



Self-Study Report

WASC
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

for

LIBERTY ADULT EDUCATION CENTER

929 Second Street
Brentwood, CA 94513

April 27 – 30, 2014



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PREFACE



Preface

Since the last full accreditation visit in 2008 and the midterm revisit in 2011, the WASC Self-Study process and review of the Action Plan have evolved. Schoolwide restructuring and change of administration have occurred. Change has been incremental since our last visit in 2008. Through the process of refocusing to half the number of students in attendance due to reduction in programs and class hours, we have made our focus more of a Business Model Structure to increase revenue and become more self-supporting. Due to Tier III Flexibility our budget was reduced by 30%. With that being said, we have continued to focus on our Action Plan and make necessary changes.

Due to the change of administration, we did not receive our WASC correspondence until January of 2013. It was time to get busy. The Adult Education Coordinator and the Leadership Team made it through all those **feelings/emotions of excitement, confusion, exploration, planning, schedules, teamwork, fear, and yes... even a degree of panic.** However, our WASC Team has been able to overcome the many challenges presented, and provide a viable WASC Self-Study.

In Early spring of 2013, we began the process for another full accreditation visit. The Adult Education Coordinator reintroduced the WASC process as an opportunity for growth. Liberty Adult Education has invested leadership resources to ensure the process at our school is consistent with the WASC guidelines and that we exceed the five expectations of the WASC process.

We debated the relevance of the WASC process during four years of budget reductions and the uncertainty of the future of Adult Education. The Adult Education Coordinator consulted with our Superintendent, Eric Volta, and he suggested we move forward with the process. The Leadership Team re-energized with renewed commitment to the self-study process. We started gathering data in the spring of 2013. This data included surveys to our staff, students, and community members to ensure we involved all stakeholders.

The WASC Leadership Team includes ABE/GED, ESL, Older Adults, ASE/High School Diploma, Career Tech, Fee Based/Community Interest Teachers, Classified, and Administrative Staff. We revised our ESLRs, which are now SLOs, and our Mission Statement. We made minor revisions to the Mission Statement and SLOs. We then shared the revisions with all stakeholders for final approval. In the early spring of 2013, the team started to work on the Institutional, Community and Student Characteristics Profile.

The team examined evidence, compiled data and then drafted sections of the profile. We then proceeded to share the profile with all of our staff at a WASC Focus on Learning “Kick Off” meeting which took place in August 2013. Since we are now operating with less staff, the WASC Leadership Team decided to introduce a creative way to form Focus Groups. At the “Kick Off” meeting, the staff rotated through presentations of the different criteria: Curriculum, Instructional Program, Use of Assessment, and Student Support Services. The Focus Group Leaders reviewed their criteria and

gathered feedback in regard to our Schoolwide Learner Outcomes. This worked out very well. It moved our staff into the next phase of the WASC process.

In October of 2013, after many hours of meetings and data gathering, we were able to share our findings regarding strengths and key issues with our staff and stakeholders. At this point we began work on the creation of our Schoolwide Action Plan to address identified key issues.

To ensure that the self-study activities were proceeding in the right direction, the WASC visiting Committee Chair, Mr. Lionel De Maine visited the campus on October 4, 2013. It was a friendly and informative visit.

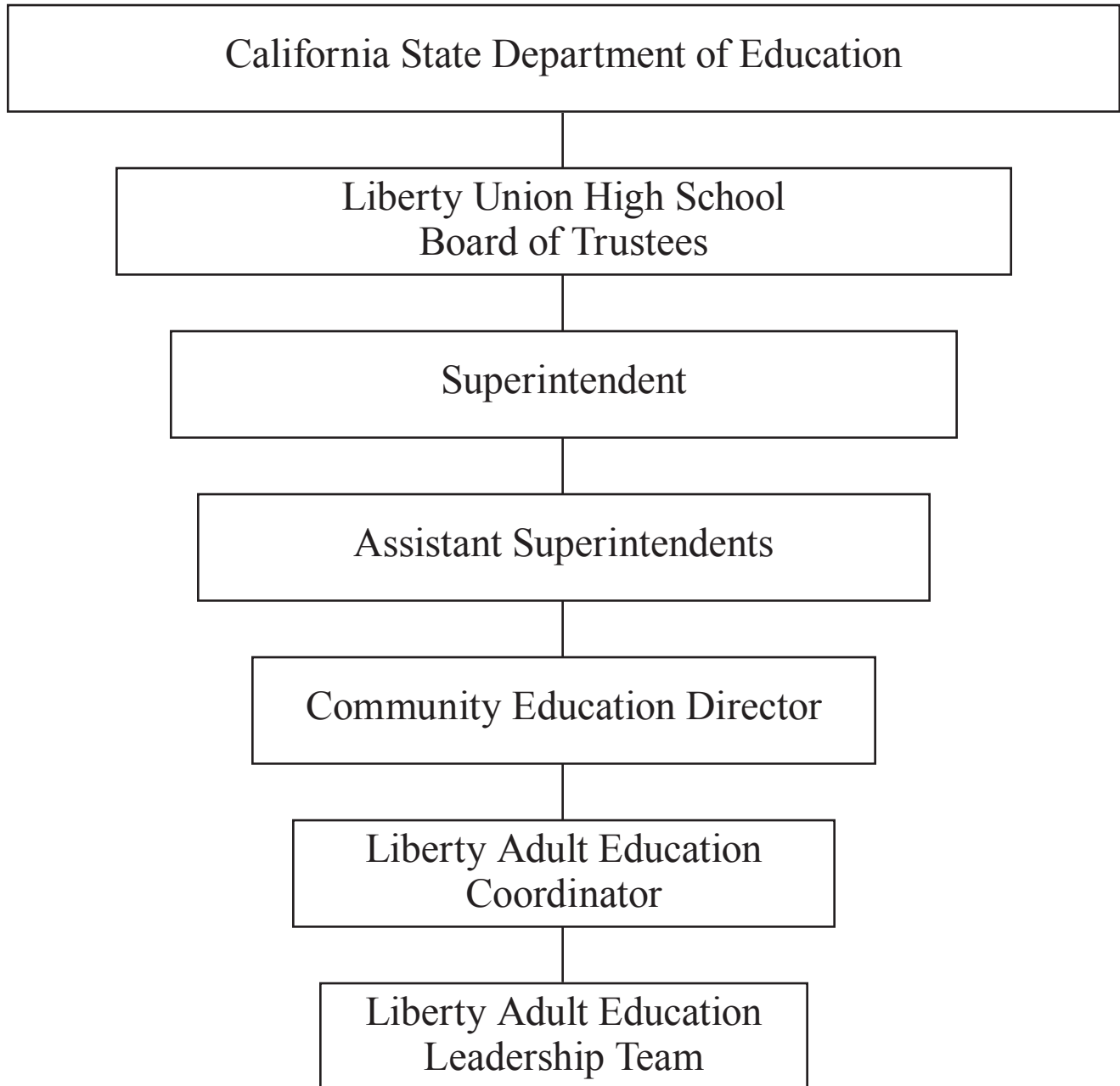
The Leadership Team and the Professional Learning Communities (PLC) will continue to guide our WASC Schoolwide Action Plan. Through this process we will document our successes for improved student learning.

In spite of past and future challenges in our adult education program, we will continue to strive to meet the various goals of our Action Plan while maintaining quality programs and reinforcing high expectations for student learning. We view the WASC Focus on Learning as a process to ensure continuous improvement into the future.



INTRODUCTION

Liberty Adult Education Center Organization and Governance



Liberty Union High School District

Governing Board of Trustees

Daron Spears-*President*

Ray Valverde-*Trustee, Board Member*

Joanne Byer-*Trustee, Board Member*

Roy Ghiggeri –*Board Clerk, Board Member*

Yolanda Pena-Mendrek-*Trustee, Board Member*

Administration

Eric L. Volta-*Superintendent*

Gene Clare-*Assistant Superintendent*

Mary Vinciguerra-*Assistant Superintendent Educational Services*

Denise Rugani-*Assistant Superintendent Human Resources*

Liberty Adult Education School Administration

Colleen Sanchez-*Director, Community Education*

Debbie Norgaard-*Coordinator, Adult Education*

Leadership Team Members

Colleen Sanchez-*Director, Community Education*

Debbie Norgaard- *Coordinator, Adult Education*

Cindi Grovhoug-*Lead ESL Teacher, CAIWORKS FOCUS Program*

Edward Riley-*Lead GED/ABE Teacher, Assessment Center,
Computer, Customized Training*

Joann Morrison-*Lead Secretary*

Stefanie Limperis- *Clerk Typist II*

Administration/Teachers

Credentialed

Colleen Sanchez
Debbie Norgaard

Assistant Director
Adult Education Coordinator

Edward Riley

ABE/GED–Lead, Older Adults, Computer, Assessment Center,
Online GED,
Customized Training

Patricia Jackson

ABE/GED, CalWORKS FOCUS Program,
Parent Ed, Learning Center

Cheryl Goetsch
Sudie Whalen

Career Technical Education/Medical Office
Career Technical Education/Computers,
Business Office

Donna Jo Schliesman

Career Technical Education

Lindsay Bell

CAHSEE/PM Administrator on duty

Cindi Grovhoug
Erin LeVeque
Lai Woudstra

ESL-Lead, CalWORKS FOCUS Program
ESL, Conversational Spanish
ESL, Citizenship, Assessment Center

Martha Adams
Craig Marquart
Patricia Jackson
Michael Garcia
Dennis Hitchens

Learning Center
Learning Center
Learning Center
Learning Center – Math
Learning Center

Bonnie Cosby
Angela Ghiggeri
Susan Stuart
Christine Zanassi

Older Adults
Older Adults
Older Adults
Older Adults

Joanne Knuas

CalWORKS FOCUS Program – Lead

Debra Cabusas
Tara Torres

CTE-Substitute
CTE, ABE/GED-Substitute

Liberty Adult Education Staff

Fee Based Teachers

Robert Aguirre	Guitar
Maggie Anthony	Yoga
Therese Burguno	Reverse Mortgage
Debra Cabusas	Gental Yoga Stretch-Older Adults
Michelle Camp	Crochet
Barry Campbell	Boating Safety
Heather Costa	Voice Overs
Liz Doran	Tole Painting
Minda Dudley	Allied Health
Cecilia Fejarang	Basic Life Support, CPR/First Aid
Lisa Foster	Voice-Over
Cindy Hayano	Bodacious Bows
Maureen Hopkins	Income Tax Preparation
Joann Joaquin	Older Adults
Karen Kinsch	Meditation
Tricia Lippe	Senior Zumba
Michelle Maniatis	Parenting
Eric Manke	Notary
Leah McIntosh	Medicare
Jeannie Rhodes	School Retirement
Richard SanVincent	Reverse Mortgage
Roxy Schroeder	Parenting
Debra Soules	Pilates
Carol Jensen	Older Adults
Gayle Wayne	Belly Dance

Classified Staff

Jeff Baker	Maintenance
Rene Belarski	Campus Supervisor
Maria del Carmen Garcia	Paraprofessional ESL/GED/CTE
Stefanie Limperis	Clerk Typist II
Joann Morrison	Lead Secretary
Jose Olveda	Instructional Aid ESL
Fina Pedroza	Paraprofessional ESL/GED/CTE
Larry Spiess	Evening Maintenance
Danita Thompson	Evening Campus Supervisor

**Liberty Adult Education
Visit
April 27, 2014**

**Western Association of Schools and Colleges
Visiting Committee Members**



Chair

Mr. Lionel De Maine
Chief Operating Officer
865 Oregon Ave
Palo Alto, CA 94303

Member

Ms. Raine Bumatay
Vice Principal
Fresno Adult School
2500 Stanislaus
Fresno, CA 93721

Member

Mr. Burr Guthrie
Principal
4138 Terrace Street
Oakland, CA 94611

WASC Self-Study Leadership Team



Colleen Sanchez
Community Education Director/ASE



Debbie Norgarrd
*Adult Education Coordinator
WASC – Self-Study Coordinator*



Cindi Grovhoug
*ESL – Lead Teacher/CalWORKS
FOCUS Program*



Edward Riley
*GED/ABE - Lead Teacher/
Assessment Center*



Lai Woudstra
ESL/Citizenship/Assessment Center



Carole Hatch
Retired, Career Tech



Bonnie Cosby
Older Adults



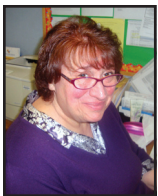
Debra Cabusas
Fee Based/Substitute



Cindy Hayano
Fee Based



Stefanie Limperis
Clerk Typist II



Joann Morrison
Lead Secretary



Cheryl Goetsch
Proofreader



Mary Adade
Student



Brenda Heskett
Student



Focus Group Leaders

Criterion 4-Curriculum-*Cindi Grovhoug*

Criterion 5-Instructional Program-*Edward Riley*

Criterion 6-Use of Assessment-*Lai Woudstra*

Criterion 7-Student Support Services-*Stefanie Limperis*

Focus Group Members

Gene Clare

Colleen Sanchez

Debbie Norgaard

Debbie Cabusas

Carmen Garcia

Dennis Hitchens

Fina Pedroza

Jeff Baker

Joanne Knaus

Patricia Jackson

Bonnie Cosby

Cindy Hayano

Angela Ghiggeri

Mary Adade

Michelle Camp

Joann Morrison

Maggie Anthony

Liz Doran

Erin LeVeque

Martha Adams

Lindsay Bell

Karen Kinsch

Robert Aguirre

Rene Belarski

Donna Jo Schliesman

Cheryl Goetsch

Brenda Heskett

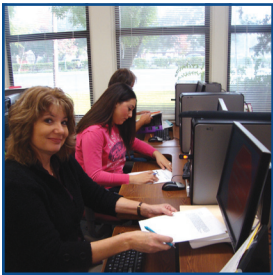
Jose Villanueva

Community Advisory Workforce Integration Network (WIN)

Alissa Friedman	Co-Chairperson-Opportunity Junction
Bertha Ruiz	One-Stop WIA Case Manager
Chuck Barberini	Rubicon Programs
David Wahl	CCC Community College District
Debbie Norgaard	CCC Adult and Continuing Council
Donna Van Wert	EHSD/WDB Workforce Services Specialist
Ed Solomon	Pittsburg Bay Point Enterprise Zone
Juan Prieto	California Human Development Corp FW/ASET
Kristen Rigsby	Village Community Resource Center
Maritza Ruiz	Henkels & McCoy Out of School Program
Maureen Nelson	One Stop Operator Consortium Assistant Administrator
Mayling Alvarado	State Employment Development Dept. (EDD)
Monica Montano	Community Service Bureau
Rene Tucker	One-Stop Employer Liaison-Brentwood
Richard Cox	Co-Chairperson-Stop Site Coordinator
Rosalinda De La Rosa	Goodwill Industries
Sharon Baugh	CCCOE In School



CHAPTER I



Chapter I

Institutional, Community, and Student Characteristics

Liberty Adult Education (LAE) is the Adult Division of the Liberty Union High School District. As an integral part of the Liberty Union High School District, we are governed by a School Board of five elected members. Our School Board's educational purpose is captured in our mission statement "to serve our communities as a center for lifelong learning by providing a safe and supportive educational environment, which addresses the unique needs of all individuals". As stated in the district's mission statement, "Schools will provide a safe and personalized environment" and "students will become productive community members". LAE's mission: ***The mission of Liberty Adult Education Center is to serve our communities as a center for lifelong learning by providing a safe and supportive educational environment, which addresses the unique needs of all individuals. This fosters their ability to participate effectively as citizens, workers, and parents.***

Our mission supports College/Career Readiness through our Schoolwide Learner Outcomes that include: Students will value and participate in lifelong learning opportunities and Students will achieve measurable growth in knowledge and skills related to their education/career goals.

Our Expected Schoolwide Learning Results (ESLRs) were first adopted in the fall of 2004. In April 2007, the school/community profile and relevant standards were reviewed by the Self-Study Coordinator and WASC Leadership Team. At that time, we clarified and re-defined the ESLRs. Clarifications were developed to provide staff and students with measureable methods of evaluating each ESLR in an objective manner. In March 2013, the ESLRs underwent slight revisions. We also changed the order to better match our mission. They were renamed Schoolwide Learner Outcomes (SLOs), and were accepted by all stakeholders. Our SLOs state:

Students will value and participate in lifelong learning opportunities.

- ◆ *Have knowledge of and utilize community resources.*
- ◆ *Participate in learning activities that enrich their career and personal life.*
- ◆ *Set and achieve short and long term learning goals.*

Students will achieve measurable growth in knowledge and skills related to their educational/career goals.

- ◆ *Demonstrate mastery of knowledge and skills.*
- ◆ *Demonstrate a responsible work ethic and ability to work independently and collaboratively.*
- ◆ *Demonstrate critical thinking and problem solving skills.*

Students will increase their ability to participate effectively as productive members of their community.

- ◆ *Demonstrate understanding, acceptance and respect for others.*
- ◆ *Communicate effectively.*
- ◆ *Build a sense of community and civic responsibility.*

Assessing student progress toward accomplishing SLOs is an open process that involves the administrative, instructional, and support staff. It also involves the community and student population. We offer a variety of programs and each program uses assessment and monitoring tools that best meet the needs of their students. Each class provides a course outline that reflects the SLOs and includes evaluation standards.

There is an emphasis on multiple assessments for learning in each program. We strive to provide more advanced and specific ways to assess the learning of each, individual student. Multiple assessment measures ensure that all educational strengths and needs are identified in a consistent manner.

Teachers and Administrators review the grades, test results, and credits earned by every student each grading period to help guide students as they progress through academic requirements needed for either a High School Diploma or GED. Our English as a Second Language (ESL) and Adult Basic Education/General Education Development (ABE/GED) lead teacher continually monitors the data on Benchmark Monitor reports to ensure that we are showing measurable improvements in those program areas. This data enables us to guide the students. Career Technical Education (CTE) students meet with the Adult Education Coordinator every 6-7 weeks to update student folders and go over student progress. The Career Technical Education teachers also do monthly progress reports that are mailed to participating agencies that are associated with our students. We monitor student progress through various assessments such as text prepared tests, demonstrations, timed competency tests, written samples of work, portfolios, student promotions, On the Job Training (OJT), volunteering at children's schools, Older Adults program participates at County Fair, Fish Pond in ESL and GED classroom, and teacher prepared tests and observations.

Brief History of Liberty Adult School

We opened our doors in 1937. Our first class was an ESL class. These classes served Italian and Portuguese immigrants. Many of these families have become community leaders in the generations that followed. The school was located at Liberty Union High School, 850 Second St. Brentwood, CA 94513. In the 1940's, during World War II, we trained citizens in classes related to civilian defense and military support. Believe it or not, in 1948 we had a shooting range at the metal shop at Liberty High School. Boy, this would not be the best idea in today's society! We grew with the expanding population as Veterans returned home and were seeking basic skills. At this same time, we were also responding to the needs of our growing agricultural immigrant population. We celebrated our 75th Anniversary in April 2012. In 1988, the Adult School moved to 104 Oak Street, a small storefront building in the downtown area, and we had less than 1,000 students enrolled. The building is now the Brentwood Library. In 1997, the district purchased the Brentwood Elementary School property to better serve our growing population. This property now serves as the current school site.

The name of the center is "Liberty Union High School District Community Education Center", located at 929 Second Street on five acres of land. This

is our main campus. The facility is shared with Independence High School (IHS) which is an Alternative Educational Program that is designed to meet the individual needs of its unique students.

IHS is undergoing some changes for the 2013-2014 school year. The program was primarily a one-to-one instructional program where the students could work at home or in the confines of a school setting. The traditional one-hour appointment time will change to two hours. The first hour will be spent with a “Supervising Teacher”. In the second hour the students will interact with a team of “Subject Matter Teachers” to receive more specific instruction in English, History and Science. Math is taught separately in a traditional classroom setting. The adults that are working towards a High School Diploma attend our after school Learning Center.

Liberty Adult Education also shares the facility with various other district programs for disabled adults and at risk youth. The campus also houses the EASTBAY Works One Stop Career Center. Due to our “next door” proximity, we have direct access to the East Bay Works One Stop Career Center which is a joint venture of public entities, non-profit agencies, and private organizations matching businesses and job seekers.

The majority of our class offerings are at our main campus. We offer some Older Adult classes at the Brentwood Senior Activity Center in partnership with the City of Brentwood. Our Community Band class uses the band room at Liberty High School. We offer 120 to 150 classes each catalog and publish two catalogs per year (Summer/Fall and Winter/Spring). Each catalog covers a 20 week period of time which breaks down into two quarters (quadmester system). We also offer a five week summer session for the daytime career tech classes only.

Main Campus:
Community Education Center
Liberty Adult Education
929 Second Street
Brentwood, CA 94513
Phone: 925-634-2565
Website: www.libertyadulthood.org

Summary of Programs

Funding trends for LAE have been impacted by a variety of economic factors. Included are State Allocation Funds, WIA, Carl Perkins, CalWORKS ADA, and Fee Based programs. **Figure 1 (See page 17. Note: All figures are displayed at the end of this chapter.)** indicates, by academic year, the various changes for the past six years. While state funding has remained fairly consistent, a major impact to the LAE budget has been monies that have been flexed by the district for the past two years. The WIA and Carl Perkins funding sources have slightly increased since 2010-11. (We have focused more on our data collection and we have a higher persister rate). A significant change has occurred with Fee Based classes. This dramatic decrease is primarily due to economic factors during a “down” economy and a reduction of class offerings. Also a portion of that funding source was flexed. Although our funding during the 2011-2012 and 2012-2013 school

years were flexed, our district continues to be extremely supportive of our adult education programs.

The school's enrollment includes student participation in four of the approved California Department of Education program areas: Adult Basic Education (ABE), Adult Secondary Education (ASE)/ General Education Development (GED), English as a Second Language (ESL), Career Technical Education (CTE), Older Adults (OA), and Family and Consumer Awareness (Parent Education). We also offer Community Interest/Fee Based classes, which are fully fee supported. Over the last five years, our focus has been on the core programs. Some programs such as Older Adults, Adults with Disabilities, and Health and Safety have transitioned to fee based or have been eliminated. Career Technical Education has been our largest program **(See Figure 2 on page 17, which represents the last three years)**. ESL has been our second largest program but, in the last three years our ABE Program has moved into second place. Many of our ESL students could not find work as a result of the economic downturn and relocated back to their country of origin. Many community members also lost their jobs and returned to school to refresh their basic skills or obtain a GED. The economy has set new trends in the way we make program decisions. We have been in a contract agreement with Contra Costa County Employment & Human Services (EHS/social services) since school year 2011-12 to serve CalWORKS clients. The purpose of CalWORKS is to provide financial aid for families with children. This support enables the head of household to participate in activities that will allow them to become self-sufficient. We have served over 200 CalWORKS clients in ABE/GED, CTE programs, and with soft skills such as: communication, time management, job search, etc. EHS fully funds this program. We also contract with the Workforce Development Board. LAE hosts the Assessment Center for the EASTBAY Works Career Center. Both of these contracts have allowed us to add teaching hours that were reduced due to budget reductions.

Class sizes vary, depending on the program, from 8 to 85 students. Our ESL and ABE/GED classes average about 25 students and our daytime CTE classes average about 18. Our Premiers Exercise class, which is offered as one of our Older Adult Programs, always has 85 students and a waiting list.

Classes/Courses are offered Monday through Friday during the daytime, and Monday through Thursday evenings. A typical schedule is as follows:

AM Beginning ESL and GED

Monday, Wednesday and Friday
8:30 to 11:00 AM

Intermediate ESL and ABE

Tuesday and Thursday
8:30 to 11:30 AM

Business Training CTE

Monday – Friday
8:30 AM to 3:00 PM

PM Beginning and Intermediate ESL

Tuesday – Thursday

6:00 to 8:30 PM

PM ABE/GED

6:00 to 9:00 PM

All other classes vary. (See catalog)

A student class load varies by program. ESL, ABE, and ASE average 6.5 hours per week. A daytime CTE student averages 20 hours per week. Our night CTE classes are offered at three hours per week for eight to nine weeks. Some students are enrolled in more than one program. Student schedules depend on what area they are concentrating in, availability of classes, and students' personal schedules.

We offer many different types of certificates at LAE depending on the program. See below:

Career Technical Education

Certificates of Completion

Industry Certification

Program Certificates

Timed Competency Certificates

Perfect Attendance

Older Adults

Certificates of Completion

ESL

Most Hours of Attendance

Most Improved

Most Learning Gains

Certificate of Participation

School Spirit Award

Certificate of Promotion

ASE

GED Certificate

Adult High School Diploma

Liberty Adult Education served approximately 2,645 (unduplicated count), 4,804 (duplicated count) students from July 1, 2012, to June 30, 2013. Of this number, 63% were female and 37% were male. We have increased the number of males by 10% since 2007/08. We believe that this increase is due to the economic downturn which is driving more males to pursue further training/education (**See Figure 3 on page 18**).

Although there is a wide variety of age groups at our school, the largest population is the age group 21-31, with the average age of all students across all programs being 26. The second largest age group is 18-20 (**See Figure 4 on page 18**). The trend certainly has changed. In 2007/08 the average age was 43. We believe this has to do with the economy. The job market is very competitive and it's hard to find a job if you do not have a High School Diploma or a GED.

The largest ethnic group is white at 54% with Hispanic or Latino at 31%. Our student body is not very culturally diverse. However, we are seeing more diversity in our ESL program compared to 2007-08 (**See Figure 5 on page 19**). Our Hispanic/Latino student population has the largest female population. English is the number one native language spoken at LAE with Spanish as the number two.

Based upon a total student population of 4,804 (duplicated), **Figure 6 (See page 19)** indicates that 29% of our student population is economically disadvantaged. As expected, the largest populations are in CTE and Basic Adult Education.

As seen in **Figure 7 (See page 20)** on ADA comparisons, LAE has a decline of 61%. Part of the decline is attributed to significant budget cuts which eliminated Saturday classes and sections of ABE/GED and ESL. Also, reduction of hours and class offerings influenced this decline. Since 2008-09 school year our ADA has dropped 61%. Our catalog of course offerings has been reduced from 46 pages to 27.

Staff

Liberty Adult Education is very fortunate to have such a dedicated, caring, and professional staff. The majority of our key personnel have been on staff with LAE for a minimum of five years. These classifications would include: Director, Adult Education Coordinator, and Lead Secretary. Much of our classified support personnel are long-term district employees. Many of our core program teachers have been on staff for at least five years.

LAE includes an enthusiastic staff of 53 certificated and classified team members. Included are the Director of Community Education, whose primary position is in Adult Secondary Education and a full-time Adult Education Coordinator who has over 20 years experience in Adult Education. We have 16 part-time, certificated instructors, of which four are Lead Teachers. Our current staff also includes 20 fee based teachers and 9 full-time classified support personnel. This number changes each new catalog. Five teachers are also associated with organizations with which we contract educational services: The Learning Oasis (previously known as Boston Reed College), Diablo Medical Training, and Horizon College.

Community Information

We are located in downtown Brentwood, California, which has a present population of 53,673. The city was incorporated in February 1948, and is located approximately 50 miles east of San Francisco. The area has a rich agricultural heritage that is increasingly succumbing to residential development, but still fosters a number of “U-pick” farms that are delightful to visit. The city’s General Plan identifies the preservation of Brentwood’s “small town character” as of paramount importance. The enhancement of the downtown business district and the preservation of farmland are essential to this goal.

According to the 2010 Census, the area’s median family income was as high as \$87,068, nearly four percent higher than Contra Costa County as a whole. The past few years have seen the addition of new golf courses, an

active adult retirement community, the Los Medanos Community College satellite campus, vibrant shopping hubs, and the construction of the Los Vaqueros Reservoir south of town. The city's Economic Development Department continues to work toward bringing more employers to the city. By developing job centers, residents will be able to avoid long commutes and heavy traffic. Unfortunately, with the state of the economy, progress has been slow.

According to the Brentwood "*Welcome Magazine*", Transition is the name of the game in Brentwood these days, as years of double-digit housing growth came to an abrupt halt amid the mortgage and financial crisis sweeping the country. While the expectation among city leaders had been that a shift from residential to economic growth was on the horizon, the speed with which it overtook the city required a quicker adaptation than planned.

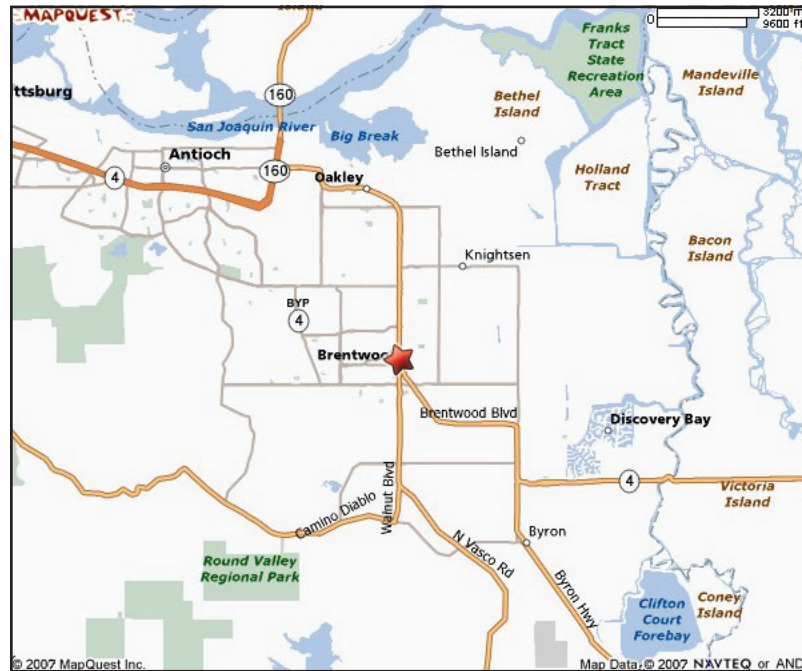
Meanwhile, the first phase of the biggest retail project in the city's history, The Streets of Brentwood, opened in October 2008. The first 300,000 square feet of upscale shopping, dining and entertainment will eventually grow to 400,000, adding more than \$1 million per year to the city's sales tax coffers.

The City of Brentwood has completed construction of a new \$38 million downtown Civic Center Complex, including a new City Hall, Community Center, expanded library, parking structure, and a revamped City Park. A second major downtown project, a \$10 million streetscape project designed to make the city's traditional business core more pedestrian friendly and encourage outdoor dining, is also now complete.

Agriculture continues to play an important role in Brentwood. The City Council continues to work with the Brentwood Agricultural Land Trust on acquiring easements that will keep nearby farmland in agriculture in perpetuity. Winemaking and organic farms, as well as the area's famed "U-pick" farms, continue to help the Brentwood area serve as the transition zone between the suburban areas to the west and the "Breadbasket of the Central Valley."

