other useful information.

The master calendar for adult school, available on Google, lists events, meetings, time card due dates, registration periods, etc. and is available to all staff.

Using ConnectED, students can be called and emailed to inform them of upcoming registration dates, new classes, teacher absences, changes in class dates or times, etc. Adult school has a listing of 12,000 student emails and 10,000 student phone numbers.

One of the main tasks of the TOSA is to link with the teachers in their program, who will then link with students.

Each Monday, every district employee receives an email from Superintendent Mary Sieu, with a link to her Monday Message. This is a weekly newsletter that lists events, activities,

and achievements at various district schools.

Standard 6: Student Support Services

Key Issues

Hire a full-time counselor as soon as possible, which will enhance student awareness of school's services.

With the recent drastic funding decreases, ABC Adult School has been unable to afford to hire a full-time counselor. Eventually, we hope to do this.

To fill this need, 3 TOSAs (Teachers on Special Assignment) were hired, from the ESL, Academics and CTEC programs. *See Action Plan #1.*

Redefine and expand job assistance services.

In the fall of 2013, a new full-time job developer, Mary Pinedo, was hired, with educational counseling and job placement as part of the job description. She will also hold student orientations and run the job search workshops (published times and dates in the brochure).

In the fall of 2013, a new position was created for a TOSA: Apprenticeship Coordinator which has been filled by Todd Tabon. We have added an apprenticeship assignment to the Career Paths so that students can have real world experience. Todd has already gotten Board approval for 15 apprenticeship sites and we intend to have 30 by the end of this quarter. Our first apprenticeship assignments should start within the next few months.

Facilitate ASAP training for teachers and office staff.

ASAP training is a part of regular staff development meetings, and support is ongoing. The full-time IT Kerri Murray and the accountant, Winnie Wong, are available to answer questions or give assistance as needed.

The Testing Assistants that run the Assessment Center receive regular ASAP training.

The Network Analyst, Kerri Murray, or the Accounting Technician, Winnie Wong, send out updates to ASAP to all staff, and Winnie Wong uses the *Web Teacher* message function as needed to inform teachers, as needed.

Standard 7: Human Resources

Key Issues

Continue to encourage more teacher involvement in school wide decision-making.

All teachers and staff are invited to the School Community meetings, held bi-monthly, where schoolwide decision making for future plans and budget issues are discussed.

Monthly Leadership meetings are held, and all TOSAs are invited and encouraged to report and share.

The elected union representatives meet monthly with the administrators, where schoolwide issues are discussed and decisions are made.

In the spring of 2012, faced with possible extreme budget cuts, ABC Adult School formed a budget committee to address these cuts. The committee was made up of staff from each school department and chaired by the three ABCFT (ABC Federation of Teachers) representatives. All staff members were invited to attend the meetings. A list of possible budget solutions was drawn up and voted on. There were two different plans that were addressed; Plan A (\$370,000. in cuts) and Plan B (\$1,740,000. in cuts), as it was uncertain how drastic the final cuts would be. Since the State of California reduced the amount of possible budget cuts, the final outcome was to go with plan A, and we were able to retain all of our programs and services. We cut the part-time counselor, 50 instructional hours (mostly through retiring teachers), cut student field trips and will not provide substitutes for any Community Education class (this was prior to those classes becoming fee-based). Books and materials costs were reduced by 20% and class registration fees were increased by \$5, from \$35 to \$40. All staff members received constant reports and updates on the progress and outcome of this process.

Continue to focus training on identified areas in need of improvement.

The PAL (Partnership between Administration and Labor) training through the school district is available to all teachers and focuses on these needed areas of improvement.

Utilize and deploy human resources to more effectively streamline student services.

With strategic hiring of substitutes, usually retired staff members, there is a constant supply of teachers available for student support.

Both campuses are closed on Monday evenings to save staff and utility costs.

The CTEC office is not open in the evenings, to save staff salary costs, and all students are directed to the main office.

