

LIBERTY ADULT EDUCATION CENTER
929 Second Street
Brentwood, CA 94513

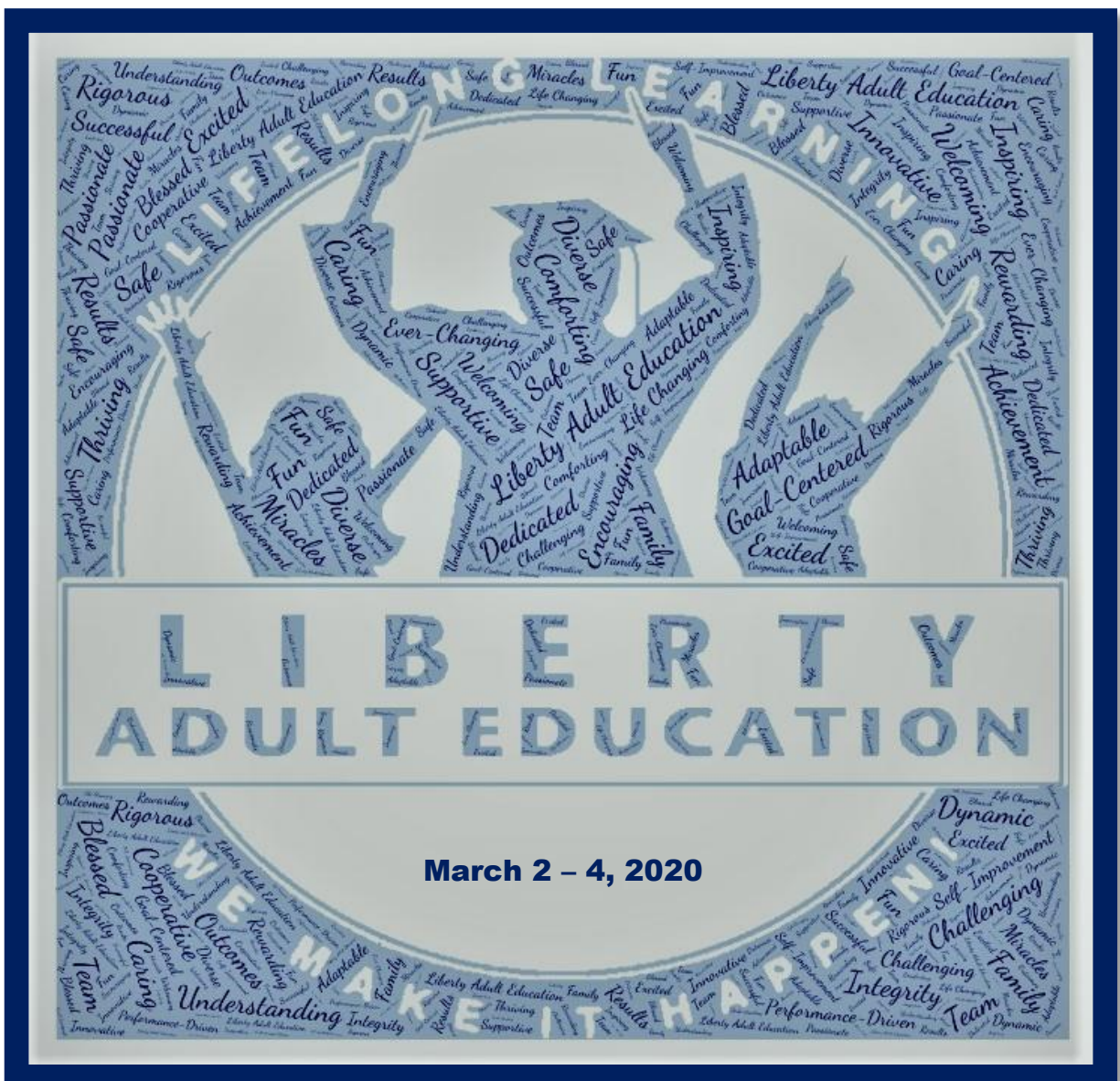




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PREFACE

Preface

The Liberty Adult Education (LAE) WASC Self-Study was launched in August 2018 at our monthly Leadership Team meeting. In October, the Adult Coordinator began to develop the timeline. Two members of our Leadership Team participated in the WASC Part One Training in Sacramento in October 2018. One of the team members had never been involved in WASC at the leadership level. Our other member had a leadership role in our last full visit in 2014. They reported out at our January meeting. It was interesting because they were the only two people at the training. They felt like it was a private training just for LAE team members. They shared out a couple of key points in regards to the format of the report and our SLOs. The Mission Statement is “now”, the Vision is “future” and the SLO skills are “measurable”. SLO’s should be global, interdisciplinary, include all students, and be assessable. We reviewed the WASC purpose and process and reviewed the progress on our current schoolwide Action Plan left at the Mid Term visit in March of 2017. We also reviewed our Vision, Mission, and SLOs. At that time, we decided the leads would revisit SLOs with the program areas Professional Learning Communities (PLC) for feedback.

At our December (2018) “All Staff Meeting”, the Leadership Team announced to the staff, we were going to start another WASC adventure! At that meeting, we revisited the purpose of WASC and why it is important for our school. We reviewed our progress on our current Action Plan. It was made clear that the stakeholders would look at the entire LAE program, specifically regarding student learning, and use it as a process to discover key issues as well reconfirm our strengths.

At our Leadership Team meeting in January 2019, the fun began! 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.** We then dove deep into Chapters I, II, and III. We assigned the focus group leads. We discussed the feedback from the PLC meeting regarding the Vision, Mission, and SLOs. The feedback was to clarify and refine our SLOs so they reflected our entire student population from all program areas.

The WASC Leadership Team includes representatives from ABE/GED, ESL, Active Adults, ASE/High School Diploma, Career Tech, Fee Based/Community Interest Teachers, Focus Teacher (CaWORKs), Retired Teacher (who substitutes in all program areas), Classified, and Administrative Staff.

Staff and Student surveys were distributed to all program areas. We posted a Community Survey on our website and created one for our Summer/Fall catalog that is distributed to over 62,000 community members.

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.

The team examined evidence, compiled data, and then drafted parts of the profile. We then proceeded to share the profile with all of our staff at a WASC Focus on Learning Meeting that took place in July 2019. Since it is difficult to accommodate staff schedules, the WASC Leadership Team decided to introduce a creative way to form Focus Groups. At the “All Staff Meetings”, the staff rotates through different activities of the different criteria: Curriculum, Instructional Program, Use of Assessment, and Student Support Services. The Focus Group Leaders have gathered valuable information for their criteria, to be used in the report. At our September Leadership Meeting, it was decided to do another short Staff Survey to clarify information from the previous surveys. We also decided to continue with classroom observations and student interviews through the month of October.

In November, 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. We began work on the creation of our Schoolwide Action Plans to address identified key issues.

In December, the Leadership Team will roll out our completed Action Plans for final approval. We will share out LAE's Action Plans at the January 2020 School Board Meeting for final approval.

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

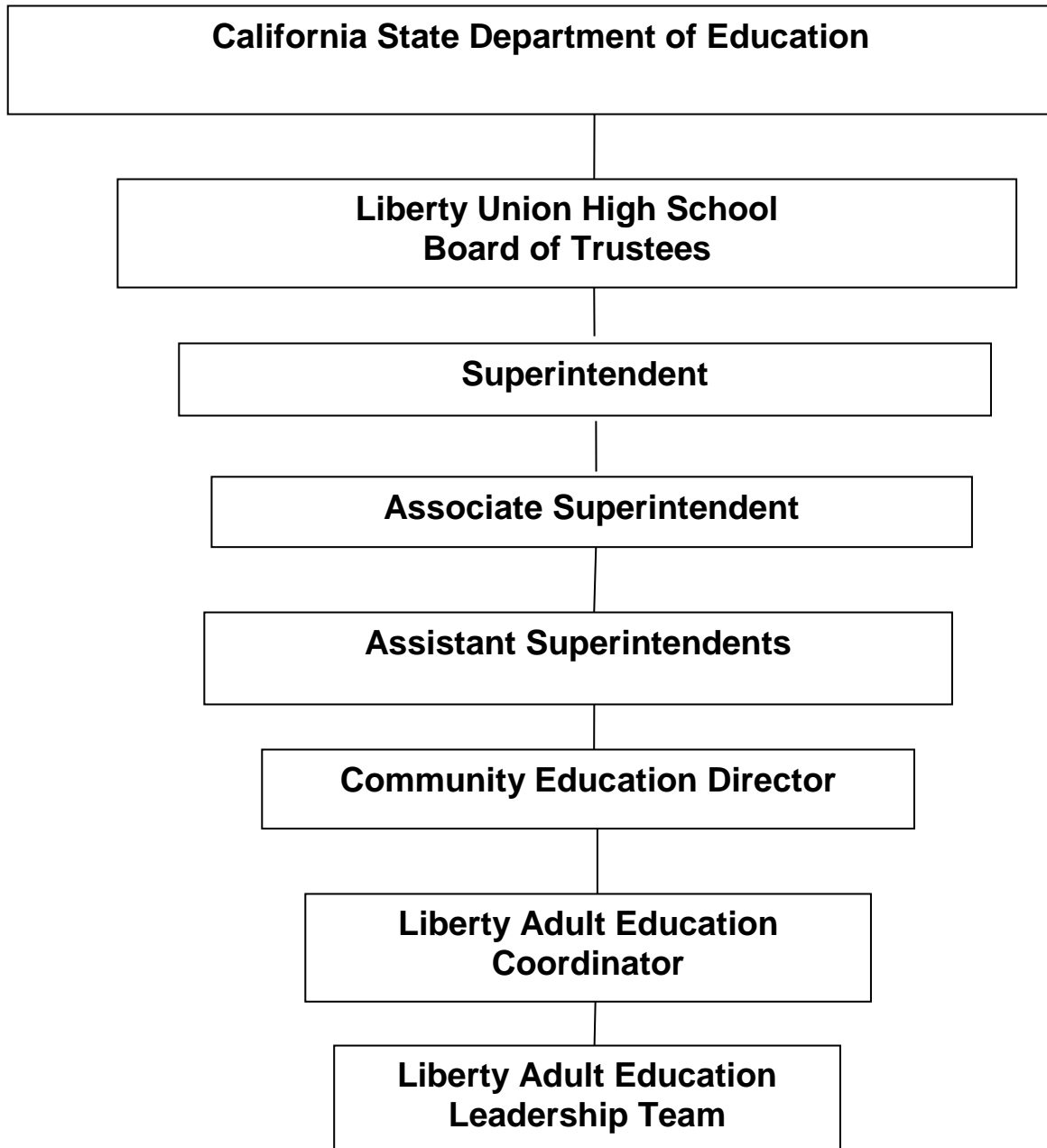
In spite of past and future challenges in our adult education program, we will continue to strive to meet the various goals of our Action Plan while maintaining quality programs and reinforcing high expectations for student learning. We view the WASC Focus on Learning as a process to ensure continuous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

Our WASC Team has been able to overcome the many challenges presented, and provide a viable WASC Self-Study.



INTRODUCTION

Liberty Adult Education Center Organization and Governance



Together “WE MAKE IT HAPPEN”

Liberty Union High School District

Governing Board of Trustees

Pauline Allred

Roy Ghiggeri

Yolanda Pena-Mendrek

Eric Stonebarger

Ray Valverde

Administration

Eric L. Volta-*Superintendent*

Denise Rugani-*Associate Superintendent Human Resources*

Tony Shah-*Assistant Superintendent Administrative/Student Services*

Erik Faulkner-*Assistant Superintendent Educational Services*

Liz Robbins-*Chief Business Officer*

Liberty Adult Education School Administration

Guy Rognlien-*Director-Community Education Center*

Debbie Norgaard-*Coordinator, Adult Education*

Leadership Team Members

Guy Rognlien-*Director, Community Education*

Debbie Norgaard-*Coordinator, Adult Education*

Cindi Grovhoug/Tara Randall-*Lead ESL Teacher*

Sheri Carey-*Lead CTE Teacher and Lead GED/ABE Teacher*

Tara Torres-*Lead Career Connections Teacher*

Brenda Heskett-*Lead Secretary*

Sherie Farwell-*Data Secretary*

Sarah Singrin-*Clerk Typist II*

Carmen Garcia-*Testing Center Paraprofessional*

Liberty Adult Education Staff

Credentialed Administrators and Teachers

Guy Rognlien	Community Education Center Director
Debbie Norgaard	Adult Education Coordinator
Kyle Anderson	Administrator on duty - PM
Gene Bower	Administrator on duty - PM
Sheri Carey	Career Technical Education/Computers - Lead
Anim Khalid	Career Technical Education/Computers
Donna Jo Schliesman	Career Technical Education/Computers
Julie Davis	Career Technical Education/Computers
Sheri Carey	Online GED - Lead
Patricia Jackson	Adult Basic Ed/High School Equivalency- AM
Clayton Satterlee	High School Equivalency - PM
Kelly Taylor	Adult Basic Education – PM
Tara Randall	English As A Second Language - Lead
Deb Grove	English As A Second Language - AM
Tolu Ladeinde	English As A Second Language - AM
Jennifer Sanchez	English As A Second Language - PM
Lai Woudstra	English As A Second Language - PM
Rebecca DeLa'O	English As A Second Language /U.S. Citizenship
Frances Krohn	Adult High School Diploma/Special Education
Marianne Partain	CalWORKs FOCUS Program - Lead
John Cooper	CalWORKs FOCUS Program/CTE
Tara Torres	CalWORKs Career Connections - Lead
Alys Sadler	CalWORKs Career Connections
Wendell Dotson	Fee Based Guitar
Jonathon English	Fee Based Woodworking
Angela Ghiggeri	Older Adults
Christine Zanassi	Older Adults

Liberty Adult Education Staff

Fee Based Teachers

Sabina Brooks	Genealogy
Alice Farrell	Medicare/HICAP
Keta Greig	Conversational Spanish/Art
Cindy Hayano	Bodacious Classes

Contracted Teachers

Debra Cabusas	Yoga/Older Adults
Cassandra Curry	Residential Care
Jennifer Fink	Social Media
Lisa Foster	Voice-Over
Martin Herzfeld	Solar Technology
Veronica Lewis-Ayers	Stress Management
Mary Lightell	Phlebotomy
Siobhan Stuart	Tai Chi
Vanessa Thomson	Ballroom Dance

AJCC Staff

Alys Sadler	Employment Specialist
Bertha Ruiz	Employment Specialist
Nick Morgan	Transition Specialist
Mayra Corral	WIOA Career Coach

Classified Staff

Brenda Heskett	Lead Secretary
Sherie Farwell	Data Secretary
Sarah Singrin	Clerk Typist II
Maria del Carmen Garcia	Paraprofessional Testing Center
Fina Pedroza	Paraprofessional ESL/GED/CTE
Pam Lugliani	Paraprofessional CTE/GED
Jose Olveda	Instructional Aid ESL
Ron Thompson	Daytime Campus Supervisor
Nicole Rosales	Evening Campus Supervisor
Jeff Baker	Daytime Maintenance
Roger Wallace	Evening Maintenance

**Liberty Adult Education
Visit
March 2-4, 2020**

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



Chair

Ms. Brigitte Bastrenta

Administrator Director (retired)

333 Scottsdale Road

Pleasant Hill, CA 94523

Member

Ms. Giuliana Brahim

Principal

Milpitas Adult Education and Corrections Division

2052 Tiny St.

Milpitas, CA 95035

Member

Mr. Adrian Bozzolo

Administrator (retired)

Oakland Adult Education

3021 Sylvan Ave.

Oakland, CA 94602

Liberty Adult Education WASC Self-Study Leadership Team



WASC Leadership Team Members

Guy Rognlien - Director, Community Education
Debbie Norgaard - Coordinator, Adult Education
Cindi Grovhoug/Tara Randall - Lead ESL Teacher
Sheri Carey - Lead CTE and ABE/GED Teacher
Anna Perales/Kyle Anderson - Lead High School Diploma Teacher
Marianne Partain - Lead FOCUS Teacher and Student Leader
Nick Morgan - Transition Specialist Career Center Staff
Sabina Brooks - Fee Based/Active Adults Teacher
Brenda Heskett - Lead Adult Education Secretary
Sherie Farwell - Adult Education Data Secretary
Sarah Singrin - Clerk Typist II
Mary Webber - Retired Teacher
Tara Torres - Lead Career Connections Teacher
Carmen Garcia - Testing Center Paraprofessional