Far East Contra Costa County, one of the fastest growing areas in Northern California is in the "Heart of the Delta". Far East Contra Costa County consists of 7 towns/cities. Antioch is the largest of the seven with a population of over 112,000. The towns of Byron and Discovery Bay are surrounded by fertile farmland and are recognized for growing grapes, nuts, asparagus, and corn. Attracting new residents to the area are activities including golfing, boating, water skiing, wakeboarding, and fishing. The 2010 Census reports Byron's population as 1,277 and Discovery Bay as 17,000. Byron's median household income was reported as \$31,197, while Discovery Bay's was \$111,016. The town of Knightsen is unincorporated and covers several square miles of farm and ranch land. The population is 1,568 and the median income is \$68,417. The city of Oakley was officially incorporated in 1999 and is one of California's newest cities. Factors attracting new residents to this city are: affordable housing, quality of the schools, and the proximity of numerous water recreation sites. The 2010 Census reports a population of 35,432 and median household income of \$89,147 for Oakley.

Liberty Adult Education serves mainly Brentwood, Oakley, Discovery Bay, Bethel Island, Knightsen and Byron (See map). Antioch is not in our District, but we enroll many students from that area. As mentioned earlier, our school site is located in Brentwood, which is the second largest city in Far East County. White represents the largest race (68%) within this area with Hispanic or Latino the second largest (29%) population group. Demographic information indicates the average age is 33 with males accounting for 49% and females 51% of the population.



The education levels vary as follows:

• Less than 9th grade	7.57%
• Some high school, no diploma	9.51%
• High school grad or GED	25.40%
• Some college, no degree	28.71%
• AA Degree	7.86%
• Bachelor's Degree	15.28%
• Master's Degree	3.89%
• PHD	.46%

Per the following table, which indicates below poverty line for the City of Brentwood, Contra Costa County, and the State of California, it is apparent that the student population of LAE exceeds, on a percentage basis the city, county, and state averages. This data would confirm why students are enrolled in LAE. They are enrolled to become self-sufficient.

	Median Household Income, 2010-2011	Home Ownership Rate	% Below Poverty Line	English Speaking
City of Brentwood	\$87,642	77.3%	6.1%	75%
Contra Costa County	\$79,135	68.3%	9.9%	68%
State of California	\$61,632	56.7%	14.4%	57%

(2010 Census information from QuickFacts.census.gov)

Employment Development Department's (EDD) Labor Market Information projections indicate the following career statistics. These statistics influence LAE's decision making process to prepare our students for the workforce. According to EDD's labor statistics in 2012, the annual average unemployment rate for Contra Costa County was 9.0 percent compared to 2013 which is now 7.7 percent. Due to the drop in unemployment county wide, our daytime CTE classes have had a decrease in enrollment. Just last year we had waiting lists for our computer classes.

Unemployment Rates

United States		California		Contra Costa County		Brentwood	
2012	2013	2012	2013	2012	2013	2012	2013
8.1	7.7	10.5	9.3	9.0	7.7	7.5	6.8

Industry Employment, which includes self-employment, unpaid family workers, private household workers, farm, and nonfarm employment in Alameda and Contra Costa counties, is expected to reach more than 1.2 million by 2020. This increase represents a gain of 158,600 jobs.

Total nonfarm employment is projected to gain approximately 149,500 jobs by 2020 (**See Figure 8 on page 20**). The professional and business services; educational services, health care, and social assistance; leisure and hospitality; and retail trade industry sectors account for 65 percent of all nonfarm job growth.

- Professional and business services employment is projected to grow by 26.2 percent through the projections period and will be led by growth in computer system design and related services (8,500 jobs).
- Educational services, Health Care, and Social Assistance industry is expected to increase by 16.6 percent, with the ambulatory health care services contributing 6,600 jobs.
- Leisure and hospitality is projected to grow by 21.7 percent with most of its growth in food services and drinking establishments (14,700 jobs).
- Retail trade is anticipated to grow by 16.6 percent, with a quarter of the growth concentrated in food and beverage stores (4,400 jobs).

A 2010-2020 comparison of growing occupations by entry level education, in Contra Costa County is indicated in **Figure 9 (see page 21)**.

Occupations with the most growth in Far East Contra Costa County:

- Office Administrative Support
- Sales & Related occupations
- Construction & Excavation
- Food preparation & serving related fields
- Education, training and library
- Management
- Healthcare practitioners & technical
- Business & financial operations
- Health care support
- Installation, maintenance and repair
- Combined food preparation & servers, including fast food.

We review the data and make every effort to update our training program to stay in alignment with the employment trends. The students want to take advantage of new employment opportunities but need to gain new skills or update their current skills in order to be competitive in the workplace.

Liberty Community Education Center is very fortunate and unique. As mentioned earlier, we house EASTBAY Works One Stop Career Center on our school grounds. There are four career centers in Contra Costa County. They are located in San Pablo, Concord, Antioch, and Brentwood. The Centers are tasked to deliver employment and career services to those who are unemployed and under-employed to help them gain skills they will need to secure a job and to move into a meaningful career. The center is open to anyone seeking a job. Youth can access services as well as seniors seeking employment. There are services and opportunities for Veterans, those newly unemployed, and those who have never worked. There are a variety of tools for individuals with disabilities. The Brentwood One Stop Career Center partners with other community programs to ensure that a wide array of services and resources are available.

Some of EASTBAY Works community partnerships include:

- California Human Development (CHD) (Migrant Farmer Workers)
- Los Medanos Community College
- Employment & Human Services
- State Department of Rehabilitation
- Employment Development Dept. (EDD)

Data on Student Achievement

Liberty Adult Community Education Center's Career Technical Program meets the education and training needs of students who are seeking employment, making a career change, or enhancing personal knowledge. Classes are fee-based and we receive state revenue based upon the 2007-2008 school year. Upon registration, each student is assisted in choosing the classes that best meet his or her needs. Student goals are documented at the beginning of each course. Every five weeks an orientation for all students in Career Tech is presented. We offer a multi-subject, self-paced, open entry environment in which students are grouped according to subject. They are then given a study guide that corresponds with the text and leads them through the course. In addition, we offer direct instruction, single subject courses. Class days and times vary from daily Monday through Friday, to evenings. Individual Course Certificates are awarded to students upon completion of each class.

Our CTE students are significantly older than our average overall student population. This is due to the economic downturn and their need to update job skills to re-enter the workforce. This age group was most impacted by the economy (**See Figure 10 on page 22**).

Throughout the years, CTE has always been predominately female. Our female to male ratio has continued to drop slightly. In 2010-2011, which was our highest male enrollment in the last three years was due to the downturn

of the economy. Many men realized that keyboarding and computer skills were needed in all industries. Even though we realize that these programs are traditionally female, we need to develop more advertising directed towards the male population (**See Figure 11 on page 22**).

Program Certifications are awarded to students who complete a series of classes which range in length from 20-40 weeks. These include: Medical Records Coding and Billing Specialist, Electronic Medical Records Clerk/Health Information Management (HIM), Medical Transcriptionist, Medical Office Receptionist, Medical Secretary, General Office Support, Microsoft Office Business Suite, Advanced Microsoft Office Specialist, Administrative Assistant, Accounting Assistant, and Executive Administrative Assistant. See below: Comparison of Program Certifications earned for the last three years.

Number of Program Certificates Earned

2010-2011	2011-2012	2012-2013
54	64	66

Students earn a Certificate of Completion after meeting class requirements for the following classes: **Computer classes:** Keyboarding, Computer Concepts and Windows, MS Office Essentials, beginning through advanced levels in MS Word, MS Excel, MS Outlook, MS PowerPoint, and MS Access, MS Publisher, Accounting I, II, and III, QuickBooks, Web Design, Introduction to Photoshop, and Basics of Selling on eBay.

Business classes or workshops: How to Start a Small Home Business, Tips to Successful Landlording, Income Tax Preparation, Records Management, Business English, Proofreading and Editing, Business Math, Customer Relations, Communication and Business Machines, and Cashier/Retail Clerk. Additionally, students receive timed competency certificates for Ten-key and Keyboarding.

Medical classes: Medical Terminology, Medical Front Office Procedures, Medical Records Management, Electronic Health Records, Medical Coding Principles I and II, Introduction to Hospital Coding & Billing, CPC Coding Exam Review, Human Anatomy & Physiology, and Medical Transcription. Liberty Adult Education, in partnership with The Learning Oasis (previously known as Boston Reed College), offers the following programs: Clinical Medical Assistant, Pharmacy Technician, Electrocardiography (EKG) Technician, and Veterinary Assistant. Liberty Adult Education, in partnership with Diablo Medical Training offers Phlebotomy Technician CPT 1. LAE in partnership with Horizon College offers an 8 week Clinical Dental Assisting program.

Figure 12 (See page 23) indicates the total number of computer/business certificates for the daytime and evening Career Technical and Active Adult programs issued for the last three school years.

CTE Program Completion Data

Daytime CTE Program	2010-2011		2011-2012		2012-2013	
Total number of students	551		499		607	
	#	%	#	%	#	%
Earned certificate	244	59	198	56	228	61.96
Acquired workforce readiness skills	295	71	254	72	233	63.32
Met personal goal	281	68	247	70	269	73.1
Got a job	42	10	44	12	47	12.77
Retained a job	57	14	52	15	44	11.96
Met work-based project goal	27	7	17	5	15	4.08

The Adult Education California High School Exit Exam (CAHSEE) class is offered one night a week for two hours and has traditionally experienced a low attendance rate. An adult student that wants to take the upcoming CAHSEE Test is required to be enrolled in this CAHSEE class, yet many have very low overall attendance. In addition, less than half of the students enrolled actually follow through to take the test. Of those that attend regularly pass.

The school years 2010-11 and 2012-13 show similar enrollment numbers of tests administered and passed, yet there was a significant dip in 2011-12 with the actual enrollment declining by almost 50%. This may have been due to an unforeseen mid-year change of the CAHSEE Prep class instructor.

CAHSEE Data

School Year 2010 - 2011	School Year 2011 - 2012	School Year 2012 - 2013
Total Enrolled: 43	Total Enrolled: 23	Total Enrolled: 40
ELA	ELA	ELA
Tests Administered: 7	Tests Administered: n/a	Tests Administered: 9
# Passed: 4	# Passed:	# Passed: 3
% Passed: 57.1%	% Passed:	% Passed: 33.3
Math	Math	Math
Tests Administered: 12	Tests Administered: 7	Tests Administered: 9
# Passed: 5	# Passed: 1	# Passed: 4
% Passed: 41.7%	% Passed: 14.3%	% Passed: 44.4

We have created an independent study program for *high school students* where they can attend only once a week and then do their work independently at home. In years past the Learning Center was exclusively a seat time program requiring four evenings a week attendance. It was difficult for many students to attend due to their work and sports schedules, plus they had been in school an entire day and were less able to concentrate fully. The independent study Learning Center has made credit recovery more attainable.

The independent study option has not been offered to the adult **returning students** as yet, but it may be in the future. Presently, adult students enroll in the afternoon seat time session four days a week. The total enrollment has increased because we have been able to create more capacity in the classes and pull from the waiting list more frequently. As a result students complete credits more quickly allowing more new students to enroll.

Due to the above changes we have steadily increased overall attendance and credits earned for both adult and high school students. Please see below.

	Students Enrolled		Credits Earned	
	High School	Adults	High School	Adults
2010-11	123	34	756	101
2011-12	144	53	1019	126
2012-13	190	95	1124	247

Adult students, 18 – 20 years old, may choose to pursue an Adult Education Diploma through Independence High School (IHS) or Adult Education Learning Center. All other Adult education students pursue their diplomas in the Adult Education Learning Center.

Adult Education Diplomas Earned

	IHS	Adult Education
2010-2011	39	7
2011-2012	36	10
2012-2013	37	7

Adult Basic Education, GED, and Adult Secondary Education, comprise the Academic arm of Liberty Adult Education. The number of attained GEDs continues to rise on an annual basis (**See Figure 13 on page 23**).

Over the last three years there were a total of 486 GED Tests taken with 343 students obtaining a GED Certificate.

- 71% pass rate

During the last three years we enrolled 423 ABE students. Of the 423 ABE students, 191 students (45%) made significant gains (**See Figure 14 on page 24**).

In the GED area the five subsections of the test reflected the following attempts: Language Arts, Writing: 183; Science: 174; Social Studies: 190; Language Arts, Reading: 179; and Math: 166. None of these areas exceeded 15% of our total enrollment. Our focus will be concentrating more on preparing students for these tests. The highest percentage achieved was 13.66% for Social Studies; the least being Math with 11.93%. These subsections should reflect lower attempts; better preparation prior to taking these subsections would result in fewer attempts, and raise our percentage

of GED graduates (**See Figure 15 on page 24**). As a result of passing the GED test, 93 students (6.69%) have increased their involvement with their child's education, and 24 (1.75%) increased involvement in their child's literacy activities. Ninety-six students got a job (6.90%), 194 retained their job (13.95%), and 316 acquired workforce readiness skills (22.72%).

In addition to obtaining a GED Certificate, our graduates also achieved additional benefits from completing this milestone in their lives. **Figure 16 (See page 25)** reflects the benefits achieved.

The Persister Report tracks Educational gains and attendance by Educational Functioning Level. (See Below)

In the 2010/11 school year our Educational Functioning level for ABE Intermediate High, for Completing Level 4 was 48 percent. This is significantly lower than the other three levels.

In the 2011/12 school year our Educational Functioning level for ABE Intermediate High, for Completing Level 4 was 49 percent. This was also lower than the other three levels.

In the 2012/13 school year our Educational Functioning level for ABE Intermediate High, for Completing Level 4 was 53 percent. This is an improvement over the previous two school years but was still significantly lower than the other three levels.

Percentage of Persisters*

ABE Level	2010/2011	2011/2012	2012/2013
Beginning Literacy	100	100	0
Beginning Basic	100	100	100
Intermediate Low	81	80	71
Intermediate High	48	49	53
Average	82.25	82.25	56

*Persisters = students who have attended at least 12 hours and have a CASAS pre and post test.

Our numbers in the last three school years have not seen an increase above 53% in the Completing Level, for the students in the Intermediate High functioning level. We need to get our numbers back up as we go forward by ensuring that we provide additional help to students who are struggling in the Reading discipline. This can be accomplished through using different teaching modalities for the students who are struggling and utilizing more peer-to-peer teaching opportunities.

During the 2012-2013 school year, our ESL program served 385 students. The rise in enrollment over the past three years can be attributed to the addition of a class section that was eliminated in 2009-2010 school year, higher student retention due to our updated orientation procedures, and increased communication and collaboration within our ESL staff (**See Figure 17 on page 25**).

Our classes are open-entry, open-exit, and meet the needs of students at all levels of proficiency. We hold weekly orientations on Mondays during the school year to accommodate our open-entry policy and to ensure that all students are informed and prepared to enter our classes. At our weekly orientations, new students are given a placement test to ensure they are placed at the appropriate class level.

During the 2012-2013 school year, we partnered with a local church to offer a Citizenship class off-site as well as reinstated our on campus 6 week Preparation for U.S. Citizenship class. In the 2012-2013 school year, we had at least 5 students pass their U.S. Citizenship Tests. This course will be offered again during the 2013-2014 school year.

Each of our teachers base their curriculum on standards based outlines that have been developed within the department and refined as needed. Our ESL staff meets regularly to ensure that all teachers are following are the curriculum and providing a continuum of services. This ensures that students moving up to the next class level feel confident and secure in their new, more advanced setting.

Our ESL program is very successful. This success is consistently confirmed through our student retention rates, data collected, and student feedback. Our program continues to consistently perform above state standards at all ESL Educational Functioning levels as compared to the statewide goals. This benchmark data reflects our program achieving 226 payment points in the ESL program for the 2012-2013 school year.

For all students with both pre and post tests, our CASAS Benchmarks raw data for the past 2 years shows an increase in students achieving significant gains as well as a decrease in students achieving no gains (See below). These trends can be attributed to the increased professional development and communication among teachers regarding CASAS testing procedures and improvements in pre and post testing follow through. The data shows a slight decrease in students achieving two level gains, but this is only a 2% decrease and therefore doesn't represent a trend.

CASAS Benchmark Data

	2011-12	2012-13
No Gains	23%	18%
Two-Level Gains	14%	12%
Significant Gains	63%	70%

Our data for the last 3 years shows a consistent increase in payment points resulting in an achievement of 226 payment points for the 2012-2013 school year. The payment points for 2010-2011 were lower due to factors such as budget cuts resulting in class section reduction, staff turnover, and lack of follow through on pre and post testing of students. The next two years show a trend of payment points increase due to an increase in overall enrollment, the addition of one class section, and increased follow through on pre and post testing by our staff (**See Figure 18 on page 26**).

For the 2010-2011 and 2011-2012 school years, our program performed above state standards at all ESL Educational Functioning levels as compared to the statewide goals as indicated in table below.

Educational Functional Level Completion Rates (ESL)

Level	CA State Goal 2010-11	LAE 2010-11	CA State Goal 2011-12	LAE 2011-12
Beg. Literacy	63%	90%	63%	90%
Beg. Low/High	63%/59%	90.9%/76.3%	63%/59%	90.9%/76.3%
Inter. Low	53%	69.5%	53%	69.5%
Inter. High	48%	57.1%	48%	57.1%
Advanced	24%	30.5%	24%	30.5%

Data from our National Reporting System (NRS) Federal Table 4 and 4B indicates variances in the last 3 years in both our completion trends and persister percentages. The variances in persister percentages are not large enough to indicate a trend. Our data does show that the percentage of all student completions and persister completions has decreased overall. This could be due to a variety of factors such as decreased course offerings, staff turnover, increased transient population, and the need for increased follow up with students. We need to research this within our ESL program to determine how best to increase this data. Our persister percentage data increased in 2011-2012 and remained stable in 2012-2013. This can be attributed to ongoing improvement within our department in keeping track of both pre and post tests.

Year	% of Completions (all students)	% of Completions (persisters)*
2010-2011	70.70	76.8
2011-2012	67.86	78.83
2012-2013	55.30	73.00

Percentage of Persisters*

ESL Level	2010/2011	2011/2012	2012/2013
Beginning Literacy	83.33	90.91	85.71
Low Beginning	85.71	91.67	90.91
High Beginning	84.62	76.00	82.5
Low Intermediate	85.42	92.41	90.70
High Intermediate	79.03	84.15	80.00
Advanced	83.10	88.16	88.16
Average	83.54	87.22	86.33

*Persisters = students who have attended at least 12 hours and have a CASAS pre and post test.

Our students are able to reach their key goals of increasing employment opportunities, increasing community involvement, and preparing to continue their education. Many of our Intermediate level students successfully transition from the ESL program to our ABE/GED program with the goal of moving on to community college.

Figure 1: Funding

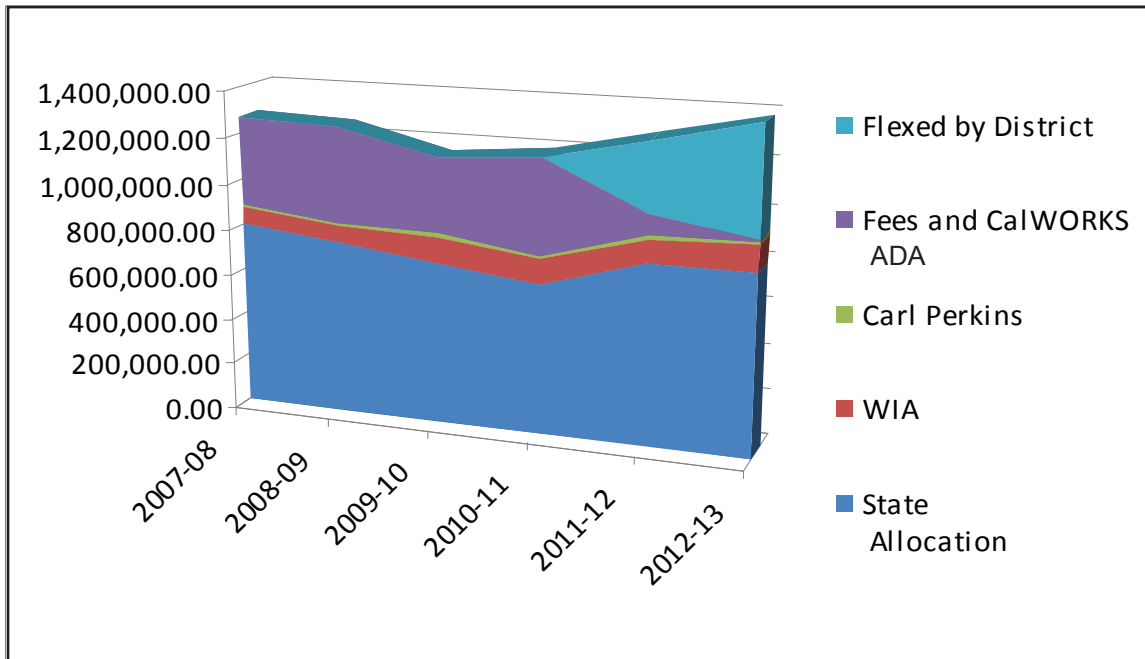


Figure 2: Enrollment

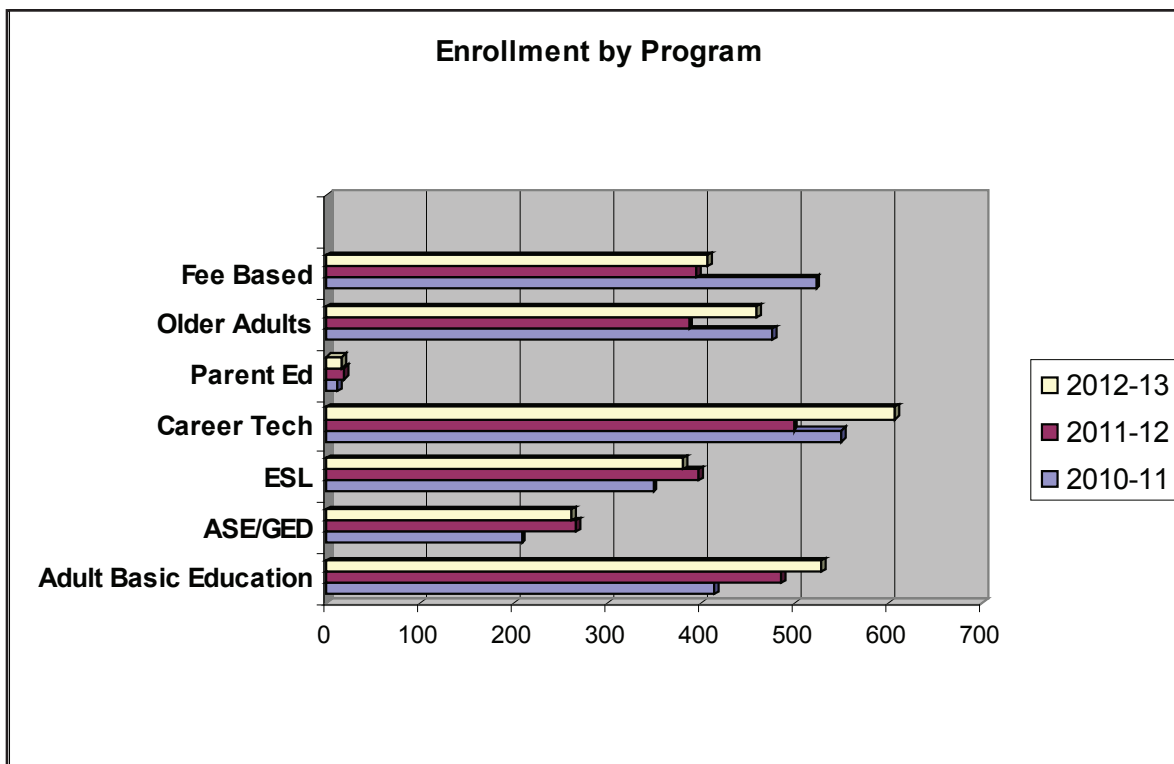


Figure 3: LAE Student Population

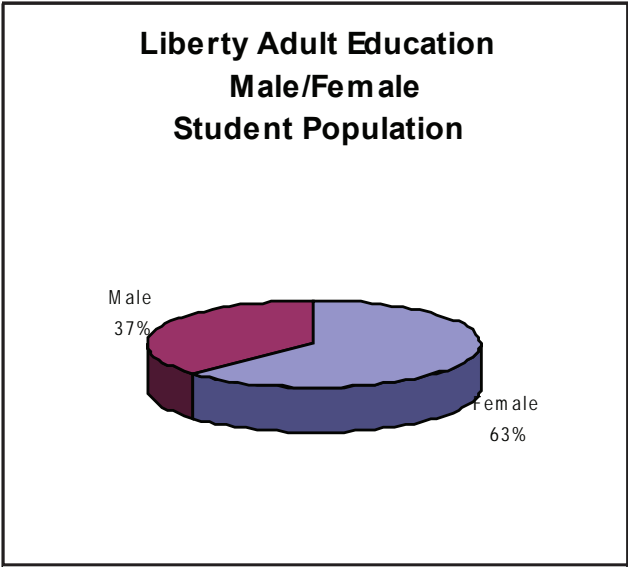


Figure 4: Ages of Students

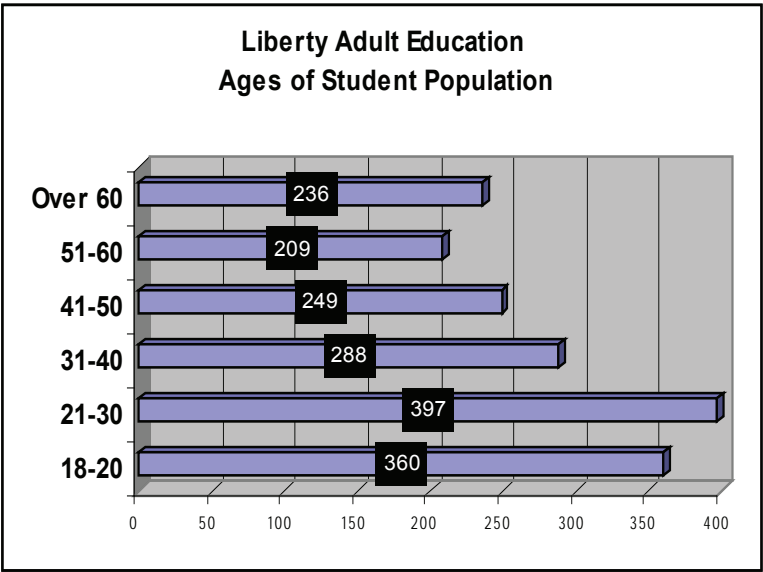


Figure 5: Ethnicity

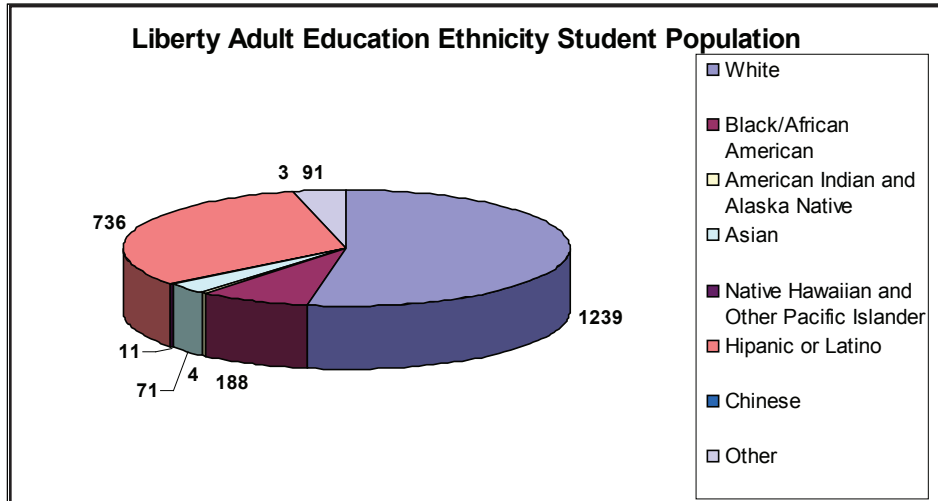


Figure 6: Economically Disadvantaged Students

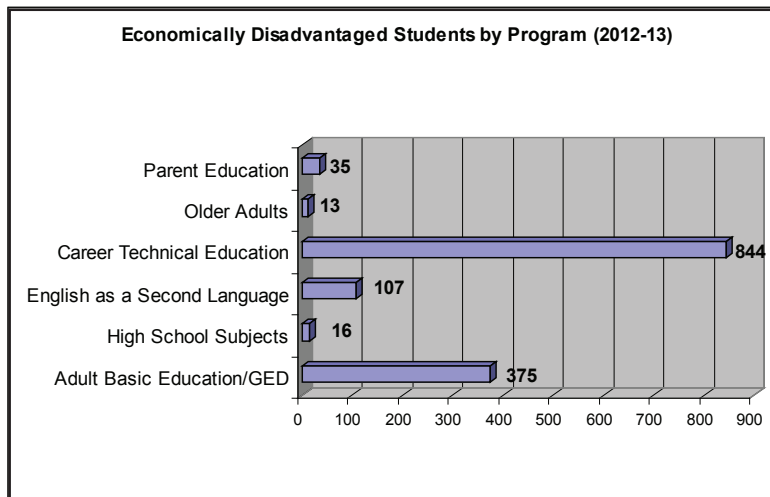


Figure 7: ADA Comparison

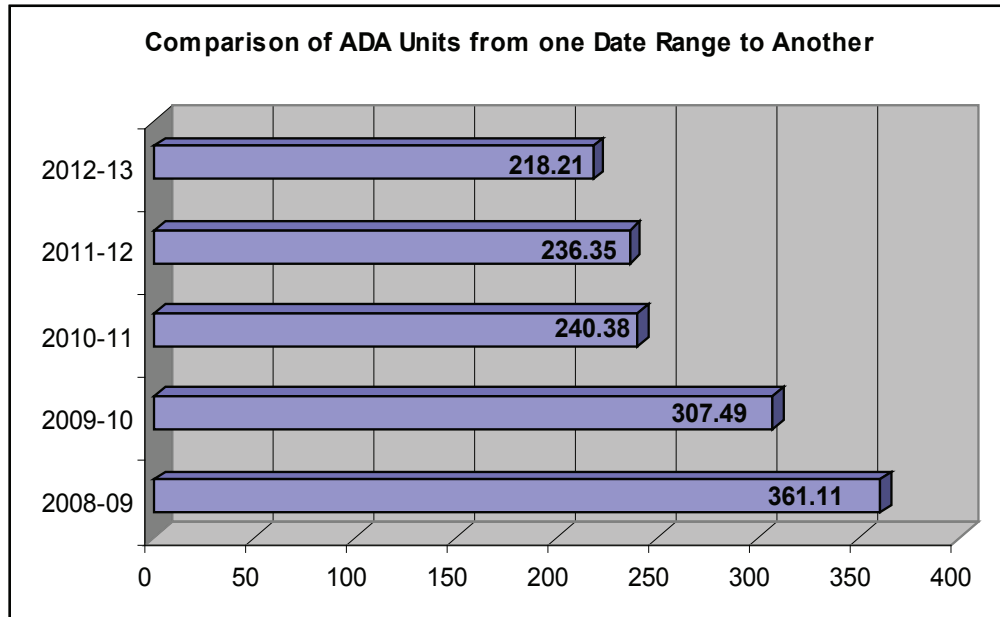
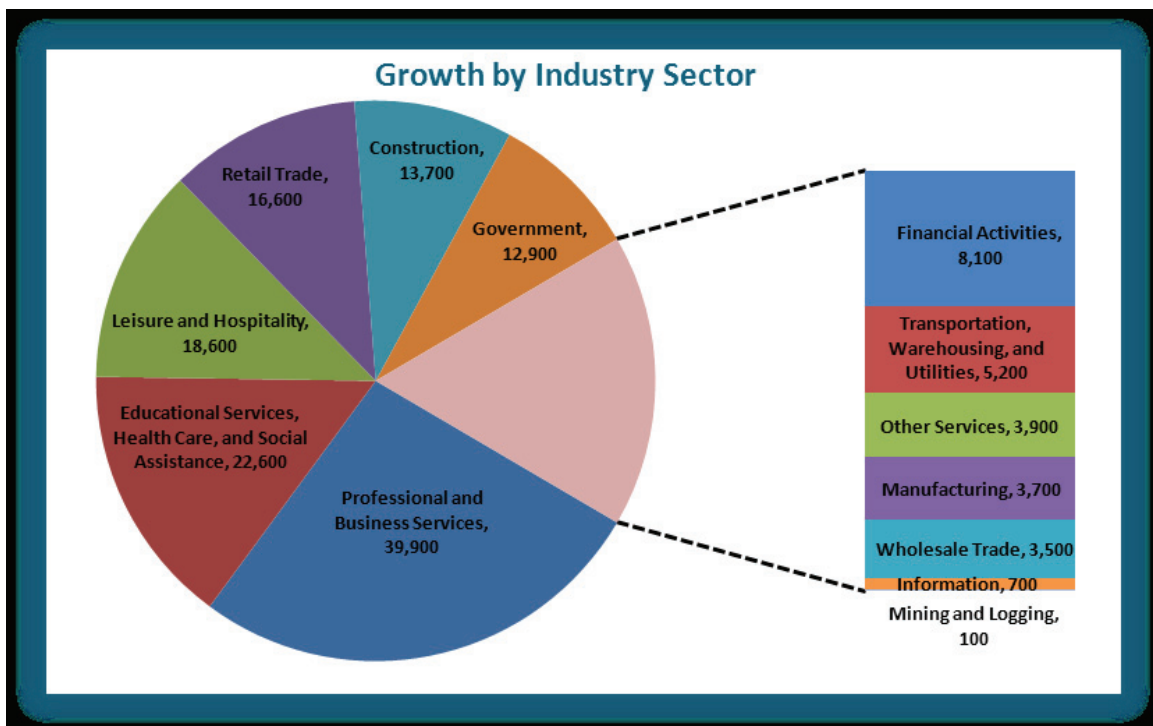