The Cuesta main office is now open at 7:30 am, instead of 8:00 am, to better provide student support.

Standard 8: Learning Resources

Key issues

Enhance the Internet connection to facilitate new classes.

In late 2011 and early 2012, new classes were added to the schedule because of the increased bandwidth and vastly improved internet connection. Some of them are IOS Apps Development, movie making, Cloud Computing, etc. New part-time teachers have been hired in the CTEC department, to take advantage of our improved internet capabilities.

Increase training for all staff in the use of relevant software.

All teachers use ASAP for daily/weekly attendance, skills reporting, and TopsPro. CASAS testing is constantly used by ESL and Academics.

The CTEC department has a technology plan in place. The adult school I.T. is invited to make presentations at departmental meetings.

With the transfer of all district email from GroupWise to Gmail in summer 2013, all staff was invited to training to learn to access Gmail, the master adult school calendar, and other relevant Google apps. This training was done at the department level, and the ABC School District provided a designated person to assist all district employees with open training sessions and personal problem-solving.

Standard 9: Financial Resources

Key Issues

Explore creative ways of increasing school operational funds, including the acquisition of more grants and funding from local and private agencies.

ABC Adult School received a \$20,000.00 private donation to help build and establish the new Assessment Center at the Cuesta Campus. In 2013, the school received a \$6,000.00 grant from the ABC Education Foundation, and a \$6,000.00 grant from the Moskowitz foundation, to help ESL students to pay their class fees.

An increase in the cost of classes is expected to bring between \$200,000 and \$300,000 more in student fees in 2013.

Establish more fee-based classes.

All Community Education (Health and Safety, Home Economics, Older Adults) classes are now fee-based, as of fall 2013. The CTEC department also offers fee-based classes such as *Make-up Artist, Caregiver, Project Management, iPad and iPhone Essential Training, Start Your Own Business*, etc.

Teachers are encouraged to open any class or workshop that would meet the needs of the community. The class would be fee-based at a cost of \$3.00 per hour to the student, and must have at least 20 students enrolled one week before the starting date.

To expand and develop this new fee-based, Community Education program, ABC Adult School hires *professional experts* to teach certain fee-based classes. These teachers do not need to be credentialed, but must show expertise in the field. They will be paid the ABC School District substitute rate of \$30. Per hour.

All summer school classes are fee-based, since summer of 2012.

Standard 10: Physical Resources

Key Issues

Improve the ventilation system and roofs at the Cuesta campus.

The roofs were upgraded at the Cuesta campus in 2011 and 2012. New air conditioners were installed in 2012 and 2013.

Establish a student lounge at the Cabrillo Lane campus.

A student lounge is needed at the Cabrillo Lane campus. Several options have been

explored, including using the old boiler room or the area off to the side of the auditorium. It was finally decided to construct a lounge as part of the breezeway area, where the vending machines are. A proposal was recently sent to Robert Kay at the district and we are awaiting estimates and then approval.

Part B: Critical Areas for Follow-up

Action Plan #1 *Enhanced counseling support services are needed.*

Rationale: The self-study process revealed a need to assist and support students. Counseling services needed to be increased.

SLO's Addressed: All

Three TOSAs are now providing much of the educational counseling. Rachelle Schulz is in the CTEC department with 18 hours per week, Nancy Pawlitz is in the Academics program with 16 hours per week, and Rebecca Sim is in the ESL department with 18 hours per week. These TOSAs also work on transitioning students from ESL or Academics into the CTEC program for job skills

In the fall of 2011, a Transition TOSA position was created at ABC Adult School to better serve the educational counseling needs of all students and to facilitate movement of students between the Academic, CTEC and ESL departments. One of the main focuses of the Transition TOSA is to develop a plan for proactive counseling services to all students. This is a step in the Action Plan #1, as a result of the Self Study Report for WASC Postsecondary Accreditation of ABC Adult School, March 2011.