Focus Group Leaders

Criterion 4 - Curriculum: Cindi Grovhoug
Criterion 5 - Instructional Program: Sheri Carey
Criterion 6 - Use of Assessment: Sherie Farwell/Carmen Garcia
Criterion 7 - Student Support Services: Brenda Heskett

Focus Group Members

Sabina Brooks
Debbie Cabusas
Rebecca DeLa'O
Angela Ghiggeri
Keta Grieg
Cindy Hayano
Patricia Jackson
Tolu Ladeinde
Nick Morgan
Tara Randall
Bertha Ruiz
Clayton Satterlee
Roger Wallace
Ron Thompson
Lai Woudstra

Jeff Baker
John Cooper
Julie Davis
Michael Garcia
Cheryl Goetsch
Deb Grove
Martin Herzfeld
Hind Lalami
Pam Lugliani
Fina Pedroza
Nicole Rosales
Alys Sadler
Donna Jo Schliesman
Kelly Taylor
Tara Torres

Community Advisory Workforce Integration Network (WIN)

Monique Brown	Rubicon Programs – Co-Chair WIN
LeRoy Gainey	Rubicon Programs – Co-Chair WIN
Debbie Norgaard	Liberty Adult Education/CCCAEC – Co-Chair WIN
Alys Sadler	Liberty Adult Education
Tara Torres	Liberty Adult Education
Susan Padan	Employment Human Services Division - Navigator
Cindy Erickson	Employment Human Services Division - Navigator
Rene Tucker	Employment Human Services Division - Navigator
Annabelle Villanueva	Opportunity Junction
Shaun Samuels	Opportunity Junction
Nick Morgan	K-12 Adult Schools
Walter Ruehlig	Pittsburg Adult Education
Carol Jacoby	Child Support Specialist II
Joleen Lafayette	Loaves & Fishes
Dawn Thompson	Loaves & Fishes
Michael Covarrebias	Rubicon Programs
Michelle Stewart	Rubicon Programs
Bill Bankhead	Los Medanos College
Hector Jaimes	Health Right
Leslie Mladinich	CCC Library/Project Second Chance
Douglas Thomas	CCC Library/Oakley Library
Alex Alexander	Shelter Inc.
Mari LoValva	Small Business Development Center

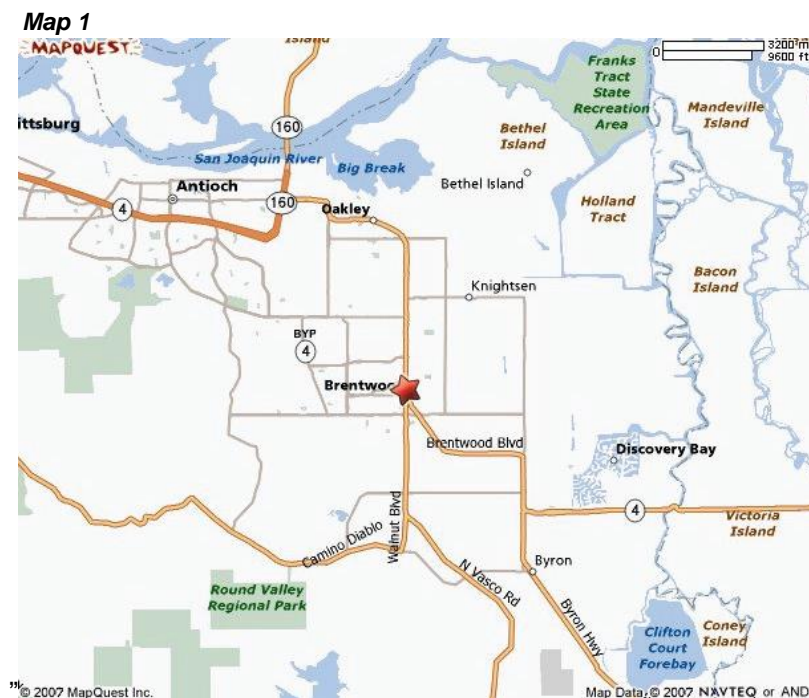


CHAPTER I

Chapter I. Institutional, Community, and Student Characteristics — Institution's Mission and Schoolwide Learner Outcomes

Description of Our School/Types of Programs

Liberty Adult Education (LAE) is a part of the Liberty Union High School District (LUHSD), founded in 1902. We are located in Brentwood, California, an East Contra Costa County suburb of the San Francisco Bay Area. The city was incorporated in February 1948 and is located approximately 50 miles east of San Francisco. Our district and school serve the communities of Brentwood, Byron, Antioch (94531-zip code only), Discovery Bay, Knightsen, Bethel Island, and Oakley (East Contra Costa County). **(Map 1)**. LAE is an established part of our communities and our district. LAE offers a wide range of classes and programs: High School Diploma (HSD), English as a Second Language (ESL), Citizenship, Adult Basic Education (ABE), High School Equivalency (HSE), Short Term-Career Tech Programs and classes, Active Adult Classes, College and Career Readiness Workshops, and Community Interest classes. These program and class offerings signify how LAE has evolved over time to meet the changing needs of students and communities. We are a dedicated staff and faculty with a passion and heart for supporting our students to achieve their personal and academic goals. Community members/students are pleasantly surprised to learn about the variety of resources and services that LAE offers at no cost. Because of our strong supportive staff and faculty, our students build their own community support system within our school. Our staff and students truly feel a part of the LAE Family, and this is what makes us unique as a school. Our motto is "Together We Make It Happen".



School Address, Web site, and Extension Sites

The majority of our class offerings are at our main campus with the exception of our Active Adult classes. These classes are offered at the Brentwood Senior Activity Center in partnership with the City of Brentwood. We offered an English as a Second Language (ESL) class at O'Hara Park Middle School in Oakley in partnership with Oakley Union Elementary District until school year 2019-20, and continue to offer an ESL Conversation class at the Village Community Resource Center. Our Woodworking class is located at Liberty High School. **(Table 1 next page)**

Table 1

Main Campus			
Community Education Center Liberty Adult Education 929 Second Street Brentwood, CA 94513 Phone: 925-634-2565 Website: www.libertyadulted.org	Village Community Resource Center 633 Village Drive Brentwood, CA 94513	Liberty High School 850 Second Street Brentwood, CA 94513	Brentwood Senior Center 193 Griffith Lane Brentwood, CA 94513

Calendar System

We offer over 100 classes within each catalog and publish two catalogs per year (Summer/Fall and Winter/Spring). Each catalog covers a 20-week period of time that breaks down into two 10-week quarters (quadmester system). We also offer a five-week summer session for the daytime career tech classes only. LAE uses the adopted school calendar of LUHSD and follows the district holiday schedule.

History of Liberty Adult School

We opened our doors in 1937. Our first class was an ESL class, which served Italian and Portuguese immigrants. Many of these families have since 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. In 1988, the Adult School moved to 104 Oak Street, a small storefront building in the downtown area. We had less than 1,000 students enrolled. In 1997, the district purchased the Brentwood Elementary School property to better serve our growing population. This property now serves as the current LAE site. We celebrated our 75th Anniversary in April 2012. LAE has been in existence for 82 years!

Our main campus is called "Liberty Union High School District Community Education Center," located on five acres of land at 929 Second Street. The facility is shared with Independence High School (IHS).

Independence High School is a 9-12 Alternative School of Choice high school within the Liberty Union High School District with a current enrollment of approximately 300 - 400 students. The school was formally approved as an alternative high school by the State Department of Education in the year 2000 and has been WASC accredited through 2024. Independence High School serves our students using a hybrid instructional approach to learning. It is a more collaborative approach to learning by establishing a rotating academic format made up of teams of single subject matter. The adults that are working towards a High School Diploma attend our evening Learning Center.

Liberty Adult Education also shares the facility with various other district programs including Bridgeway (high school GED program) and Gateway, a Community-Based Instruction program for adult students with disabilities. The campus also houses an EASTBAY Works America Job Center of California Access Point (AJCC) which provides comprehensive employment and supportive services in Contra Costa County.

Significant Developments/Changes

As mentioned in our Mid-Term WASC Report, an important change was the passage of AB86, which restructured adult education statewide and restored funding to adult schools. The 2013-2014 State Budget appropriated \$25 million to the California Community College Chancellor's

Office (CCCCO) to allocate funding for two-year planning and implementation grants. An implementation requirement was to divide the state into adult education regions and approve one adult education consortium in each adult education region. One of the main reasons for AB86 was to reduce duplication of services. The Contra Costa County Adult Education Consortium (CCCAEC) consists of the following members:

Liberty Adult Education (Brentwood)
Antioch Adult School
Pittsburg Adult School
Acalanes Adult Education (Walnut Creek)
Mt. Diablo Adult Education (Concord)
Martinez Adult Education
West Contra Costa Adult School (Richmond)
Los Medanos College (Pittsburg)
Diablo Valley College (Pleasant Hill)
Contra Costa College (San Pablo)
Contra Costa County Office of Education (Adult Jail Program)

After the two-year planning and implementation grant ended, the California Legislature passed AB 104 which includes the legislation for the Adult Education Block Grant. The Adult Education Block Grant will fund adult education providers and the adult education regional consortia. The goal is to better serve the educational needs of California's adult learners through joint effort between the California Department of Education and the California Community Colleges Chancellor's Office.

The Block Grant was for a total of 500 million dollars:

- \$337 M based on audit of 2012-13 actual K-12 adult education expenditures.
- \$163 M allocated to 71 Regional Consortia based on factors specified in AB104.
 - Adult Population
 - Employment
 - ESL (English Learners)
 - Educational Attainment
 - Adult Literacy
 - Poverty

Addressed in our Mid – Term Progress Report there were seven program areas that were funded through the Adult Education Block Grant. Starting in School Year 2019-20 there are five program areas. California Adult Education Program (CAEP) rolled Workforce Preparation and Pre-apprenticeship into CTE.

The 2019-20 funds apportioned for the program shall be used only for support of the following:

- (1) ABE/ASE - Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate.
- (2) ESL - Programs for immigrants eligible for educational services in citizenship, English as a Second Language, and workforce preparation.
- (3) AWD - Programs for adults with disabilities.
- (4) K12 Student Success - Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
- (5) CTE - Programs in career technical education that are short-term in nature and have high employment potential. CTE also includes Workforce Preparation and Pre-apprenticeship.

LAE student enrollment will focus on English as a Second Language/Citizenship, Adult High School Diploma/HSE, ABE, short-term Career Tech Education, and K12 Student Success.

Out of the 500 million dollars, the Contra Costa County Adult Education Consortium receives:
(Table 2 is showing funding over a four-year timeline - COLA increases last 2 years)

Table 2

2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
\$14,065,636.00	\$14,065,636.00	\$14,672,174.00	\$15,179,831.00

There was very little direction from the California Department of Education (CDE) regarding local decision-making. CDE's response is "it is left to Local Control". Although our current three-year plan ends School Year 2019–2020, it is as if we are building the plane as we fly it. Our K-12 Adult Schools and the Community College District (which consist of three colleges) seem to have different views regarding the process. At times, it seems, we spend too much time on the process instead of the students we are supposed to serve. The workload has doubled and of course, the funding remains fairly flat except for two COLA increases, which will help offset our classified raises and benefit increases as they follow the district's pay scale.
(Table 3 represents LAE's CAEP funding for the last 4 years)

Table 3

2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
\$906,459.00	\$906,459.00	\$1,007,136.00	\$1,039,753.00

LAE has implemented some new courses according to the three-year plan, but we are not able to sustain them due to flat funding and the continuous increase of Health and Welfare (H&W) Benefits for our contracted employees. However, we were able to hire a Data Secretary and a Paraprofessional for our office and testing center in order to manage the new data collection requirements.

CAEP Measures of Effectiveness:

- (1) How many adults are served by members of the consortium?
- (2) How many adults served by members of the consortium have demonstrated the following:
 - (A) Improved literacy skills
 - (B) Completion of high school diplomas or their recognized equivalents
 - (C) Completion of postsecondary certificates, degrees, or training programs
 - (D) Placement into jobs
 - (E) Improved wages.

In the fall of 2018, we were notified that CAEP members were required to submit 2017-2018 hours of instruction by program area and operational expenditures data by program area in NOVA 'our new reporting system, by February 15, 2019. Meanwhile, they were working on a reporting mechanism for us to do so. As mentioned earlier, we are building the plane as we fly it.

We are currently developing our CAEP 3-year plan for 2020-2023. We are not supposed to duplicate services but Community Colleges in California are now charged with offering Noncredit ESL courses and Short Term Career Tech Certifications.

We have been in a contract agreement with Contra Costa County Employment & Human Services Department (EHSD/social services) since school year 2011-12 to serve CalWORKs clients. The purpose of CalWORKs is to provide financial aid for children who lack financial support and care and to promote and encourage work to enable families to become self-sufficient. In school year 2018-2019, we served over 60 CalWORKs clients/students in Adult Basic Skills, CTE courses, and/ or with soft skills such as: communication and time management in our Focus Program. EHSD fully funds this program and has extended our

contract to include seven, 4-week Career Connections' cohorts to serve CalWORKs Clients in school year 2019-2020. The clients will focus on job readiness and job search skills. This new program will be 5 days a week from 9:00AM to 4:30PM. We have upgraded an existing classroom to accommodate this new program.

In January of 2018, Liberty Adult Education and 8 organizations joined forces to form a countywide collaborative to expand access and quality of resources. Our collaborative partnered with Contra Costa County and its Workforce Development Board (WDBCCC) to create an unprecedented network of service providers through an Request for Proposal (RFP) process. The Contra Costa Workforce Collaborative (CCWC) is the first effort of its kind in California. We are pooling our resources so that unemployed Contra Costans can quickly find a good job or start a new career. It will be easier than ever to access the technical resources, coaching and training necessary to thrive in this evolving job market.

The CCWC is coordinated by Rubicon Programs, a nonprofit that works to end poverty in the East Bay, as well as the following CBOs and educational institutions: **(Table 4)**

Table 4

Liberty Adult Education (LUHSD)	Mt. Diablo Adult Education (MDUSD)	Martinez Adult Education (MUSD)
Pittsburg Adult Education (PUSD)	Contra Costa Community College District	Lao Family Community Development
New Horizons	Opportunity Junction	San Pablo EDC

Before this collaborative, individuals looking for a job would often have to travel across the county to access services. Each of our organizations will offer these resources on-site and within the community, leveraging each of our strengths to bring more to the table. The CCWC will offer intensive support services at an America's Job Center of California (AJCC) in Concord that will be managed by Rubicon Programs. Each of the other nine organizations will offer satellite services and specialized resources in offices located from San Pablo to Brentwood. Participants will be able to access one-on-one counseling, computers and printers, job boards and workshops that will give them a boost in their job search. LAE converted a classroom into an AJCC Access Point. Our students have full access to all these resources right in their backyard!

Change for Data Reporting

During the 2017-18 school year, we were required by CCCAE to upgrade our registration system from Adult School Administration Program (ASAP) version 2 to version 3. The reports we pulled out of ASAP 2 are very different from version 3. It has made comparing enrollment data more difficult. The structure for categorizing our programs and report outcomes had a major overhaul. Not only did our registration system change, but also our student database TOPSpro Enterprise. We use this system for California Adult Education Program (CAEP) and WIOA Title II reporting. At the state level, they were trying to align the program in regards to outcomes.