Figure 8: Growth by Industry Sector in Alameda and Contra Costa Counties



**Figure 9:
2010-2020 Comparison of Growing Occupations by Entry Level Education
Contra Costa County**

Fastest Growing New Jobs from Industry Growth	Entry Level Education	Largest Growing New Jobs and Replacement Needs
Heating, Air Conditioning, and Refrigeration Mechanics and Installers (17.8% or 350 jobs)	Postsecondary Non-degree Award	Nursing Aides, Orderlies, and Attendants (2,470 jobs)
Nursing Aides, Orderlies, and Attendants (15.8% or 1,360 jobs)		Licensed Practical and Licensed Vocational Nurses (2,190 jobs)
Licensed Practical and Licensed Vocational Nurses (15.3% or 800 jobs)		Hairdressers, Hairstylists, and Cosmetologists (1,100 jobs)
Surgical Technologists (14.9% or 100 jobs)		Dental Assistants (880 jobs)
Medical Records and Health Information Technicians (14.3% or 200 jobs)		Manicurists and Pedicurists (760 jobs)
Computer Support Specialists (17.8% or 1,030 jobs)	Some College No Degree	Computer Support Specialists (2,560 jobs)
Merchandise Displayers and Window Trimmers (26.9% or 350 jobs)	High School Diploma or Equivalent	Office Clerks, General (5,760 jobs)
Food Service Managers (26.7% or 900 jobs) Dental Laboratory Technicians (26.5% or 130 jobs)		First-Line Supervisors of Office and Administrative Support Workers (4,860 jobs)
Sheet Metal Workers (25.6% or 310 jobs)		Teacher Assistants (3,950 jobs)
Structural Iron and Steel Workers (25.0% or 140 jobs)		Bookkeeping, Accounting, and Auditing Clerks (3,340 jobs)
Plasterers and Stucco Masons (28.8% or 150 jobs)		Cashiers (13,910 jobs)
Cement Masons and Concrete Finishers (23.1% or 150 jobs)	Less than High School	Retail Salespersons (12,960 jobs)
Cooks, Fast Food (22.8% or 1,160 jobs)		Waiters and Waitresses (9,450 jobs)
Waiters and Waitresses (22.7% or 2,950 jobs)		Combined Food Preparation and Serving Workers, including Fast Food (8,330 jobs)
Cooks, Restaurant (22.5% or 1,420 jobs)		Laborers and Freight, Stock, and Material Movers (6,540 jobs)

Source: California Employment Development Department - Website www.labormarketinfo.edd.ca.gov

Figure 10: Age Comparison CTE Students

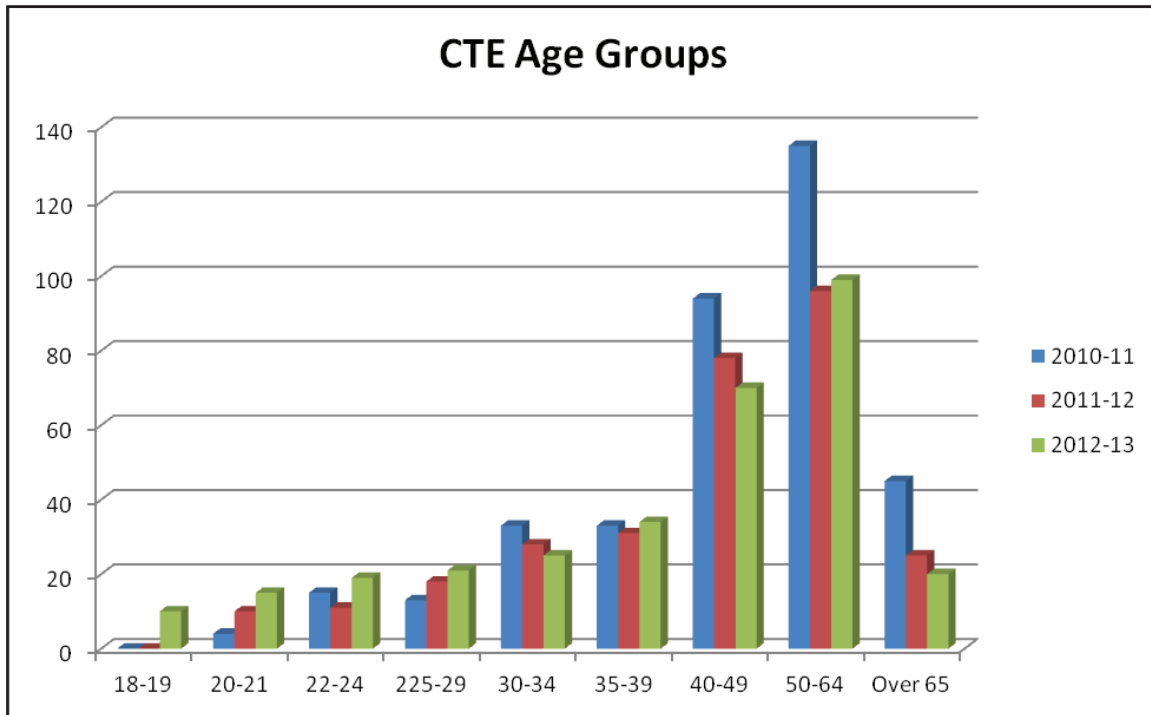


Figure 11: CTE Gender Comparison

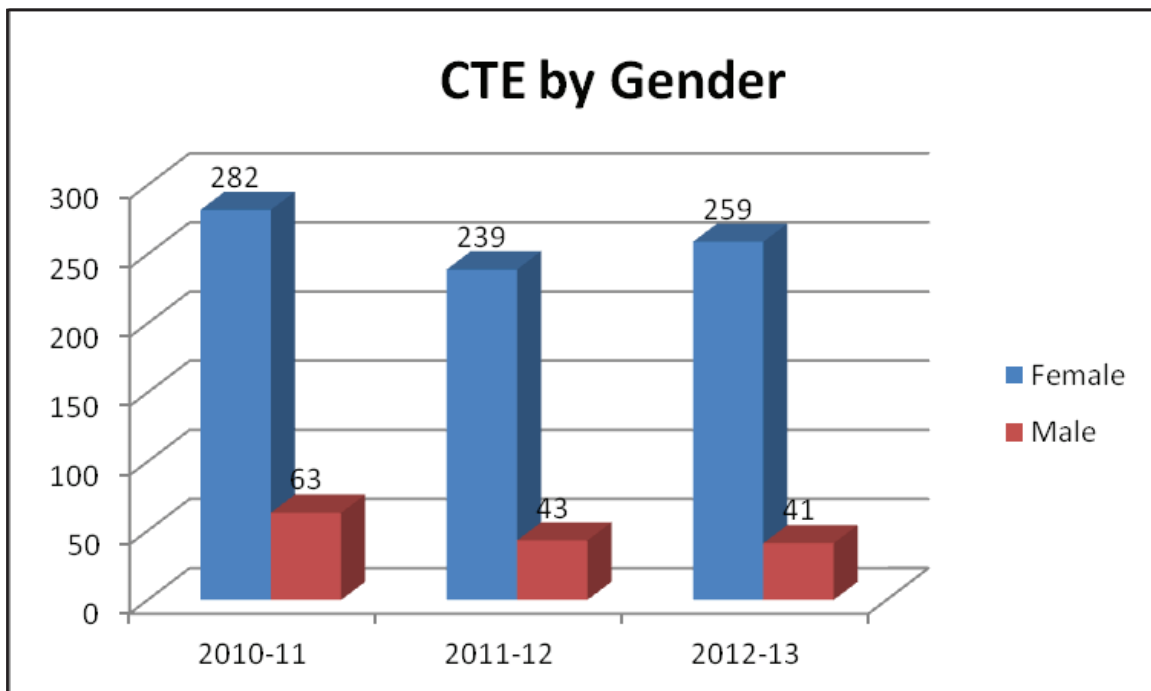


Figure 12:
Computer/Business/Medical Certificates by Programs

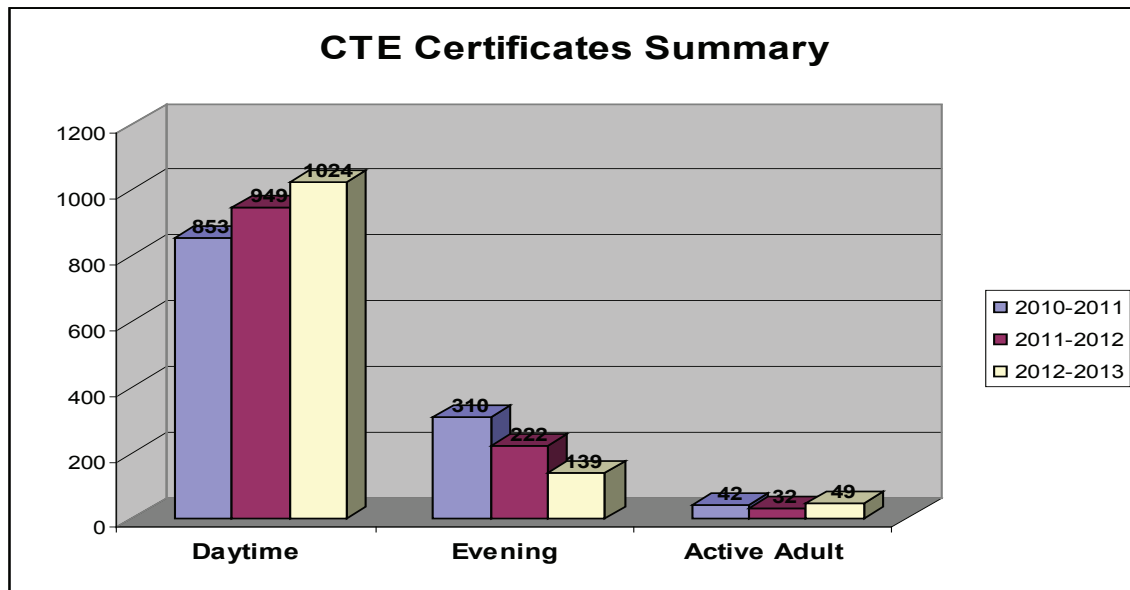


Figure 13: GED Test Summary

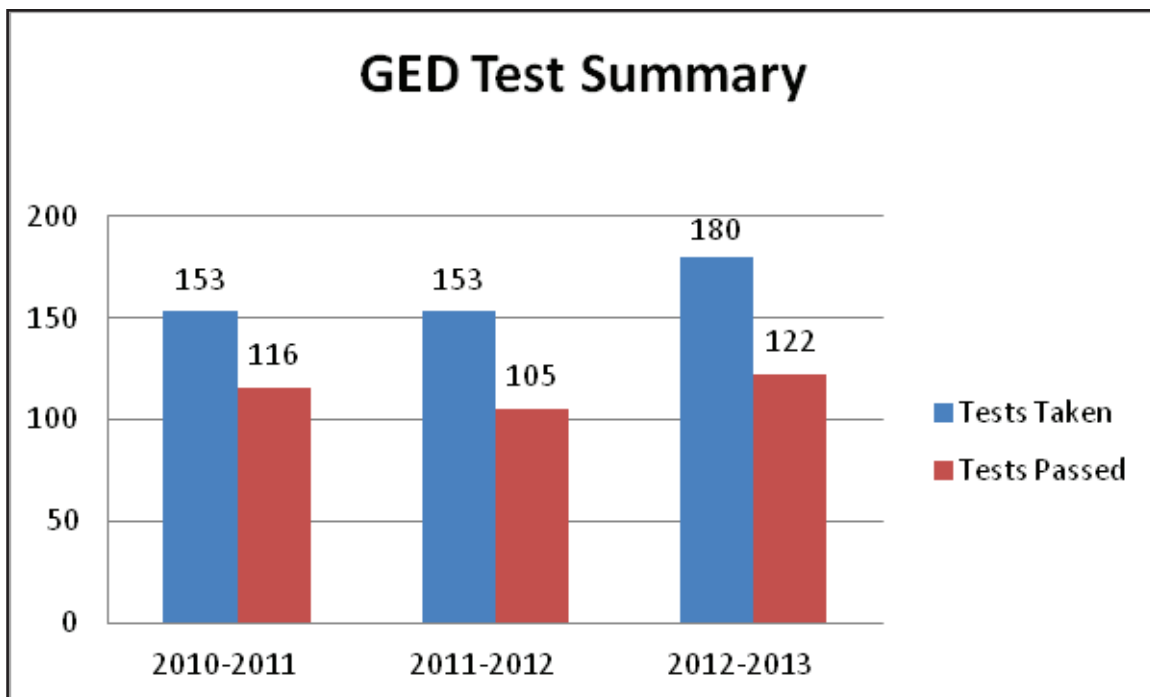


Figure 14: ABE Payment Point Comparison

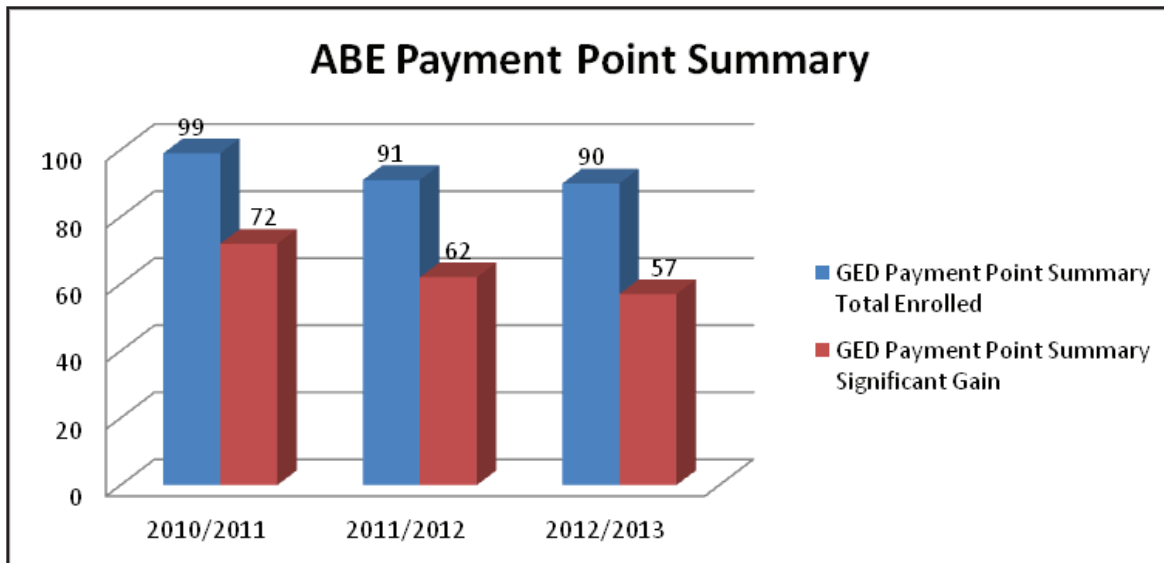


Figure 15: GED Subsection Information

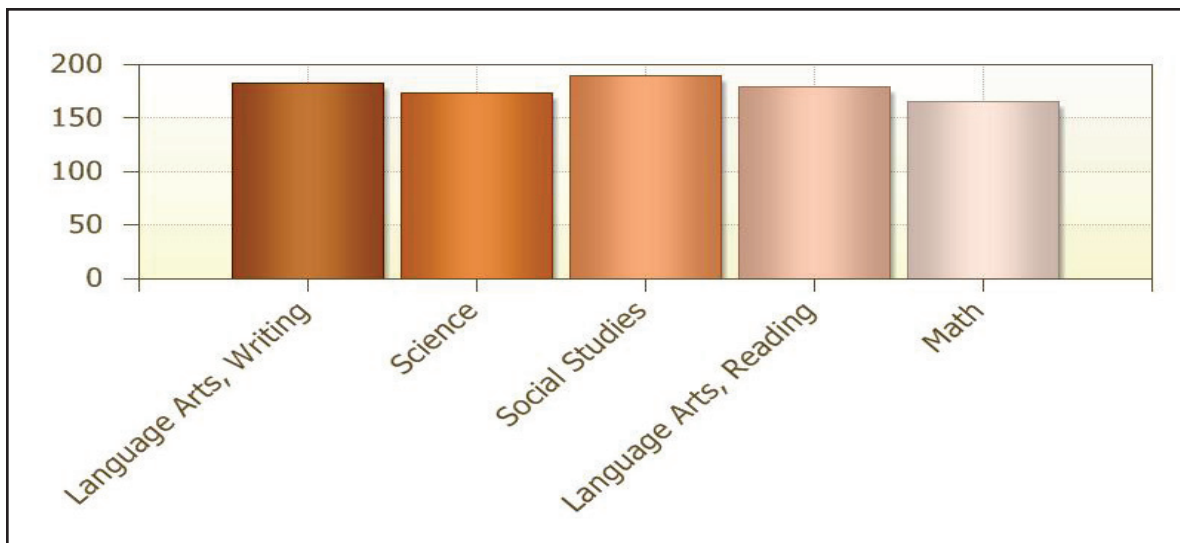


Figure 16: GED Extended Benefits

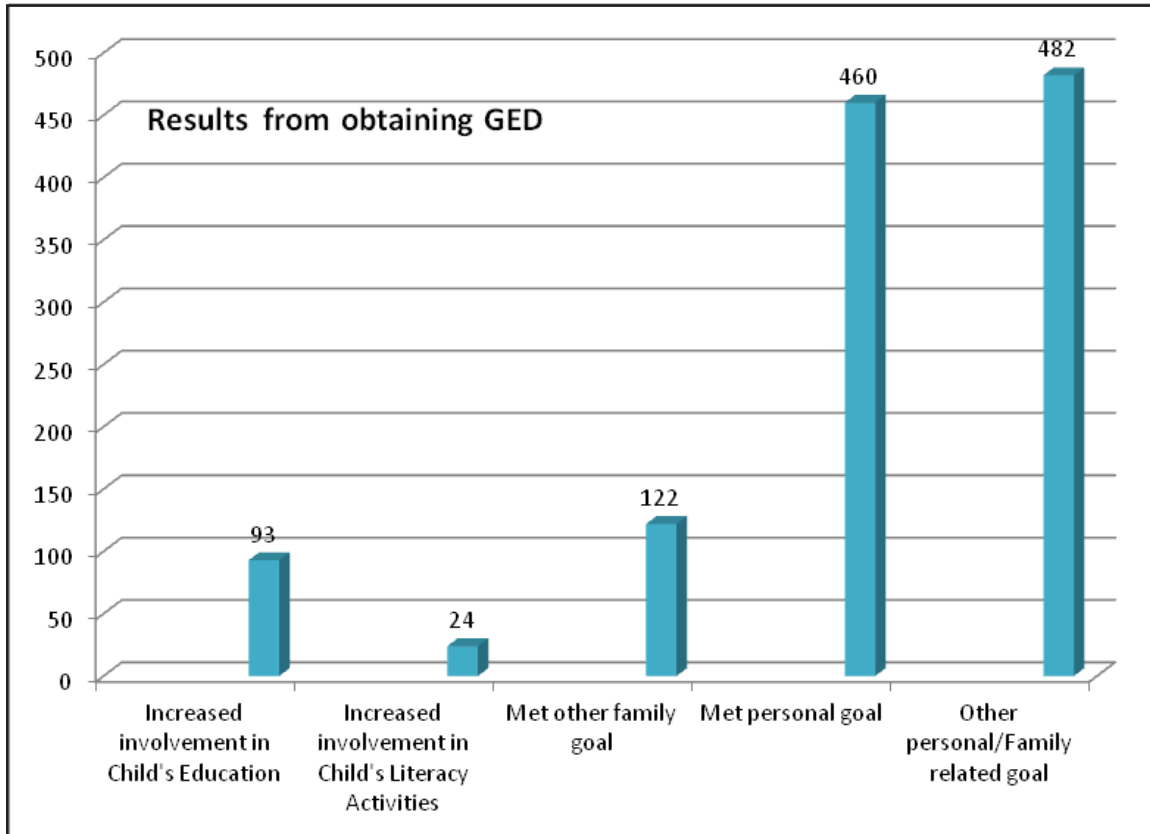


Figure 17: ESL Enrollment Comparison

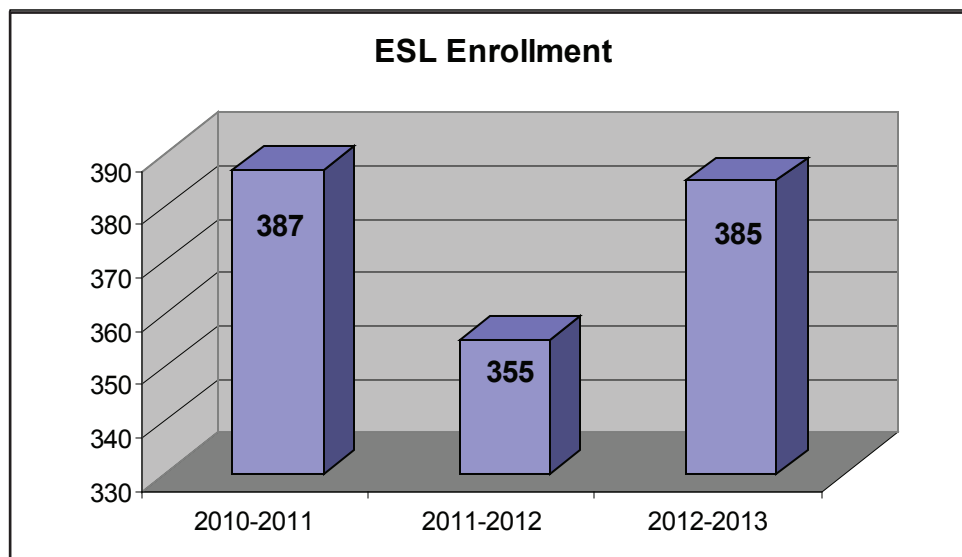
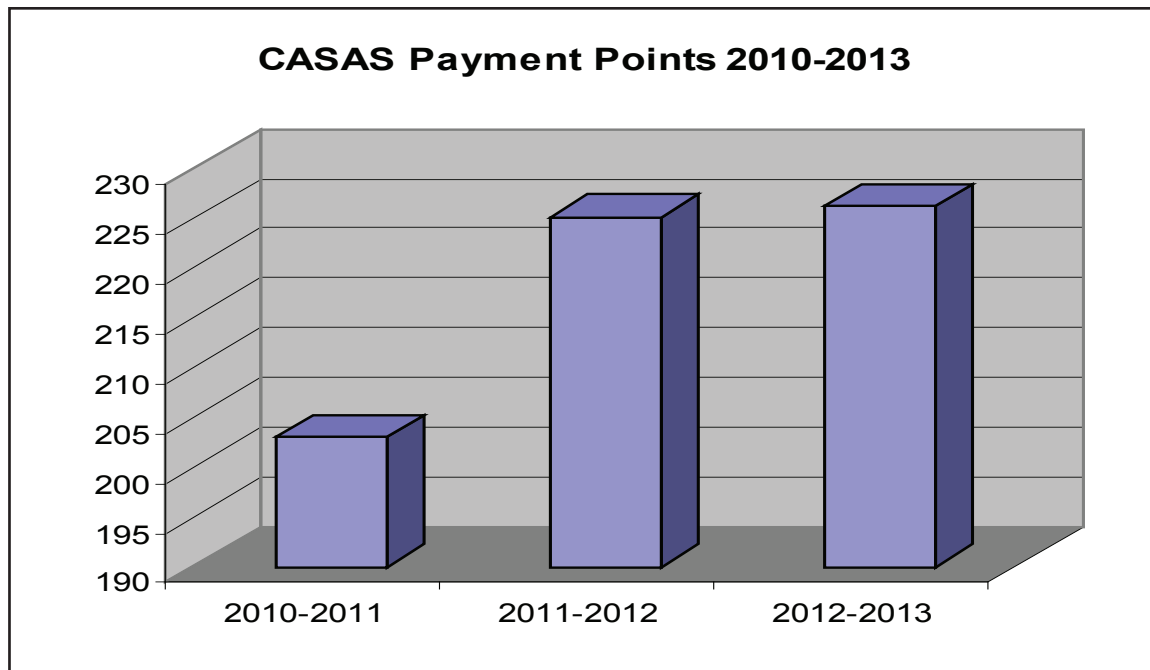
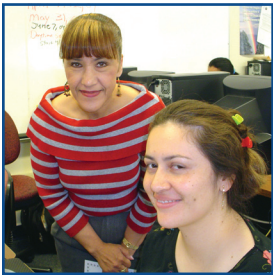


Figure 18: ESL Payment Point Comparisons





CHAPTER II



Chapter II

Progress Report on Past Recommendations

Liberty Adult Education has gone through many changes since our last WASC Self Study Report in the 2007-2008 School Year, and our Midterm Visit in 2011. Our administrative team has changed. The long time (12 year) Director of the Community Education Center was promoted to Assistant Superintendent of Administrative Services in 2010-2011. Although he moved to the district office, he continued to oversee the operations of the Adult Education Center until the 2011-2012 School Year. At that time, there were major changes at our District Office. The Superintendent retired and the Assistant Superintendent in charge of Human Resources assumed the Superintendent position. In 2011-2012, our Assistant Director of the Community Education Center was promoted to Director. Her primary focus is to serve as the Principal of Independence High School. The Adult Education Coordinator, who had been serving as a teacher on special assignment, was assigned to a Contracted Management position for LAE.

Since the funding mechanism is no longer based on ADA, the school is focused on the number of students served. Adult Education has been moved into categorical flexibility within Tier III at the State Level, giving the Liberty School District full flexibility of revenue based on the 2007-2008 school year. The ADA units would be 363.59. This represents approximately \$803,933.00.

Of course, the future of Adult Education is rapidly changing and there are many unknown factors. Our district administrators, including the Adult Education Coordinator participated in a “Kick off Meeting” for Contra Costa County AB86 Community College and K12 Adult Education Consortium Planning. The meeting consisted of the administrators from all seven adult schools and their superintendents or their representatives, the Contra Costa Community College Chancellor, Contra Costa Community College Presidents, and other representatives. The focus of the meeting was to find out who wanted to participate in a Regional Consortium planning process. Our Superintendent agreed to participate. We are all very excited about this new adventure and the future of adult education.

Since the WASC visit in School Year 2007-2008, the Liberty Adult Education budget has been reduced by 30% and an enrollment reduction of approximately 900 students has occurred. Liberty Adult Education has cancelled one Beginning ESL section in the evening, a Saturday ABE/GED combination class, an afternoon ABE/GED combination class, an evening ASE/Learning Center, a morning GED Testing Center, and a Saturday Citizenship class. In fact, we no longer offer any classes on Saturdays. The instructional hours for the existing ESL, ABE, and GED classes were reduced by half an hour per section. A full-time evening Paraprofessional Assistant and a full time Clerk Typist II were laid off in 2010 due to budget cuts. Even with the budget cuts over the last 4 years, Liberty Adult Education feels very fortunate to have a District that supports the importance of Adult Education. Many districts have closed their Adult Education Programs. In spite of budget restrictions, the district is providing Bureaucratic Time for our teachers. This can be up to two hours per week depending on hours worked.

We had to refocus our way of thinking in order to survive any more budget reductions. It gave us an opportunity to rethink and retool Liberty Adult Education. We are transitioning from an ADA funded model to a business model by charging for our courses to achieve self-supporting capability. We were given an opportunity to do a presentation for our School Board on March 10, 2010. The title was “Liberty Adult Education Transitions to Better Times”. We are charging for classes that were free in the past. “Free to Fee” is our new way of thinking. We charge a minimal fee of \$30 for 20 weeks for our ESL, ABE, and GED classes. Our Older Adult classes are now all fee based. We do not charge a fee for the High School Diploma program, however.

The Leadership Team, consisting of the Assistant Superintendent of Administrative Services, Director, Coordinator of Adult Education, three Lead Teachers in CTE, ESL, ABE/GED, Adult Education Secretary, and Clerk Typist, have taken on the primary responsibility for ensuring that the process for implementation of the Action Plan is carried out. They have created a separate document for monitoring the Action Plan called the “Report of Progress/Accountability Action Plan”.

The Leadership Team meets on a regular basis to review and discuss the progress of the plan and make changes as needed. LAE’s Professional Learning Communities (PLC), are organized by program departments and hold bi-monthly meetings. The PLC consists of the Coordinator of Adult Education, the Lead Teacher for that program area and other teachers, instructional aides, and office staff. Together these teams monitor and adjust the Action Plan as needed.