Quarterly Student Orientations are held in the Job Center for new students in the CTEC program as well as all other students to attend. For the 2013-2014 school year, day and evening orientations are held at both the Cuesta and Cabrillo Lane campuses. The orientation focuses on highlighting the available programs offered by the Academic, CTEC and ESL departments. Students are introduced to Career Pathways and general computer training classes such as A+ Computer Repair and Apple MAC OS X offered by the CTEC department. Students are told about GED preparation, high school diploma or basic skills courses offered in the Academic department. Students struggling with English are directed to the ESL department. Finally, students are exposed to the Job Center and told what services are available to help them with career guidance, counseling and job search skills. Students are also told counseling hours and are encouraged to visit with the counselor to discuss course options.

Orientations for the 2012-2013 year were held on November 13, 2012, February 14, 2013 and April 16, 2013. Orientations for the 2013-2014 year were held on September 17, September 19, 2013, September 24, 2013, September 26, 2013, November 19, 2013, November 21, 2013, December 3, 2013, December 5, 2013, February 11, 2014, February 13, 2014, February 18, 2014 and February 20, 2014. Fourth quarter orientation will be held April 15, 2014, April 17, 2014, April 29, 2014 and May 1, 2014. All orientations are publicized around campus and announcements about the orientation are made in classrooms.

The ESL department offers beginning to advanced courses in English as a Second Language, for students struggling with English. Students can either study at school or at home via Distance Learning.

Finally, students are exposed to the Job Center and told what services are available to help them with career guidance, educational counseling and job search skills. An orientation was held in November 2012 and the next orientations will include campus tours. Students are also informed of counseling hours and are encouraged to visit with the counselor to discuss course options. The first orientation was held on November 13, 2012, the second orientation was held on February 14, 2013 and the third orientation was held on April 16, 2013. These orientations

will be held regularly and are listed in the adult school brochure.

To increase inter-department transitions, a one-time fee waiver is also provided to students in the Academic, CTEC and ESL departments. This fee waiver is used to expose students to courses offered in the other departments, at no cost. A CTEC or ESL student who needs GED preparation can enroll for a semester free of charge and begin studying material for the GED. ESL or Academic students who want to take a Computer Essentials class (an introductory computer course) can enroll in one quarter also free of charge. The goal is that once a student starts in a new department or program, they will enjoy what they are learning and continue attending class, paying on their own. To date, 14 referrals have been given for the academic program, 7 for the ESL department and 9 for CTEC.

While counseling students, CTEC Career Pathways and general computer training classes are always mentioned. If an academic student needs elective courses, computer courses are suggested as well. If a student is struggling with English, ESL courses are recommended. Students in the Academic and ESL department who are unemployed are sent postcards advertising CTEC courses, emphasizing the Career Pathways.

Students in the CTEC and ESL (intermediate to advanced levels) departments who do not have a high school diploma are sent postcards advertising the courses offered in the Academic Department. Visitation to ESL classes promoting CTEC courses and GED preparation occurred during the fall and spring semesters. Visitation included the intermediate evening class on October 17, 2012, the advanced morning class on October 23, 2012 and January 29, 2013, the intermediate morning class on February 5, 2013 and the intermediate day class on February 13, 2013. Flyers are also available in the Learning Center advertising CTEC Career Pathways.

On March 28, 2013, ABC Adult School was represented at the Career Day at Tracy High School. The CTEC Career Pathways were described and promoted. Flyers and information sheets were handed out to students. The ABC Career Academy, professional level career education offered to high school students, was also promoted.

One on-going issue that plagues ABC Adult School is the number of students who attend class for less than 12 hours. To encourage concurrent students to attend Academic classes for more than 12 hours, attendance reports will be sent to the high school counselors. Collection of parent emails is also under consideration so that attendance reports can be sent to parents. This will be tried during the spring 2013 semester.

To encourage GED test takers to attend preparation classes, a \$40 voucher was recently introduced. In order for students to qualify for the voucher, students must attend GED preparation (Learning Center, Online Independent Study or Distance Learning) for 40 hours or more and take a pre and post CASAS test. To date, only a few students have taken advantage of the voucher but many are interested in it.