Some of the biggest changes and challenges in collecting data happened in SY 2017-18 when we started categorizing our classes and Programs to meet CAEP and WIOA funding criteria. Reporting requirements were changing regularly and there was very little guidance from the California Department of Education (CDE). Our consortium formed a Data Workgroup that meets monthly to unify the way our consortium collects and sets up our data systems. CDE is still developing guidelines for CAEP to be in alignment with WIOA 231 Reporting. Due to this

trial and error process, our programs, classes, student barriers and outcome definitions are constantly changing. Due to these changes, we have been required to capture better student demographic information at time of enrollment and to focus on how we are marking their outcomes when students exit the program. Please remember, we are building the plane as we fly, and it keeps our Data Workgroup very busy. We have had to change our data collection and reporting processes six months into the school year. For example, in 2016-17, all career classes and workshops were marked vocational education. In 2017-18, we called these same classes by different names. Some became Career Tech and others, such as various workshops, changed to services. Other classes were under vocational education and were categorized as fee-based. In 2019-20 school year, the program areas for CAEP are being restructured as mentioned on page 8. We believe we were able to capture the most accurate data for this WASC report.

Change High School Diploma Program

In school year 2018 -19, Guy Rognlien, the Director of the Community Education Center, implemented a new High School Diploma program called Edgenuity®. This is a hybrid program to accelerate the opportunity to obtain a HSD. LAE almost tripled our Adult High School Diplomas!

Change in Staffing

We will be starting school year 2019-20 with six new teachers in our core areas. We have had teachers retire, leave the area, and/or seek full time employment. We have lost our Lead ESL Teacher who was an integral part of our Leadership Team for nine years. She relocated to Alameda County. We find it is getting harder to hire qualified part-time teachers due to the robust economy.

Governance Structure

Liberty Adult Education is under two governing bodies: the Liberty Union High School District (LUHSD) and the Contra Costa County Adult Education Consortium (CCCAEC). Personnel, fiscal, and facilities are under the umbrella of LUHSD. Fiscal, curriculum, and instruction are reported to both bodies. The accountability to the Consortium is an evolving process and added significant duties for administration.

Liberty Adult Education (LAE) is 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: Liberty Adult Education is committed to equipping adult learners in our community with the skills necessary to succeed in our global society, enabling our students to achieve their career, educational, and personal goals.**

As indicated in the district's Mission statement, "The Liberty Union High School District is committed to focusing its resources on the achievement of academic and personal success for all students." Multiple avenues will be provided to assure all students master a basic core of knowledge, become a productive community member, and succeed in our global society. Our district is extremely supportive of our adult education programs.

SLOs Schoolwide Learner Outcomes

1. Select two of the school's Schoolwide Learner Outcomes (SLOs)
2. Using data generated in this profile describe to what extent the programs/courses are connected to the SLOs and to what extent the SLOs are being achieved.

The two SLOs we selected are:

1. Demonstrate career readiness for workplace success
2. Communicate effectively

The first selected SLO is connected to a wide range of classes and programs. In our CTE Program career readiness skills are embedded in the curriculum. In the various computer classes the student must visit the AJCC and participate in the Resume Workshop. After the student attends the workshop they must research two jobs and create a resume as the final for the class. The majority of our CTE students leave LAE with a resume. The ESL classes take field trips to the AJCC. In their Future textbook, all levels cover lessons on Job Search Skills, Work History, and Job Duties Responsibility. All ESL students do COAAP on Employment and the final is either performing a mock Interview, filling out a job application, or researching skills needed for various occupations and reporting on that research. . This also covers communicating effectively. We offer a Professional Work Skills for Employment Success for our ESL students. At the beginning of each new term, our Transition Specialist visits the ABE, HSE, HSD, ESL, and CTE classes and completes a Student Learning Plan with all the students. Before the term ends, he does a follow up session. On this form, it asks the students questions about employment goals and outcomes. The Employment Specialist visits the classrooms to share the AJCC activity calendar and job announcements.

The second selected SLO is also connected to a wide range of classes and programs. In the ESL Program, we offered a Speak English class, a Workplace Communications and Presentation class, and an English Writing class for College and Career. The CTE program has a Customer Relations for the 21st Century class. Students do writing assignments and role play, and a final that incorporates a class presentation. In the PowerPoint class, the students' final is a presentation using their PowerPoint skills and sharing with the class. Eight of our teachers from our different program areas were trained on the New World of Work Badging Program which incorporates these skills. Through their Professional Learning Communities (PLC) they incorporated these soft skills into the curriculum.

These are just few examples how SLOs are connected to our classes/programs. We track these achievements through our CASAS Testing, Rubrics for the various COAAPs, Payments Points, Educational Gains, students getting jobs, High School Diplomas, Passing the GED test, and student surveys.

In November 2018, our leadership team had discussions around LAE's Student Learner Outcomes (SLOs). At that time we determined our Vision, Mission, and SLO's needed to be revisited and simplified. We felt most of our SLOs were referencing 21st Century Skills. We wanted to include a wider range of outcomes. In January of 2019, the PLCs' had conversations regarding the SLOs and the Lead Teachers brought back their suggestions to the Leadership Team. We still adhered to the CCCAEC focus which is pathways to college and career opportunities that lead to higher education and increased economic opportunities for all adult students in our region as well as staying in line with our School Board's educational purpose. Both governing bodies support the same outcomes. Through a collaborative process it was agreed upon that our Vision stay the same; however our Mission and SLOs were modified and accepted by all stakeholders.

Class Size/Schedule

Class sizes vary, depending on the program and class, and range anywhere from 6 to 85 students. Our ESL classes' average 32 students and our daytime CTE classes average about 15. The class average for our ABE and HSE classes is about 15. Our Premiers Exercise class, which is offered as one of our Active Adult Fee Based Program averages 65 students. Our average enrollment for our other Fee Based classes varies depending on the minimum requirement. Classes may be cancelled, hours reduced, or fees increased if we do not meet the minimum number of students listed in the catalog.

Classes/Courses are offered Monday through Friday during the daytime, and Monday through Thursday in the evenings. We offer classes from 8:30AM to 9:00PM. A typical schedule is as follows: **(Table 5 next page) all other classes vary. (See catalog)**

Table 5

AM Beginning ESL Monday, Wednesday and Friday 8:30 to 11:30 AM	ABE AM Monday and Wednesday 8:30 to 11:30 AM	Business Training CTE Monday – Friday 8:30 AM to 3:00 PM Business Training CTE Evening classes vary	Adult High School Diploma Tuesday and Thursday 6:30 to 8:30 PM
Intermediate ESL Tuesday and Thursday 8:30 to 12:00 noon Advanced ESL Tuesday – Thursday 8:30 to 11:30	HSE AM Tuesday and Thursday 8:30 to 11:30 PM	ABE PM Monday and Wednesday 6:00 to 9:00 PM	HSE PM Tuesday and Thursday 6:00 to 9:00 PM
PM Beginning and Intermediate ESL Tuesday – Thursday 6:00 to 8:30 PM	Preparation for U.S. Citizenship AM and PM		

Student Load

A student class load varies by program. ESL, ABE, and ASE students average 6.5 hours per week. A daytime CTE student averages 20 hours per week. Our night CTE classes are offered at 3 hours per week ranging from eight to twelve weeks. Some students are enrolled in more than one program. Student schedules depend on areas of concentration, availability of classes, and students' personal schedules.

Certificates Awarded

We offer many different types of certificates at LAE depending on the program. **(Table 6)**

Table 6 **Types of Certificates Offered**

Career Technical Education	English as a Second Language	Adult Basic Education	Adult Secondary Education	Active Adults
Certificates of Completion	Most Hours of Attendance	Most Hours of Attendance	GED Certificate	Certificates of Completion
Industry Certification	Most Improved	Most Improved	Adult High School Diploma	
Program Certificates	Most Learning Gains	Most Learning Gains		
Timed Competency Certificates	Certificate of Participation	Certificate of Promotion		
Perfect Attendance	School Spirit Award			
	Certificate of Promotion			

Staff

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

LAE employs an enthusiastic staff of 49 certificated, Fee Based, Service Contract, Classified, and Co-Located 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 25 years' experience in Adult Education. We have 19 part-time, certificated instructors, two of which are Lead Teachers. Our current staff also includes 8 fee based teachers and 11 full-time classified support personnel. This number changes with each new catalog. Seven teachers are also associated with organizations with which we contract educational services: Diablo Medical Training, Voice-Overs, Solar Technology, English/Spanish Interpreter, Health Insurance Counseling and Advocacy Program, Yoga ,and Tai Chi. 63% of our staff have a Bachelor's Degree or higher.

Community Information

With roots as a traditional farming community, Brentwood is rich with small town tradition with the California Delta waterways winding through the area. There are many historical landmarks and treasures such as Marsh Creek State Park's iconic Stone House built by pioneer Dr. John Marsh in 1856. Although increasingly succumbing to residential development, Brentwood continues to foster a number of "U-Pick" farms that are delightful to visit, along with local events such as the Harvest Festival, Holiday Parade, Summertime Concerts in the Park, and the Farmer's Market for citizens to attend and young children to enjoy.

The Brentwood Economic Development Department continues to work toward bringing more employers to the city. Over the recent years, Brentwood has seen growth in the active adult retirement community, vibrant shopping hubs, the ground-breaking of the new LMC satellite campus, the expansion and development of the Highway 4 bypass, and the construction of the Los Vaqueros Reservoir south of the town. The City of Brentwood's General Plan identified the preservation of Brentwood's "history and small town character" as being of paramount importance. Also essential are the enhancement of the downtown business district and the preservation of farmland. The downtown area has seen revitalization as Brentwood's City Hall and City Park have recently been renovated, along with the construction of a multi-story parking structure and development of the new City Library. We are fortunate to be situated in the heart of the downtown community.

Family and Community Trends

Brentwood has transitioned from a traditional farming town to a suburban city and bedroom community where many families commute out of the area for work. Some of our students' parents travel many hours a day in their commute going as far as the Silicon Valley. Others travel toward Bay Area cities such as Berkeley, Oakland or San Francisco on roadways that have high levels of traffic. The housing boom of the 2000s has brought many people to Brentwood, but a comfortable suburban living environment is often paid for by jobs in faraway locations. During the recent economic recession population growth slowed in Brentwood, like in many other cities. However, in the past few years local development is once again thriving. In the downtown area, many homeowners are transforming and restoring their older homes to their former historical charm.

In Brentwood, during the years 2016-2019, the estimated median household income rose from \$95,960 to \$108,000 and the median home value from \$335,212 to \$619,000. In mid-2000 Brentwood's population hovered around 23,000. In 2019, Brentwood has grown to over 65,000, making it the fastest growing city or town among 19 communities in Contra Costa County. The financial advocacy website WalletHub.com named this once sleepy farm town the 27th best family-friendly California city in 2018. **Table 7 next page**, reflects our school's population demographics for all the communities served within our district.

Table 7

City/Town	Population	Female	Male	Median Age	Median Income	Median Home Value
Antioch	114,000	51.48%	48.52%	35.2	\$77,025	\$410,800
Brentwood	65,288	51.04%	48.96%	38.2	\$108,00	\$619,000
Bethel Island	2,379	44.35%	55.65%	52.8	\$36,167	\$258,036
Byron	1,429	42.70%	57.30%	33.8	\$72,542	\$416,700
Discovery Bay	15,00	52.19%	47.81%	41.9	\$116,220	\$606,300
Knightesen	1,576	49.24%	50.76%	50.9	\$107,550	\$644,000
Oakley	42,744	49.87%	50.13%	34.3	\$91,357	\$471,800

www.eastcountywelcomeguide.net

Table 8 displays the greater surrounding communities' diversity, based on current estimated population. The diversity of our school population is made up of these communities and will be reflected in the school data.

Table 8 Greater Surrounding Communities by Ethnicity

Ethnicity	Brentwood	Byron	Discovery Bay	Knightesen	Oakley	Antioch
White	48.33%	52.2%	72.3%	65.2%	44.2%	33.09%
Hispanic	27.63%	39.4%	15.5%	29.0%	37.0%	32.52%
Black	7.11%	4.6%	4.0%	.8%	6.0%	16.53%
Asian	11.79%	.3%	3.8%	1.7%	8.1%	12.10%
American Indian	.32%	.3%	.5%	.4%	.9%	0.42%
Other	4.83%	3.2%	3.8%	2.96%	3.7%	5.35%

Datasource: www.city-data.com/city/-California

Looking at the three county sub-regions, the Central sub-region has the highest educational attainment levels. Most of the Central sub-region's adult residents hold an associate degree, bachelor's degree, or higher education level (59%), compared to 36 percent in the West Sub-region and 29 percent in the East sub-region. Additionally, only 6 percent of the adult residents in the Central sub-region have less than a high school diploma, compared to 17 and 15 percent in the West and East sub-regions, respectively. Overall, education attainment levels are lower in both East and West sub-regions compared to the Central sub-region. This population characteristic has an impact on the regional workforce availability and helps us understand where education and training resources should be focused. **(Table 9)**

Table 9 Educational Attainment Level in Contra Costa County by Region

Education	West	Central	East
Less than 9 th grade	17%	6%	15%
HSD or GED	22%	14%	26%
Some College	25%	21%	30%
Associate's degree, Bachelor's degree, or Higher	36%	59%	32%

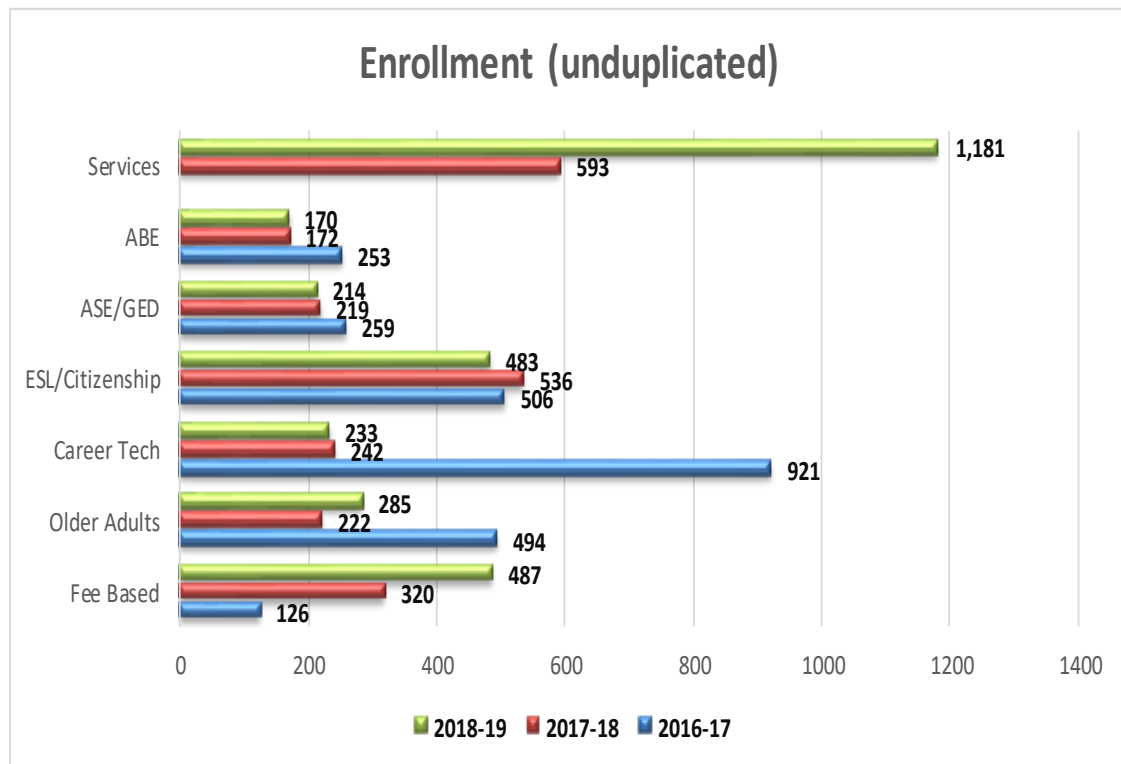
U.S. Census Bureau, 2012 -2016 American Community Survey 5-year Estimates/Contra Costa Adult Education Report Gaps *Analysis*

Student Demographics

Liberty Adult Education served approximately 3,053 (unduplicated count) and 6,458 (duplicated count) students from July 1, 2018, to June 30, 2019. As you can see on the chart below, AJCC Services has the largest enrollment. As mentioned on Pages 9 and 10, LAE is an AJCC Access Point in which we offer various services. All AJCC students may not necessarily be enrolled in our other program areas offered on our campus. If not enrolled in other LAE programs or classes, students fill out a registration form and are counted under Services in CAEP enrollment. Because of the new program areas in CAEP, we have to mark some classes differently in our system. Fee classes now include some classes that fall under CTE or Older