Liberty Adult School has improved its mechanisms for sharing the follow-up process with stakeholders. For the last three school years, LAE has presented an annual progress report to the governing board. Twice a year the Adult Education Coordinator writes a letter of reflection to all staff members that highlights accomplishments and progress on the Action Plan.

Recommendations

LAE had three recommendations from the 2008 WASC visit. There were not any additional recommendations during our Midterm Visit in 2011. The three areas are listed below:

Goal #1: Strengthen the Communication Schoolwide

There is a need to improve communication among students, staff, administration and the community. A plan to address this will include strategies to increase staff and student participation in ongoing school improvement, program articulation and community awareness of school programs.

LAE has strengthened the communication between students, staff and leadership, as well as community awareness about its services. From one of the major areas of concern, the school leadership now considers this to be one of its strengths. Attention to this goal has created a dynamic and positive learning environment for the students at Liberty Adult Education.

Each program area has implemented a small professional learning community. Participants include teachers, instructional assistants, office staff, and the Adult Education Coordinator. The Lead Teacher for each program area facilitates these meetings. The lead teachers and staff help define the agendas that always address an analysis of student learning.

Other action items accomplished to strengthen schoolwide communication include:

- The coordinator meets with new staff to discuss the Staff Handbook one-on-one.
- The coordinator continuously updates LAE staff on issues through memos. The school has developed a *Student Flyer* to increase student awareness regarding educational counseling, and guidance services.
- The LAE Coordinator makes routine visits to the classrooms to increase student awareness of services and events, both on and off campus.
- LAE hosts and attends events to increase community awareness of its programs.

Goal #2 – Improve Student Learning and Achievement

The school should develop a site based student development plan focused on student learning of the SLOs and expand school wide staff involvement in professional growth activities.

Achievements in this area include:

- The implementation of Professional Learning Communities (PLC) for each program area allows the staff to continuously share ideas about how to focus learning on the SLOs.
- LAE established a managed enrollment process, improved student transition from program to program, and strengthened communication and continuity between morning and afternoon programs.
- The LAE Coordinator attended a three-day CALPRO training on Site Based Professional Development Plan (PDP). The lead CTE and ESL teachers also attended workshops on professional development. We then developed a PDP plan.
- One of the most beneficial staff development opportunities was peer observation.
- Staff members participated in CALPRO on-line workshops, state and regional educational conferences, and OTAN workshops.
- LAE held on-site CASAS training to provide staff more information regarding achievement and outcome through data collection and understanding reports.

Goal # 3 – Resources and Facilities

There is a need to enhance the appearance of the campus and increase capacity of the Community Education Center that houses the adult education program and other alternative education and community education programs.

In spite of budget constraints, our facilities have seen substantial progress toward this goal. The Community Education Center was assigned a landscape/maintenance employee for 1.5 days per week starting in the 2008-09 school year. The grounds are nicely maintained. In addition, other alternative education programs located at this same site received a grant for a community garden project this year. This is located in the back of our school.

In 2013-2014 the Superintendent made a decision to move three Matrix Programs back to Liberty High School. He also decided to convert one of our classrooms into a Professional Development Training Center for district employees. This allowed an additional classroom for LAE. The district paid to have four classrooms painted and carpeted. The asphalt by these classrooms was slurry sealed and evened. We moved our Medical Training Programs to these new rooms. We are now able to convert one of the other rooms into a Computerized GED Testing Center for the new “GED 2014”. The front parking lot was slurry sealed and bumper stops installed and included a designated handicap parking space. Our maintenance staff painted all the entry doors and entry steps which created a more inviting adult learning environment. The district has been very generous to the Community Education Center this year.

As stated earlier, the Midterm Visiting Committee had no further recommendations. They said “The leadership team is carrying out the function of guiding continuous school improvement by focusing on the action plan, modifying it as circumstances change and informing the school community of progress.”

The following commendations, noted by the Midterm visiting committee are listed below:

This Visiting Committee is pleased to report that there are numerous commendations related to Liberty Adult Education’s progress, as well as the capacity to respond to systemic changes. Particularly noteworthy are the following:

- The school has fully and appropriately utilized the accreditation process to make and sustain remarkable progress, despite revenue reductions and fiscal uncertainty.
- The leadership team has focused on the action plan throughout the first three years of the current term of accreditation through regularly-scheduled meetings and progress reports.
- The school is able to leverage resources due to strengthened collaboration with partners in the community and the Liberty Union High School District.

- Up until this point the school district has been supportive and appreciative of the services provided by the adult school.
- The adult education coordinator and leadership team have increased visibility throughout the community and communication among staff and students.
- The leadership team and staff have demonstrated resilience and adaptability in adjusting to fundamental changes in the operations of adult education as well as the reorganization of the administration. They are to be commended for maintaining their passion and commitment to the adults in this community. The spirit of optimism is palpable at the school.
- The staff is actively engaged in maintaining the relevance of adult education in the community served by the Liberty Union High School District.

In conclusion, this summarizes the progress report on key issues since the previous self-study.



CHAPTER III



Chapter III

Self-Study Findings

CRITERION 1:

Institutional Mission and Schoolwide Learner Outcomes

Criterion: The institution demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide Learner Outcomes (SLOs) are developed and reviewed annually to ensure that they are current and relevant.

Indicator 1.1: The institution has a statement of mission that describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning.

Findings

LAE Mission Statement

The mission of Liberty Adult Education Center is to serve our communities as a center for lifelong learning by providing a safe and supportive educational environment, which addresses the unique needs of all individuals. This fosters their ability to participate effectively as citizens, workers, and parents.

The mission statement of Liberty Adult Education directly reflects our commitment to successful student learning and to serve our communities as a center for lifelong learning by providing a safe and supportive educational environment which addresses the unique needs of all individuals. When making decisions regarding curriculum/student learning, our mission statement is always at the center of Professional Learning Community (PLC) meetings and leadership meetings. We need to develop an ongoing process to ensure all course outlines have incorporated the Student Learner Outcomes. We are continuously evaluating the needs of our student population and modifying the mission statement as necessary. This is accomplished through the orientation, assessment, and goal setting process. As part of the Liberty Union High School District, LAE is authorized by the California Department of Education (CDE) to grant high school diplomas, credits and certificates.

Indicator 1.2: The mission statement is approved by the governing board, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.

The mission statement was established in 2005 by the LAE Leadership as part of our first full WASC Self-Study. It was approved by the LAE Staff and all stakeholders. The Mission Statement was reviewed in the 2010-11 academic year by the Leadership Team, staff, and all stakeholders. It was determined at that time not to make any revisions to the original statement.

Giant Post–Its Notes

Course Outlines

Meeting Agendas and Minutes

List of Staff Involvement in the Revision of Mission and SLOs

Copies of LAE Catalog with Initial and Revised Mission

Mission and SLOs Listed on LAE Website (www.libertyadulthood.org) and Posted in Every Classroom

Staff Handbook

Orientation Handouts

In March 2013, minor revisions were made to the statement and approved by staff and stakeholders.

The Mission Statement of the LAE is posted in every classroom and is discussed during classroom orientations. Even though the surveys indicate that 293 students were aware of the Mission and SLOs, we discovered many new students were not aware of the Mission and SLOs. New efforts are needed to further enhance our orientation process to ensure all new students are aware of the Mission and SLOs. Our mission statement is in our catalog which is published two times per year and is distributed to approximately 50,000 community members. It is posted on our website and in the staff handbook as well. We also have the Mission and SLOs posted in every room.

**Meeting Agendas and
Minutes**

Indicator 1.3: The institution's mission statement is central to institutional planning and decision-making activities.

Liberty Adult Education's Mission Statement and Schoolwide Learning Outcomes determine the decision making processes as they relate to our program planning. These decisions are based upon the following key questions which were derived from our mission statement:

- What are the current learning needs of students?
- What are the 21st century challenges students will face now and in the future?
- What do we want our students to accomplish as an end result of being a participant in our program?

LAE's mission statement is at the heart of our program planning and decision making process. All key decisions are made with focus on our overall goals of providing lifelong learning opportunities and equipping students to effectively participate as citizens, workers, and parents in a safe and supportive educational environment.

All key decisions that impact student achievement and learning are based upon LAE's Mission Statement and SLOs.

The results of our student surveys indicate LAE students feel supported and encouraged, which is evidence of our successful implementation of our Mission and SLOs.

LAE Catalog

Fast Facts Sheet

Promotion–Newspaper

Certification

Diplomas

Indicator 1.4: The institution establishes Schoolwide Learner Outcomes that identify the broad, global goals for all students based on current and future student learning needs.

SLOs are a critical part of the LAE curriculum. The SLOs were originally developed from ESLRs established in 2004. LAE monitors the achievement of the SLOs by classroom observations, testing, certifications, diplomas, and promotions. ESL promotions are published in the local Newspaper. Staff integrates these SLOs into their daily lesson plans/curriculum through our textbooks which align with state and national standards. Community members are informed through our catalog, website, and school board members apprised annually. We also publish a Fast Fact sheet annually

that is shared at board meetings and given out at community events. In this manner, connection of all stakeholders to the SLOs is guaranteed.

Indicator 1.5: The institution demonstrates the incorporation of current research-based ideas into learning programs to ensure that the institution's overarching goals (SLOs) are current and relevant.

LAE employs a variety of methods to ensure that current research based information is incorporated into our programs. Staff is committed to participating in activities that promote student learning. Our staff attends professional development training which includes:

OTAN Workshops
CalPro Workshops
TOPSpro Enterprise Workshops
CCAIE Conference
ASAP Training
GED Academy
ASCA Conferences

In addition, the Adult Coordinator attends monthly meetings with other adult schools to exchange information and ideas.

Our SLOs are continually evaluated as to how they relate to current educational research and technology. Information is shared between staff members to help implement new procedures and techniques into our daily lesson planning.

LAE continuously reviews the results of student data through regular assessment procedures in the ABE, ASE, CTE and ESL programs. The results are shared with teaching staff at their regular at PLC meetings. Based upon results teachers modify instruction or student support in areas that indicate need. There is a distinct relationship between the SLOs and the Schoolwide Action Plan. If the SLOs are not being met, then an adjustment to the Schoolwide Action Plan is implemented.

Indicator 1.6: The institution has a process in place to regularly review the courses and programs offered so that the needs of the community are met.

LAE annually reviews the programs and courses so that the needs of the community are met. This is accomplished by a variety of methods. We use our institutional profile data, community and student surveys, course evaluations, and agency input to make sure that various factors are considered.

For example, during our Midterm visit, the average age of our students was 42. Our average age is now 26. The trend towards a younger student population has indicated a greater need for service to this younger demographic. This would include increased emphasis on GED and high school diploma programs offered at convenient times for this population. Staff, students, and the community provide input to LAE that allows us to

Emails of Trainings

PowerPoint Trainings

Certificates of
Completion/
Attendance

Professional
Development Plan

CCCACECC Agenda –
Contra Costa
County Adult and
Continuing Education
Coordinating Council

WIN Meeting Agendas
and Minutes

PLC Meeting Agendas

upgrade and improve our programs. The leadership team is always willing to implement new course offerings in an attempt to make LAE a more viable part of the community.

Strengths:

- LAE's Mission Statement directly reflects our commitment to successful student learning.
- Key decisions that impact student learning are based upon LAE's Mission Statement and SLOs.
- High level of ongoing community involvement guarantees connection of stakeholders to the SLOs.
- The ability to modify programs and instruction based upon student needs and learning results.
- LAE students feel supported, empowered, and respected.

Key Issues:

1. Modify Orientation process for new students to enhance understanding of SLOs and Mission Statement.
2. Develop a process to verify that SLOs are included as a part of all course outlines.

CRITERION 2:

Organizational Infrastructure and Leadership

Criterion: The institution utilizes the contributions of leadership throughout the organization to provide for continuous improvement. The organizational structure and roles of governance are clearly defined and designed to facilitate decisions that support student learning and improve institutional effectiveness. The governing body enables the administrator/director to implement policy and lead the institution effectively.

Indicator 2.1: The institution has clearly defined roles of governance that provide for ethical and effective leadership and results in continued improvement of the institution.

Findings

The organizational structure of LAE is designed to promote efficiency to allow for continued program development. Starting with the Governing Board of Trustees, our organizational structure flows to the District Superintendent, Director of Community Education, and Coordinator of Adult Education. The Director reports directly to the Superintendent. Liberty Adult Education is governed by the Liberty Union High School District and functions within the boundaries of the Board Policies (BP) and Administrative Regulations (AR). The District recognizes and supports the idea that adult learners are an important part of the learning community. The Board of Trustees also sets policies that are in alignment with the school's mission. The Director attends regular board meetings and reports any Liberty Adult Education

Address of Sites
Affiliated with the
Institution

Organizational Chart,
District and Site

Governing Board-
Board Policies (BP)
and Administrative
Regulations (AR)

Board Agendas Posted
on District Website
(www.libertyunion.schoolwires.net)

Contract Binders

Copies of Memos

updates. Meeting Minutes are posted on-line. The public is invited to express community and public comments at each Board meeting. The positive relationship LAE has with the board and district is an asset. This allows us to make the changes necessary to maintain a strong program. For example, the Superintendent supported our proposal to set-up a new computer lab for GED 2014. The Adult Education Coordinator is now a contracted management position, and as such, is now included in the Administrative Cabinet.

Indicator 2.2: The leadership of the institution creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement for students.

Staff Surveys
Curriculum
Classroom
Observations

As previously noted in Chapter II, the primary focus of the Director of Community Education is Principal of Independence High School. The Adult Education Coordinator is responsible for the day to day operation of the Adult Education Program. The Coordinator meets with the Director on a monthly basis to update her on current events, issues, and concerns related to maintaining a positive student learning environment. The Director reports to the Superintendent on a monthly basis. The Coordinator also meets with the Superintendent on a quarterly basis to discuss current issues.

The Adult Education Coordinator is committed, passionate, and enthusiastic and effectively guides the institution towards school improvement through a variety of methods such as: development of community partnerships, representing our interests at the Administrative Cabinet, and strong support of all staff growth and development. Staff recognizes and appreciates the ability of the Adult Education Coordinator to look ahead and project potential student needs and what may be required to accommodate these needs. Due to this ability, our program is prepared to act and not simply react to the changing needs of the community. Due to the strong support staff receives from leadership, they are able to keep their focus student-centered. Our staff and student surveys indicate that a majority of our staff and students feel empowered and respected; staff feels they are treated as professionals. The administration is open to suggestions for new courses or other improvements to the school that will enhance student learning. Teachers are encouraged to expand their teaching repertoire. The Adult Education Coordinator has an open door policy so staff can share and discuss new ideas and concerns. After listening to staff's needs and concerns, they are met with an appropriate and supportive response. Our PLC meetings also provide another avenue for leadership to support staff and address issues and concerns. The Leadership Team feels that this empowers staff and encourages their commitment, participation, and shared accountability for student learning. The staff feels encouraged, appreciated and supported. The Director and the Coordinator acknowledge all of the Community Education Staff (CEC) at variety times throughout the year. For example, during "Staff Appreciation" week, the staff receives homemade apple shaped cookies with a card that thanks them for a job well done. (One of our students opened a cookie business after she graduated from the CTE Program. She makes these cookies for us). A desktop publishing student created the card. At Christmas, the CEC Staff receives calendars and pens with a seasonal greeting and thank you message attached.

Interview
Administrators and
Staff

TOPSpro Enterprise
Data (CASAS
Benchmarks and
Testing Information)

ASAP Attendance
Records

Criterion 2.3: The institution's governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.

LAE makes a concentrated effort for regular evaluation of our program and course offerings through a variety of methods. At the end of each class session, student evaluations are provided to each student for their feedback. The purpose of this feedback, both positive and negative, allows us to make decisions regarding necessary adjustments to current class offerings. Teachers also provide feedback regarding their course offerings at PLC/departmental meetings. This information further allows adjustments to the course. Our catalog solicits community input regarding potential class offerings and community need. Annual surveys are sent to Community, State, and Federal agencies/partners requesting their feedback regarding our program. This information is evaluated for potential program improvement. Enrollment in a variety of class offerings typically is an indicator of many community needs being met. LAE's computerized attendance records system (ASAP) allows analysis of student needs and aids in the evaluation of programs offered. Monitoring academic progress is essential and is available to the district via the TOPSpro Enterprise program. This is a computerized program that enables us to document learning gains and evaluate what is being learned in each program. This data is shared with the district administration and reported to the State. We should utilize our website to solicit more feedback.

Our Leadership Team meets on a monthly basis to discuss the current needs of our students based upon "new trends" and changes at the state level. Of course, due to WASC, we have been meeting three to four times a month. Our department based Professional Learning Communities meet bi-monthly to discuss data and needed changes in regard to student learning.

District Website:
Policies and
Procedures
[www.libertyunion.
schoolwires.net](http://www.libertyunion.schoolwires.net)
(LUHSD Board)

Copy of AR6200
Board Policy

Criterion 2.4: The institution has an established infrastructure of policies and procedures that provides stability and consistency for all institutional programs, activities, and events.

The Liberty Union High School District provides the overall policies and procedures that guide our school. The primary document that establishes LAE policy and procedures is our Administrative Regulation 6200 Board Policy. This Board Policy clearly identifies the Criteria for our Adult Education Program. Included in this policy are the following items:

- Education Student Qualifications
- Concurrent Enrollment High School Diploma
- Mandated Programs
- Enrollment Fees
- GED
- ESL
- Credits and Certificates of Proficiency
- Community Service Programs

This policy is the basis for all decision making for our program. In addition to this Board Policy, LAE provides Staff Handbooks that clearly reflect the criteria of the Board Policy. This handbook discusses policies and procedures which help staff gain an overview of the various programs. Most importantly, it serves as a reference guide for various questions that may arise. This handbook is reviewed and updated every 2-3 years by the administration. During these updates, we could improve our process to better include staff input and review/update the handbook yearly. This type of inclusion would better guarantee transparency in the creation of new policy.

The PLC structure has provided a framework to enhance communication, collaboration, regular data review, and instructional best practices. The Leadership Team guides the PLC. The Lead Teacher for each department, who serves on the Leadership Team, facilitates the PLC meetings.

The decision making process is mission driven and collaborative to improve student learning. Staff, students, and community members are surveyed for input and data which is shared and discussed. In summary, Student Learning Outcomes are better served because of the organizational infrastructure that directly reflects Board Policy and the Staff Handbook.

Strengths:

- Positive relationship with the District and Board of Trustees.
- The Adult Education Coordinator effectively guides the institution towards school improvement.
- Due to strong support from leadership, staff is able to maintain their primary focus on student learning.
- The administration is always open to ideas for new courses or ways to improve student learning.
- Staff feels they are respected, appreciated, and treated as professionals.
- The PLC structure provides a framework to enhance collaboration, communication, regular data review, and instructional best practices.
- Annual survey responses from local, state, and federal agencies help us to be a value added resource for our students.

Key Issues:

1. Review/update of handbook on a more regular basis and include staff input.
2. Better use of website for improved communication with all stakeholders.

CRITERION 3: Faculty and Staff

Criterion: The institution employs qualified personnel to support student learning programs and services to ensure institutional effectiveness. Personnel are treated equitably, evaluated regularly, and provided opportunities for professional development that impact student learning.

Indicator 3.1: The institution employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and SLOs.

Findings

Adult Education Staff and administration follow federal, state, local, and county regulations in order to maintain qualified and credentialed teachers. The Administrator, Adult Education Coordinator and certificated staff as well as non-certificated are qualified and/or credentialed in the fields for which they are assigned. It is a District requirement that all credentials are on file. Current credentialing requires that teachers are fingerprinted, background checked, and references verified. Teachers are assigned to classes within their area of expertise. Eighty percent of current staff holds a minimum of a Bachelor's Degree. The remaining 20% are primarily fee based teachers. Student enrollment is the basis for determining the number of faculty members required to meet student learning needs. Budget considerations are a significant part of all decisions related to staff and faculty. There is a minimum number of enrollees required for a class to be held.

Indicator 3.2: The institution's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.

The Liberty Union High District does all advertising and hiring through the Human Resources Department. This process includes distinct job descriptions to meet employer needs and expectations. All district jobs are posted on the Edjoin website (<http://www.edjoin.org>). During the application process, the qualifications and references of all applicants are paper screened prior to final evaluation for interviews. Once the finalist is chosen, the references are checked by the Coordinator. Most interviews are conducted at the District Office and the interview committee would typically be composed of the Assistant Superintendent of Human Resources, or the Director of Community Education, the Adult Education Coordinator, and an LAE staff member.

Indicator 3.3: The institution develops personnel policies and procedures that are clearly communicated to all employees.

Our district website, (<http://libertyunion.schoolwires.net>) is accessible to all staff, students, and community members. On the website are personnel policies under the Human Resource department. All new hires to LAE meet directly with our Assistant Superintendent of Human Resources and district Human Resource Coordinator to review our district personnel policies. At this orientation a new hire also receives an Employee Information Package.

Districts Website
www.libertyunion.schoolwires.net
(Departments/Human Resources)

Credential Binder

Staff Teaching
Assignment List

Sample Job
Descriptions

Sample Job Postings

Reference Check
Sheet

Sample Interview
Questions

District Website
www.libertyunion.schoolwires.net
(Departments/Human Resources)

Example Information
Packet

Staff Handbook

The information in this packet is personally reviewed with the employee and it clearly identifies personnel policies and procedures. These steps enable our district to consistently and equitably administer its personnel policies and procedures. After the new hire has been cleared by the district, the next step is to meet with the Adult Education Coordinator. The intent of this meeting is to provide a Staff Handbook and to explain specific details regarding LAE and the expectation level for each employee. A significant expectation is related to customer service. An informational packet regarding customer service is provided for continuous reference. ABE and ESL teachers are given a copy of the CASAS Handbook for ESL Teachers or ABE New Teacher Resource Guide. All employee personnel records are maintained by the Human Resource Department. These records are kept in secure files at the District Office. Upon written request, the District will provide the employee access to their personnel file.

Customer Service
Packet

ABE New Teacher
Resource Guide

CASAS Handbook for
ESL Teachers

Indicator 3.4: The institution assures the effectiveness of its faculty and staff members by evaluating all personnel systematically.

Classified Employee
Evaluation Form

Samples: Course
Observation Form

At this time, the Adult Education teachers do not have a formal written evaluation form. We do have formal written evaluations for our classified employees. Our Adult Education teachers are hourly employees. Teachers have commented that they would like a written formal evaluation. Student input is solicited using a course evaluation form given at the end of a course. Improvement of the course evaluation form was an area of growth in our last WASC Self-Study. The Adult Education Coordinator and Lead Teachers visit classrooms to observe and evaluate classroom instruction. Time constraints limit the ability to perform regular observations. Teachers receive feedback from leadership, community members, and students. The objective of this informal evaluation process is to provide action items that would result in improved job performance. The Director and the Adult Education Coordinator perform annual evaluations of all contracted employees. The results of these evaluations are documented and reviewed with the employee in a follow-up meeting. Again, the goal is improved job performance to enhance student learning.

Indicator 3.5: Faculty members take ownership of student progress toward achieving stated Schoolwide Learner Outcomes.

PLC Meeting Agendas

Sample of Learning
Gains and Test Results

The original ESLRs, now known as SLOs, were the result of input from various meetings from a variety of stakeholders including staff, students, leadership and the community members. The current SLOs were developed from our original ESLRs. In the past, the Leadership Team used to meet on a monthly basis to review the ESLRs. Budget reductions have resulted in additional staff responsibility and we are not able to meet as often as we did previously. PLC meetings are held bi-monthly to review student data and to ensure students are learning and achieving SLOs.

Indicator 3.6: The institution provides all personnel with appropriate opportunities for professional development.

Meeting Agendas and
Minutes

Sample List of
Professional
Development
Opportunities

The majority of our staff is part-time, professional development is highly encouraged and participation is voluntary. The Coordinator distributes information regarding professional development opportunities to the

Flyers for Professional Development Events

List of Professional Development Membership

Conference, Catalog, and Packets

Emails

Memos

staff on a regular basis. Staff is encouraged to attend local conferences, workshops, webinars, and classes. Staff is given “release time” in order to attend these activities and fees associated with training are paid for by Adult Education if approved by an administrator. Our staff is committed to participating in activities that promote student learning. Many resources are used by our staff to stay informed of developments in their areas of teaching through staff development meetings, OTAN, CALPRO, and other professional organizations, and consistent community involvement.

Members of the LAE staff have attended the following professional development trainings:

- WASC Training
- BAAA Bay Area Administrative Association
- OTAN Workshops and Webinars
- CALPRO On-line training
- TOPSpro Enterprise Workshops and Webinars
- CCAE Conferences
- Computer Classes
- ASAP Training
- GED Academy
- Harassment Training
- Intruder Training
- CASAS Training
- Common Core Standards
- Safety Training
- How to Prevent Work Place Injuries
- CPR/AED

The clear objective is to continue to incorporate current information and teaching techniques in our daily program in order to better serve our students.

There is no objective method of measuring the impact of professional development on daily student learning. Subjective evaluation of new information and techniques is done on a daily basis. Observation of daily student activities is critical in determining the value of these new means and methods. As stated in our Professional Development Plan, the staff reports out on professional development training at PLC meetings for implementation of new methods learned. The staff will collaborate to improve their daily work, to continually achieve measurable growth in student learning, and to achieve schoolwide goals. The Administration will also observe new means and methods that are employed by non-teaching staff. Evaluations regarding the effectiveness of these new methods will be made.

Indicator 3.7: The institution regularly evaluates all non-teaching support staff members and provides direction and support for improvement of their skills.

List of Classified Employees and Assigned Evaluator

Evaluation Form – Template and Completed

The Liberty Union High School District requires an annual evaluation of all contracted classified employees. The Adult Education Coordinator meets with each employee and reviews the evaluation form. Performance is reviewed in a number of categories. Evaluation is rated on a scale from unsatisfactory to exceed expectations. The employee is asked to self-evaluate and to provide their own ideas regarding areas of improvement. A follow up meeting is then scheduled with the employee to review their input and then a final evaluation is completed by the Coordinator. Classified job descriptions are created by our district Human Resource Department. Classified staff is involved in departmental, leadership team, and general staff meetings. They are encouraged to provide value-added input related to their specific job.

Strengths:

- Administration and staff are qualified in the fields they are assigned.
- A thorough hiring process is in place for all staff.
- Strong support from the district's Human Resource Department.
- Professional development is strongly supported and encouraged by the LAE Leadership.

Key Issues:

1. Formal written or oral evaluation for teachers.
2. Increase classroom observations by Leadership.
3. Measuring adoption and effectiveness of staff development

**CRITERION 4:
Curriculum**

Criterion: The institution demonstrates a conscious effort to support student learning through the development of a challenging, coherent, and relevant curriculum that allows all students the opportunity to reach Schoolwide Learner Outcomes (SLOs). The school's curriculum reveals its mission and SLOs and connects directly to current student learning needs. The school pursues current, research-based curriculum development information to keep its programs relevant and effective.

Indicator 4.1: The institution has a documented curricular map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations.

Catalog

LAE Website
(www.libertyadulted.org)

Course Outline

Course Learning Outcomes

Student Surveys

Findings

LAE publishes a biannual brochure listing all courses offered with a description of each course. Brochures are mailed to the community and

**Course Competencies
and Standards**

**District Board Policy-
Adult H.S. Diploma**

**ASE Learning Activity
Packets**

**Textbook Curriculum
Guides**

**Assessment/
Achievement Data:
CASAS, TOPSpro
Enterprise, GED
Tests, Course Level
Promotions**

stakeholders and are listed on our website. Courses are also highlighted in our local media. Information regarding LAE course offerings is shared through strong word of mouth in our community and through our community partners. LAE maintains course outlines for core courses offered which are kept in a central binder located in our office. They are updated on a regular basis. Course objectives and learner outcomes are clearly stated in each course outline. Course outlines in core programs are approved by the School Board and the State of California. LAE core programs include: Adult Basic Education, Adult Secondary Education, General Education Development and High School Diploma, Career Technical Education, Community Service/Fee Based, English as a Second Language, and Older Adults. As indicated by our student surveys, students see their learning achievements and course objectives acknowledged and reinforced in the following ways: test results, certificates, advancement to the next course level, hands on activities, teacher feedback, and employment.

CTE curriculum follows current industry standards and the California Career Technical Education Model Curriculum standards adopted by the California State Board of Education. For example, our Accounting standards are obtained from the Internal Revenue Service, Generally Accepted Accounting Principles (GAAP), and accounting professionals in the industry. CTE courses include written course competencies in students' course folders which are presented on the first day of class.

ASE/High School Diploma curriculum is based on the California State Standards. Course requirements meet the standards and the Liberty Union School District Diploma Policy and are in support of the learning objective which is to obtain a high school diploma. ASE/High School Diploma curriculum reinforces how students will achieve growth, participate effectively, and apply their knowledge as productive citizens. Curriculum is designed by the lead teacher in each core area. For each subject studied, students are given learning activity packets equivalent to one credit.

Adult High School Diploma class curriculum is designed by the lead teacher in each core area. Teachers follow the standards and benchmarks created and adopted by our school district board. State and district requirements, as well as standards and benchmarks for the required courses to receive the high school diploma or adult diploma through Independence High School are on file. All courses required for diploma based curriculum are kept in each classroom in binders.

ABE/GED guidelines for curriculum are provided by California Department of Education's "Model Program Standards for Adult Basic Education." ABE/GED also follows Content Standards, which identify the basic skills that should be taught in conjunction with CASAS competencies. GED/ABE classes post daily course objectives on the board. Course objectives are stated in our classroom orientation materials and learner outcomes are discussed regularly as part of goal setting activities done in class. ABE/GED teachers meet with students to formulate ILPs (Individualized Lesson Plans).

ESL standards and curriculum meet the Model Standards provided by the State Department of Education. Our teachers are committed to

implementing current standards to meet the needs of our students. Our core curriculum aligns with the CASAS standards by outlining topics and subtopics, listing the CASAS standards being taught, and are used to correspond and align to the curriculum and standards. Competencies are on file for each level taught, and are clearly stated in each course outline. ESL classes post daily course objectives on the board. Course objectives are stated in our classroom orientation materials and learner outcomes are discussed regularly and as part of goal setting activities done in class.

Our assessments (CASAS and TABE) also provide and support course objectives for core program courses.

Our fee based classes follow standards and have clearly stated course objectives built into their programs through class handouts, teacher/student discussion and final products. For example, our CPR course is taught by qualified instructors and follows standards obtained from the American Heart Association which are procedures implemented by the medical community. The CPR textbook, issued by the American Heart Association, serves as the course outline and clearly states course competencies. Our CalWorks Focus Program follows the standards provided by Contra Costa County.

Older Adult course content is prepared by the individual teacher and geared to meet the particular needs of each class. Although we don't currently maintain course outlines for fee based courses, teachers are fully qualified and submit class proposals for new fee based courses. Textbooks are used as a guide for many courses. The curriculum for arts and crafts courses is flexible depending upon class size and supply availability.