Many students seem not to know what other courses are offered in the different departments at ABC Adult School. Advertisement of courses offered by the Academic, CTEC, and ESL departments will continue through the spring 2014 semester to promote transitions. Students are constantly encouraged to attend class as much as they can so that they can gain skills and reach their goals.

Action Plan #1 Enhanced counseling support services are needed.

Action Steps	Resource	Assessment	Timeline	Persons responsible	Report of Progress
Discuss with human resources hiring procedures for counseling position.	District Office Personnel	Principal	Summer 2011	Principal	Principal shares results with Leadership Team
Define job duties of new position.	Administrators Leadership Team	Administrators Leadership Team	Summer 2011	Administrators	Defined job duties
Hire counseling position (explore alternatives including retired administrators or existing personnel.)	District Office Personnel Administrators	Successful hiring	Fall 2011	Administrators	Updated counseling schedule.
Reallocate funds to cover costs.	School budget	School budget	Fall 2011	Administrators Leadership Team Budget Committee	School budget
Develop plan for proactive counseling services to all students.	New counselor. TOSA's Administrators	Successful student placement	Spring 2012 -ongoing	Counselor Administrators	Counseling plan

Action Plan #2 Increase staff development opportunities for school

staff.

Develop and Implement a Program of Staff Development

Rationale: The self-study process revealed a need to assist and support staff members in improving knowledge of effective teaching and learning methodologies.

SLO's addressed: All

The CTEC teachers meet weekly for staff development and to share skills and information. Webinars on effective teaching, professional growth, etc. are used by the CTEC teachers, with each teacher creating a document listing individual training. Perkins money has been put aside to fund staff development. This year, individual teachers went to a conference on technology, training in current tax laws, training in new Billing and Coding issues and all teachers have access to Lynda.com which has a broad list of training areas in computer technology.

The ESL department holds monthly TNT (Teachers Networking Techniques).

Academics teachers meet monthly and have webinar training on such subjects as GED, Aztec, GED Academy. The teachers regularly meet with the Odyssey representative and have received periodic training on Common Core, language arts, science, and other relevant subjects.

HOH teachers are encouraged to connect with industry members to improve and refine their knowledge.

All teachers are encouraged to participate in OTAN (Outreach and Technical Assistance Network) training.

Support staff has received training from the school district on such subjects as EXCEL, WORD, etc.

Action Steps	Resource	Assessment	Timeline	Persons Responsible	Report of Progress
Provide opportunities for teachers from all programs to give input for in-service and other staff development opportunities .	Department surveys/ needs assessments	In-service evaluations	Spring 2011 -ongoing	Administrators TOSAs	Summary of needs assessments and evaluations
Develop a school wide staff development plan which addresses the needs of all programs.	Administrators TOSAs Grants Adult School Budget	Staff	Fall 2011 -ongoing	Administrators TOSAs	Administrators TOSAs

Determine creative ways to allow for increased staff development opportunities within the existing schedule.	TOSAs Teaching staff Administrators	Evaluations Budget	Summer 2011 -ongoing	Administrators TOSAs	Agendas
Compile and disseminate information about conferences and web sites which address specific teaching areas.	TOSAs Teaching staff Administrators	Evaluations Budget	Spring 2011 -ongoing	Administrators TOSAs	Copies of information sent
Provide release time for instructors and TOSAs for curriculum development .	Instructional staff	Course outlines Lesson plans	Fall 2011 -ongoing	Administrators	Course outlines Lesson plans
Provide staff development opportunities that increase the technological proficiency of staff members.	Staff Computer Training Center District Office Outside resources	Evaluations	Fall 2011 -ongoing	Administrators TOSAs	Agendas

Action Plan #3 Consolidate and streamline school policies and procedures to facilitate student support services.

Consolidate school's policies and procedures into one centralized document.