Adults. That is why there are increased enrollment numbers in the Fee Base Programs. . For example, in 2016-17, all career classes and workshops were marked vocational education that is why we have such a large number for 2016 – 2017 for CTE (921). Our ESL program has a declining enrollment of approximately 10% from 2017-18 to 2018-19. Our current policy is to promote our higher-level ESL students to ABE, GED, CTE or our community college. Our neighboring, Antioch Adult School has had a very limited program, and many of their ESL students attended LAE. Antioch Adult School has since received funding which resulted in students returning to their program. Because of this, we no longer have waiting lists, and most students are immediately enrolled. **(Graph 1)**

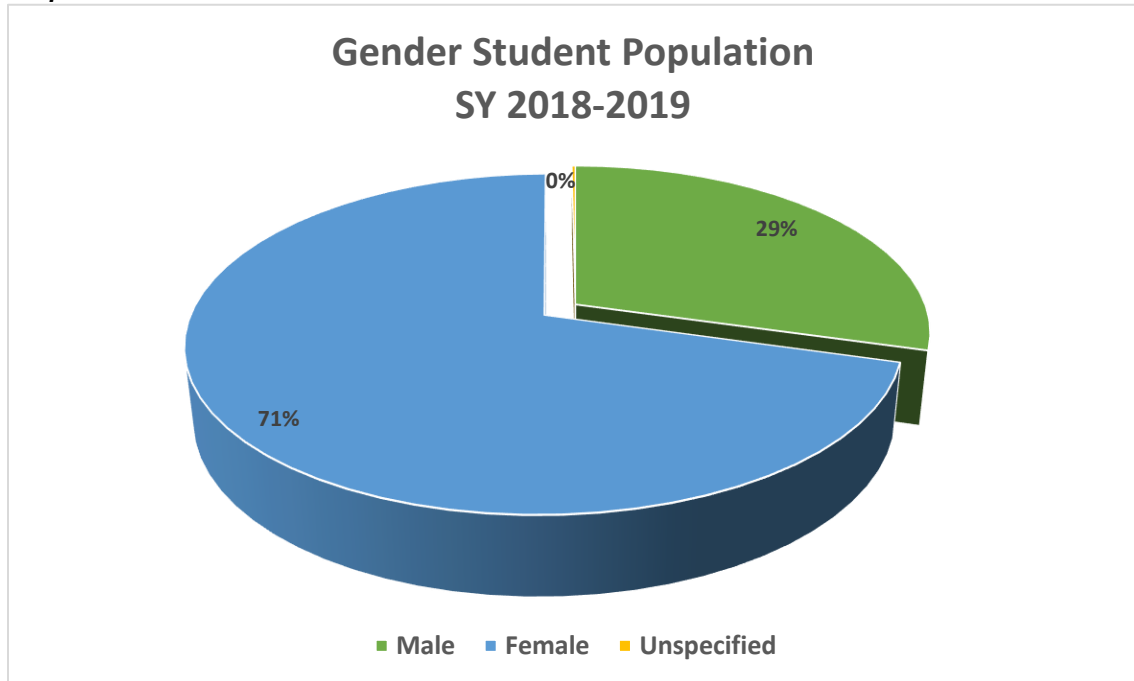
Graph 1



Of our 3,053-enrollment number, 71% are female and 29% are male. The gender ratio has stayed the same since the WASC mid-term visit in 2017. Our largest male population resides in our PM HSE and PM ESL programs to adjustments in workforce requirements.

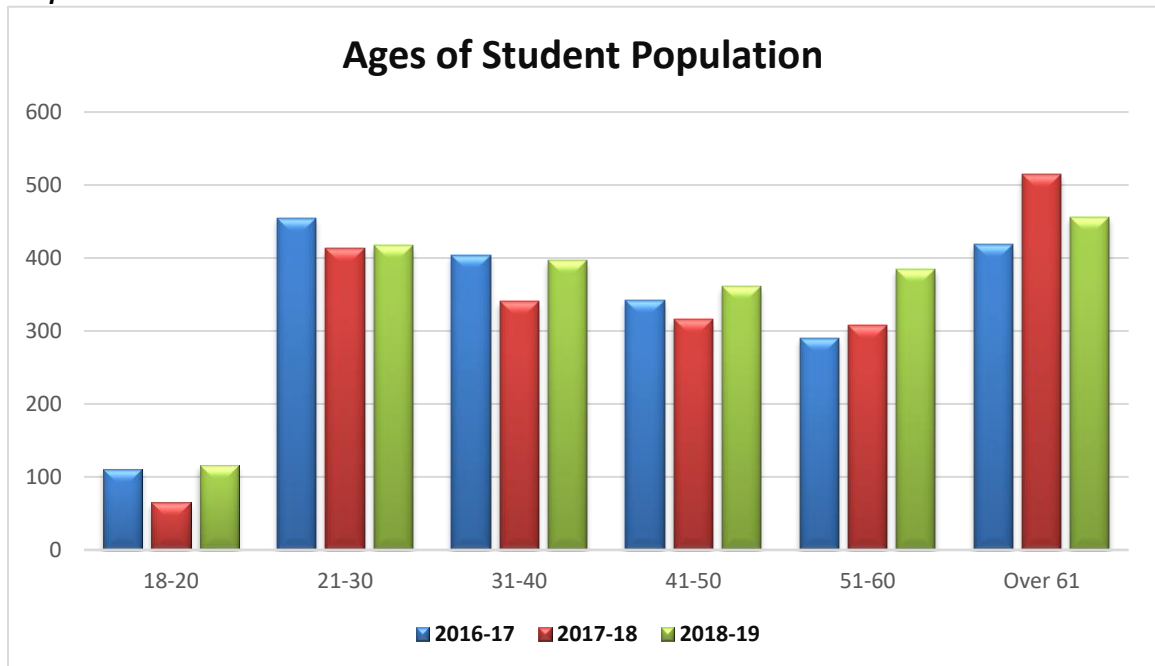
(Graph 2 next page)

Graph 2



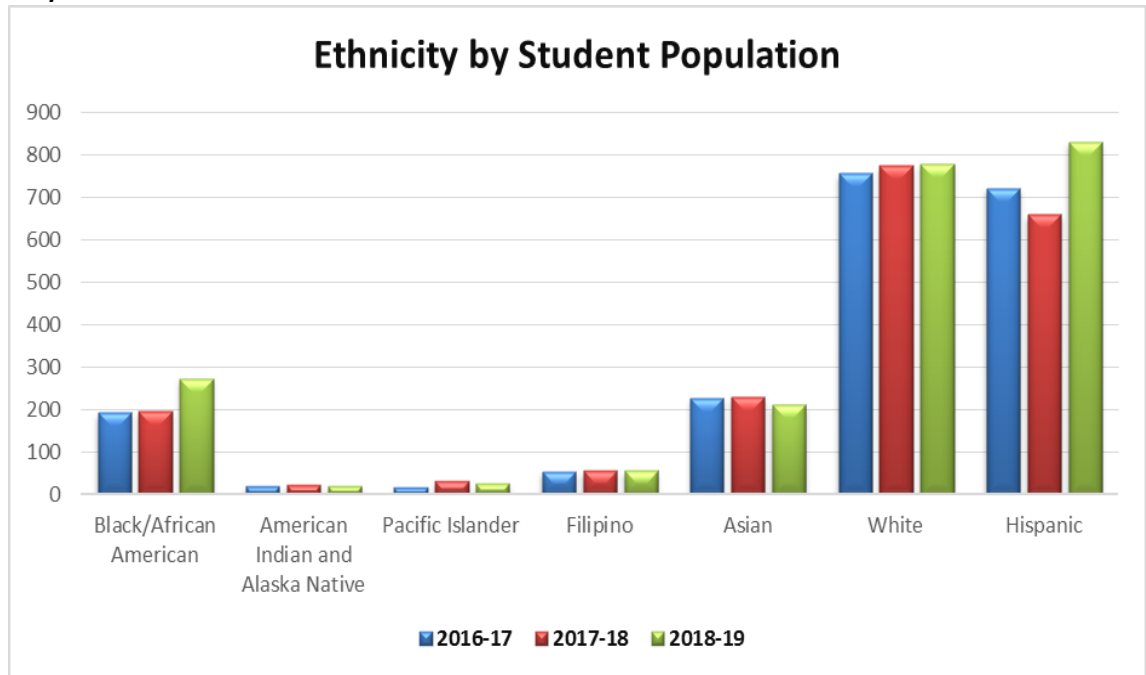
There is a wide variety of age groups in our programs. The largest group is the 61 and over group. This is due to our active adults and fee based programs. Many of our active adults are taking technology classes to obtain digital fluency in order to supplement their retirement incomes. The average age of students across all programs is 41.5 years. **(Graph 3)**

Graph 3



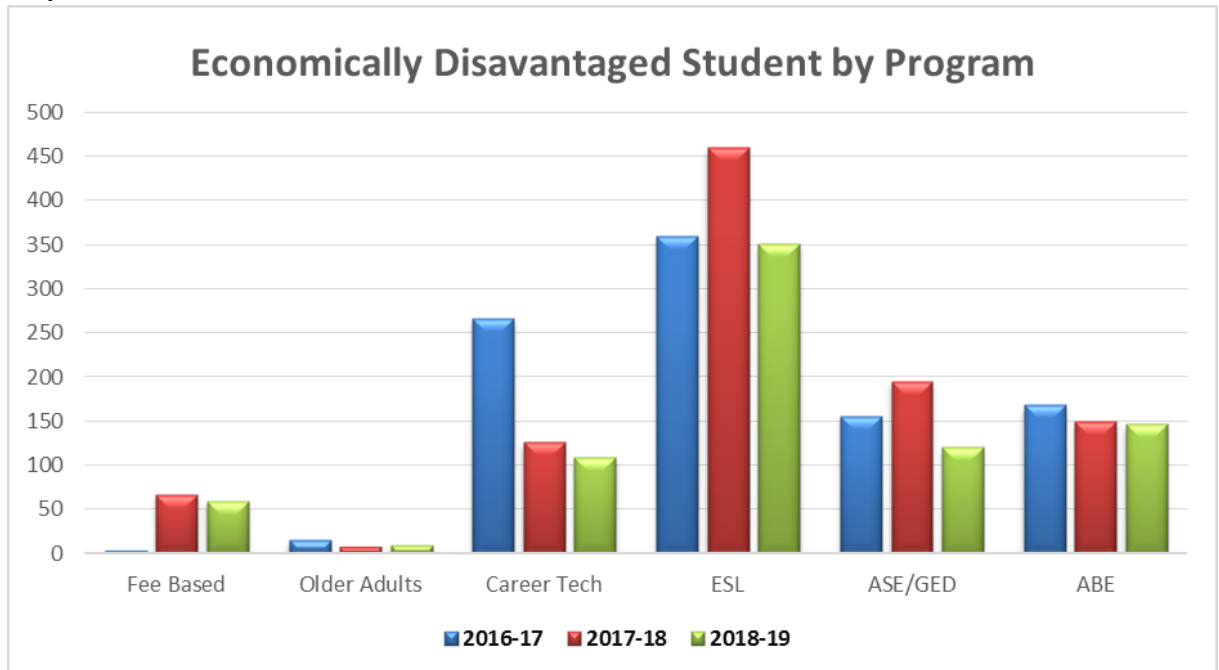
The largest ethnic group is with Hispanic or Latino at 38% with White at 36%. Our Asian population has increased by 28% over the course of four years. It is apparent our student body is becoming more culturally diverse as the number of refugees settling in our area increases. Asian is the third largest population in the City of Brentwood as shown in **Table 8 (Graph 4 next page)**.

Graph 4



Based upon a total student population of 3,053 (Unduplicated), Graph 5 indicates that 794 (26%) of our student population is economically disadvantaged. The largest economically disadvantaged group is in ESL, which is not surprising, as many students find it very difficult to obtain and maintain employment with their language and cultural barrier. **(Graph 5)**

Graph 5



Community Interest/Fee Based

LAE offers a variety of classes and workshops with each new catalog. We offer Art, Crafts, Fitness & Health, Genealogy, World Language, and Active Adult Classes. The Active Adult classes are taught at the City of Brentwood Senior Center and are designed for seniors 55 years and older. New classes are solicited among the current teaching staff and through outside class proposals submitted to the LAE office. We also advertise in our catalog for new teachers.

The classes vary in duration. For example, a typical workshop is 2 - 3 hours and other classes are offered at 5 to 9 weeks.

Workforce Information

Liberty Adult Education serves a diverse population. While the majority of our students are from the local area (including Brentwood, Discovery Bay, Oakley, and Knightsen), we also serve some students from areas further out such as Mountain House and Tracy. Information obtained from student surveys and the Contra Costa County Adult Education Consortium (CCCAEC) GAPs Analyses indicates that the majority of students at Liberty Adult Education are attending for a work-related reason. Whether it is to improve their skills in order to keep their jobs or to develop new skills in order to obtain employment, our students are all here in order to improve their lives.

Contra Costa County currently has a low unemployment rate; however, when drilling down into specific subregions, data shows that East Contra Costa County has an unemployment rate of 4.2% compared to Central and West Contra Costa County at 3.4% and 3.5% respectively. While higher than the rest of the county, it is still lower than California's average unemployment rate of 4.8%. The East County also has a Labor Force Participation rate of 59%, which means that 59% of all individuals 16 years and older are participating in the labor force. What we have found is that while the employment rate is fairly low, many students are looking to improve their current work situations. In addition, it was determined that East Contra Costa County has a higher need of classes and services to help with Basic Skills, Populations with a Disability, and Career Technical Education classes (**Table 10**).

Table 10

Sub-regions	Less than Basics Skills	English as a Second Language	Population with a Disability	Older Worker (Unemployed)	Population below Poverty Line	Adults with a HS Diploma	Adults with some college, no degree
West	34,701 (17%)	22,220 (14%)	28,417 (17%)	4,086	21,743 (13%)	43,143 (22%)	50,692 (25%)
Central	23,888 (6%)	22,231 (6%)	37,148 (12%)	9,537	23,235 (7%)	58,141 (14%)	85,969 (21%)
East	35,744 (15%)	16,368 (8%)	39,834 (20%)	4,002	22,901 (11%)	61,560 (26%)	70,379 (30%)

Geographic Concentration of the Targeted Population by Sub-Region

Also observed was the job growth of Contra Costa County in the different traditional industry sectors (**Table 11**). When identifying the industry sectors to focus on at Liberty Adult Education, information such as total employment, the growth, and average wages were taken into consideration. Healthcare and Professional and Business Services were the two industry sectors with the highest growth rate and average wage along with total employment in the county.

Table 11 (continues next page)

Industry Clusters	Total Employment 2017	Growth 2011-2017	Average Wage 2017	Location Quotient ⁴⁷ 2017
1. Information and Communication Technologies	10,955	-5%	\$150,589	0.99
2. Defense, Aerospace, and Transportation Manufacturing	643	6%	\$91,260	0.12
3. Biotechnology and Biomedical Devices	4,825	7%	\$119,809	0.98
4. Energy	10,998	0%	\$194,038	2.28

5. Tourism, Hospitality, and Recreation	41,539	27%	\$28,567	0.97
6. Retail	44,438	7%	\$43,416	1.06
7. Logistics	11,904	39%	\$99,807	0.71
8. Healthcare	56,668	47%	\$81,397	1.26
9. Professional and Business Services	38,312	22%	\$93,705	1.03
10. Finance and Banking, Insurance, and Real Estate (FIRE)	26,879	11%	\$118,360	1.38
11. Information and Communications	2,544	0%	\$69,129	0.57
12. Education and Knowledge Creation	13,516	20%	\$43,643	0.96
13. Agriculture and Food	4,741	13%	\$61,022	0.49
14. Building and Design	28,540	39%	\$92,058	1.31
15. Water	283	-19%	\$102,583	0.48
16. Other Manufacturing	3,897	-1%	\$86,078	0.28
17. Other Services	18,695	-19%	\$44,354	1.11
18. Public Services and Infrastructure	20,785	4%	\$120,961	0.77

Traditional Industry Cluster Profiles for Contra Costa County

^{*47} Location Quotient (LQ) is a way of quantifying how concentrated a particular industry or industry cluster is in a region as compared to the nation.