Funds are allocated each school year for curriculum development and the curriculum needs of each program are reviewed and analyzed on an ongoing basis through regular PLC and leadership meetings as well as ongoing administrative review.

Indicator 4.2: The institution regularly reviews curriculum in order to ensure that the content taught in the classrooms is accurate and relevant.

Curriculum is reviewed on an ongoing basis with input from teachers, partnering agencies, students, administrators, program coordinator, and the state department of education. All LAE textbooks meet district and state standards. PLC and Leadership meetings are held on a regular basis and meeting agendas regularly include curriculum review. Our CTE program continuously checks for all necessary curriculum software updates. Our coordinator is involved with various partnering agencies and feedback is provided from these agencies. Professional development is encouraged to assist with curriculum development and knowledge of up to date practices. Student feedback is an essential part of our program used to determine course relevance and effectiveness. Student surveys as well as course and program evaluations elicit feedback on class curriculum and relevancy in meeting educational needs. Student representatives in our Focus Groups feel the LAE curriculum is relevant, up-to-date and practical. Students also appreciate the teacher generated supplemental materials provided to

LAE Mission
Statement and SLOs

Meeting Minutes and
Agendas

Textbook Curriculum
Guides

Professional
Development
Certificates

Student Surveys

Staff Surveys

Student Work

support and expand on the general curriculum. Our staff survey responses indicate that many teachers feel that we could further strengthen the relevancy of our curriculum through increased incorporation of activities such as speakers, field trips, and special events. Community resources such as East Bay Works One Stop Career Center are also available to assist students with career planning, resume writing, interview practice, employer recruitment sessions, electronic applications, and job searches.

LAE's mission and SLOs are embedded in the curriculum and directly connected to our students' learning needs. Our school's mission and SLOs are integrated into course curriculums as confirmed by staff and student surveys.

- 60% of staff surveyed indicated they always or often incorporate SLOs into their curriculum.
- 83% of staff surveyed say they are actively aware of our school's mission statement.
- 78% of students surveyed say they are aware of the mission/vision of Liberty Adult Education.
- 80% of students surveyed are able to apply what they learn in class to their everyday lives.
- 90% of students surveyed say LAE classes have helped them to be better communicators.
- 74% of students surveyed feel their educational experience at Liberty Adult Education will increase their employment opportunities.
- 57% feel the school **always** provides challenging and individualized curriculum.
- 27% feeling that the school **often** provides challenging and individualized curriculum.
- 84% of students are satisfied with the curriculum offered.

Through our Focus Group discussions, the concern was raised that we need to do even more to ensure that the larger community is aware of our SLOs, as well as continually reinforcing our student's understanding of our SLOs.

CTE Study Guide

Computer Lab Schedule

Staff Surveys

Student Surveys

Course Competencies

Indicator 4.3: Students have access to texts, learning materials, and information resources that are sufficient to meet the course learning objectives.

The majority of our CTE classes are computer based and are conducted in a multi-subject, self-paced classroom setting. Students receive a textbook and study guide on the first day of class. Most coursework utilizes a computer station which is also assigned on the first day of class. Extra computer lab time is available on a weekly basis to supplement students' class time. All necessary textbooks are provided for ESL classroom use on a daily basis. Students have the option of purchasing their own textbook copies for home use. Students purchase their own ABE/GED books and they are provided when a student begins the class. Required textbooks are provided for students in need through donated funds.

Our staff and student survey results confirm that SLOs are incorporated into student curriculum and that instructional methods reflect current educational research and thinking. Competencies are clearly stated for each course offered. Student learning takes place beyond the classroom through work based learning, use of community resources, technology, and collaborative activities. Student and Staff surveys indicate that students have access to a variety of technology and learning resources such as: website resources provided by teachers, on site computer labs, online GED class, CDs, DVDs, curriculum software, coding manuals, textbooks, in class computers, and learning centers. We are also very fortunate to have instructional assistants on staff that provides integral learning and classroom support for all core programs. Instructional methods promote SLOs through effective communication, critical thinking, problem solving, and application of concepts and skills in realistic situations.

Strengths:

- Students' learning achievements are acknowledged and reinforced.
- Students feel that Liberty Adult Ed provides challenging and individualized curriculums.
- Students feel their experiences at Liberty Adult Ed will increase their employment opportunities.
- Curriculum provided is up to date and relevant to our student's lives.
- Students have convenient and adequate access to learning resources that are necessary to achieving course objectives.
- Donated funds are available to offer financial assistance to students who are unable to pay for required textbooks.
- We have instructional assistants on staff that provides integral learning and classroom support for our CTE, GED, and ESL programs.
- SLOs are incorporated into all phases of curriculum.

Key Issues:

1. Teaching staff needs to increase community awareness of SLOs and continuously reinforce student understanding of SLOs.
2. Teaching staff needs to increase incorporation of activities such as speakers, field trips, and special events into curriculum.

**CRITERION 5:
Instructional Program**

Criterion: The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve Schoolwide Learner Outcomes and course objectives. Faculty members are given ongoing training in various instructional strategies that allows them to address the varied learning styles of students in their classrooms.

Student Surveys/
Interviews

Classroom
Observations

CASAS Reports

Test Results

Graduation Statistics

Student Enrollment

Student Course
Folders (CTE, GED/
ABE, ESL, ASE)

TOPSPRO Enterprise
Data (test summaries/
benchmarks)

District Standards –
ASE

CTE Pathways
Standards

Accounting Standards

Course Evaluations

Lesson Plans

Citizenship Class

Student Employment

Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses.

Findings

At Liberty Adult Education the delivery of superior instruction is at the forefront of all of our teachers, administrators, and all staff discussions. We work as a team to ensure that our students receive the best education possible at our school. Instruction is monitored by administrators as they walk through our classrooms observing the teachers and students. Increased observation of classroom instruction is required. Classroom instruction is evaluated by the leadership team and student. Students are given evaluation forms several times a year where they respond to questions regarding the competency of the teachers, classrooms, learning tools, and technology. In addition, the coordinator meets with each teacher to review their effectiveness in the classroom. Teachers use various teaching modalities (auditory, kinesthetic/tactile, and visual). An agenda is placed on the White Board for the GED/ESL classes, and students in CTE follow guidelines in their student folders. Teachers also focus on ensuring that each student gets individualized training if needed (teacher or tutor). We foster participation in small groups, where more advanced students in a given subject chair each small group; the teacher also visits each group to ensure that adequate instruction and retention of course content is taking place. In the GED classes each student fills out a goal sheet when they enter our programs and teachers meet with the students regularly to ensure that the goals are being realized. Based upon a recent student survey, students feel that teachers are approachable and knowledgeable, maintain a positive learning environment, create a fun learning environment, and check for clarity and understanding. In addition, students feel respected and appreciated for being in our classes. Observations show that SLOs are consistently exhibited by our students in all areas, and they are actively engaged in the learning process. A variety of assessment methods are used the instructional staff to measure our SLOs. These include: GED practice exams, pre-test and post-test CASAS exams, completion of projects and assignments, testing, certificates, personal meetings, hands-on activities, and observation. An area of improvement would be to although the instances are rare; appropriate classroom conduct should be reviewed to ensure that all students are following their contractual agreements. It was suggested that we continue meeting with students, community leaders, community members, teachers, and school administrators to discuss what type of training is needed, what we are doing right, what we are doing wrong, and what we can do to improve our services to the community.

To keep current on instructional strategies and methodologies, staff members are encouraged to attend OTAN workshops, ABE Advisor correspondence, Wonderlic Webinars, California Council for Adult Education (CCAE), CASAS training, college classes, professional memberships, conferences, and workshops on a regular basis. We also participate in mandatory Staff Development sessions where new technologies are introduced. In addition, Administration provides and supports professional development opportunities. Each school year we have a district wide Convocation where all teachers and administrators meet to discuss what we are doing well and

what needs to be improved. This past year we also had a visiting speaker at our district wide staff development day who spoke about using technology in our classrooms. This session also included breakout groups for teachers on Common Core Standards in all disciplines; this was a 5-hour event. Our teachers would benefit from more onsite and offsite training opportunities.

Indicator 5.2: The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

At Liberty Adult Education (LAE), instructional delivery modes are frequently discussed at our Professional Learning Community (PLCs). In addition, we have staff development days where this discussion is also echoed. Our coordinator is also open to teachers suggesting new approaches via email or leaving materials in her mail slot.

The teaching strategies and methodologies used are: teacher lectures, lesson based videos, white board examples, use of ELMO devices (Electronic Visual Evidence Presenter - *projector used for presentations*), small groups, individualized instruction, group exercises, etc. Teachers also suggest websites that students can use to enhance their skills of our instructional materials. Our Older Adults computer teacher consistently uses an overhead projector for demonstration, along with step-by-step verbal instruction and explanations which make it easy for students to get the most out of the course. Student participation is excellent; they are all eager to learn and feel comfortable asking questions. Exercises for older adults include various stretching techniques, gentle aerobic movement, and muscle toning skills. Alternative exercises are demonstrated for all levels and abilities. Students enroll in Older Adult courses primarily for occupational therapy, exercise, socialization, and to learn computer skills for home use. A partnership exists among the Senior Club, City of Brentwood, and Liberty Adult Education.

Adult Education Coordinator meets frequently with teachers and visits classrooms to monitor teaching strategies, and frequently suggests resources for teachers to use to enhance teaching strategies. Our teachers could benefit from visiting other Adult Education sites to see what types of teaching strategies are being used.

During PLC meetings discussions take place to determine if teaching strategies/methodologies are enhancing student performance. We talk about the methods, what we feel is working and what is not, or what needs improvement.

Indicator 5.3: The institution is actively engaged in integrating new technology into the instructional program of the school.

We have a District Technical Support team who supports/repairs our equipment and advises us on updates to our hardware and software. We are able to notify this group via online Incident reports where we are able to track the progress of the repair until it is closed.

Classroom
Observations

Staff Interviews

Staff Surveys

Student Evaluations

Cal-Pro Researched
Based Best Practices
Made Available to
Teachers

Report Back from
Professional
Conferences

ESL-to-GED Student
Transfers

PLC Meeting Agendas
and Minutes

ESL Online Resources
[http://woudstraeslworld.
weebly.com](http://woudstraeslworld.weebly.com)

ESL, GED, and CTC
Graduates

There are no current policies in place to accept credits earned through outside online programs. We are currently working with our local community college to bridge this gap.

Faculty members are trained to use technology in the classroom by local technology specialists and via online instruction.

Liberty Adult Education currently has an Online GED Preparation class that is available for existing classroom students, and for those who only want to utilize the online class. We work as a partner with EASTBAY Works to offer a National Career Readiness Certificate (NCRC). WIN/WorkKeys is an industry recognized portable, evidence-based credential that certifies essential skills needed for workplace success. It includes certification in: Reading for Information, Applied Mathematics, and Locating Information. The NCRC credential is recognized across all sectors of the economy.

Strengths:

- Teachers utilize a variety of instructional methods to ensure students are engaged and learning.
- Students set their goals, and teachers monitor them to ensure completion.
- Students feel respected and appreciated in our classes.
- Administration provides and supports professional development opportunities.
- Teachers employ a variety of teaching methods and tools to address various learning styles.
- LAE receives weekly technology support from the District Technical Support Department.
- LAE has a very popular online GED preparation class.

Key Issues:

1. Develop an informal supplemental forum to address the needs of all stakeholders.
2. Further develop onsite and offsite teacher training opportunities.

CRITERION 6: Use of Assessment

Criterion: The instructional staff uses established assessment procedures to design, administer, deliver, and evaluate courses, programs, and student learning levels. The institution recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school. Assessment is used to measure student progress, to modify learning approaches, and to carry out institutional planning and ongoing school improvement.

Indicator 6.1: Clear learning outcomes are developed for each course so that success can be measured and students who are struggling can be identified and helped.

Findings

Core competencies and specific learning outcomes are developed using the National Standards for Adult Instruction: Comprehensive Adult Student Assessment System (CASAS), the Secretary's Commission on Achieving Necessary Skills (SCANS – now known as CTE Model Curriculum Standards), and the Common Core State Standards. Liberty Adult Education has course outlines for all core courses offered. Learning outcomes and course competencies are clearly defined in each core course outline.

Courses are regularly evaluated in regard to depth, breadth, rigor, and sequencing by how well students perform on standardized testing, number of students promoted from one level to the next, and changing industry standards. Through the analysis of learning data and student surveys, we discovered that many ESL students were not ready to transition directly into the GED class and we saw an increased demand for more beginning ESL courses during the day. To address these needs LAE split the morning GED class into two levels: ABE and GED. The ABE class provided a transition class for the ESL students who were too advanced to remain in the ESL program but not advanced enough to go directly into the GED class. LAE also opened up another beginning ESL class in the morning to meet the high demand.

Regular evaluations and restructuring has occurred as a result of the learning data analysis. Teachers adjust teaching methods and curriculum as needed to address the learning needs of the students. For example, in Career Technical Education (CTE) teachers have switched from hand-scoring to online workbooks in the accounting courses. The switch has improved the response time for feedback on students' work. Adjustments have also been made in the English and Math curriculum to meet the changing industry standards and job market. Teachers do multiple reviews to make sure every student has grasped the concepts before moving forward. Furthermore, adjustments have been made in testing. Teachers give shorter tests (but more often) as to not overwhelm the students. The adjustments have helped students perform better on their unit tests.

In GED, the GED Academy was created based on students' feedback. The GED Academy is an online course offering that gives students the opportunity to study for their GED exam without having to be in a physical classroom. Within the classroom learning environment teachers have incorporated DVDs and group activities to enhance the classroom learning experience. Group activities have helped develop peer-to-peer learning opportunities.

In Fee-based courses, teachers give immediate feedback during class.

In ESL adjustments in curriculum and better transitions to new levels have been made based on assessment results. For example, the Grammar 3 textbook was too difficult for most of the students in the upper-level class

Course Outlines

District Standards – ASE

CTE Pathways Standards

Accounting Standards

Student Surveys/ Interviews

Test Results

Student Enrollment

TOPSpro Enterprise Data (test summaries/ benchmarks)

Course Evaluations

Course Outlines

so we changed to Grammar 2. Smoother transitions between levels and programs have occurred because teachers have developed better communication between themselves and the office staff in transitioning students from one level to the next.

In the past few years enrollment in our program has shifted from the evening classes to day classes. In our ESL department the waiting list for the beginning ESL class grew exponentially while the evening class has dropped. In response to this shift, LAE opened a new beginning ESL class in the morning. The new course offering eliminated the long wait students had to endure in order to enroll in the class they needed. LAE believes the shift in enrollment from the evening to the morning was due to the economic downturn. More people are out of work so they're returning to school during the day. LAE was very successful in adapting it's course offerings to meet the learning needs of the community it serves.

TOPSpro Enterprise
Data (test summaries/
benchmarks)

Test Results

Course Evaluations

Student Surveys

Student Portfolios
(completed projects,
course work, and
writing samples)

Classroom
Observations

Student Promotions
(ESL to GED)

Course Outlines

Indicator 6.2: The institution gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for change based on assessment results.

Student learning data is analyzed regularly in Professional Learning Communities (PLCs). Results are used to improve the educational program of the school on an ongoing basis. As a result of the learning data results teachers use a variety of learning methods and instructional strategies to improve student learning. For example, teachers provide learning activities that engage students' individual learning styles through group activities, partner work, and independent work in a single class session. In CTE teachers give individual help to students during class and after class. In GED, teachers meet with students individually to assess learning needs. In ESL Instructional Assistants tutor struggling or pre-literate students during class to improve learning. Teachers also give help to individual students as needs arise. In Fee-based courses individual attention/assistance is given to each student that needs it. LAE regularly evaluates and adjusts the curriculum to meet student needs. These decisions are made within each program area. When a student is concurrently enrolled in multiple programs, all involved staff would meet with the student to reassess his or her educational goals.

The school documents its conclusions in a variety of ways: standardized test reports, annual school newsletters, and in student portfolios. Assessment results are integrated into the institution's Schoolwide Action Plan and SLOs through adjustments in curriculum, lesson planning, assessments, and use of educational technology. SLOs are embedded in all areas of instruction, learning, and assessment. SLOs reflect our overall objectives in adult education. Common forms of assessment among our staff are: standardized tests (CASAS), written work samples, and observation of students' work which determines if the SLOs are achieved. Currently LAE doesn't have a dedicated drop-in Assessment Center. In the ESL program, LAE currently only uses one CASAS modal (Reading). LAE is evaluating the benefits of adding additional assessment modals (Listening and Writing) to its assessment tools. Furthermore, LAE is continuing its efforts in improving data collection through accurate information updates

on the TOPSPRO enterprise forms for each student. Despite these three challenges, LAE is able to determine student achievement of standards through the use of other methods such as:

- Personalized Education Plans – each student in CTE has a student folder which has performance objectives and progress notes
- Individual Learning Plans (ILPs)
- Data from testing
- Independent hands-on assignments
- Student interviews
- Discussion
- Demonstration of skills
- Timed competency tests
- Written samples of work
- Oral language evaluation
- Observation
- Successful employment
- Promotion of ESL students into upper-level ESL or ABE/GED
- GED students acquire their GED certificates

Indicator 6.3: Student learning data analysis is used to make institutional changes that enables students to reach educational goals and achieve academic success.

Regular PLC and staff meetings allow opportunities to discuss student learning needs, educational approaches, and student performance. Many teaching strategies and methodologies are used to ensure that the needs of our diverse student population are met. A wide range of instructional techniques are used to address various learning differences and engage all students. Faculty members regularly use formative and summative assessment results to modify learning and teaching approaches. Instructors relate stories to real life situations and use humor to capture students' interest. Spoken lecture, hands on manipulatives, written assignments, role play of life skill situations, visual media, and individualized curriculum are incorporated appropriately to meet students' needs.

Progress of GED students is assessed largely through the use of practice GED exams which are administered in the classroom. Group activities have been incorporated into the classroom learning environment to foster peer-to-peer learning. ESL lessons incorporate real life situations such as learning to give and follow directions, using money, and making purchases. Role-playing, partner work, and group work are also regularly incorporated into classroom activities. Curriculum allows total physical response in reading, listening, speaking, and writing. The ESL classes also take fieldtrips to learn about community resources available to them such as the Library and East Bay Works One-Stop Career Center. In Fee-based courses, adjustment to instruction is made based on students' needs and pace.

PLC Meeting Agendas and Minutes

Student Portfolios (completed projects, course work, and writing samples)

Course Evaluations

Test Results

GED Practice Exams

TOPSPRO Enterprise Data (test summaries/ benchmarks)

Student Promotions, Student Employment, and GED Certificates Earned

The school uses assessment results to evaluate the effectiveness of the programs and courses it offers in the following ways: CTE students can complete tasks, pass all assessments, and obtain gainful employment in their field of study. GED students pass practice and take home tests, sign up, and pass the GED exam. ESL students achieve benchmarks at the end of the school year and get promoted into upper-level ESL or ABE/GED. In Fee-based courses students can complete assigned tasks, attend class regularly and self-advance to a more difficult project or level.

Learning data analysis is used regularly to determine the relevance and appropriateness of the course offerings at LAE. Course offerings are also determined by students' needs and budget constraints.

Annual School Report
Card

Catalog

Indicator 6.4: Assessment results are reported regularly to all stakeholders so that accountability can be maintained and that student learning remains the focus of the school.

Newspaper and Social
Media Announcements

A school report card is presented to the School Board by our Director annually highlighting all the wonderful things that are accomplished at Liberty Adult Education. The report includes the number of certificates earned, the number of students who have passed GED exams, H.S. diplomas achieved, and the number of students served. Reports from TOPSPro enterprise are given to teachers, the school leadership team, and school administrators. Teachers identify students who require additional help through standardized test results, classroom work, and observations. Learning results are reported to the community at large through the local newspaper, school brochures, and LAE's Facebook page. Teachers regularly send graduation/promotion announcements and pictures to the local newspaper. The school brochure is published twice a year, and it gets mailed to homes in the community LAE serves. In addition to print media, announcements and pictures are also posted on LAE's Facebook page.

District Standards -
ASE

Indicator 6.5: The institution relies on assessment results for institutional planning, Action Plan revision, and resource allocation.

Staff and Student
Surveys

Community/Partner
Surveys

Course Evaluations

Liberty Adult Education is governed by the Liberty Union High School District and functions within the boundaries of the Board Policies and Administrative Regulations. The Board of Trustees also sets policies that are in alignment with the school's mission. The Administrative Regulation 6200 Board Policy clearly identifies the Criteria for our Adult Education Program. This policy covers Education Student Qualifications, Concurrent Enrollment High School Diploma, Mandated Programs, Enrollment Fees, GED, ESL, Credits and Certificates of Proficiency, and Community Service Programs. These policies are the basis of all decision making for our program. The Adult Education Coordinator is responsible for the day to day operation of the school. Also, the Adult Education Coordinator and Lead Teachers are involved in the institutional planning of the school. All stakeholders are asked to contribute. Staff and student surveys are used to gain input and community members are given the opportunity to give their input via the Suggestion Form in the Course Catalog and on the school's website. Annual surveys are also sent to Community, State, and Federal agencies/partners requesting their feedback regarding our program. This information is evaluated for potential program improvement.

Learning data analysis is used regularly to assess the relevance and appropriateness of course offerings at the institution. At the end of each class session, teacher/course evaluations are provided to each student for their feedback. The information gathered from the surveys allows the Coordinator to make decisions regarding necessary adjustments to current class offerings. Teachers are also provided feedback regarding their course offerings in PLC meetings. For example, in the ESL department the decision to change the grammar and reading textbooks to a lower-level has resulted in better retention, successful promotions between ESL classes, and students felt less overwhelmed in class.

The governing body and administration regularly make financial allocation decisions based on students' learning needs and budget constraints. For example, LAE was able to purchase extra textbooks with money earned from students achieving benchmarks on the CASAS exams. At the same time, LAE had to close a beginning ESL class at night due to budget constraints. The Schoolwide Action Plan has been modified as a result of the learning data. For instance, LAE has modified its course offerings, developed more partnerships with other agencies, and continually looks for ways to improve its programs.

Strengths:

- Learning outcomes and course competencies are clearly defined in each core course outline.
- Teachers adjust teaching methods and curriculum as needed to address the learning needs of the students.
- Many teaching strategies and methodologies are used to ensure that the needs of our diverse student population are met.
- A wide range of instructional techniques are used to address various learning differences and engage all students.
- Students' successes are regularly recognized in the local newspaper, school brochures and LAE's Facebook page.

Key Issues:

1. LAE currently doesn't have a dedicated drop-in Assessment Center.
2. LAE needs to continue to improve its data collection.
3. LAE currently only uses one CASAS modal (Reading).

CRITERION 7: Student Support Services

Criterion: The institution recruits and admits students who are able to benefit from its programs. Student support services address the identified needs of students and create a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using Schoolwide

Learner Outcomes, faculty, staff, and student input and other appropriate measures in order to improve the effectiveness of these services.

Orientation

Catalog

LAE Website
(www.libertyadulted.org)

Student Lounge

Flyers

Student Surveys

Classrooms Resource
List

Indicator 7.1: The institution provides sufficient student support services that enhance the learning environment and encourage the achievement of Schoolwide Learner Outcomes.

Findings

Liberty Adult Education (LAE) provides opportunities and services that address the unique needs of the individual and fosters their ability to participate effectively as community members, workers, and parents. We are able to meet the needs of our students in a variety of ways. Some examples are: providing counseling, academic advisors, a student lounge with postings for free health clinics, textbooks available to every student, and job postings. Although LAE does not offer financial aid counseling, we are the only Adult Education Center that has an EASTBAY Works One-Stop Center directly on campus that does offer financial aid counseling. This allows for the convenience of our students and potential students to be able to gain any additional resources they need within walking distance.

LAE assures the quality of its student support services through the feedback we receive from current students, teachers, the community, and client surveys. For example, our student survey has shown that out of 400 returned surveys, 329 responded by stating that they feel welcomed at LAE (18% did not comment). In addition, through feedback received at focus group meetings there have been many great ideas that can possibly be added to our existing program. For example LAE has already implemented a resource list that is posted in the classroom that provides information on various topics such as learning disabilities, informational websites, and information on where to get health insurance. The feedback that is obtained through the surveys and focus groups is then discussed at program and leadership meetings to determine if changes are needed in our program(s).

Once a potential student enters the LAE doors they are welcomed by a member of one of our support staff who helps them find a class that best fits their needs. The support staff is the first line of contact for our potential students. At the time of enrollment the support staff educates the potential student on the supportive services that are available to them. Every member of the LAE team is committed to showing our students a high level of customer service. The office staff works hard to make sure that the phone is answered and that there is someone in the office to accommodate our potential students/current student's needs. By answering the phone and not having the call go to voice mail, the office staff is eliminating a potential student taking their business elsewhere. Once the student is enrolled additional support services are provided. LAE administrators, teachers, office staff, janitors, and campus supervisors are friendly and committed to making every student feel respected and welcome. Services are continually discussed at program orientations every 5 to 10 weeks, as well as in the classroom depending on the program. During leadership team and focus group meetings as well as during interviews with students, it has been mentioned that students are not aware of all the supportive services that are available to them. In addition, surveys collected show that

out of 400 LAE students surveyed, 233 feel that there is adequate help and support for choosing classes or programs. This is a number we hope to increase and is a goal for our center.

Indicator 7.2: The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success in the transition to further education or employment opportunities.

The Coordinator of LAE, Director, High School counselor, teachers, and support staff make up the academic advising team. The academic advising team is available to students for academic guidance, career assessments, and development of personal goals. With EASTBAY Works as our partner, we are able to provide students resource guides for job opportunities, and additional counseling (e.g. battered women, and alcohol drug abuse). Although MOST information is given in English and Spanish, at a recent focus group it was suggested that it would be helpful to have ALL the information given in English and Spanish to better serve our community's needs.

Together “We Make it Happen” through our AAT (Academic Advising Team)

**EASTBAY Works
Resources**

Catalogs

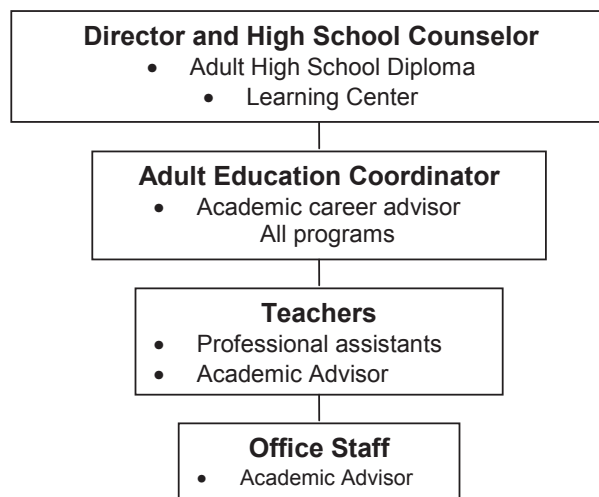
Flyers

**LAE Website
(www.libertyadulthood.org)**

Orientation

**Classrooms Job
Postings**

Academic Advising Team



Together “We Make It Happen” helps with student’s transition to advance their educational opportunities. LAE provides this service at the orientation provided on a student’s first day. At orientation the student is provided with all the tools to be successful at LAE. Through conversations at focus groups as well as reviewing surveys, LAE has discovered that when asked the question: Is a career/academic advisor available on site? Out of 400 students surveyed 172 stated “Unknown” and at focus group meetings a few could not answer. By reviewing this information at leadership team meetings we have come to the conclusion that students are not retaining the information that is being provided. LAE is currently working on different ways to communicate all the resources that are available to them in a way that fosters retention. One way that was discussed at a focus group meeting was to give the students a first day orientation packet to take home. LAE is also increasing our communication in the classroom to help students retain

information about the supportive services that are available to them during their time at LAE. LAE is currently working towards provide students with the understanding that AAT is the same as Together “We Make It Happen”. Every student will have the understanding that the career/ academic advisors are the staff members at LAE.

Although LAE does not provide job placement, the students are provided with a list of current employment opportunities which is posted in most classrooms. Our academic advising team and director are available to all students at LAE.

Many professional development opportunities are available to the academic advising team throughout the year. The Coordinator often keeps the staff informed of current professional development opportunities such as:

- OTAN Workshops & Webinars
- CalPro Workshops & On-line training
- TOPSpro Enterprise Workshops & Webinars
- CCAE Conferences
- ASAP Training
- GED Academy
- CASAS Training
- ASCA Conference
- WASC Training
- BAAA Bay Area Administrative Association
- Computer Classes
- District Staff Development
- GED 2014 Training
- Munis
- AED/CPR
- Wonderlic
- NWC Training–National Work Readiness Credential
- 2013-2014 Collaboration with the District to use LAE rooms to provide on-site profession development district wide
- Safety training–Crossroads Newsletter-District wide
- Sexual Harassment Training
- WIA Title II Network Meeting
- 2010 Census training
- Professional Memberships
- College Classes

Keeping current on student’s educational needs is a high priority at LAE. Staff is committed to participating in activities that promote student leaning.

Indicator 7.3: The institution provides support for all students from the recruitment and admissions phase to the successful completion of the school program of choice.

LAE recruits new students and creates community awareness by issuing course catalogs twice a year and by placing advertisements and student success stories in the local newspaper. In addition, our Coordinator also attends many community events and meetings to show LAE's support for the community as well as to listen to the needs of the community with regard to any changes to our program(s). The connection that LAE has with community businesses has given LAE the opportunity to provide Lions Club Food Baskets during Thanksgiving time to current in-need students. We also work with the Brentwood Regional Community Chest by supporting a food and toy drive during the Thanksgiving/Christmas holiday season. LAE has a close and positive working relationship with businesses.

LAE is associated with the following community events:

- Rotary Club-LAE 75 years of service to the community
- Dozier Libbey Medical High School–Career Day
- Festival of Trees
- Independence Career Day
- Brentwood Lions Club
- A Place of Learning volunteer appreciation day
- La Paloma High School Career Fair
- La Clinica – Oakley Health Fair
- DACA Legal Clinic - **Deferred Action for Childhood Arrivals**
- LAE Coordinator attended “10th Anniversary Reception” at Los Medanos College
- Soroptimist Student recognition event
- La Clinica – Celebrate, Protect Yourself, Get Screened Fair
- Brentwood Chamber of Commerce
- Buffalo Wild Wings – Brentwood

A meaningful learning environment is at the forefront of LAE's focus. We provide a positive educational experience from the time a student makes contact with one of our welcoming support staff to the classroom with the teacher. Having a welcoming and inviting staff is important to LAE in making the student feel comfortable, encouraging self-esteem, drive, and helping the student set future goals. Whether it's transitioning from class to class, looking for a job, or even entering into college, our focus is the students' needs. Together “We Make it Happen”.