Rationale: The self-study process revealed a need to consolidate the school's policies and procedures into one centralized document so as to lead to greater consistency throughout the organization.

SLO's addressed: All

The Community Education TOSA was appointed chair. A committee was formed, including a TOSA from each department. In September of 2011, the committee met to discuss the possible content and needs of the Teacher Handbook.

Each TOSA gathered departmental policies and procedures and forwarded them to the chair. Using this information, the chair wrote an initial master document, keeping in mind that all information should be applicable to all departments.

The chair forwarded copies of this initial version to all committee members. Each member edited and revised this initial document and returned it to the chair.

The chair made all revisions and changes on the master.

The document was discussed and read aloud at a Leadership Meeting in early 2012. Comments and corrections/additions were noted and made on the master document by the chair.

The chair made a list of all forms available to teachers, such as work orders, accident report forms, certification of absence, etc. and presented it to all administrators for review and correction.

The chair also forwarded the revised handbook to the administrators and all members of the committee. Any corrections and revisions were given to the chair, who again made all needed changes, then sent the final version to administrators for approval in the spring of 2012.

Due to severe budget cuts, it was decided that this handbook would not be printed out, but made available on the adult school's website. Each department would announce this fact to all staff. The Teacher Handbook was linked to www.abcadultschool.edu.

All forms needed by teachers were also linked to the website. They are to be found under the heading of *Resources*, and then listed under *Teacher Resources*.

An annual review of this handbook will be scheduled at the Leadership Meeting each spring, with the first review scheduled for April 2013. All revisions will be forwarded to the chair, which will make changes with administrator approval.

Action Plan #3 Consolidate and streamline school policies and

procedures to facilitate student support services.

Action Steps	Resource	Assessment	Timeline	Persons Responsible	Report of Progress
Form a committee with representation from each department.	TOSAs	Committee roster	Spring 2012	Administrators TOSAs	Committee roster
Organize existing policies from each department.	Existing departmental policy documents.	Committee	Spring 2011 -ongoing	Committee	Collection of documents
Committee reviews, organizes, and prioritizes policies. Creates document.	Existing departmental policy documents.	Committee	Fall 2012	Committee Leadership Team	Policy document
Review of policy document.	Committee	Staff feedback	Spring 2013 -annually	Committee	Policy Document updates

Action Plan #4 Internet connectivity issues need to be addressed.

Enhance Internet Connectivity

Rationale: the self-study process revealed a need to assist and support student learning through enhanced internet connectivity.

SLO's addressed: All

Speed was improved to 100 MBS at the Cuesta campus and 10 MBS at Cabrillo Lane.

Once the speed was improved, we were able to install a wireless system. We acquired an HP wireless networking controller and 20 access points.

Action Steps	Resource	Assessment	Timeline	Persons Responsible	Report of Progress
Upgrade existing supplementary DSL lines.	Network Analyst	Installation logs	Fall 2010-Spring 2011	Network Analyst	Teacher feedback and bandwidth test
Add three T-1 lines to Cuesta site.	District Office Network Analyst Budget	Network Analyst Administrator Leadership team	Summer 2011-Fall 2011	Network Analyst	Installation logs
Add one T-1 line to Cabrillo Lane site	District Office Network Analyst Budget	Network Analyst Administrator Leadership team	Fall 2011-Spring 2012	Network Analyst	Installation logs
Obtain funding	District Office (E-Rate Grants) School Budget Grants	Budgetary funding	Fall 2013	Administrators	Budget
Install high speed fiber optic line at Cuesta site	District Office Verizon	Successful testing of connections	Summer 2014	Network Analyst	Installation logs
Install high speed fiber optic line at Cabrillo Lane site	District Office Verizon	Successful testing of connections	Spring 2015	Network Analyst	Installation logs
Monitor connectivity issues and adjust bandwidth capacity as needed.	Network Analyst	Teacher feedback	Fall 2014-ongoing	Network Analyst	Teacher feedback

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