All of this data has confirmed our decision to continue to develop our Professional and Business classes as well as Healthcare classes. We are looking forward to expanding our program offerings and providing pathways for students. One example would be that students who start out in ESL classes would progress through the class structure and obtain either their High School Equivalency or Business/Healthcare Certificates. We are also focusing on advancing our online offerings for basic skills classes and improving our strategies to help for our students with disabilities. As a student centered school, our ultimate goal is to help guide our students in the best way possible, to achieve their academic/career goals.

Career Center

In the summer of 2016, the Career Connections Career and Transition Center was created to engage enrolled students at Liberty Adult Education with career and college transition services. As many as 30 workshops have been created for employment readiness as well as a 6-week comprehensive certificate program. Additionally, 1:1 appointments are available for students to meet with the Employment Specialist for resume review, career assessment, and career pathway development. We also offer Workshops in Financial Aid for College, Adult Education Programs, College Information, Career Exploration, and College Survival Skills for those students interested in college transition.

Liberty Adult Education hired an employment specialist at 25 hours per week. During the month of October 2016, the Employment Specialist hours increased 10 hours per week to a total of 35 hours per week to increase involvement with our local Chamber of Commerce and possible Internships. Also to assist with CTE class schedules. The Transition Specialist was hired for 3 days per week by the Contra Costa County Office of Education through the Contra Costa County Adult Education Consortium to serve three adult education campuses including Liberty Adult Education.

Workshops are promoted with visits to classes and recommendations from teachers for students to attend. Some workshops were also presented in classes as activities. The Transition Specialist created a Student Learning Plan form to help students set goals, and those forms were completed in all classes as an activity. Students' responses to the goal setting activity were used to make decisions about future workshops and activities as well as to engage students in the career center services.

Workshops were initially available for students to attend beginning in September 2016 every Tuesday, Wednesday, and Thursday with each of those days offering a new title of workshop during the pilot to see which workshops were best received by enrolled students. Within 90-days, 19 people had attained employment because of workshops and 1:1 individual career coaching.

After the conclusion of the pilot program, workshops were evaluated to determine, which were most advantageous for students to begin the 2017. Resume workshops and interview skills development were the permanent weekly workshops on the career center calendar each week, in addition to the Employment Readiness Certificate Program. The workshop offerings expanded and continued through the 2016-17 school year and again in the 2017-18 school year. The calendar year of 2017 yielded 64 students who attained gainful employment.

In March 2018, the Career Center began a 'job club'. This has become a network of students who are job seeking and includes a monthly meeting with a series of guest speakers to assist them. Guests have spoken on topics as varied as creating a LinkedIn profile, building an ATS-optimized resume, and wellness.

In September 2018, the career center was moved from room #17 to room #20 to include 9 computers for student usage. During this time, the America's Job Center of California (AJCC) joined Liberty Adult Education to include services offered to the community at large. Because of lack of attendance, the Employment Readiness Certificate Program was cancelled, while weekly workshop attendance increased. The Career Center's calendar is posted on the Liberty Adult Education website and strategically placed prominently around the school. It is also emailed to community partners and to students who sign up on our mailing list.

Also in September 2018, with the addition of AJCC, there was an additional employment specialist added to the team at 25 hours per week. The career center gained a Workforce Investment Opportunity Act Career Coach who offers monthly orientation workshops and job search strategies for CalJobs enrollment. The WIOA component has brought new clients referred by community-based organizations for people looking for funding in training, which has augmented the career center client base.

With the help of our data specialist, we have been able to collect extensive data since September 2018. During the 2018-19 school year, we have had 720 unique visitors in the career center, out of a total 2,060 visits. Workshops have been well attended, including 92 attendees for resumes, 53 for interview skills, 87 for WIOA services, 46 for using CalJobs, and 54 for college transition. Since January 2019, the average number of people who have attained jobs through the career center averages about 11 people per month.

The WIOA program annual goals for SY 2018-19 were exceeded by 4%. Career services and supports for our services offered through the Career and Transition Center continues to grow. With the integration of AJCC services and our partnerships in the community, we continue to offer services that help our students be successful and provide resources for our entire community here at Liberty Adult Education.

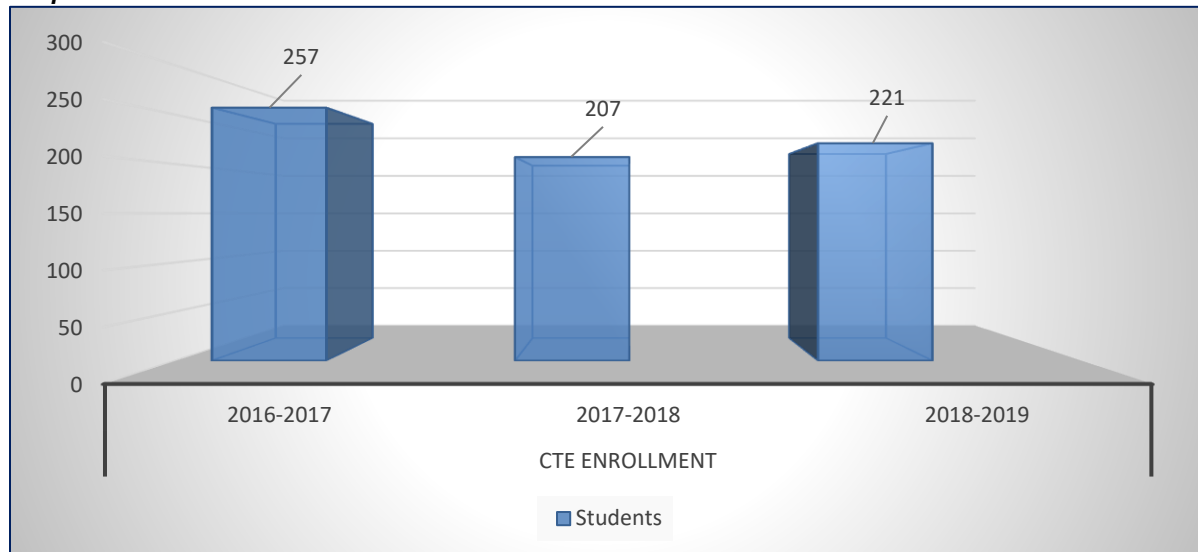
The Career Center is also in the process of planning a Career Expo for April 2020. Our Transition Specialist is using contacts from a long-standing event held at a neighboring adult school, which he organized in the fall, as well as our contacts at the local Chamber of Commerce, to recruit employers and promote the event to the community. The increase in job seekers brought to our campus by the opening of our AJCC makes a large Career Expo a good fit for our school and for Far East Contra Costa County.

Career Technical Education (CTE)

The daytime and evening Business/Medical Office Programs/classes at Liberty Adult Education enrolled 221 students during the school year 2018-2019. Our enrollment dropped in school year 2017-2018 compared to 2016-2017 but has begun to rebound in school year 2018-2019

(Graph 6). The drop in enrollment can be attributed to many of the same changes that are reflected in LAE's other programs, to include lower unemployment rate, inflation, cost of housing, increased transiency, and current unease of the political situation. The rebound appears to be in relation to restructuring the CTE program and positive staff changes.

Graph 6



As part of the CTE update, we have instituted new best practices in our classrooms and have streamlined the classes that we offer in order to allow our students to move along their pathways and achieve their goals more efficiently. We also have restructured our CTE Business Program to reflect current trends in business. As part of this update, we updated our classroom computers to Windows 10 and MS Office 2016. These changes led to a complete curriculum update with all new textbooks for the computer courses. Student folders, course outlines, brochure descriptions, and course certificates were updated to reflect the changes.

The CTE program offers two different levels of certificates. The first level is comprised of individual course certificates of completion that are awarded when the students have completed a specific class. These certificates include the following:

CTE computer classes: Computer Basics, Computer Basics Plus, Keyboarding, Computer Concepts and Windows, MS Office Core Skills (formerly MS Office Essentials), MS Office Complete (formerly MS Office Foundations), Beginning/Intermediate and Beginning/Advanced MS Word, Advanced MS Word, MS Excel, MS PowerPoint, and MS Outlook. Accounting II, III, and QuickBooks Pro 2016, as well as I.

Business classes: Records Management, Proofreading and Editing, 10-Key course, Customer Relations for the 21st Century, Workplace Math, and English for the Workplace. Additionally, students receive timed competency certificates for Ten-Key and Keyboarding proficiency.

Medical classes: Medical Terminology, Medical Office Procedures Using Medisoft Electronic Health Record software, Medical Records Management, Electronic Health Records using SimChart for the Medical Office and Medical Coding Principles I and II. Also, as detailed below, three units of college credit are available with LMC through articulation agreements.

In addition to the above, LAE also collaborates with Diablo Medical Training in providing the Phlebotomy Technician CPT1 certificate. We also offer a Solar Technology Certificate of Completion.

The second levels of certificates that are awarded are program certificates. These certificates are awarded once the student has completed all the requirements indicated to complete a

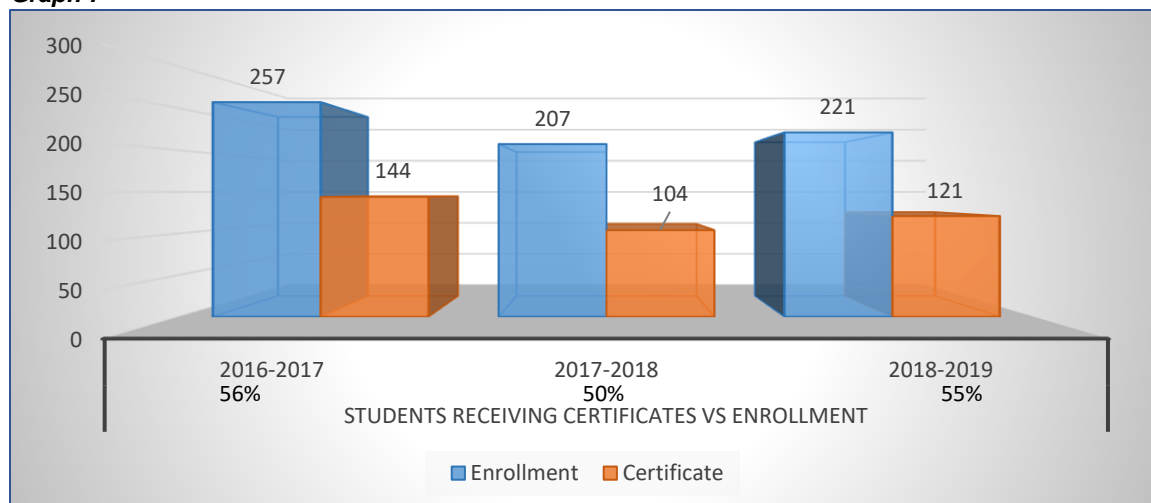
specific training program. This includes taking all required classes and meeting 10-key and keyboarding speeds. These certificates include the following: General Office Support (20 weeks), Microsoft Office Business Suite (20 weeks), Advanced Microsoft Office Specialist (25 weeks), Business Information Worker (25 weeks), Accounting Assistant (30 weeks), and Executive Administrative Assistant (35 weeks), Medical Administrative Assistant (30 weeks) and Medical Insurance Coder/Biller (20 weeks). As of school year, 2019-2020 Medical Insurance Coder/Biller will no longer be offered at LAE and we are researching other industry specific programs to offer in its place. Finally, CTE Program Completers are provided with a Certificate of Recognition from Assembly Member Jim Frazier's office recognizing their accomplishment.

All of the CTE classes and programs are based on course outlines that align with the California Career Technical Education Model Curriculum Standards. These course outlines are reviewed regularly and updated as needed. The CTE department has quarterly PLC meetings that allow us to coordinate class instruction, review department needs and further our professional development.

Recently we have successfully articulated two of our courses with Los Medanos Community College (LMC) in order to give our students a head-start earning college credits. This allows our students to transition to LMC with college credit for coursework completed at LAE. Currently, we have articulation agreements for our Beginning to Advanced PowerPoint course and the Medical Terminology course. We plan to continue this benefit for our students when we hire a new teacher for our CTE program, and it is our intent to continue working with LMC to articulate the balance of MS Office Suite, Accounting, and QuickBooks courses.

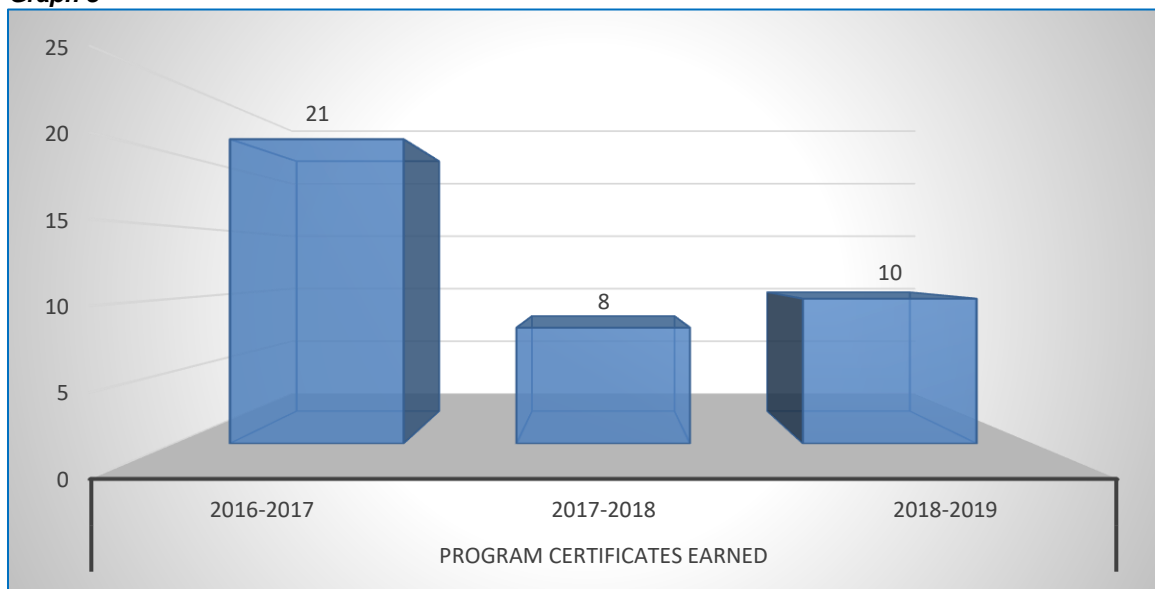
In reviewing the data over the past three school years, we noticed a drop in the percentage of students receiving at least one class completion certificate when compared to enrollment (**Graph 7**). This drop occurred in school year 2017-2018 (50%) when compared to school year 2016-2017 (56%). Class completion certificate numbers rebounded in school year 2018-2019 (55%), which correlates with data interpretation connected to our enrollment above. As we are able to offer consistent instruction and increase our program offerings, we hope to improve this score.

Graph 7



In diving deeper and reviewing the number of program certificates our CTE students received each year, there was a downward trend in the total amount per year (**Graph 8 next page**).