LAE assesses the students' success in years that follow by providing them with a form that is called “I got a Job”. Once a student has completed their program and has reached their goals with LAE they are given one of the “I got a job” slips to fill out. They are asked to return the form to us once they have found employment. By LAE providing this form we are able to

Catalog

Student Success
Stories in Newspaper

Community Events
and Meeting Agendas/
Flyers

I Got a Job Slip

Carl Perkins- 101E2

WIA 231 Survey-
Follow-Up Core
Performance

LAE's Admission
Policy- Website/
Course Catalog/
Handout at Orientation

Coordinators
Clipboard for Students

ESL and CTE Flyers
for Events/Program
Certificate Ceremonies

GED Online Class

ASAP

Program Certificates

keep track of students that have obtained employment. In addition, when the slips are returned we are able to evaluate our program to see if we need to make any changes to the classes we offer. LAE is able to then know if a past student has reached their desired goal. LAE also reaches out to past students through postcards and phone calls. LAE is currently exploring other ways to track our students entering upon completion and exiting of program. By being able to track this information, LAE will one day be able to add these statistics to our course catalog thus providing additional assurance that all students benefit from the program they enter. In addition to using the “I Got a Job” slip, LAE is exploring the possibility of using our schools ASAP database to generate an email list to send to the students that have completed and exited a program. The email will have a brief survey and questionnaire asking the student questions about their future goals and accomplishments in the community, continuing education, and if they are employed.

LAE has a clear admissions policy that is in line with our mission statement which guides students through admission. This policy is shown in both our course catalog and the LAE website. During first day of class orientation, LAE provides students with information on the school’s policies and procedures. The teacher will provide clear expectations of our program to assure the student maximum success. If a student would like counseling regarding completion of their program, they have the option of speaking with their teacher/academic advisor or possibly with the Coordinator to help the student stay on track and meet their goals. LAE continuously gives our teachers the tools they need so they are clear about their role as not only a teacher but an “academic advisor”.

LAE has an open door policy. At the time of enrollment the students are advised that they can come and talk to any of the staff members to help guide them in the right direction to meet their needs. LAE also provides a clip board in the office that students can at anytime sign up to speak with the coordinator. By the student placing their name on the clipboard the student is assured that the coordinator will speak with them in a timely manner.

Catalog
Surveys
Online GED
Preparation Class
Flyers for Social
Events and
EASTBAY Works

Indicator 7.4: The institution regularly evaluates student needs in order to provide support services that increase the likelihood of success for all students.

LAE researches and identifies the learning support needs of our population through surveys in our course catalog (mailed out twice a year to the community), client surveys, and student surveys. Once the surveys are collected the leadership team evaluates and addresses the needs and determines any changes that need to be made. LAE offers many co-curricular programs through the ESL classes providing social events and CTE classes that have certificate ceremonies. Some of the extra-curricular events that are provided are: EASTBAY Works job fair, literacy week, La Clinica, and Obama Care. LAE offers classes according to the needs in the community. LAE revises and makes any changes or additions based upon the community’s needs. The LAE coordinator is also continuously attending community events to get feedback on our program. The community conveys their thoughts through many different outlets such as: by phone, through

surveys, and in person. Through feedback at a focus group meeting the leadership team has come to the conclusion that it would be beneficial to continually seek feedback throughout the year. LAE is going to make it a goal to add a suggestion box outside the main office. This will allow students and staff to give anonymous feedback or suggestions about the school. By adding the suggestion box LAE will be able to gain information on the current needs of the students/teachers.

At this time LAE has a GED preparation class available online. This class has been growing ever since we made it available in 2011. The GED preparation class is evaluated by one of our qualified GED staff members. The qualified staff member is able to communicate via email to the students their log-in and password to get them started. The qualified staff member is also able to monitor the student's progress and attendance. Effective January 2014, the GED prep class will be provided online and EASTBAY Works National Conference is held online. LAE is currently looking into additional online classes to better meet the needs of our community.

Indicator 7.5: The institution maintains student records permanently, securely, and confidentially with provision for secure backup of all files.

Catalog

LAE publishes its policies through our course catalog. LAE follows the State and district guidelines for release of student records. The established policies are followed by qualified staff. Current student records are kept in our schools main data based, viewed only by a qualified and approved staff member and/or kept in the classroom in a locked filing cabinet. All highly confidential records are kept in the coordinators office and some kept in a fire proof safe. Release of any student record, per California Education Code, will only be released with a picture ID and written permission from the student. Confidentiality and professionalism is a high priority at LAE.

Indicator 7.6: Institutional information is easily accessible to all stakeholders and prospective students and is free from misrepresentation or false promises.

Catalog

Program and
Completion
Certificates

TOPSpro Enterprise
Data (test summaries/
benchmarks)

GED/ESL Master
Calendar

LAE provides a course catalog that is issued twice a year with the schools policies. Students are able to reference the catalog for dates and times of course offerings, enrollment, and information on our on-site EASTBAY Works One Stop Career Center for financial assistance. The information in our catalog is reviewed by staff members, teachers, and the coordinator to ensure the correct information is included. Once the catalog is published it is distributed to 50,000 members if the community, libraries, and EASTBAY Works, just to name a few locations. Community members can also find our course catalog in and around the office as well as our staff and student lounges, every classroom, and our website.

LAE assures that students can benefit from the program they entered by having each student attend an orientation. During the orientation the student is assessed through testing. The testing measures the student's level of knowledge so that LAE can place the student in the proper class that best fits their needs and goals. Students are not only evaluated on the first day but also several other times during their time at LAE depending on

the program they have chosen. The evaluation process keeps the students up-to-date on their progress in meeting their goal(s). Documentation of accomplishments and intended outcomes are measured and shown through program certificates of completion and promotion certificates that are awarded at our graduation ceremonies.

Strengths:

- Majority of students surveyed feel welcome at LAE.
- LAE provides excellent customer service at all levels.
- LAE provides a high level of professionalism and confidentiality.
- LAE students know their intended learning outcomes.
- LAE has a symbiotic relationship with all stakeholders.
- Staff is very caring and works to assist each student to achieve their goal(s).
- LAE is the only Adult Ed Center in Contra Costa County to house an EASTBAY Works One Stop Career Center on the campus.

Key Issues:

1. Increase student awareness of our Academic Advising Team “AAT”, career assistance, and academic advising. Together “ We Make it Happen”
2. Explore other methods on tracking students who exit our program.
3. Implement new feedback methods to meet the needs of current students/teachers.

CRITERION 8:

Resource Management

Criterion: Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

Copy of the Budget for
Past Three Years

Projected Budget for
Next Year

Financial Management
Policies and
Procedures,
Purchasing Policies/
Procedures
Requisition Forms

Indicator 8.1: The institution has sufficient resources to offer its current educational courses and programs.

Findings

Adult Education in the State of California has been significantly impacted by budget related issues. A large number of Adult Education programs have been eliminated by their respective districts. This is directly related to revisions in state funding for Adult Education programs. The annual LAE budget is provided by the district’s Chief Financial Officer/Business Department. LAE has made significant reductions in our overall program based upon these budget reductions. LAE is very fortunate to have a supportive Board of Trustees and District Administration that supports our

program. Our current program is funded to a level of approximately 70 % of our previous resources. This funding is adequate to maintain our current program. LAE has consistently stayed within annual budget allowances. Under the current budget conditions, LAE is committed to review and prioritize all program decisions as they relate to our mission and goals. In this way we ensure that the available budget dollars are put to their best use for our students.

Indicator 8.2: The institution operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.

The financial operating procedures for LAE are provided by the District's Business Department. There are clear and concise requirements related to these procedures.

LAE's Lead Secretary monitors and reports monthly to the District's Business Department a monthly reconciliation. The LAE bank account serves as a control for securing all incoming funds such as registration fees and various payments. All funds (cash/checks) are balanced and marked with a program code and deposited weekly and reported to the District's Business Department. MasterCard/Visa receipts are balanced on a daily basis and recorded on a spreadsheet. They are reconciled on a monthly basis against the bank statement and reported to the Business Department.

The district distributes those funds by program code. LAE maintains a safe on site for securing all cash and checks. The Director is responsible for confirming that all financial procedures are being followed. In addition, an annual external audit for the program is conducted. For the past five years this audit has been returned with no significant findings. The Business Department routinely monitors the program's financial policies and makes any required adjustments based upon changing needs and conditions. Ideally, the Director and Coordinator should conduct a quarterly review of current budget status. This review would confirm that there are sufficient monies to maintain current school programs. The District maintains a budget reserve in order to be able to respond to district-wide emergencies and budget shortfalls. All required insurances for LAE are provided by the district.

LAE does not provide financial aid for our students. We maintain and oversee two federal grants; they are WIA Title II and Carl Perkins. These grants are based upon student outcomes. LAE does maintain contractual agreements with a number of outside partnerships. These partnerships include:

- The Learning Oasis previously known as Boston Reed College
- Adult School Allied Health Educators, INC
- Diablo Medical Training
- Horizon College
- Employment and Human Services
- Workforce Development Board

Reports to District
Business Department

Audit Report – Last
Two Years

Service Contracts

LAE has no financial responsibility due to our relationship with these outside partners.

District Website
www.libertyunion.net
(LUHSD Board) Board
Agenda, Minutes on
Budget Issues, and
Long-Term Planning

Indicator 8.3: Institutional planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning.

An annual external audit and on-going budget review by the Director, Coordinator, and designated classified staff, are the major tools in allowing a realistic assessment of current financial resources. Adjustments to the current budget distribution codes will be made if action is required. Due to the uncertain future of Adult Education Programs, long range strategic planning is very challenging. It is very difficult to long range plan when there is no guarantee regarding future resources. LAE's long range planning is simply projected from one academic year to the next. At one of the "All Staff Meetings", there was discussion on classroom technology. A few of the ESL and GED teachers commented that it would be beneficial to have up-to-date teacher work stations and smart boards to help enhance student learning.

The Board of Trustees and District Administration are responsible for the short term financial planning of LAE. The expectation is that this short term plan will support the Schoolwide Action Plan's identified priorities. Long term financial planning for LAE, as noted, is uncertain at this time.

The Adult Education Coordinator is responsible for specific budget allocations of monies received from a variety of sources. For example, the WIA Title II grant which helps support the ESL, ABE, and ASE programs, has a specific line item budget that clearly indicates funding allowances for these programs. Liberty Union High School District is responsible for a majority of the financial planning related to long term liabilities and obligations. The LAE budget supports financial obligations related to health benefits, insurance costs, and some building maintenance.

LAE Safety Plan

Liberty Union District
Incident Report Form/
Procedure to Report
Incident

Safety Inspection
Reports

District Work Order
System

Campus Supervisor
Job Description

Calendar of
Emergency Drills

Indicator 8.4: The institution provides facilities that are clean, safe, and well-maintained in order to provide for an effective learning environment.

Providing a safe and secure learning environment for our students is our number one priority. The Community Education Center participates in our district emergency preparedness drills each year. The Director serves on the District's Safety Committee. All Classrooms have evacuation maps, an emergency plan, and telephones. The Director and Adult Education Coordinator, Campus Supervisors, custodial staff, and office staff have radios to ensure constant communication in case of an emergency. Additionally, we have an alarm system, security monitoring system, and an intercom paging system for public announcements that was updated this year. Our district has added Columbine locks on classroom doors at the community Education Center which was completed November 2013. We have an Automated External Defibrillator (AED) in case of an emergency. A Campus Supervisor is on site for the majority of the day and evening. Surveys from staff and students agree that facilities are safe, well maintained and adequate for a positive learning environment. We have an

on-line maintenance system in place that allows for prompt responses to maintenance issues. At the beginning of each school year, the Director of Maintenance and Operations (M&O) does an on-site visit to evaluate the existing conditions. This allows M & O to create a punch list of needed improvements. Existing budget will determine the priority of repairs. We are very fortunate to have a district that supports ongoing maintenance. A well maintained facility sends a positive message regarding the learning environment. Overall, these factors contribute to our students being able to achieve the Student Learner Outcomes. The Director and Coordinator are required to participate in an annual workshop on “The Proper Procedures and Forms used in Reporting Accidents”.

Strengths:

- Supportive Board of Trustees and District Administration during tough economic times.
- Budget dollars are put to their best use to provide a quality education for our students.
- Financial support from LAE partnerships.
- The school’s overall environment is well-maintained, safe, and conducive to learning.
- LAE has well maintained facilities.

Key Issues:

1. Long range strategic planning is challenging due to the uncertain future of adult education funding.
2. Up-to-date technology in the classrooms. (ESL and GED)

CRITERION 9: Community Connection

Criterion: The institution seeks to enhance its educational effectiveness by developing close partnerships and relationships with community members. Connections within the community provide students with expanded learning experiences, including additional educational or vocational opportunities.

Indicator 9.1: Efforts are made by the institution to connect to community leaders, businesses, and organizations that can enhance the learning opportunities for students.

Findings

LAE has a planning process that is broad-based, collaborative and has the commitment of its stakeholders. LAE has strong community partnerships throughout the local community and Contra Costa County. We are very fortunate to have such support and participation by such a variety of connections to enhance the learning opportunities for students. We work with many different agencies: EASTBAY Works One Stop Career Center, California Human Development, Department of Rehabilitation, Migrant

WIN-Meeting Agenda and Minutes

Memoranda of Understanding

Contracts - City of Brentwood

Bi-Annual Letter to Partners

Survey to Partners

Survey to Instructors

Flyers of Events

Education Program, Library Program, Village Resource Center, Soroptimist of East Contra County and the Delta Chapter, Brentwood Lion Club, US Census Bureau, Brentwood Chamber of Commerce, A Place of Learning, EAST County Senior Coalition, City of Brentwood, City of Oakley, Brentwood Press, Buffalo Wild Wings, Contra Costa Employment and Human Services Department, Rubicon, La Clinica, Employment Development Department (EDD) and Youth Services.

LAE's partners support us in many ways: job resources, job readiness skills, on-the job-training, guest speakers, and job fairs. They also participate in our on campus events and they provide financial support and counseling for our economically disadvantaged students. The City of Brentwood and LAE partner to offer affordable Older Adult Classes. A Place of Learning offers tutoring for ABE/GED and ESL students. We have provided computer training for the Brentwood Elementary School District. We have also provided off site ESL and Citizenship classes at a local church. One of our ESL teachers taught an ESL class at a local yogurt plant. The plant wanted to promote some of the workers into management positions but could not do it because of their low level English skills.

The Adult Education Coordinator serves on the Contra Costa county EASTBAY Works One Stop Operator Consortium. The board breaks into smaller groups for each One Stop site that are called Workforce Integration Network (WIN). This group also serves as our advisory board. Our purposes and goals are to work together to create a broader, more integrated, seamless system of workforce services designed to leverage public and private resources, enhance access to WIN member services, and improve long term outcomes for individuals using these services. Ultimately, a successful WIN will lift people out of unemployment, enhance the productivity of the local workforce, improve the competitiveness of the local and regional economy, and make each WIN member agency stronger. The group includes:

Debbie Norgaard	LAE Adult Education Coordinator
Richard Cox	EASTBAY One Stop Career Center Coordinator
Alissa Friedman	Opportunity Junction, Director
Maureen Nelson	One Stop Consortium, Administrator
Donna Van Wert	Employment & Human Services Department (EHSD)/ WDB Workforce Services Specialist
Monica Montano	Community Service Bureau
David Wahl	Contra Costa Community College District
Juan Prieto	California Human Development Corporation
Maritza Ruiz	Henkel & McCoy Out of School Youth
Sharon Baugh	Contra Costa County - In School Youth
Kristen Rigsby	Village Community Resource Center
Bertha Ruiz	One Stop Case Manager Economic Development for the City of Oakley

LAE hosts a variety of events that include community leaders. We had a 75th Anniversary celebration and Literacy event. This was an incredible event. Over 300 community members attended. We gave away over 600 brand new books to encourage reading in the household. Special Presentations were given by our Superintendent, our Board of Trustees, the Offices of Senator Mark DeSaulnier, Assembly Member Joan Buchanan, Supervisor Mary Piepho, County Superintendent, Dr. Ovick, Congressmen Jerry McNerney, and John Garamendi. Other presentations that focused on our partnerships were given by Stephen Baiter, Contra Costa Workforce Development Board, and Bertha Ruiz, Soroptimist of the East County. Two of our students gave outstanding presentations on their experiences at LAE. We ended the program with refreshments, our Folkloric Dancers, and the “book give away”. The local newspaper videotaped the program for viewing on their website and published an article. This event was very well received in the community.

LAE always participates in National Adult Education and Family Literacy Week by having a community resource event or literacy workshops that include community leaders and community based organizations. In September 2013, in honor of Adult Education Family Literacy Week, Liberty Community Education Center, in collaboration with Delta Education and Therapy Services, Inc., provided a comprehensive family literacy workshop, *“Children and Family members Reading Together,”* for **150 of our adult education students**.

At this workshop, which included presenters from Delta Education and Therapy Services and the Contra Costa County Library-Brentwood Library, discussed several family literacy topics including: (1) why reading with a family member every day promotes bonding and creates memories that will last a lifetime, (2) why being a reading role model is important, and (3) why children who grow up in homes where there are lots of books go further in school than those who don’t.

At the conclusion of the *“Children and Parents Reading Together”* workshop, a total of **250 children’s books** were given out at no cost to the students to begin or enhance their children’s home libraries.

A follow-up to the *“Children and Parents Reading Together”* workshop was provided in November and was attended by **120 adult education students** and **359 children’s books** (including 99 children’s dictionaries) were given out for a total of **509 children’s books** given at no cost to Liberty’s adult education students through this collaborative program.

We partnered with the EASTBAY Works Career Center and Buffalo Wild Wings and hosted a five day hiring event. Buffalo Wild Wings interviewed over 1,000 applicants in five days and hired over 200 community members.

LAE participates in many resource and job fairs in the local community. Included are: La Clinica/ Medical Resource Fair, La Paloma High School Career Fair, Independence High School/Gateway - “On Your Own” and Career Fair., A Place of Learning Volunteer Appreciation Day, LUHD - Annual EL parent Day, Los Medanos College - 10th Anniversary Event and many others. Community Connection is definitely an area of strength.

Internship - Contracts
and Handbook
on Policies and
Procedures

Volunteer Handouts -
Local Hospitals

Chamber of Commerce
- Business License -
List of Businesses

List of Contracted
Training Agencies

Indicator 9.2: The institution has outlets for students in community service or internship opportunities that are connected to student programs that will enhance their learning experiences in line with the institution's mission.

We hired an Internship Coordinator under our Carl Perkins grant. Her duties were to implement internships for our Business and Medical Office Certifications. We created contracts and handbooks on policy and procedures and had it all in place, but due circumstances/funding we were unable to continue. Through the EASTBAY Works Career Center several of our students have had the opportunity to do On the Job Trainings. We encourage our students to volunteer at the local hospitals and with the local CBOs. Our contracted training agencies require internship placement hours in order to receive completion certificates.

There are three significant community service activities that involve LAE and our community partners. In cooperation with the Brentwood Lions Club, approximately 40 food baskets are distributed each holiday season to some of LAEs less fortunate students. Barns and Noble and Migrant Education have provided over 600 books in support of our Literacy Week. Over 300 students benefited from this community service project. For the past four years, the local Soroptimist chapters have provided two \$1,000.00 scholarships for two deserving students. The scholarships help support their educational/employment efforts. The student has to go through an application process and attend a chapter meeting to be eligible for the scholarship.

The reputation of LAE in the community is very positive. Support and respect of the Board of trustees and our District Administration. Continued community support by our partners, consistent enrollment and referrals substantiate this conclusion.

PowerPoint
Presentations

I Got a Job Slip

Carl Perkins- 101E2

WIA 231 Survey -
Follow-Up Core
Performance

Indicator 9.3: The institution informs its community regarding its mission, its programs and learning opportunities, recognizing the benefits that community support can bring.

LAE uses its profile to help understand current trends in the community. For instance, the average age of our student went from 42 to 30. It explains the increase in enrollment in our ABE program this year. The majority of the students are between the ages of 25 to 30. It appears the economic factors were instrumental in this change. Younger community members realize how important it is to have solid basic skills and to obtain their GED. LAE's male to female ratio is disproportional in comparison to the local population which is 49% male and 51% female. We need to develop a better system to educate our local male population to the benefits and value of our course offerings. The school ensures that the community understands the Schoolwide Learning Outcomes results through the curricular program. The public is made aware of many learning opportunities through Adult Education by brochures, word of mouth, and the students that have been employed in our community as a result of their education at LAE. Some students received job referrals through our program and are currently employed in business and agencies in our communities. Our students are able to assist their children with their homework and are more involved

with their children's education after leaving our school. Some students have realized the importance of voting and are now registered voters. The Coordinator attends various service club meetings and presents current information in regard to LAE and the community. The Coordinator was asked to do a presentation at the Brentwood Rotary Club which is a service organization for local businesses. The purpose of the presentation was to connect local business with LAE students. The Coordinator has also presented to the Lions Club and Soroptimist International. Our retired Lead CTE teacher has done presentations for the Brentwood Chamber of Commerce. As mentioned earlier LAE has many strong partnerships in the community such as the City of Oakley; You, Me, and WE program; City of Brentwood; Senior Center; Village Community Resource Center; ESL Curriculum and dancers; and A Place of Learning, tutoring.

Strengths:

- Strong community partnerships throughout the local community and Contra Costa County.
- LAE has a very positive reputation in the community.
- Present and former students, who recommend LAE classes, bring new students to the school.
- [Catalog](#) is user friendly.

Key Issues:

1. Revisit the possibility of an Internship program.
2. Look at ways to increase our male student population.

CRITERION 10:

Action Plan for Continuing Improvement

Criterion: The institution uses the self-study process to identify key issues that are inserted into a Schoolwide *Action Plan* that governs school improvement activities and events. The Schoolwide *Action Plan* is used regularly, reviewed annually, and monitored consistently by the governing body to ensure continuing school improvement.

Indicator 10.1: The institution has created an Action Plan that reflects the efforts of all stakeholders to plan for future growth and improvement.

Findings

Since our full accreditation process in 2008, we have continued to review, on a regular basis, our original Action Plan. We have made good progress in achieving and maintaining our goals as noted in our Three Year-Midterm Revisit in 2011. We have maintained a documented timeline that includes responsible persons, resources, and measured accomplishments. For a period of time, approximately six months, the timeline was not maintained. This was due to a change in leadership and other staff changes. The Leadership Team meets monthly to review and discuss the progress of the

PLC Meeting Agendas and Minutes

All Staff Meeting Agendas and Minutes

School Board Approval of Action Plan

Leadership Meeting Agenda and Minutes

Giant Post-It's

action plan. LAE's Professional Learning Communities (PLC) are organized by program department and hold bi-monthly meetings. The PLC consists of the Adult Education Coordinator, the Lead Teacher for that program area, and other teachers and support staff. Together these teams monitor and adjust the Action Plan as needed. Since the Mid Term review, Liberty Adult School has improved its mechanisms for sharing the follow-up process with stakeholders. LAE presents an annual progress report to the governing board and at community events. At the beginning of a new school year, and in January the Adult Education Coordinator writes a letter or memo of reflection to all staff members that highlights accomplishments and progress in the Action Plan.

The primary objective of the Action Plan is to continuously review and modify this document. In this way our student learning needs are being met and improved upon in a most efficient manner. Our three stated goals have a direct relationship on our student learners. Any modification or improvement related to these goals can only be a positive outcome for our student learners.

Indicator 10.2: As a result of the accreditation process, the institution has identified key issues (short-term and long-term) that will impact student learning and increase the achievement levels of students.

The self-study process was critical in helping LAE identify the key issues for our school. For the past year, the LAE Leadership Team has identified and prioritized the key issues for our school.

We began the process of evaluating and analyzing all school programs of the WASC Ten Criteria. We started gathering data in the early spring of 2013. This data included surveys to our staff, students, and community members to ensure we involved all stakeholders. In July, we distributed the surveys once again to reach the students, staff, and community members we missed in the spring. The focus group leaders arranged classroom observations, and staff and student interviews. The WASC Leadership Team held two all staff focus group meetings to provide input on evidence and drafted sections for Criterion 5,6,7,and 8 based on their findings. After the second meeting, the WASC Leadership Team decided to distribute one last staff questionnaire to identify strengths and key issues of LAE not associated with a specific criterion. This method of data gathering was very useful in determining strengths and key issues.

We expanded our WASC Leadership Team to include one student from CTE, ESL, and ABE areas. We had weekly working meetings in October and November to review the Ten Criteria drafts and compile strengths and key issues. We had giant post-its filled with stakeholder feedback wall papering our meeting room. We discussed all the important key issues that were critical to student learning and outcomes. We started grouping the key issues that were similar so we could then categorize them. After many hours of discussion, the key issues were prioritized by the consensus of the team.

The three key issues identified are:

1. Data Collection and Analysis
2. Instructional Practices
3. Information Dissemination and Feedback

In December we distributed a draft Action Plan to all stakeholders for review and input on its implementation.

The Action Plan was well received.

Indicator 10.3: The institution has procedures in place to implement the Action Plan with the support of stakeholders.

The LAE Leadership Team which consists of Administration, Lead Teachers, and support staff is responsible for monitoring progress on our Action Plan. We use our PLCs as a secondary monitoring body. The Action Plan is an agenda item at Leadership Team and PLCs meetings. We have an “All Staff Meeting” bi-annually where all participants have an opportunity to provide input that will guarantee regular review and revisions of the Action Plan. The Action Plan will also be reviewed by our Community Advisory Group (WIN) on an annual basis or as necessary. The action plan includes resources finding which will be reviewed as necessary.

Indicator 10.4: The institution has a definitive plan for how the Action Plan is to be monitored to maintain accountability, as well as to report progress to all stakeholders.

The timeline line section of our six year Action Plan is a very important guide to help monitor progress and evaluate various aspects of the Action Plan. The Leadership Team is able to evaluate completion of the various components of our Action Plan.

All stakeholders have an opportunity to provide input as the Action Plan continues to be reviewed and revised through various methods. These methods include but are not limited to: e-mail meetings, business correspondence, our annual Report Card, Community Social Groups and their events.

Indicator 10.5: The Schoolwide Action Plan is used for institutional planning, resource allocation, and the evaluation of existing programs.

The Action Plan has guided LAE since our initial WASC Accreditation in 2008. It is a document that is very easy to read and understand for all stakeholders involved. We feel strongly that improved student achievement is directly related to our goals stated in our Action Plan.

The Board of Trustees values LAE quality programs which are directly related to the Action Plan. Because of the value LAE provides to the community, considerations of resource allocation continue. Our Action Plan is a primary focus for school leadership when making decisions on how to better serve our students to improve our student outcomes.

Strengths:

- Improve communication of follow up with stakeholders.
- Good progress in achieving and maintaining our goals.
- Action Plan continually review and modify as needed.
- Data gathering process.
- Inclusion of students on WASC Leadership Team and focus groups.
- All stakeholders are able to give input.
- We continue to be funded because LAE is a value added resource to the community.
- The Schoolwide Action Plan is user friendly and practical, resulting in improved SLOs.
- Improved student achievement is directly related to our goal (SLOs) which are stated in the Action Plan.
- The Schoolwide Action Plan is user friendly and practical.

Key Issues (Prioritized):

1. LAE needs to consistently maintain Action Plan timeline.



CHAPTER IV



Chapter IV

Schoolwide Action Plan

As we completed the final phase of our WASC Self-Study, where the findings of the entire report were gathered, analyzed, and synthesized, we were able to identify our major areas of strength and key issues which have been valuable to our overall perspective at Liberty Adult Education.

By following the process defined in the manual for Chapter IV, the major strengths are listed below:

Strengths

- LAE's Mission Statement and SLOs directly reflect our commitment to successful student learning and guide our decision making process to modify programs and instruction based upon student needs and learning results.
- The Liberty Union High School District Administration and Board of Trustees are very supportive of our Adult Education Program.
- Staff is able to maintain their primary focus on student learning and feel that they are respected, appreciated, and treated as professionals due to on-site support from LAE's leadership.
- LAE's administration and staff are qualified in their fields and are very caring and dedicated to assisting each student achieves their goal(s).
- The PLC Structure provides a framework to enhance collaboration, regular data reviews, and instructional best practices.
- LAE's teaching staff has the ability to individualize teaching methods to meet student needs through a variety of strategies and techniques.
- The overall student experience at LAE enhances student opportunities for employment and is relevant to their lives due to up to date, challenging, and individualized curriculum.
- LAE has a strong level of collaboration throughout the local community and Contra Costa County that both extends and enhances opportunities for student learning.
- LAE's well maintained and safe facility provides a welcoming learning environment that is conducive to learning for all students.

At seven working meetings in November and December 2013, our WASC Leadership Team, including students, compiled the key issues from criterion 1-10. We then grouped the key issues into themes. After we narrowed down the themes, we were able to clearly identify our top three key issues which would have the largest impact on student learning. The final result of all these efforts was the establishment of the Action Plan.

Key Issues:

1. Further enhance our process to collect and analyze accurate data

By placing a greater emphasis on data, and how it is collected and analyzed will lead to better learning outcomes and higher transition rates. This will require increased participation by staff at various dedicated meetings. We will also be implementing new processes regarding data.

2. Further evolve instructional practices and procedures by increasing staff development and broadening curriculum

By continued development of instructional practice and procedures, we will expand the overall classroom experience, improve learning outcomes and foster lifelong learning for our students. This will be accomplished by further development to existing practices.

3. Strengthen school and communitywide information dissemination and feedback

Modified and new methods of communication(s) will benefit all aspects of the student learning experience and strengthen community connections by following through on the implementation of policies and procedures.

Key

X – Explore

D – Develop

I – Implement

O – Ongoing

1/28/14

GOAL #1: Data Collection and Analysis

Key Issue: Further enhance our process to collect and analyze accurate data.

Rationale: Emphasizing the importance of data integrity will lead to improved data analysis for maximized funding and its allocation for better learning outcomes. This will also lead to higher student transition rates.

- SLOs:
- 1. Students will value and participate in lifelong learning opportunities.
 - 2. Students will achieve measurable growth in knowledge and skills related to their education/career goals.

ACTION STEPS	PERSON RESPONSIBLE	RESOURCES NEEDED	TIMELINE			METHODS TO ASSESS
			2014	2016	2018	
Dedicate a staff meeting to brainstorm other ideas on tracking students after they exit our program	➤ Adult Ed. Coordinator ➤ Leadership Team ➤ Staff	➤ Collaboration time/meeting time ➤ Research other adult schools/budget ➤ Budget release time	D&I	O	O	➤ Agenda ➤ Meeting minutes ➤ Memo
Add a standing agenda item to all PLC meetings to address accurate data collection	➤ Lead teachers ➤ Office staff	➤ Lead teacher time	I	O	O	➤ Agenda ➤ Meeting minutes
Dedicate an annual staff meeting regarding data collection and how to analyze reports	➤ Adult Ed. Coordinator ➤ Leadership Team	➤ Staff time/budget ➤ Meeting expenses ➤ Online professional development	I	O	O	➤ Agenda ➤ Meeting minutes ➤ Student outcomes
Implement additional CASAS modals for better placement	➤ Adult Ed. Coordinator ➤ Lead ESL/GED/ & ABE teachers	➤ Research other adult schools ➤ Budget time ➤ staff planning time	D&I	O	O	➤ CASAS test ➤ Student outcomes
Dedicate a PLC meeting to explore the feasibility of a drop-in assessment center	➤ Director ➤ Adult Ed. Coordinator ➤ Leadership Team	➤ Research time ➤ collaboration time/meeting time	I	O	O	➤ Budget ➤ Leadership team agenda ➤ Meeting minutes
Determine what type of data analysis is most crucial for improving student achievement	➤ Leadership Team ➤ Teaching staff ➤ Support staff	➤ Collaboration time /meeting time ➤ Research time	D&I	O	O	➤ Agendas ➤ List of critical data ➤ Meeting minutes ➤ Memo ➤ Survey ➤ Learner outcomes
Improve our process of distributing data information schoolwide	➤ Adult Ed. Coordinator ➤ Leadership Team ➤ Support staff	➤ Staff time ➤ Budget meeting expenses	D&I	O	O	➤ Office staff agenda ➤ Memo ➤ Binders, ASAP, & TOP's Pro reports
Create a document that explains the process for data collection analysis and distribution schoolwide	➤ Adult Ed. Coordinator ➤ Leadership Team ➤ Support staff and instructional assistants	➤ Staff time ➤ Budget	D&I	O	O	➤ Data collection analysis document ➤ Memo

Key
 X – Explore
 D – Develop
 I – Implement
 O – Ongoing

GOAL # 2: Instructional Practices

Key Issue: Further evolve instructional practices and procedures by increasing staff development and broadening curriculum.

Rationale: Further evolution of instructional practices and procedures will expand students overall classroom experiences, improve learning outcomes, and foster life-long learning.

- SLOS:**
1. Students will value and participate in lifelong learning opportunities
 2. Students will achieve measurable growth in knowledge and skills related to their education/career goals
 3. Students will increase their ability to participate effectively as productive members of their community

ACTION STEPS	PERSON RESPONSIBLE	RESOURCES NEEDED	TIMELINE			METHODS TO ASSESS
			2014	2016	2018	
Expand the uses of speakers, fieldtrips, and special events into curriculum	<ul style="list-style-type: none"> ➤ Lead teachers ➤ PLC meetings ➤ Teaching staff 	<ul style="list-style-type: none"> ➤ Planning time ➤ Event expenses 	I	O	O	<ul style="list-style-type: none"> ➤ Flyers ➤ Presentation materials ➤ Invitations/Emails ➤ Sign-in sheets
Develop an on going process to verify that SLOs are included as a part of all course outlines	<ul style="list-style-type: none"> ➤ Lead teachers ➤ Lead secretary 	<ul style="list-style-type: none"> ➤ Planning ➤ Staff time 	D&I	O	O	<ul style="list-style-type: none"> ➤ Lesson plans ➤ Course outlines ➤ Student knowledge of SLOs
Explore the feasibility of improving instructional technologies in the classroom	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ District technology specialist ➤ PLC meetings 	<ul style="list-style-type: none"> ➤ District technology department ➤ Planning time ➤ Adult Ed. budget 	X	O	O	<ul style="list-style-type: none"> ➤ Agendas ➤ Meeting minutes ➤ Emails
Research the feasibility of an internship program	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ CTE teachers 	<ul style="list-style-type: none"> ➤ Research time ➤ Adult Ed. budget 	X	O	O	<ul style="list-style-type: none"> ➤ Agenda ➤ Meeting minutes ➤ Emails
Update Staff Handbook on a more regular basis and include input from stakeholders	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Lead secretary ➤ Leadership team ➤ PLC meeting 	<ul style="list-style-type: none"> ➤ Staff time ➤ Budget ➤ Meeting expenses 	D&I	O	O	<ul style="list-style-type: none"> ➤ Memos/emails ➤ Surveys ➤ Update handbook
Explore the feasibility of more on-site training opportunities	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Leadership team ➤ PLC meetings 	<ul style="list-style-type: none"> ➤ Staff release time ➤ On-site training expenses 	X&I	O	O	<ul style="list-style-type: none"> ➤ Memos/emails ➤ Flyer ➤ Handouts ➤ Sign-in sheets
Investigate the feasibility of a written/oral evaluation for teachers	<ul style="list-style-type: none"> ➤ District human resource department ➤ Director ➤ Adult Ed. Coordinator 	<ul style="list-style-type: none"> ➤ Research time ➤ Collaboration time ➤ District practices 	X	O	O	<ul style="list-style-type: none"> ➤ Emails ➤ Discussion notes
Create a teacher observation form to be used by the Leadership Team	<ul style="list-style-type: none"> ➤ Leadership team 	<ul style="list-style-type: none"> ➤ Collaboration time/meeting time ➤ Meeting expenses 	D&I	O	O	<ul style="list-style-type: none"> ➤ Agenda ➤ Meeting minutes ➤ Completed form ➤ Observation log

Key
X – Explore
D – Develop
I – Implement
O – Ongoing

GOAL # 3: Information Dissemination and Feedback

Key Issue: Strengthen school and communitywide information dissemination and feedback

Rationale: Strengthening school and community information dissemination will positively impact student learning outcomes and strengthen community connections by following through on the implementation of policies and procedures to bridge communication gaps.

- SLOs:**
1. Students will value and participate in lifelong learning opportunities
 2. Students will achieve measurable growth in knowledge and skills related to their education/career goals
 3. Students will increase their ability to participate effectively as productive members of their community

ACTION STEPS	PERSON RESPONSIBLE	RESOURCES NEEDED	TIMELINE			METHODS TO ASSESS
			2014	2016	2018	
Establish an annual forum for all stakeholders to brainstorm ideas such as: how to attract a larger male student population and other trends regarding student achievement and student outcomes	➤ Adult Ed. Coordinator ➤ Leadership team	➤ Collaboration time ➤ Meeting time ➤ Meeting expenses ➤ Advertising expenses	D&I	O	O	➤ Memos, letters & emails ➤ Phone log ➤ Flyer ➤ Agenda ➤ Sign-in sheets ➤ Meeting minutes
Explore additional ways to communicate with stakeholders via the website	➤ Adult Ed. Coordinator ➤ Leadership team ➤ Web master	➤ Collaboration time ➤ Meeting expenses ➤ Web Master time /budget	X&O	O	O	➤ Agenda ➤ Meeting minutes ➤ Emails ➤ Website
Further develop new feedback methods to meet the needs of current students	➤ Adult Ed. Coordinator ➤ Leadership team ➤ Office staff	➤ Planning time ➤ Expenses	D&I	O	O	➤ Website ➤ Office suggestion box ➤ Agenda ➤ Meeting minutes
Modify orientation process for new students to enhance understanding of SLOs and Mission Statement	➤ Adult Ed. Coordinator ➤ Leadership team	➤ Planning time ➤ Meeting expenses ➤ Supply expenses	I	O	O	➤ Train orientation staff ➤ Orientation student package ➤ Orientation student check-off list
Increase student awareness of our support services	➤ Adult Ed. Coordinator ➤ Leadership Team ➤ PLC meeting	➤ Staff time ➤ Supply expenses	I	O	O	➤ APP flyer ➤ Memo and emails ➤ PLC agenda and meeting minutes
Increase community awareness of the SLOs	➤ Adult Ed. Coordinator ➤ Leadership team ➤ PLC meetings	➤ Staff release time ➤ Advertising expenses	D&I	O	O	➤ Brochure ➤ Website



APPENDIX

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Appendix A

Acronym List

Appendix A

Acronym List

AAT	Academic Advising Team	EHSD	Employment & Human Services Department
ABE	Adult Basic Education	ESL	English as a Second Language
ADA	Average Daily Attendance	ESLRS	Expected Schoolwide Learning Results
AED	Automated External Defibrillator	GAAP	Generally Accepted Accounting Principles
AR	Administrative Regulation	GED	General Education Development
ASAP	Administrative Software Application Program	HIM	Health Information Management
ASCA	Association of California School Administrators	IHS	Independent High School
ASE	Adult Secondary Education	LAE	Liberty Adult Education
BAAA	Bay Area Administer Association	LUHSD	Liberty Union High School District
BP	Board Policies	M&O	Maintenance and Operations
CAEAA	California Adult Education Administration Association	NRS	National Reporting Systems
CAHSEE	California High School Exit Exam	NWC	National Work Readiness Credential
CASAS	Comprehensive Adult Student Assessment System	OA	Older Adults
CCAE	California Council for Adult Education	OJT	On the Job Trainings
CCCACECC	Contra Costa County Adult and Continuing Education Coordinating Council	OTAN	Outreach and Technical Assistance Network
CDE	California Department of Education	PDP	Professional Development Plan
CEC	Community Education Center	PLC	Professional Learning Communities
CHD	California Human Development	RD	Resource Management and Development
COABE	Commission on Adult Basic Education	SCANS	Secretary's Commission on Achieving Necessary Skills
CPR	Cardio Pulmonary Resuscitation	SLOs	Schoolwide Learning Outcomes
CTE	Career Technical Education	TABE	Test of Adult Basic Education
DACA	Deferred Action for Childhood Arrivals	TOPS	Tracking of Programs and Students
DOR	Department of Rehabilitations	WIA	Workforce Investment Act
EDD	Employment Development Department	WIN	Workforce Integration Network

Appendix B
WASC Process/Activities Timeline

Appendix B

LIBERTY ADULT EDUCATION

WASC PROCESS / ACTIVITIES TIMELINE

MARCH 2013– MAY 2014

MARCH 2013

- Leadership Team participate in WASC Training
- Develop Timeline
- Review progress on current schoolwide Action Plan left at the full visit

APRIL 2013

WASC Leadership Team Meeting

- Review WASC process and purpose
- Review and updated Vision and Mission Statement
- Review and discuss ESLRs vs SLOs
- Clarify and refine SLOs
- Revamp Staff Profile, Student, and Community surveys

Vision and Mission Statement and SLOs

- Share updated Vision and Mission Statement and SLOs with all staff

MAY/JUNE 2013

Leadership Team Meeting

- Distribute and mail all surveys
- Tally surveys
- Discuss and update the current Institutional, Community, and Student Characteristics (School/Community Profile)

JULY 2013

Leadership Team Meeting

- Plan Focus Groups
- Review tallied surveys
- Continue to Discuss and update the current Institutional, Community, and Student Characteristics (School/Community Profile)
- Distribute Student survey once again to recapture missing information
- Plan for August Staff/Stakeholders Meeting

AUGUST 2013

Staff/Stakeholders “WASC Kick Off” Meeting

- Review WASC Timeline
- Review Institutional, Community, and Student Characteristics (School/Community Profile)
- Rotate staff into the four Focus Groups

Focus Groups

- Focus Groups meet to review surveys and gather needed learning data.
- Participate in classroom observations and student/staff interviews

SEPTEMBER 2013

- Leadership Team participate in Part 3 WASC Training
- Leadership Team and Focus Groups continue to gather learning data, disaggregate and analyze it.
- Final draft School/Community Profile
- Begin writing the Self-Study Report
- Address the WASC Postsecondary Criteria in relationship to our school. Do we meet or exceed WASC expectations?

OCTOBER 2013

- Identify “School Strengths” and “Key Issues”
- Leadership Team meeting – Begin work on the revision of the Action Plan
- Review and approve Chapter I and II
- Focus Groups meet to gather information and write Chapter III Self-Study Report

NOVEMBER/DECEMBER 2013

- Produce a rough draft of Chapter III
- Schoolwide Staff/Stakeholders Meeting – Review and approve Action Plan from Focus Group findings
- Focus groups make revision and finalize Chapter III

JANUARY 2014

- Assure schoolwide consensus of *Action Plan*
- Develop steps to support plan
- Leadership Team – final review of completed Self-Study Report
- Leadership Team establishes Follow-up Process to monitor the implementation of the schoolwide Action Plan

FEBRUARY 2014

- Finalize the schoolwide *Action Plan* and the governing board approve
- Print Self-Study Report for distribution
- Administrator/Self-Study Coordinator distribute Self-Study Report to
 - Visiting Committee Members
 - Accrediting Commission
 - Staff and community members
- All School Committees Receive and review report copy

MARCH 2014

- Prepare facilities (workroom/evidence-exhibit area) for the visit
- Finalize details for the visit
- Stay in close communication with the Visiting Committee Chair

APRIL 2014

- **THE VISIT** (April 28, 2014)
 - Visiting Committees dialogues with Focus Groups and Community and Student Committees
 - April 30, 2014 - the reading of the WASC Visiting Committee findings

MAY – ONGOING 2014

- Leadership Team
 - Integrate suggestions and Key Issues for follow-up left by the Visiting Committee into the Schoolwide Action Plan
 - Begin implementation and monitoring of Schoolwide Action Plan

Appendix C

Mission Statements

Appendix C

Revised – Mission Statement-English Revised – Mission Statement-Spanish



The mission of Liberty Adult Education Center is to serve our communities as a center for lifelong learning by providing a safe and supportive educational environment, which addresses the unique needs of all individuals. This fosters their ability to participate effectively as citizens, workers, and parents.



La misión de Liberty Adult Education Center es para servir a nuestras comunidades como centro de aprendizaje de por vida, teniendo un entorno seguro, educacional y comprensivo, en el cual enfoca las necesidades individuales. Esto facilita sus habilidades para participar efectivamente como ciudadanos, trabajadores y como padres.

Appendix C

Previous – Mission Statement



The mission of Liberty Adult Education Center is to serve our communities as a center for lifelong learning by providing opportunities and services, which address the unique needs of individuals. This fosters their ability to participate effectively as community members, workers, parents and consumers of goods, services, and leisure activities.

Liberty Adult Education Center

Appendix D

SLOs (Schoolwide Learner Outcomes) and ESLRs (Expected Schoolwide Learning Results)

Appendix D

Revised – SLOs – Schoolwide Learner Outcomes



SLOs

Schoolwide Learner Outcomes

- **Students** will value and participate in lifelong learning opportunities.
 - ◆ *Have knowledge of and utilize community resources.*
 - ◆ *Participate in learning activities that enrich their career and personal life.*
 - ◆ *Set and achieve short and long term learning goals.*

- **Students** will achieve measurable growth in knowledge and skills related to their educational/career goals.
 - ◆ *Demonstrate mastery of knowledge and skills.*
 - ◆ *Demonstrate a responsible work ethic and ability to work independently and collaboratively.*
 - ◆ *Demonstrate critical thinking and problem solving skills.*

- **Students** will increase their ability to participate effectively as productive members of their community.
 - ◆ *Demonstrate understanding, acceptance and respect for others.*
 - ◆ *Communicate effectively.*
 - ◆ *Build a sense of community and civic responsibility.*

Appendix D

Previous – ESLRs – Expected Schoolwide Learning Results



ESLRs

- **Students** will achieve measurable growth in knowledge and skills related to their educational/career goals.
 - ◆ *Demonstrate mastery of knowledge and skills.*
 - ◆ *Demonstrate a responsible work ethic and ability to work independently and collaboratively.*
 - ◆ *Demonstrate critical thinking and problem solving skills.*

- **Students** will increase their ability to participate effectively as productive members of the community.
 - ◆ *Demonstrate understanding, acceptance and respect for others.*
 - ◆ *Take responsibility for their physical, emotional and social well being.*
 - ◆ *Participate in a variety of activities that serve the needs of others.*

- **Students** will value and participate in lifelong learning opportunities.
 - ◆ *Have knowledge of and utilize community resources.*
 - ◆ *Participate in learning activities that enrich their career and personal life.*
 - ◆ *Set and achieve short and long term learning goals.*

Liberty Adult Education Center

Appendix E

Action Plan – November 19, 2009

GOAL #1: Strengthen the Communication Schoolwide

Target #1 Strengthen the communication schoolwide among students, staff, and leadership with particular emphasis on student learning.

Rationale:

Create plan to increase schoolwide communication among students, staff, and leadership. (OSL)
 Encourage students to take advantage of the educational counseling or guidance services at LAE. (SS)
 Create new methods to make community more aware of the programs offered at LAE. (SS)
 Evaluation forms need to be specific to each program. (CI)
 Course competencies in ESL need to be more clearly communicated to students. (CI)
 Student forms for course evaluation need to be improved to better communicate the needs of the students specific to each program.(OSL)

ESLRS Addressed: Students will achieve measurable growth in knowledge and skills related to their educational/career goals.
 Students will increase their ability to participate effectively as productive members of the community.
 Students will value and participate in lifelong learning opportunities.

ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	TIMELINE			REPORT OF PROGRESS/ ACCOUNTABILITY
				08	11	14	
1. Formalize leadership team that resulted from WASC Self-Study to enhance communication among staff	➤ Adult Ed. Coordinator	➤ Meeting Expenses ➤ Staff Time	➤ School goals achievements and enhanced student learning results	O	O	O	➤ Report to Staff ➤ Announcements to students ➤ Regular scheduled leadership meetings ➤ Calendar of meetings ➤ Meeting Agendas & Minutes ➤ Meeting Agendas ➤ Sign-in Sheets ➤ Meeting Minutes
2. Implement department based Professional Learning Communities (PLC) to meet bi-monthly/Implement 2 to 3 staff functions per year	➤ Adult Ed. Coordinator	➤ Meeting Expenses ➤ Staff Time	➤ Memos to staff regarding meeting	D & I	O	O	➤ Publication of Flyer or handbook ➤ Information distributed to all program areas ➤ Number of flyers distributed ➤ Student survey at end of year ➤ Classroom Visit Log ➤ Student outcome
3. Create a flyer or handout for Student Support Services to increase awareness regarding educational, counseling, and guidance services	➤ Adult Ed. Coordinator ➤ Leadership Team	➤ Staff Time ➤ Flyer	➤ Student Feedback ➤ Contact name, phone numbers for resources	X	D & I	O	➤ Sign-in Sheets ➤ Advertisement
4. Quarterly classroom visits to share student resource information to increase awareness of services offered on and off campus	➤ Director/Assistant Superintendent ➤ Adult Ed. Coordinator	➤ Staff Time	➤ Report to Leadership Team ➤ Student Satisfaction Survey	D & I	O	O	➤ Completion of Student Satisfaction Survey ➤ Files of Completed surveys
5. Host/Attend more Community Events in order to showcase our school to increase more community interest	➤ Director/Assistant Superintendent ➤ Adult Ed. Coordinator ➤ Leadership Team	➤ Staff Time ➤ Budget	➤ Participation ➤ Registration ➤ Feed back	X & D	D & I	O	
6. Develop and implement a Student Satisfaction evaluation survey for each program area	➤ Adult Ed. Coordinator ➤ Lead Teacher ➤ Staff	➤ Staff Time	➤ Research ➤ Staff Feedback	X & D	I & O	O	

Key
X – Explore
D – Develop
I – Implement
O – Ongoing

GOAL #2: Improve Student Learning and Achievement

Target #2 Enhance learning opportunities by providing resources and staff development activities to improve instruction and achievement of ESLRs.

Rationale: Help teachers focus instruction on student achievement of the ESLRs. (OSL)
Provide more staff development opportunities. (OSL)

ESLRs Addressed: Students will achieve measurable growth in knowledge and skills related to their educational/career goals.
Students will increase their ability to participate effectively as productive members of the community.
Students will value and participate in lifelong learning opportunities.

ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	TIMELINE			REPORT OF PROGRESS/ ACCOUNTABILITY
				08	11	14	
1. Implement a site based Professional Development Committee to specify Staff Development plans that address identified needs of staff and students	➤ Adult Ed. Coordinator ➤ Leadership Team	➤ Staff Time ➤ Budget for release time	➤ Professional Development Committee formed	X & D	I	O	➤ Agendas ➤ Meeting Minutes ➤ Staff Surveys
2. Develop a site based professional development plan to improve instruction and achievement of the ESLRs	➤ Adult Ed. Coordinator ➤ Leadership Team ➤ Staff	➤ Staff Time ➤ Budget for release time	➤ Attend a Site Based Professional Development training offered by CalPRO ➤ Staff Feedback ➤ Dedicate a Staff Meeting to brainstorm ideas on focusing instruction on ESLRs	X & D	I	O	➤ Agendas and Meeting Minutes ➤ Student Outcome ➤ Completion of Plan
3. Expand Staff Development opportunities to include peer observations, technology, and curriculum standards	➤ Adult Ed. Coordinator ➤ Leadership Team	➤ Staff Time ➤ Budget for workshops and release time	➤ Staff feedback ➤ Course evaluations ➤ Student surveys	X & D	I	O	➤ Student Outcome ➤ Evaluation of Staff ➤ Workshop handouts
4. Provide on-site Professional Development workshops through professional organizations once a staff development plan has been determined	➤ Adult Ed. Coordinator ➤ Leadership Team ➤ Professional Learning Communities (Departments)	➤ Staff Time ➤ Workshop expenses	➤ Participants involved ➤ Communications with professional organizations: E-mails, letters, etc	X & D	D & I	O	➤ Flyers, Handouts ➤ Sign-in sheets

GOAL #3: Resources and Facilities

Target #3 Expand Fee Based Courses and improve facility to create a more inviting and esthetically pleasing adult learning environment.

Rationale: Continue to expand Fee Based course offerings due to the constraints of our CAP. (RD)

There is a need to improve exterior landscaping for the Community Education Center. (RD)

ESLRs Addressed: Students will value and participate in lifelong learning opportunities.

Key
X – Explore
D – Develop
I – Implement
O – Ongoing

ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	TIMELINE			REPORT OF PROGRESS/ ACCOUNTABILITY
				08	11	14	
1. Assess needs of community learners currently at LAE to identify additional classes they would like us to offer	➤ Adult Ed. Coordinator ➤ Leadership Team ➤ Staff	➤ Student Survey	➤ Result from Survey	X & D	D & I	O	➤ Job posting for instructors ➤ Schedule of classes (Brochure)
2. Explore the possibility of hiring a Fee Based Lead Teacher position in order to expand community outreach and to recruit new teachers to start new classes	➤ Director/Assistant Superintendent ➤ Adult Ed. Coordinator ➤ Staff	➤ Budget ➤ Staff Time	➤ Community Feedback Interested in Teaching Forms (Brochure) ➤ Increase in class offerings ➤ Increased revenue	X	X	X	➤ Community mailing ➤ Post Flyers in community ➤ Schedule of classes (Brochure) ➤ Budget
3. Expand classes located at community based businesses	➤ Director/Assistant Superintendent ➤ Adult Ed. Coordinator ➤ Adult Ed. Lead Secretary	➤ Staff Time ➤ Postage	➤ Returned interest Letters	X	D & I	O	➤ Schedule of classes (Brochure)
4. Ask Community Education staff to teach additional Fee Based classes	➤ Director/Assistant Superintendent ➤ Adult Ed. Coordinator	➤ Flyers ➤ Memos to staff	➤ See an increase in the number of classes	D & I	I & O	I & O	➤ Teacher assignment list
5. Create a more pleasing learning environment by planning a “Beautification” day using student and community volunteers	➤ Director/Assistant Superintendent ➤ Assistant Director ➤ Adult Ed. Coordinator ➤ All staff	➤ Budget ➤ Donated materials	➤ Flyer of event ➤ Publications	X	X & D	O	➤ Visual observation of a more beautiful and professional campus
6. Dedicate financial resources to ensure beautification of the campus	➤ Director/Assistant Superintendent	➤ Budget	➤ Visual appearance of campus	X & D	X & D	X & D	➤ Director’s Report
7. Develop classes with project based learning such as Landscaping and/or Interior Design	➤ Director/Assistant Superintendent ➤ Adult Ed. Coordinator	➤ Time ➤ Supplies	➤ Curriculum ➤ Student Enrollment ➤ Gardening Project ➤ Recycling	X	D & I	O	➤ Improved visual attraction of public areas ➤ Director’s Report

Liberty Adult Education Center

Appendix F

Report of Progress – New and Old Goals

GOAL #1: Data Collection and Analysis

	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	METHODS TO ACCESS	TIMELINE		
					14	16	18
Step#1	Dedicate a staff meeting to brainstorm other ideas on tracking students after they exit our program	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Leadership Team Staff 	<ul style="list-style-type: none"> ➤ Collaboration time/meeting time ➤ Research other adult schools/budget ➤ Budget release time 	<ul style="list-style-type: none"> ➤ Agenda ➤ Meeting minutes ➤ Memo 	D & I	O	O
U P D A T E							
	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	METHODS TO ASSESS	14	16	18
Step#2	Add a standing agenda item to all PLC meetings to address accurate data collection	<ul style="list-style-type: none"> ➤ Lead teachers ➤ Office staff 	<ul style="list-style-type: none"> ➤ Lead teacher time 	<ul style="list-style-type: none"> ➤ Agenda ➤ Meeting minutes 	I	O	O
U P D A T E							

GOAL #1: Data Collection and Analysis

ACTION STEPS		PERSON RESPONSIBLE	RESOURCES	METHODS TO ASSESS	TIMELINE		
					14	16	18
Step#3	Dedicate an annual staff meeting regarding data collection and how to analyze reports	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Leadership Team 	<ul style="list-style-type: none"> ➤ Staff time/budget ➤ Meeting expenses ➤ Online professional development 	<ul style="list-style-type: none"> ➤ Agenda ➤ Meeting minutes ➤ Student outcomes 	I	O	O
U P D A T E							
Step#4	Implement additional CASAS modalities for better placement	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Lead ESL/GED/ & ABE teachers 	<ul style="list-style-type: none"> ➤ Research other adult schools ➤ Budget time ➤ staff planning time 	<ul style="list-style-type: none"> ➤ CASAS test ➤ Student outcomes 	D & I	O	O
U P D A T E							

GOAL #1: Data Collection and Analysis

	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	METHODS TO ASSESS	TIMELINE		
					14	16	18
Step#5	Dedicate a PLC meeting to explore the feasibility of a drop-in assessment center	<ul style="list-style-type: none"> ➤ Director ➤ Adult Ed. Coordinator ➤ Leadership Team 	<ul style="list-style-type: none"> ➤ Research time ➤ Collaboration time/meeting time 	<ul style="list-style-type: none"> ➤ Budget ➤ Leadership team agenda ➤ Meeting minutes 	I	O	O
U P D A T E							
	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	METHODS TO ASSESS	TIMELINE		
					14	16	18
Step#6	Determine what type of data analysis is most crucial for improving student achievement	<ul style="list-style-type: none"> ➤ Leadership team ➤ Teaching staff ➤ Support staff 	<ul style="list-style-type: none"> ➤ Collaboration time /meeting time ➤ Research time 	<ul style="list-style-type: none"> ➤ Agendas ➤ List of critical data ➤ Meeting minutes ➤ Memo ➤ Survey ➤ Learner outcomes 	D & I	O	O
U P D A T E							

GOAL #1: Data Collection and Analysis

	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	METHODS TO ASSESS	TIMELINE		
					14	16	18
Step#7	Improve our process of distributing data information schoolwide	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Leadership team ➤ Support staff 	<ul style="list-style-type: none"> ➤ Staff time ➤ Budget meeting expenses 	<ul style="list-style-type: none"> ➤ Office staff agenda ➤ Memo ➤ Binders, ASAP, & TOPs Pro reports 			
U P D A T E							
Step#8	Create a document that explains the process for data collection analysis and distribution schoolwide	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Leadership team ➤ Support staff and instructional assistants 	<ul style="list-style-type: none"> ➤ Staff time ➤ Budget 	<ul style="list-style-type: none"> ➤ Data collection analysis document ➤ Memo ➤ 			
U P D A T E							

GOAL #2: Instructional Practices

	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	METHODS TO ASSESS	TIMELINE		
					14	16	18
Step#1	Expand the uses of speakers, fieldtrips, into curriculum	<ul style="list-style-type: none"> ➤ Lead teachers ➤ PLC meetings ➤ Teaching staff 	<ul style="list-style-type: none"> ➤ Planning time ➤ Event expenses 	<ul style="list-style-type: none"> ➤ Flyers ➤ Presentation materials ➤ Invitations/Emails ➤ Sign-in sheets 	I	O	O
U P D A T E							
	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	METHODS TO ASSESS	14	16	18
Step#2	Develop an on going process to verify that SLOs are included as a part of all course outlines	<ul style="list-style-type: none"> ➤ Lead teachers ➤ Lead secretary 	<ul style="list-style-type: none"> ➤ Planning ➤ Staff time 	<ul style="list-style-type: none"> ➤ Lesson plans ➤ Course outlines ➤ Student knowledge of SLOs 	D & I	O	O
U P D A T E							

GOAL #2: Instructional Practices

	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	METHODS TO ASSESS	TIMELINE		
					14	16	18
Step#3	Explore the feasibility of improving instructional technologies in the classroom	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ District technology specialist ➤ PLC meetings 	<ul style="list-style-type: none"> ➤ District technology department ➤ Planning time ➤ Adult Ed. budget 	<ul style="list-style-type: none"> ➤ Agendas ➤ Meeting minutes ➤ Emails 	X	O	O
U P D A T E							
	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	METHODS TO ASSESS	TIMELINE		
					14	16	18
Step#4	Research the feasibility of an internship program	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ CTE teachers 	<ul style="list-style-type: none"> ➤ Research time ➤ Adult Ed. budget 	<ul style="list-style-type: none"> ➤ Agenda ➤ Meeting minutes ➤ Emails 	X	O	O
U P D A T E							

GOAL #2: Instructional Practices

	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	METHODS TO ASSESS	TIMELINE		
Step#5	Update staff handbook on a more regular basis and include input from stakeholders	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Lead secretary ➤ Leadership team ➤ PLC meeting 	<ul style="list-style-type: none"> ➤ Staff time ➤ Budget ➤ Meeting expenses 	<ul style="list-style-type: none"> ➤ Memos/emails ➤ Surveys ➤ Update handbook 	14	16	18
U P D A T E					D & I	O	O

	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	METHODS TO ASSESS	TIMELINE		
Step#6	Explore the feasibility of improving instructional technologies in the classroom	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ District technology specialist ➤ PLC meetings 	<ul style="list-style-type: none"> ➤ District technology department ➤ Planning time ➤ Adult Ed. budget 	<ul style="list-style-type: none"> ➤ Agendas ➤ Meeting minutes ➤ Emails 	14	16	18
U P D A T E					X	O	O

GOAL #3: Information Dissemination and Feedback

	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	METHODS TO ASSESS	TIMELINE		
					14	16	18
Step#1	Establish an annual forum for all stakeholders to brainstorm ideas such as: how to attract a larger male student population and other trends regarding student achievement and student outcomes	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Leadership team 	<ul style="list-style-type: none"> ➤ Collaboration time ➤ Meeting time ➤ Meeting expenses ➤ Advertising expenses 	<ul style="list-style-type: none"> ➤ Memos, letters & emails ➤ Phone log ➤ Flyer ➤ Agenda ➤ Sign-in sheets ➤ Meeting minutes 	D & I	O	O
U P D A T E							
	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	METHODS TO ASSESS	TIMELINE		
					14	16	18
Step#2	Explore additional ways to communicate with stakeholders via the website	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Leadership team ➤ Web master 	<ul style="list-style-type: none"> ➤ Collaboration time ➤ Meeting expenses ➤ Web Master time /budget 	<ul style="list-style-type: none"> ➤ Agenda ➤ Meeting minutes ➤ Emails ➤ Website 	X & O	O	O
U P D A T E							