Graph 8



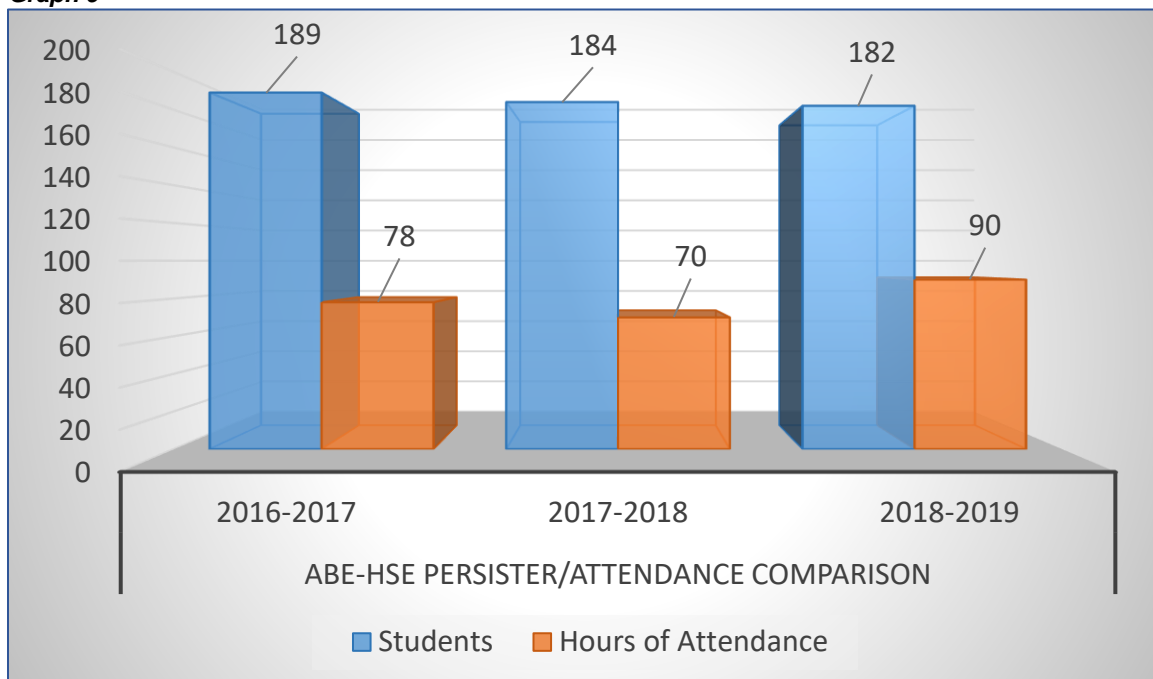
Further research determined that this was partially due to the previously mentioned reasoning correlating to lower enrollment. However, the fact that the program certificate count did not rebound as significantly in school year 2018-2019 as our enrollment did led us to look further for more explanation. Part of the downward trend can be attributed to the fact that since more students already have jobs or are just looking for specific skills, they have not required complete program certificates. In order to improve this data point, we plan to offer Microsoft Office Specialist (MOS) certification starting school year 2019-2020. This will be incorporated into some of the specific program certificates as well as in a stand-alone version. Since the MOS certification is a highly prized certificate in the business sector, students who complete this and the programs that contain it will be able to increase their value as future employees.

Overall, data shows that our CTE program went through a difficult year during school year 2017-2018 but that recent changes have helped the program rebound and take the next step toward improving the quality of learning for all our students looking to change careers or improve their skills for the career they are in. The goal of the CTE department (as well as the goal of LAE) is to provide our students with the best learning environment they can have in order to help them along their chosen pathway to achieve their goals.

Adult Education Program (ABE)/High School Equivalency (HSE) Programs

This past school year (2018-2019), we had 316 students enrolled in our Adult Basic Education Program and HSE. One of the major obvious changes in our program over the past three years was the decrease in overall enrollment from School year 2016-2017 (413 enrollments) to school year 2017-2018 (329 enrollments). This is also reflected in other departments of our school. In the case of our Adult Basic Education programs, this is reflective of the following: lower unemployment rate, inflation, cost of housing, increased transiency, current unease of the political situation, multiple staff changes and introduction of a new High School Diploma program. However, while there was a decrease in overall student enrollment between those school years, according to the NRS (National Reporting Systems) Persister report (an account of students that have attended 12 or more hours), about the same amount of students were Pre and Post tested between school years 2017-18 and 2018-19 (**Graph 9 next page**). In addition, when looking at the attendance hours for those students, there is a dramatic increase in hours by students who were tested in 2018-19 when compared to the previous two years. Attendance hours increased by 20% in 2018-19 vs 2017-18. This shows us that while multiple factors are contributing to lower student enrollment, the improvements we have made in the overall classroom management systems over the past year have helped our retention and outcomes.

Graph 9



Our ABE classes are split into two different levels, covering the National Reporting Systems (NRS) Educational Functioning Levels. Our first class ABE covers Beginning ABE Literacy through High Intermediate ABE. Our second class HSE covers Low Adult Secondary Education through High Adult Secondary Education. Our classes are open-entry, open-exit and meet the needs of all different level of adult students. Our testing center holds orientations bi-weekly during the school year. During these orientations, the students take the CASAS Goals series assessments, which allow us to place them in the correct class level and gives the instructors a baseline to compare student growth. In addition, the students are given initial instruction in the procedures at Liberty Adult Education. Overall, these orientations allow us to ensure the students entering our classes are enrolled in the appropriate class levels as well as gives them the confidence to start their journey here at Liberty Adult Education.

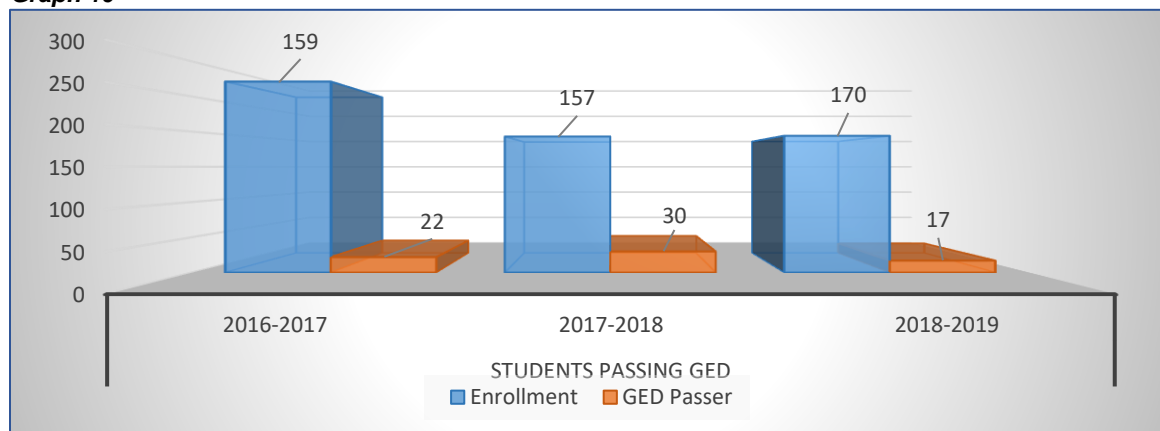
As indicated above, our ABE program is comprised of two levels of classes to include ABE and HSE. We offer morning and evening sessions of both classes in order to offer continuous availability. We utilize the CASAS assessment on a 10-week schedule to assess student progress and confirm their placement is appropriate. This also allows us to assess the teachers' instruction and verify if and where they would need to refocus their instruction. In addition to the above classes, we also have an online distance learning class that covers both ABE and HSE levels. The students have access to a complete online learning management system (EssentialEducation.com) that assesses their skills and places them in the correct learning level. The online program includes varied instruction, including video lessons and practice tests among other teaching strategies. The students utilize this program, along with access to the instructor, to prepare them for the GED or HiSET tests.

All of our ABE/HSE classes are based on course outlines that are aligned with the College and Career Readiness Standards. As the CASAS assessment, GED test, and HiSET test also align to the CCR standards, this ensures that our classes align with all of these assessments as well. These course outlines are reviewed regularly and updated as needed. The ABE department has Professional Learning Community (PLC) meetings that enable us to ensure that instruction in the classes maintains continuity and allows us to consider the additional needs and concerns of both our students and teachers.

The students at Liberty Adult Education who are ready to take the High School Equivalency Test are in the HSE level of classes. The majority of these students choose to take the GED

over the HiSET. This is due to two reasons: (1) Liberty Adult Education is an approved testing center for the GED, but not the HiSET, and (2) the GED is a better-known test than the HiSET. Over the past three years, 69 Level 2 students passed all four subsections of the GED (**Graph 10**). While the total amount of students passing the GED yearly has slightly varied over the past three years, when compared to student enrollment for the three years, an average of 14% of our students passed the GED and the GED pass rate has stayed consistently at 10% or above yearly. In addition, LAE has maintained a 95% - 100% rate of passers to attempters due to the fact that students who attempt the test are appropriately prepared by the classes they attend.

Graph 10



Students in the ABE/HSE programs are given multiple ways to recognize their success. Every ten weeks, as indicated above, the students take a CASAS assessment and are provided their scores, along with one-on-one teacher conferences that allow them to understand their scores. Every 20 weeks the department holds an awards celebration where we award the following certificates: Perfect attendance, 70% or above attendance certificate, CASAS math gains (to include the highest math gains), CASAS reading gains (to include the highest reading gains), individual GED test completion awards, total GED completion awards, outstanding student award. These awards, along with the CASAS scores, give the students tangible evidence of their progress and help motivate them along their paths.

By giving the CASAS assessment every 10 weeks, we have been able to compile data to ensure we are meeting the needs of our students. This data is reviewed at the monthly PLC meetings and continues to show department progress. In reviewing the NRS Preliminary Persister Report, as of the school year 2018-2019, 76% of our persisters (students who have attended at least 12 hours and have a CASAS pre and post-test) have learning gains. This is a significant increase of 16% from the school year 2016-2017 when it was 61% (**Table 12**).

Table 12 CASAS Persister* Benchmark Data for the complete ABE program

	2016-2017 (189**)	2017-2018 (184)	2018-2019 (182)
No Gains	39%	26%	23%
EFL Gains	61%	74%	77%

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

** Total # of persisters for the school year

In reviewing our persister levels at individual NRS levels, data shows that persister percentages (reflecting the percent of persisters out of total enrollment) stayed stable at in the 70% range, in school year 2017-2018 the percentage of persisters increased in the Beginning Basic Education, Low Intermediate Education and High Adult Secondary Education levels. There also was a decrease in the High Adult Secondary Education level in school year 2018-2019 (**Table 13 next page**). Overall, however, the average persister rate has slightly increased. This

is due to the improvements made in the testing center, the policies put into place by the office staff and the focus of the teaching staff on better retention practices. Our school has worked together as a team to reach our students.

Table 13 **Percentage of Persisters**

ABE Level	2016-2017	2017-2018	2018-2019
Beginning ABE Literacy	75%*	73%	80%
Beginning Basic Education	73%	90%	72%
Low Intermediate	70%	78%	67%
High Intermediate	69%	76%	77%
Low Adult Secondary Education	63%	49%	56%
High Adult Secondary Education	76%	86%	75%
Average of all levels	70%	73%	71%

* Percentage of total enrollment who are persisters

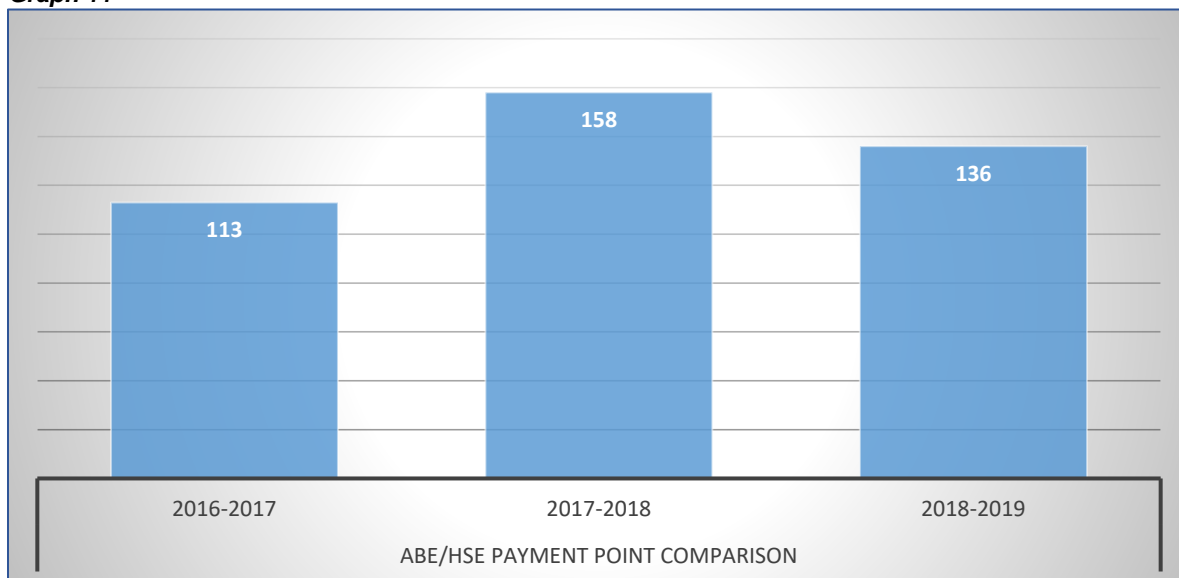
When comparing our EFL completion rates to the California state goals, data shows that LAE is significantly higher than the state goals throughout the past three years (**Table 14**). The only data point where LAE is lower than the state goal is during the 2018-2019 school year in the Low Adult Secondary Education level. LAE's completion rate was 33.33% and the state goal was 37%. This can be attributed to attendance variations, staffing changes, and students changing classes.

Table 14 **Educational Functioning Level Completion Rates (ABE)**

ABE Level	CA State Goal 2016-2017	LAE 2016-2017	CA State Goal 2017-2018	LAE 2017-2018	CA State Goal 2018-2019	LAE 2018-2019
Beginning ABE Literacy	52	83.33%	53.00%	87.50%	55.00%	75.00%
Beginning Basic Education	55	94.12%	56.00%	85.19%	56.00%	91.30%
Low Intermediate	47	76.60%	48.00%	86.67%	50.00%	81.82%
High Intermediate	31	54.65%	32.00%	66.22	37.00%	75.61%
Low Adult Secondary Education	0	47.83%	36.00%	75.00%	37.00%	33.33%
High Adult Secondary Education	0	0.00%	NA	0%	23.00%	100.00%

Finally, when looking at the payment point numbers for LAE (**Graph 11 next page**), data indicates an upward trend in our payment points over the past three years of 27%. There is a slight decrease in payment points for school year 2018-2019, but this is attributed to the fact that our High School Diploma program was restructured and was able to serve more students than previous years. In previous school years these students were served by the High School Equivalency program, thus decreasing the payment point numbers slightly while still maintaining the upward trend. This overall increase indicates that the changes we have made in the school as a whole have been evidenced by the increased payment points. These changes are directly related to those mentioned above when discussing our persister levels.

Graph 11



After reviewing the data, our ABE/HSE programs shows a consistent level of success that is evidenced by our retention rates, stable GED passer percentages, increased percentage of hours of attendance, increased benchmark percentages and increased payment points. Our students are progressing through the ABE/HSE programs and are effectively being prepared to obtain their High School Equivalency Diploma and move forward to their academic and/or career pathway.

HSD Program

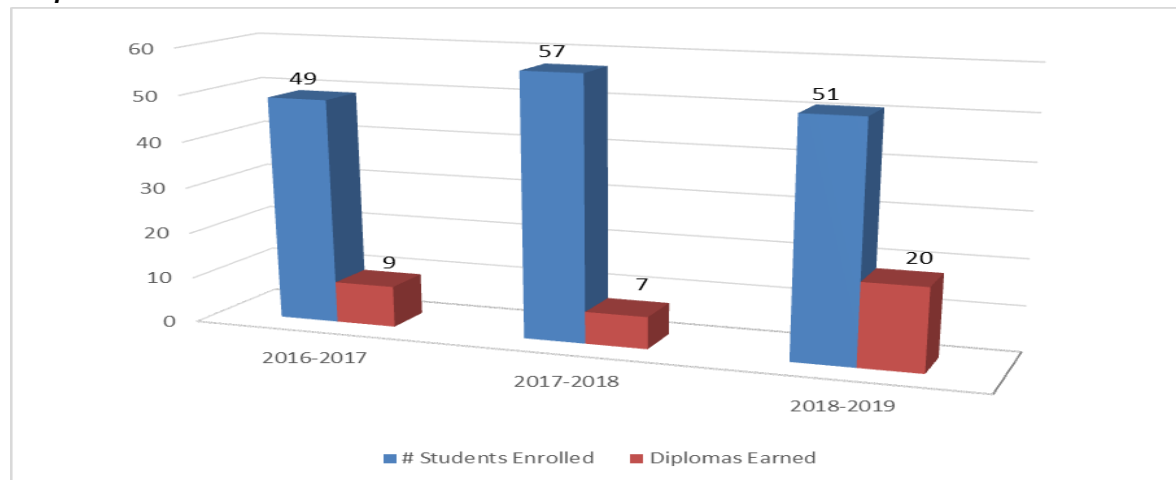
The Adult Education Diploma Program for the 2018-2019 and 2019-2020 academic years offers adults an opportunity to earn a high school diploma by completing courses via Edgenuity®, an online, video-based coursework platform. The use of Edgenuity® as a credit recovery tool started in the 2018-2019 academic year with great success increasing both credits completed and diplomas issued. The transition from a paper based program to an online based program took into consideration the number of credits earned and diplomas issued in the past years as well as teacher and student input. Adult diploma students are looking for flexibility in completing courses as well as additional resources and support in completing assignments. Moving from a paper-based, traditional classroom setting to an online, video-based diploma program with weekly “check-ins” has improved progress with diploma candidates by providing that needed flexibility as well as providing a clear understanding of program expectations.