GOAL #3: Information Dissemination and Feedback

	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	METHODS TO ASSESS	TIMELINE		
					14	16	18
Step#3	Further develop new feedback methods to meet the needs of current students	➤ Adult Ed. Coordinator ➤ Leadership team ➤ Office staff	➤ Planning time ➤ Expenses	➤ Website ➤ Office suggestion box ➤ Agenda ➤ Meeting minutes	D & I	O	O
U P D A T E							
	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	METHODS TO ASSESS	TIMELINE		
					14	16	18
Step#4	Modify orientation process for new students to enhance understanding of SLOs and Mission Statement	➤ Adult Ed. Coordinator ➤ Leadership team	➤ Planning time ➤ Meeting expenses ➤ Supply expenses	➤ Train orientation staff ➤ Orientation student package ➤ Orientation student check-off list	I	O	O
U P D A T E							

GOAL #3: Information Dissemination and Feedback

	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	METHODS TO ASSESS	TIMELINE		
Step#5	Increase student awareness of our support services	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Leadership Team ➤ PLC meeting 	<ul style="list-style-type: none"> ➤ Staff time ➤ Supply expenses 	<ul style="list-style-type: none"> ➤ APP flyer ➤ Memo and emails ➤ PLC agenda and meeting minutes 	14	16	18
U P D A T E					I	O	O
Step#6	Increase community awareness of the SLOs	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Leadership team ➤ PLC meetings 	<ul style="list-style-type: none"> ➤ Staff release time ➤ Advertising expenses 	<ul style="list-style-type: none"> ➤ Brochure ➤ Website 	14	16	18
U P D A T E					D & I	O	O

GOAL #1: Strengthen the Communication Schoolwide

Step#1	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	TIMELINE		
					08	11	14
U P D A T E	Formalize leadership team that resulted from WASC Self-Study to enhance communication among staff	➤ Adult Ed. Coordinator	➤ Meeting Expenses ➤ Staff Time	➤ School goals enhanced student learning results ➤ Agendas: Leadership Binders	D & I	O	O
	➤ 1. Leadership Team set-up regular scheduled meetings for school year 08-09 (August 28, 2008)						
	➤ 2. Leadership Team set-up scheduled meetings for school year 2009-2010						
	➤ 3. Liberty Union High School District Newsletter goes out in local newspaper quarterly.						
	➤ 4. Expanded Leadership Team by splitting the ESL/GED Lead Teacher into 2 positions.						
	➤ 5. Memo to Adult Staff-01/03/10						
	➤ 6. Memo to Adults Staff – Budget 04/06/10						
	➤ 7. Board Agenda Item (Mid-Term Visit Approval)-04/13/2011						
	➤ 8. Letter-Welcome Back! To – All Staff- 07/28/2011						
	➤ 9. Memo to Adult Ed. Staff-Cutting back on copies-04/02/12						
	➤ 10. Career Tech Lead Teacher-Memo regarding Housekeeping 10/17/2011						
	➤ 11. Memo to ESL/GED- reminders regarding paperwork/Housekeeping – 10/09/13						
	➤ 12. CTE memo regarding Housekeeping – 07/16/13						
Step#2	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	TIMELINE		
					08	11	14
U P D A T E	Implement department based Professional Learning Communities (PLC) to meet bi-monthly/Implement 2 to 3 staff functions per year	➤ Director/Assistant Superintendent ➤ Adult Ed. Coordinator	➤ Meeting Expenses ➤ Staff Time	➤ Memos to Staff regarding meetings ➤ Agendas	D & I	O	O
	➤ 1. 1st meeting held July 28, 2008						
	➤ 2. 2nd meeting held on February 27, 2009 – paid staff 2hours						
	➤ 3. In lieu of Staff Meetings, PLC meetings have been held.						
	• ESL 07/13/09, 10/20/09, 12/06/12, 05/25/13, 09/19/13						
	• GED 07/1/09, 10/19/09, 08/11/10, 09/09/10, 11/10/10, 09/05/13, 07/29/13						
	• CTE 02/02/09, 07/08/09, 05/12/10, 09/23/10, 08/24/11, 09/13/11, 06/28/11, 07/29/13						
	• Community Services Programs 12/14/09						
	• Office Staff Meeting 06/07/12						
	• CCC Adult and Continuing Education Coordinating Council Meeting-11/15/11, 12/09/11						
	➤ 4. Memos and E-mails to show reminders regarding meetings						
	➤ 5. Staff Appreciation Cinco de Mayo Nacho Party 05/05/10						
	➤ 6. Meet and Greet your Fellow Staff 07/30/10						
	➤ 7. CCAE Membership Drive Memo sent to staff 08/30/10						
	➤ 8. Annual Staff Holiday Gathering 12/17/10						
	➤ 9. Annual New Year Reflection Letter – All Staff – 01/10 and 12/10, 07/30/2010						
	➤ 10. ESL Orientation for new Staff 07/14/10						

GOAL #1: Strengthen the Communication Schoolwide

	<ul style="list-style-type: none">➤ 11. New Teacher Orientation 07/22/10➤ 12. Annual New Year Reflection Letter to Staff Update on Action Plan-- started 12/10 to present➤ 13. Master Calendar established for ESL and ABE/GED Teachers➤ 14. Annual New Year Reflection Letter to All Staff- 12/29/2011➤ 15. CTE Graduation Awards- Fall 2012➤ 16. Welcome back staff gathering- 8/23/2013➤ 17. SY13-14 Master Calendar ESL/GED						
	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	TIMELINE		
					08	11	14
Step#3	Create a flyer or handout for Student Support Services to increase awareness regarding educational, counseling, and guidance services	<ul style="list-style-type: none">➤ Adult Ed. Coordinator➤ Leadership Team	<ul style="list-style-type: none">➤ Staff Time➤ Flyer	<ul style="list-style-type: none">➤ Student Feedback➤ Contact name, phone numbers for resources	X	D & I	O
UPDATE	<ul style="list-style-type: none">➤ 1. Created Student Service Flyer – 02/2009➤ 2. EastBay Works One Stop Calendar announced and posted monthly in all program areas➤ 3. CTE Student Orientation every 5 weeks- ongoing – flyer is discussed➤ 4. Adult Ed. Coordinator provided staff with Resource Guide and Referral information for Special Services to post in classrooms. – on going➤ 5. EASTBAY Works Flyer for Microsoft Office Training➤ 6. GED Student Orientations occur every 10 weeks – flyer is discussed – on going➤ 7. ESL Student Orientations occur every 10 weeks - flyer is discussed – on going➤ 8. Reviewed and Updated Student Service Flyer 02/03/09– 12/2010 and 01/2011➤ 9. Lead GED Teacher contacted District Grant Writer to assist one of our students (McKinney Vento Homeless Student Support Coord.)-03/09/11➤ 10. Memo to All teachers regarding AB189-➤ 11. Adult Ed. Coordinator provides flyer EastBay Recruitment 10/03/11, 10/17/11➤ 12. EastBay Monthly Calendar providing information on workshops and services -09/11➤ 13. Presentation to TPP Students provided by Adult Ed. Coordinator- 04/13/2011➤ 14. Field Rep. for Assemblymember Joan Buchanan-Iris Obregon and Adult Ed. Coordinator meet regarding AB189-02/16/11➤ 15. Brighter Beginnings/ Cal-learn Flyer- Complete your education program- 09/2013➤ 16. LUHSD Newsletter Winter➤ 17. Boston Reed Classes – Flyers- SY 13-14➤ 18. Memo- Flyer for National Adult Education and Family Literacy Week. 09-23-13						
	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	TIMELINE		
					08	11	14
Step#4	Quarterly classroom visits to share student resource information to increase awareness of services offered on and off campus	<ul style="list-style-type: none">➤ Director/Assistant Superintendent➤ Adult Ed. Coordinator	<ul style="list-style-type: none">➤ Staff Time	<ul style="list-style-type: none">➤ Report to Leadership Team➤ Student Satisfaction Survey	D & I	O	O
UPDATE	<ul style="list-style-type: none">➤ 1. ESL/GED Lead Teacher –Kristin- met with GED students to advertise GED accommodations for students with Disabilities 09/08➤ 2. ESL Teachers and students went on a field trip to the EastBay Works One Stop Career Center 10/08➤ 3. Oakley Family Health Fair announcement 06/05/10➤ 4. Brentwood Regional Community Chest Food and Toy Drive announced in classrooms 11/01/10➤ 5. Announcement of Brentwood Lions Club Food Baskets to LAE students - On going-12/18/2010						

GOAL #1: Strengthen the Communication Schoolwide

T E	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	TIMELINE		
					08	11	14
	<ul style="list-style-type: none"> ➤ 6. Anti Human Trafficking presentation in ESL classes 12/8 -12/9/10 ➤ 7. Adult Education Coordinator makes regular announcements regarding on and near campus resources (food, clothing, job and scholarship opportunities) ➤ 8. Familias - Unidas visited all ESL classes to share resource regarding free parenting classes. – the week of 02/14/11 ➤ 9. Memo-Lions Club- Thanksgiving Food Baskets ➤ 10. Heritage High School presentation of Adult Ed. offerings by Adult Ed. Coordinator-02/15/12 						
Step#5	Host/Attend more Community Events in order to showcase our school to increase more community interest	<ul style="list-style-type: none"> ➤ Director/Assistant Superintendent ➤ Adult Ed. Coordinator ➤ Leadership Team 	<ul style="list-style-type: none"> ➤ Staff Time ➤ Budget 	<ul style="list-style-type: none"> ➤ Participation ➤ Registration ➤ Feedback 	X & D	D & I	O
U P D A T E	<ul style="list-style-type: none"> ➤ 1. J.C. Penney – Recruitment/Hiring Fair-served over 420 people 01/11 – 01/12/08 ➤ 2. Hosted a Career/Community Resource in partnership with EastBayWorks 09/23/08. Served over 530 community members ➤ 3. Included in the Liberty Union High School Newsletter-distributed quarterly in the local newspaper 04/08 ➤ 4. Mexican Consulate – Juan Prieto 06/06/08, 04/18/09 ➤ 5. One Day at a Time- Johnny Rodriguez 05/ 18/08 ➤ 6. Families Forward Legal Workshop 07/26/08 ➤ 7. Brentwood Lions Club Food Baskets delivered to LAE students 11/24/08, 12/16/08,11/09, 12/09, 11/16/10 ➤ 8. November 21, 2008 – Food Baskets / Juan Prieto-Farm Worker Services ➤ 9. CBO Meeting- 11/14/08 - present (Community Based Organizations) On going see binder ➤ 10. Hosted Community Resource Fair- Resources in Challenging Times – 04/18/09 ➤ 11. Hosted Resume Workshop- Gemini Staffing Agency- 04/ 21/ 09, 06/17/09 ➤ 12. Hosted Summer Youth Employment program workshops 06/ 15 – 06/17/09 ➤ 13. Soroptimist of East Contra Costa luncheon 10/26/09 ➤ 14. Hosted ALAS/Women's Initiative class 08/03/09 – 10/26/09 ➤ 15. Independence High School – Career Fair 01/22/09, 01/21/2010 ➤ 16. Microsoft Office Training through Workforce Development 01/04/10-03/26/10 ➤ 17. Co - Host an informational table at the Dozier Libbey Medical High School Career Day 05/06/10 with Diablo Medical Training ➤ 18. Career Tech/GED Promotional Ceremony 12/18/2008, 03/12/09, 5/29/09, 10/02/09,05/28/10, 10/01/10,12/22/10, 03/11/11 ➤ 19. ESL End of the year Celebration 05/10 ➤ 20. Commencement Ceremony for Independence High School/Liberty Adult School 06/02/10 ➤ 21. Partner with and host a US Census informational room for community members 06/28/10 ➤ 22. Host an informational table at the 2010 Brentwood Farmer's Market 07/31, 08/07, 09/04, 09/11, 10/09, 10/16 ➤ 23. Migrant Education Program 08/21/10 ➤ 24. Family Literacy Week Open House Event 09/15/10 ➤ 25. Parent Institute for Quality Education job opportunities presented to LAE students 09/23/10 ➤ 26. Chamber of Commerce Microsoft Office presentation by CTE Lead teacher Carol Hatch 10/14/10 ➤ 27. ESL Halloween Party 10/10 ➤ 28. ESL/GED awards ceremony 12/16/10 ➤ 29. Career Tech Graduation 12/22/10 ➤ 30. Informational Career Workshop in Water and Water Industry – Diablo Water District 01/13/2011 and 02/03/2011 ➤ 31. Independence High School Career Fair 01/20/2011 ➤ 32. ESL Valentine's Day Dinner Dance – 02/17/10 ➤ 33. Dozier – Libbey Medical High School Career Day- Health Care 04/18/11 ➤ 34. John Muir Health Fair 02/26/11 ➤ 35. Transition Career Fair-March 31, 2011 ➤ 36. East County Senior Coalition/Health & Resources Fair March 23, 2011 						

GOAL #1: Strengthen the Communication Schoolwide

	➤ 37. Adult Ed. Coordinator attended “Leg” Day 2011- 03/06/2011 & 03/07/2011 ➤ 38. Adult Ed. Coordinator was invited to a community meeting in City of Oakley -03/03/2011 ➤ 39. Adult Ed. Coordinator had a PowerPoint presentation “ Transition to Better Times.” Board Meeting 03/10/10 ➤ 40. Adult Ed. Coordinator had a PowerPoint presentation “Transition to Better Times” March 31, 2011 ➤ 41. ESL Awards Ceremony, Thursday, May 26th 2011, May 31, 2012 ➤ 42. Career Tech. Graduation Ceremony, May 27, 2011, October 7, December 22, 2011; March 16, 2012; June1, 2012 ➤ 43. Commencement Ceremony for Independence High School/Liberty Adult School: 06/01/2011 & 06/06/2012 ➤ 44. Dozier – Libbey Medical High School Career Day- Health Care –Adult Ed Coordinator attended-05/18/11 ➤ 45. Hosted Workshop on Nutrition for Non-English Speaking students 03/10/11 ➤ 46. CTE Teacher CTE & Lead Teacher had a PowerPoint presentation “Why Adult Ed in Troubled times”?-04/17/2011 ➤ 47. Hosted ‘Gluten-Free’ class-11/15/11 & 12/08/12 ➤ 48. Adult Ed. Coordinator, Leadership Team and Office Staff attended –CCAE Awards Ceremony/Contra Costa Chapter Awards- 02/09/12 ➤ 49. Adult Ed. Coordinator, CTE Lead Teacher and GED Teacher attended –CCAE Awards Ceremony-Bay Section Excellence Awards-03/10/12 ➤ 50. Adult Ed. Coordinator attended CCAE Excellence in Support Service Awards Ceremony-05/05/12 ➤ 51. Adult Ed. Coordinator posted “Thank you” add on the The Press to Lions Club ➤ 52. Hosted ‘Census Data Access Workshop’ Sponsored by Familias Unidas Liberty Adult Ed. Far East County Coomunity Services Network-09/13/2011 ➤ 53. Adult Ed. Coordinator donated a Christmas Tree on LAE’s behalf to ‘Festival of Trees, Brentwood’ -12/03/11 ➤ 54. Participated in ‘Spring Fling’ 04/14/12 ➤ 55. CTE Awards Ceremony 03/11/12,04/27/12 ➤ 56. Independence High School-Open House 04/12/12 ➤ 57. Attended Lion Club of Brentwood Meeting – 04/18/12 ➤ 58. Independence High School Annual Career Fair.-02/09/12 ➤ 59. Gateway Fundraiser- 09/29/2011 ➤ 60. Attended Soroptimist Student recognition evening event- 04/28/11 & 04/19/12 ➤ 61. Adult Ed Coordinator attended ‘10th Anniversary Reception’ -05/10/11 ➤ 62. Participated LUHSD –Annual EL Parent Day 08/20/11 ➤ 63. Attended ‘A Place of Learning Volunteer Appreciation Day’ 05/31/2011 ➤ 64. Independence High School-‘On Your Own’ Building Skills Workshop- 04/27/12 ➤ 65. Adult Ed. Coordinator attended ‘La Paloma High School-Career Fair’ -02/23/12 ➤ 66. Attended ‘La Clinica - Celebrate, Protect Yourself, Get Screened Fair’ – 05/21/11 ➤ 67. District Recognition- Donna Lindsay – 2012/2013 ➤ 68. LUH District Meeting- 07/24/13 ➤ 69. Free DACA Legal Clinic- 03/04/13 ➤ 70. La Clinica – Oakley Health Fair - 9/14/13 ➤ 71.						
	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	TIMELINE		
Step#6	Develop and implement a Student Satisfaction evaluation survey for each program area	➤ Adult Ed. Coordinator ➤ Lead Teacher ➤ Staff	➤ Staff Time	➤ Research ➤ Staff Feedback	08	11	14
U	➤ 1. Kristin updated ESL Survey (May2008) ➤ 2. Tara updated GED/ABE Survey for GED Examiner (March 2008)						

GOAL #1: Strengthen the Communication Schoolwide

P	➤ 3. Carole Hatch-CTE meeting – Feb 2, 2009- Brain storm the development of new evaluation
D	➤ 4. March 2009- Ed Riley implemented new student evaluation for Older Adults
A	➤ 5. ESL Survey Revised 2009-2010 / 2011-2012
T	➤ 6. New CTE Evaluation implemented dates: 10/30/09 <ul style="list-style-type: none">• Daytime& Evening Programs
E	➤ 7. ABE/ASE Survey Completed date: July 2010
	➤ 8. Distance Learning Survey ABE/GED – 11/10

GOAL #2: Improve Student Learning and Achievement

	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	TIMELINE		
Step#1	Implement a site based Professional Development Committee to specify Staff Development plans that address indentified needs of staff and students	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Leadership Team 	<ul style="list-style-type: none"> ➤ Staff Time ➤ Budget for release time 	<ul style="list-style-type: none"> ➤ Professional Development Committee formed 	08	11	14
U P D A T E	<ul style="list-style-type: none"> ➤ 1. February 27, 2009- Adult Ed. Staff Meeting - Theme of meeting: Professional Development <ul style="list-style-type: none"> ○ Kick off Question: What one suggestion do you have that will help improve Staff/Teacher Learning? Open session Be Your Best me at work no matter what? ○ Professional Development Goal for School Year 2009-2010. ○ Pledge cards distributed to all staff to fill out ○ Pledge cards returned and displayed on staff bulletin board for 2009/2010 school year 				X & D	I	O
Step#2	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	TIMELINE		
	Develop a site based professional development plan to improve instruction and achievement of the ESLRs	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Leadership Team ➤ Staff 	<ul style="list-style-type: none"> ➤ Staff Time ➤ Budget for Release time 	<ul style="list-style-type: none"> ➤ Attend a Site Based Professional Development training offered by CALPro ➤ Staff Feedback ➤ Dedicate a Staff Meeting to brainstorm ideas on focusing instruction on ESLRs 	08	11	14
U P D A T E	<ul style="list-style-type: none"> ➤ 1. Adult Education Coordinator attended a 3 day Site Based Professional Development Plan at Mt. Diablo Adult School through CalPro. 10/07 ➤ 2. Adult Education Coordinator attended a workshop given by CDE What's next for Professional Development 09/23/08 ➤ 3. Adult Education Coordinator Attended a workshop given by Martha Rankin, Newport Mesa USD Adult Education "Adult Education Matters!". Building a Professional Learning Community in a Web 2.0 World – Professional Learning Communities site-based PD ➤ 4. Lead ESL Teacher – Attended Study Circle Facilitator Training ➤ 5. Lead CTE Teacher attended a workshop at the CCAE Winter Conference given by CALPRO on Your Professional Development Options 03/10/09 ➤ 6. Leadership Team is working on Professional Development Vision & Mission using the information gathered at 02/27/09 Staff Meeting ➤ 7. Leadership Team met on 06/18/09 to complete Vision and Mission Plan for Professional Development Plan ➤ 8. Leadership Team completed Professional Development Plan – 08/09 ➤ 9. Leadership Team revised Professional Development Plan - 11/10 				X & D	I	O

GOAL #2: Improve Student Learning and Achievement

Step#3	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	TIMELINE		
					08	11	14
U P D A T E	Expand Staff Development opportunities to include peer observations, technology, and curriculum standards	➤ Adult Ed. Coordinator ➤ Leadership Team	➤ Staff Time ➤ Budget for workshops and release time	➤ Staff feedback ➤ Course evaluations ➤ Student surveys	X & D	I	O
	➤ 1. ESL Teachers/Adult Coord./Lead ESL Teacher visited Pittsburg & ESL Program and met with Pittsburg ESL Coord. to learn about their teaching methods & use of different curriculum. We observed how they used technology in the ESL classroom.						
	➤ 2. ESL Dept./Adult Ed Coord. Visited Mt. Diablo's ESL Program. Met with teachers, ESL Coord. and did classroom observations 11/17/08						
	➤ 3. ESL Teachers attended a demonstration on computer software for ESL Easy to Implement in classroom for technology use , 1 hour demo 10/21/08						
	➤ 4. Older Adult Networking Workshop (Brochure) 10/24/08						
	➤ 5. ESL Lead Teachers visit Stockton Adult to observe ESL Program 11/24/08						
	➤ 6. ESL Teacher provided on-line course information 4-6pm 12/10/08						
	➤ 7. ESL Teachers met on 12/10/08 to finalize new ESL curriculum and order class sets of core texts.						
	➤ 8. Provide staff with CalPro guide to on-line courses for Jan.-Feb. 2009						
	➤ 9. Lead CTE Teacher attend workshop OTAN Resources for Teachers- CCAE Winter Conference 03/7/09						
	➤ 10. Adult Ed. Coordinator, Lead ESL Teacher, Lead CTE Teacher attended CCAE Bay Section 2009 Conference- 03/07/09						
	➤ 11. CTE Lead Teacher completed on-line course- Effective Lesson Planning 4/15/09						
	➤ 12. ESL Meetings on 04/22/09 & 07/13/09 to discuss curriculum						
	➤ 13. GED Course Outline created by Tara – GED/ABE instructor 07/10/09						
	➤ 14. Reminder Memo. & Reg.&. Form RE:Annual Winter Conf. 03/06/10						
	➤ 15. Memo to CTE Instructors Re: Santa Clara LEA Workshop, 04/24/10						
	➤ 16. Office Staff, Adult Ed. Coordinator & Assistant Director attended CPR Training 04/24/10						
	➤ 17. Santa Clara Community Ed Workshop attended by CTE Staff 04/24/10						
	➤ 18. Bay Area Adult Administrators Association Workshop 05/10						
	➤ 19. Lead GED Teacher attends 3 hour online Calpro workshop 05/14 – 05/21/10// GED Teacher attended workshop 11/13/09						
	➤ 20. On a monthly basis the Adult Ed Coordinator provides staff with OTAN Teacher Digest regarding workshop information						
	➤ 21. ESL Instructor attends online Calpro professional development course 'Understanding the Adult Learner' 07/20 – 08/16/10						
	➤ 22. Calpro Event calendar distributed to all staff 08/14/10						
	➤ 23. Provided staff with CATESOL registration form for presentation regarding WIKIS and Blogs 12/11/10						
	➤ 24. CTE Lead teacher provided MS Office Access training for the staff of Youth Development Services of Contra Costa County 12/13/10						
	➤ 25. ESL New Teacher Orientation – 07/04/10						
	➤ 26. New Teacher Orientation - 07/22/10						
	➤ 27. New Teacher Orientation – 12/20/10						
	➤ 28. TOPSPRO User Group – Lead Adult Ed. Sec. – 01/19/10						
	➤ 29. Carl Perkins Workshop-Adult Ed. Coordinator and Lead Adult Secretary- 03/02/2011						
	➤ 30. Office Staff attended CASAS Professional on-line training -03/31/11,01/28/11,04/01/11						
	➤ 31. GED Lead teacher & GED Evening teacher attended CASAS on-line training 03/30/2011 and 04/01/2011						
	➤ 32. ESL teacher completed CASAS on-line training 04/11/2011						
	➤ 33. Peer Mentoring/Professional Development-CTE Lead Teacher enrolled in Quickbooks class, Paraprofessional enrolled in computer classes						
	➤ 34. CTE Lead Teacher attended Webinar –Coaching Students For Career Success-11/13/09-The Power of Keyboarding 10/27/09						
	➤ 35. GED Lead Teacher attended Cal. State University-Principals and Practices-04/04/09- 05/16/09 05/30/09						

GOAL #2: Improve Student Learning and Achievement

	<ul style="list-style-type: none"> ➤ 36. Office Staff, GED, ESL & Adult Ed. Coordinator attended Online-CASAS Training :04/16/11, 09/30/11, 10/19/11, 11/17/11, 12/11/11,04/04/12 ➤ 37. Career Tech. Lead Teacher attended a Moodle:Create a Course Web Site- 10/03/11 ➤ 38. ESL Instructor completed CASAS eTest Certification-01/09/12 ➤ 39. GED/ABE Instructors completed CASAS Training-09/20/11, 09/11/11 ➤ 40. GED Lead Teacher completed Using Web Sites to Teach Math workshop-10/28/11 ➤ 41. GED Lead Teacher completed Integrated and Contextualized Workforce Skills in the ABE/ADE Classroom-10/20/11 ➤ 42. GED Lead Teacher completed Webinar: ABE-ESL Teacher Training in Reading ➤ 43. CTE- Lead Teacher completion certificate- Carole Hatch – 05/03/13 				
	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	TIMELINE
Step#4	Provide on-site Professional Development workshops through professional organizations once a staff development plan has been determined	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Leadership Team ➤ Professional Learning Communities (Departments) 	<ul style="list-style-type: none"> ➤ Staff Time ➤ Workshop expenses 	<ul style="list-style-type: none"> ➤ Participants involved ➤ Communications with professional organizations: E-mails, letters, etc.... 	<div>08</div> <div>11</div> <div>14</div>
U P D A T E	<ul style="list-style-type: none"> ➤ 1. On-site Professional Development Workshop- Classroom Management For Better Student Retention-Presenter Sandy Price 02/27/09 ➤ 2. On-site Professional Development Workshop- Dyslexia Workshop- Presenter Laura Seaholm & Karin Madura-Carroll/ Project Second Chance, The Contra Costa County Library's Adult Literacy Program 04/17/09 ➤ 3. Adult Coordinator& CTE instructors attended Web-based workshop on 09/22/09 ➤ 4. Office Staff and GED instructor attended CASAS workshop on 09/17/09 & 9/18/09 ➤ 5. Office Staff, ASE/ABE, ESL and Adult Ed. Coordinator attended CASAS Training 10/06/09 ➤ 6. COABE-Liberty Adult Ed -Membership-07/01/12 ➤ 7. Office Staff attended Web-based CASAS Training 07/16/12 				

GOAL #3: Resources and Facilities

	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	TIMELINE		
Step#1	Assess needs of community learners currently at LAE to identify additional classes they would like us to offer	➤ Adult Ed. Coordinator ➤ Leadership Team ➤ Staff	➤ Student Survey	➤ Result from Survey	08 X & D	11 D & I	14 O
U P D A T E	➤ 1. On –going Student Survey 2009-present ➤ 2. Community Based Organization-meeting minutes 2009-present ➤ 3. Employer Survey – Brentwood Chamber of Commerce- Oct 2010						
	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	TIMELINE		
Step#2	Explore the possibility of hiring a Fee Based Lead Teacher position in order to expand community outreach and to recruit new teachers to start new classes	➤ Director/Assistant Superintendent ➤ Adult Ed. Coordinator ➤ Staff	➤ Budget ➤ Staff Time	➤ Community Feedback Interested in Teaching Forms (Brochure) ➤ Increase in class offerings Increased revenue	08 X	11 X	14 X
U P D A T E	➤ 1. Share Your Talent/Interested in Teaching Form-last page in brochure ➤ 2. Bi-annual letter to staff regarding brochure						
	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	TIMELINE		
Step#3	Expand classes located at community based business	➤ Director/Assistant Superintendent ➤ Adult Ed. Coordinator ➤ Adult Ed. Lead Secretary	➤ Staff Time ➤ Postage	➤ Returned interest Letters	08 X	11 D & I	14 O
U P D A T E	➤ 1. Schedule of classes in brochure ➤ 2. Service Contracts	2009-present 2009-present					

GOAL #3: Resources and Facilities

	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	TIMELINE		
Step#4	Ask Community Education staff to teach additional Fee Based classes	<ul style="list-style-type: none"> ➤ Director/Assistant Superintendent ➤ Adult Ed. Coordinator 	<ul style="list-style-type: none"> ➤ Flyers ➤ Memos to Staff 	<ul style="list-style-type: none"> ➤ See an increase in the number of classes 	08	11	14
U P D A T E	<ul style="list-style-type: none"> ➤ 1. Bi-annual letter to staff regarding brochure 2008–ongoing ➤ 2. Professional Learning Communities meeting minutes 				D & I	I & O	I & O
Step#5	Create a more pleasing learning environment by planning a “Beautification” day using student and community volunteers	<ul style="list-style-type: none"> ➤ Director/Assistant Superintendent ➤ Assistant Director ➤ Adult Ed. Coordinator ➤ All staff 	<ul style="list-style-type: none"> ➤ Budget ➤ Donated materials 	<ul style="list-style-type: none"> ➤ Flyer of event ➤ Publications 	08	11	14
U P D A T E	<ul style="list-style-type: none"> ➤ 1. Village Nurseries “Free Tree Program” donation of 20-15 gallon trees 04/27/10- e-mail ➤ 2. 2010 update – budgets restrictions have halted all goal 3 plans ➤ 3. Friends of Marsh Creek Water shed – 01/17/11 ➤ 4. Community Garden Project– funded through the LUHSD Education Foundation Grant – 10/2010 ➤ 5. Community Garden Project work day – 02/05/11 				X	X, D & I	O
Step#6	Dedicate financial resources to ensure beautification of the campus	<ul style="list-style-type: none"> ➤ Director/Assistant Superintendent 	<ul style="list-style-type: none"> ➤ Budget 	<ul style="list-style-type: none"> ➤ Visual appearance of campus 	08	11	14
U P D A T E	<ul style="list-style-type: none"> ➤ 1. A Landscape/Maintenance employee has been assigned to the CEC for 1 ½ days per week. This is an improvement on dedicated staff time at our site for landscaping 2008 - 2009 school year. 				X & D	I	O

GOAL #3: Resources and Facilities

	ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	08	11	14
Step#7	Develop classes with project based learning such as Landscaping and/or Interior Design	<ul style="list-style-type: none">➤ Director/Assistant Superintendent➤ Adult Ed. Coordinator	<ul style="list-style-type: none">➤ Time➤ Supplies	<ul style="list-style-type: none">➤ Curriculum➤ Student Enrollment➤ Gardening Project➤ Re-cycling	X	D & I	X
U P D A T E	<ul style="list-style-type: none">➤ 1. May 2008- Hired teacher Stacy Cooper, set-up a class for Landscaping & Interior Design. Classes did not make required enrollment. 0 Students enrolled, classes were cancelled. See Brochure's Summer/Fall 2008.						