Edgenuity’s® fully online curriculum provides the flexibility adults need to complete courses at their own pace and when convenient in their busy schedules. Each course has been designed to take students approximately 40 hours to complete and can be modified to meet each student’s individual learning and credit recovery needs. The pre-testing feature allows adults to apply prior knowledge to required courses and allows credit to be given for content already mastered. This has been an especially motivating feature for our adult education students. Students have access to help online through Edgenuity®’s help center and chat feature and help center, and students are able to get help in person during the weekly in class time with their teachers, as well as through email correspondence with their teacher. Edgenuity® also provides the school and teachers the ability to track data on student success and progression through the program with live up to date data that allows for teacher intervention and encouragement.

The Adult Diploma program graduated 20 students (39%) in the 2018-2019 school year using the Edgenuity® platform with 51 students enrolled in courses. The 2017-2018 academic year graduated 7 students (12%) with an adult diploma with 57 students enrolled in the program and in the 2016-2017 academic year 18 students (37%) earned the adult diploma with 49 students

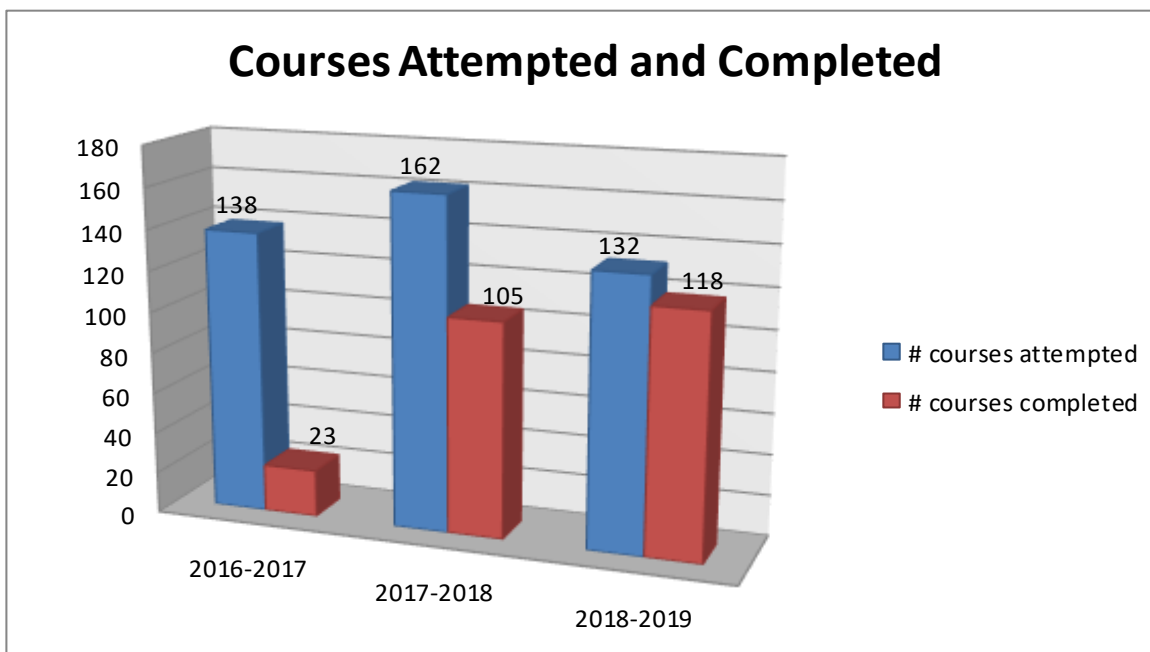
enrolled in the program. The number of students enrolled in the program has remained relatively consistent between 49 and 57 students for the last three years, but the number of students earning diplomas increased by 68% percent in the 2018 - 2019 academic year using the Edgenuity® online platform. We also saw an increase in the number of credits earned as a result of the program from 138 in 2016-2017, 221 in 2017-2018, to 506 credits earned in the 2018-2019 academic year. Through student surveys and qualitative feedback in the classroom during weekly classroom support sessions it appears the flexibility of working at one's own-pace, the ability to take notes within the courses, containment of curriculum within each course (no need to use outside resources) and the ability to accommodate students' specialized needs within each course are the reasons students in 2018 -2019 were more successful than in previous years. The feedback and testimonies from students who started their Adult Diploma coursework in the past three years is especially valuable as they experienced both incarnations of the Adult Education Diploma Program **(Graph 12)**.

Graph 12



During the 2018-2019 academic year, Adult Diploma students have been more successful in completing courses started than in previous years using the previous traditional classroom format. Students attempted 132 courses in 2018-2019 and successfully completed 118 (89%) of those courses. In 2017-2018, before the introduction of Edgenuity® as the vehicle for credit recovery, students attempted 162 courses and completed 105 (65%) while in 2016-2017 students attempted 138 courses and only completed 23 (17%). Although the ultimate goal of the Adult Education program is for students to earn their diploma, for those students who have more courses to complete than can be done in one academic year the increase in number of courses attempted and completed using Edgenuity® versus previous incarnations of the program is promising data for students to earn diplomas in the 2019-2020 academic year. Students who start courses in Edgenuity® never lose the progress they have made in their courses, making it seem less of a task to come back to if a student does not finish all of their coursework in a single academic year **(Graph 13 next page)**.

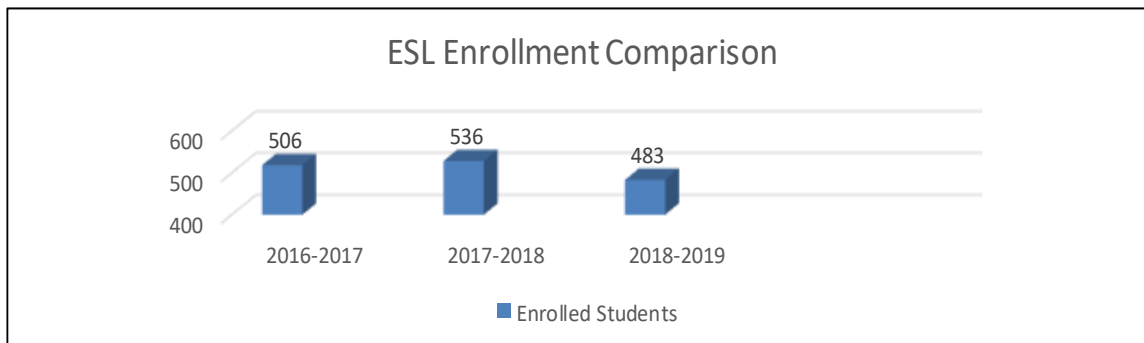
Graph 13



ESL Program

During the 2018-2019 school year, our school served 483 ESL students (**Graph 14**). The variances in numbers of students enrolled over the last three school years can be attributed to factors such as increased number of students attaining employment and finding better or full-time employment, increased transiency, feeling of unease due to the current political climate, and newly introduced non-credit ESL course offerings at our local community college, which are free of charge. The improvements we have made over the last few years in supporting our students in transitioning through and out of our ESL program have also led to lower overall enrollment numbers but more importantly, have led to more effective and efficient learning outcomes and transitions for our students.

Graph 14



Our classes are open-entry, open-exit, and meet the needs of students at all levels of English proficiency. We hold morning and evening orientations twice per week during the school year in our testing center, administered by our testing center coordinator, to accommodate our open-entry management system and to make sure that all students are informed and prepared to successfully enter our classes. Students are given the CASAS Work/Life test series at orientation as one aspect of initial assessment to ensure appropriate class level placement and to establish a pretest.

Our ESL program utilizes a variety of formal and informal assessment methods to monitor student progress such as teacher observation and verbal evaluation, questioning strategies,

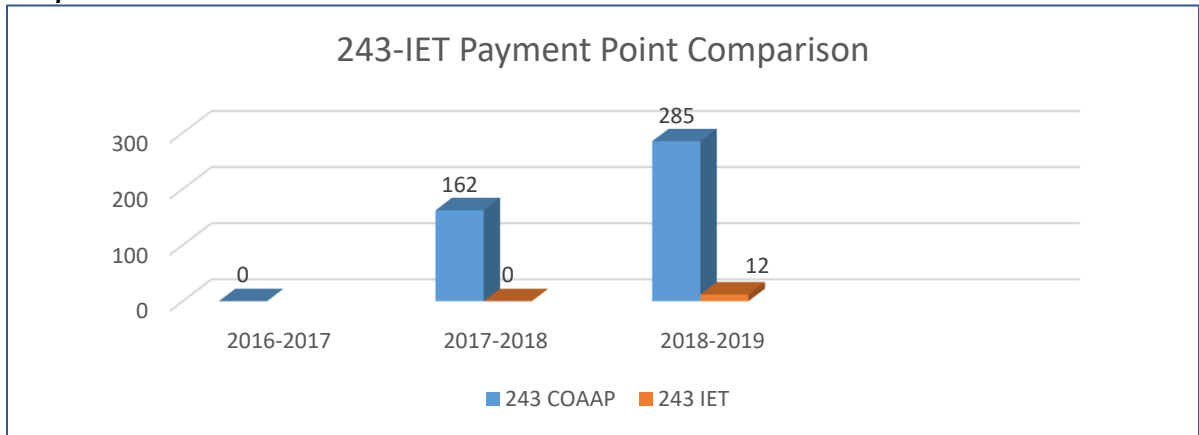
daily check-ins, class discussions, written tests/textbook tests, dictations, Casas skills tests, partner and small group practice, and group projects and presentations. Student achievement is assessed and recognized through our certificate process. Students can receive a great variety of recognition certificates including: perfect monthly attendance, participation based on hours of attendance, level promotion, program completion, CASAS test learning gains, student selected School Spirit, teacher selected Most Improved, and highest hours of attendance. In the 2018-2019 school year, 45 students successfully completed a course level and were promoted to the next course level. Additionally, 14 students (9 LAE students and 5 students from another local Adult Education program who were invited to participate) successfully completed our newly implemented one week intensive bridge program to prepare for transition from our ESL program to community college.

In the past three school years, we have had the opportunity to expand our program to include several new course offerings in order to better meet our students' and our community's learning needs. In the 2016-2017 school year, we collaborated with a local elementary school district to offer an off-site ESL class to support the learning needs of our local community's elementary school level parents. Due to staffing changes and budgetary issues, this course will not be offered in the next school year. In the 2018-2019 program year, we had the opportunity to collaborate with a local non-profit agency, Village Community Resource Center (VCRC), to develop and implement another off site ESL course to meet the needs of the parents of elementary age students who utilize the VCRC's services. This course increased student enrollment over the school year and will be continued in the 2019-2020 school year.

Our ESL program curriculums are based on course outlines that align with College and Career Readiness and Adult Education English Language Learner Standards as well as CASAS competencies. These course outlines are developed by our department and are refined as needed. Our ESL staff functions as a Professional Learning Community (PLC) in order to ensure that all teachers are following our established curriculum and to provide a seamless continuum of services. This system ensures that students moving up to the next course level feel confident and secure in their new, more advanced setting.

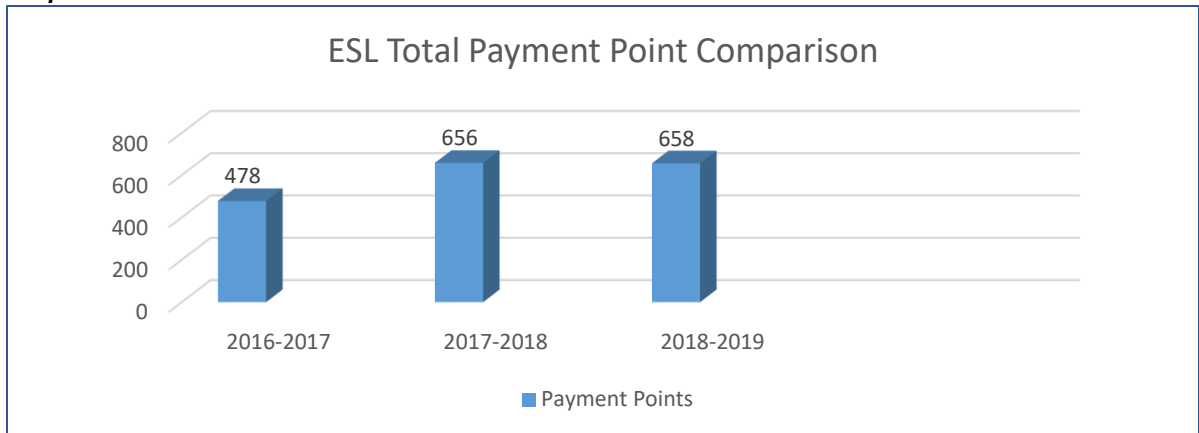
Our ESL program has put in great efforts over the past three school years to strengthen our EL Civics 231 COAAP program and to develop and implement new 243 IET career pathways for our students to better support and expedite their transitions from our programs to careers and secondary education opportunities (**Graph 15 next page**). In the 2017-2018 school year, we introduced two new 243 COAAP classes: Basic Computer Skills for ESL Students and Workplace Communication and Presentation Skills. In the 2018-2019 program year, we introduced our completed EL Civics 243 IET Career Pathways for Business Information workers and Retail/Hospitality workers. Students now have the opportunity to complete our 243 IET ESL courses and then transition to our CTE program to complete English for the Workplace or Computer Basics Plus. The 2018-2019 program year saw our first ESL students successfully completing our career pathways. In just three program years, we have increased our overall EL Civics 243 payment points from 0 to 285 and our 243 IET payment points from 0 to 12.

Graph 15



Our data for the last three years indicates a sharp rise in payment points between 2016-2017 and 2017-2018 due to the introduction of our EL Civics program and our testing center/testing center coordinator which has enabled us to improve our attainment of students with paired test scores (**Graph 16**). We are extremely encouraged by both our growth in the very important 243-IET payment point numbers and our stable attainment of CASAS payment points despite lower enrollment numbers.

Graph 16



For the 2017-2018 and 2018-2019 school years, our program performed well above state standards at all ESL Educational Functioning Levels as compared to the statewide goals (**Table 15**). The only exception over the last two school years was in the advanced level/2018-2019, which performed below the statewide goal at 19.8%. This lower achievement percentage can be attributed to mid-semester staffing changes and both unstable attendance and enrollment numbers throughout the year at the advanced level.

Table 15 Educational Functioning Level Completion Rates (ESL)

Level	CA State Goal 2016-2017	LAE 2016-2017	CA State Goal 2017-2018	LAE 2017-2018	CA State Goal 2018-2019	LAE 2018-2019
Beg. Literacy	62	100%	63%	83.3%	59%	62.5%
Beg. Low	63.03%	83.3%	64%	82%	57%	100%
Beg. High	61%	81.40%	56%	80.85%	62%	72.55%
Inter. Low	53%	61.61%	54%	65.42%	49%	65.63%
Inter. High	51%	47.95%	52%	65.43%	44%	64.89%
Advanced	26%	29.29%	27%	33.67%	26%	19.98%

For all students with both pre and posttests, our CASAS Benchmark raw data for the past three school years shows significant increases in students achieving gains from the 2016-2017 to 2017-2018 school years (**Table 16**). These increases can be attributed to the establishment of our Testing Center and the introduction of a dedicated Test Center Coordinator as well as a greater emphasis on CASAS data analysis in our PLCs. Notable is the increase in students achieving no gains from the 2016-2017 school year to the two following school years. This increase indicates a trend that our ESL program needs to further examine in order to determine how to decrease the number of students achieving no gains. Contributing factors that should be considered are lower enrollment numbers in the past two school years and the increased transiency and unstable attendance trends of our ESL student population.

Table 16 CASAS Persister* Benchmark Data

	2016-2017 ** (352)	2017-2018 ** (362)	2018-2019 ** (345)
No Gains	46%	40%	40%
EFL Gain	54%	60.5%	60%

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

** Total # of persisters for the school year

Data from our National Reporting System (NRS) Preliminary Persister reports highlights variances over the last three years in our persister percentages (**Table 17**). High Intermediate was the only ESL level that showed steady persister increases over the last three school years. While there were small variances in persister percentages in all other ESL levels, the significant overall trend is the steady average persister percentage increase program wide from 82% in 2016-2017 to 85% in 2018-2019. This increase can be attributed again to the establishment of our Testing Center and the introduction of a dedicated Test Center Coordinator which has resulted in greater student follow up to achieve both paired test scores as well as a greater emphasis on CASAS data analysis in our PLCs.

Table 17 Percentage of Presisters

ESL Level	2016-2017	2017-2018	2018-2019
Beginning Literacy	47%	71%	73%
Low Beginning	82%	73%	91%
High Beginning	88%	76%	85%
Low Intermediate	85%	92%	86%
High Intermediate	75%	82%	88%
Advanced	86%	84%	83%
Average	82%	83%	85%

* Total # of enrolled students at EFL level

The success of our ESL program is consistently confirmed through our student retention rates, data collected, and student feedback. Our students are able to achieve their key goals of attaining and retaining employment, increasing community involvement, supporting their children in their educations, and preparing themselves to transition to the next steps in the own educational plans. Our students are also able to successfully transition within our own program levels in an efficient manner as well as to continue towards their goal attainment by advancing to our ABE/HSE program and community college.

Additional Online School Program and Course Description

Provide a succinct summary of all types of online instruction and specialized programs offered, such as IB Diploma Program, college/career readiness programs (CTE, academies, Pathways), school/college partnerships, AVID, GATE, independent study, and other alternative education programs.

Online Programs

Liberty Adult Education offers two on-line programs. One is available in our individualized Learning Center for our High School Diploma (HSD) Program and one through our High School

Equivalency (HSE) Program. Our on-line curriculum is initiated onsite and fully managed by our staff. All students must do an initial registration, orientation and take a CASAS Pre – Test to enroll. In the HSE program students enroll for 10-weeks at a time due to the number of seat licenses. Student may re-enroll if they are fully utilizing the program. The HSD is an open entry program but all students are required to submit a transcript for evaluation, attend the initial orientation, pretest and must attend at least the first 3 learning Center Labs (2 hours weekly), in addition to work at home. After 3 successful weeks the student may use the Learning Center on a drop in basis as needed. The teacher may require additional attendance if the student is struggling or for lack of progress. With this model, "Motivation is the Key". In order to complete a 5 credit course, students are required to work online 30-50 hours. **(Refer to page 23)** for more detailed information regarding our HSD program using Edgenuity®.) Both of these programs allow the students to work 24 hours - 7 days per week.

Edgenuity® Courseware: High school diploma course curriculum that is aligned with state standards, the Common Core, and Liberty Adult Education's course objectives. Instruction is delivered through its online platform that includes direct instruction videos featuring expert on-screen teachers with rigorous assignments, performance tasks, and assessments.

Essential Education GED® and HiSET® software test preparation: a Self-directed, cloud-based software application that prepares adults for both the GED® and HiSET® using lessons across the subject areas of the exams and adapting them into a personalized lesson plan for each student.

Edgenuity® courses for LAE high school credit that meet graduation requirements include the following:

Science: Earth and Physical Science, Biology/the Living Earth, Chemistry, Physics in the Universes
Math: Algebra 1, Geometry, Financial Math, and Personal Finance
English I – IV
Social Studies: World History, US History, American Government, and Economics
Other Required/Additional Electives: Visual Arts, Strategies for Academic Success, Career Planning Development, Lifetime Fitness, Foundation of Wellness
Health: Contemporary Health

Edgenuity® furnishes a significant amount of student data for teacher/student review. Each time a student logs onto a course, a progress report is visually displayed for users to recognize progress in relation to the amount of time remaining in the semester. Teachers can access a session log for each student to determine how much time the student has spent logged onto the course, allowing staff to track student's progress and key issues that are emerging. This allows immediate teacher intervention to assist students with areas of curriculum that may be challenging. This data also provides staff with the average time needed to complete each course to more clearly inform and support students at the start and throughout the course. A number of reports are available for and administrators to analyze strength and key issues of support. The Lead Teacher summarizes student data on a weekly spreadsheet for review by all staff and administrators.

Edgenuity® provides both formative and summative assessments. Most students are enrolled in courses that allow for a pre-test option so that students can test out of lessons by earning a 70% or higher score. At the conclusion of each short lecture, students answer various types of short response formative assessments to assess their understanding of important concepts. Each unit course has a 25 question test. Each course culminates with a cumulative exam. Essential Education provides assessments throughout the exam preparation material to support students in understanding their areas of proficiency. Once students have measured their progress through each assessment, the correct answer for every question is provided.

The Online High School Equivalency Program is comprised of Essential Education GED® and HiSET® software for test preparation. This is a self-directed program, based in the cloud allows our students to prepare for either HSE test. Students enrolled in the online HSE Academy initially attend on-site orientation at LAE's testing center. During this process, they take the CASAS Goals series assessment and are informed that the teacher of the class will contact them immediately to start instruction.

The Online HSE Academy teacher then contacts the students via email with initial requirements and expectations of their online learning program. This also includes instructional material regarding hardware and software requirements of running the program on off-site computers, log in instructions, and contact information. The students utilize this program off-site but have the continual support of our teachers to help with any needs they have.

This program includes multiple teaching strategies to reach each student no matter their learning style or learning level. The program is an asynchronous, adaptive program that assesses each student's initial learning level and then determines the appropriate personalized education plan for each student. The students are able to start at any time during the school year and work at their own pace to further their progress. As indicated above, they also have continual access to an instructor as needed.

The Essential Education program class is overseen by a certificated teacher who utilizes the learning management system to track both attendance and student progress on a weekly basis. The program allows the teacher to review each student's progress with complete oversight and has strategies in place that teachers can utilize to help students who need remediation or extra help. While the program is interactive and determines the student's placement level, the teachers are able to assign additional lessons if they determine more practice is needed. This program also assesses the students regularly at the end of each learning lesson and they are able to take comprehensive practice tests for both the GED ® and HiSET® as desired. These comprehensive tests not only give the students an idea of what they will score on their HSE exam, but also give them the ability to review the answers to questions they missed.

All students in the Online HSE Academy have the full support of qualified, certificated teachers as well as school support staff which includes our office staff, testing coordinator and paraprofessionals. The students' progress is monitored by their teachers who are able to adjust the course to better benefit the students. The students also are able to contact their teachers anytime they feel they need help or have questions. In addition to the academic support, the students also have access to LAE's Career Center and the Career and Transition Specialists who work there in order to help them determine the next steps in their pathways. Liberty Adult Education provides comprehensive support for all of our students, including our distance-learning students.

All Learning Center and Essential Education activities are facilitated and managed by credentialed teachers, counselor, and overseen by the school's administrator. The school's office and testing support enrollment.

All LAE students have access to student support services, counseling, college/career preparation support, and health services through our AJCC located in room 20.



CHAPTER II

Chapter II. Progress Report on Key Issues since the Previous Self-Study

The Leadership Team, consisting of the Director of Community Education, Coordinator of Adult Education, and three Lead Teachers in CTE, ESL, ABE/HSE, the Lead Adult Education Secretary, Data Secretary, and Clerk Typist II have taken on the primary responsibility for ensuring that the process for implementation of the Action Plan is carried out. A separate document was created for monitoring the Action Plan called the "Liberty Adult Education-Report of Progress/Accountability".

Evidence is given to the Clerk Typist II on a regular basis. She places the evidence in the proper Action Item Binder and updates the report of progress accountability document. We believe we have a very organized system in place for monitoring our Action Plan.

The Leadership Team meets monthly 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 monthly meetings. The PLC consists of the Lead Teacher for that program area, other teachers, paraprofessionals, and office staff. As mentioned previously, the Lead Teachers serve on the Leadership Team so the information is shared bi-directional. The office staff has formed a PLC as well and they meet every other month. Together these teams monitor and adjust the Action Plan as needed.

The PLCs are very data driven. Student achievement data is a standing agenda item. Our Data Secretary attends all the PLC Meetings to share and discuss data reports that pertain to students' learning progress and outcomes for each of the classes.

Liberty Adult School has enhanced its mechanisms for sharing the follow-up process with stakeholders. The Director of the Community Education Center reports out monthly at the local board meetings in regards to LAE and IHS regarding progress/highlights. The Coordinator of Adult Education attends and reports out at the Superintendents Administrative Cabinet quarterly meetings. At the July cabinet meeting she shares a "Fact Sheet" regarding enrollment and student achievement data. In July and January the Coordinator writes a letter of reflection to all staff members that highlights accomplishments and progress in the Action Plan steps. She also writes a "Message from Our Coordinator" in our bi-annual catalog that reports out various updates and changes throughout the year. In each catalog, we share five to seven "Student Success Stories" from the various programs. The Coordinator reports out bi-monthly to our Advisory group which is the Workforce Integrated Networking (WIN) group through East County EASTBAY Works and also at our CCWC Meetings. LAE holds 3-4 "All-Staff Meetings" where WASC updates are highlighted. At these meetings the members of the Leadership Team present a professional development activity that pertains to one of our action plan goals. Lead teachers' report out WASC Action items and updates at their monthly meetings. We have also added a WASC link on our web site of our full report.

GOAL # 1: Professional Learning Communities (PLCs) Structure

Key Issue: Strengthen the PLCs to determine program change and professional development

Our initial step to strengthen our PLC structure was to utilize our district resources. In 2014-15 school year, the Director and Assistant Director conducted a presentation regarding Professional Learning Communities (PLC) vs Small Learning Communities (SLC). LAE had implemented SLCs by program area in 2008-09 school year not realizing that SLCs are often developed around a specific curricular/career theme with student involvement. After our district training, the Adult Education Coordinator, and Lead ESL and CTE Teachers attended a 60 hour Professional Learning Communities Institute through CALPRO from March of 2015 to October of 2015 to ensure the proper implementation of PLCs. LAE is "student centered" so our students are the real beneficiaries of the learning teams.

After our training, the LAE Leadership Team met and reviewed chapters in the “Team to Teach” book. This book is a facilitator’s guide to professional learning teams. At this time, we decided to switch from SLCs to PLCs. The PLC structure fit better with our school. We have established PLC teams that are committed to student learning with a shared vision and work and learn collaboratively. Our Professional Learning Communities (PLCs) have established annual Smart Goals for each of the core programs to enhance student learning. Once the individual PLCs develop their Smart Goal, the Leadership Team looks for a common thread and then develops a school wide Smart Goal. At the “All Staff Meetings”, we then do a PD training that pertains to the school wide Smart Goal.

PLCs identify specific student needs that help us craft the Smart Goals to address. This in turn leads to necessary professional development and program changes. Through feedback from the PLCs there was a common thread that many of our students have special needs that challenge them and make learning difficult. Our school wide Smart Goal for school year 2017-18 was to Enhance Staff Awareness to Recognize Learning Disabilities. At each “all staff” meeting, we invite speakers/trainers to join us to enhance our awareness and to recognize learning disabilities so we may better serve the students for improved student learning and outcomes.

Our most recent school wide Smart Goal is (SY 2018-19): In order to increase our positive and supportive learning and work environment; we will utilize the 21st Century Skills model to promote staff self-awareness, communications, and collaboration. This will be measured through staff surveys and staff feedback as well as student course evaluations and test scores. At our 2018 December All Staff Meeting, we did a professional development training on communication styles and the New World of Work Badges. After reviewing the Staff surveys in July, 2019 we felt that this Smart Goal had a positive outcome.

- 72% of our staff surveyed responded always or often that the school leadership provides opportunities for participation, team building, & collaboration.
- 74% of our staff surveyed responded always or often that administration is responsive to their problems and concerns.
- 73% of our staff feels the school's environment fosters and reflects trust, respect, and professionalism.
- 80% of our staff surveyed responded always or often they have enough assistance from support staff in order to succeed in their duties.
- 94% of our staff surveyed responded always or often that LAE is a pleasant place to work.
- 98% of our students surveyed responded always or often that our teachers at LAE act professionally.
- 93% of our students surveyed responded always or often that they feel comfortable asking questions in LAE classes.

In 2017-2018, the ABE/HSE PLC Smart Goal was to increase the number of students who moved from the ABE classes into the HSE preparation classes. Through the collaboration of the teachers, and review of the data, it was determined that math skills needed to be addressed. Two software programs were added to the curriculum, and proved to be successful in pursuit of this objective. There has been a 35% increase in students moving from ABE to HSE preparation classes.

The most recent ABE/HSE Smart Goal is to use 21st Century skills such as digital fluency, empathy, self-awareness and collaboration to support members of our teaching team and also serve as role models to students. Utilizing these attributes, we will support our students and facilitate the journey along individual learning pathways, reducing the time needed for our students to move to the next level (ABE to HSE, HSE to HSD). This will be measured using testing data and student and staff surveys through the school year.

The ESL Department, through their PLC, has developed a system for greater CASAS data analysis by comparing learning gaps across test levels after each testing cycle. For example, it was determined that our Advanced ESL students were achieving the necessary reading score to advance to our ASE Program but many did not possess the required writing skills. Based on this PLC collaboration we developed a Writing Course to meet those students' needs. Data analysis is a standing agenda item for all of the PLC meetings in order for all staff to have a better understanding on how to utilize the data for program improvement. Some of the greatest areas of growth have been increased teacher collaboration, greater team cohesion, peer observations, and increased tracking of student progress for better student outcomes.

Through the PLC structure, we have determined what data analysis is the most crucial for improved student learning. We have established regular meeting schedules for all of our PLCs as well as "All Staff" Meetings" to focus on student learning and for improved outcomes.

Example: After CASAS testing, test results are shared with the ESL PLC members and broken down by class. They review the Competency Performance Summary Report that displays class site level results by test form and evaluates by test item, by competency, and task area. This report help teachers determine where to focus instruction and learning. Sharing similarities and differences in results help the team to identify their Smart Goals and use them more efficiently for instruction.

LAE uses the following tools and activities to determine professional development plans to address students learning needs: Five to ten week course/ student evaluations, evaluation results summary, CASAS competency gap charts, CALPRO professional development assessments, staff surveys for the technology plan through OTAN as well as through our annual CAEP Plan. As evidenced by the Report of Progress/Accountability Report, many other professional development training certificates in ESL, CTE, ABE/HSE instruction and CASAS analysis have been earned by our teaching staff, testing proctors, and support staff.

Our office staff has established a PLC that meets regularly to improve our procedures and processes. This has had a positive impact school wide. Some examples are implementation of CASAS eTesting and improved intake process for data collection.

GOAL #2: Data Collection and Analysis

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

We continually discuss ideas on better tracking of students after they exit our programs. Through our CCCAEC, we have established a Data Work Group. This work group meets once a month. The key data person from each member's organization attends these meetings. They investigate new tools to help us better track our students through each adult school, community college and countywide. We are looking for better ways to share data, collaboratively. They have implemented a new database for better tracking between organizations called CommunityPro that our Transition Specialist uses.

Through our PLCs and Leadership Team, we brainstormed a process for our Transition Specialist to visit the ESL, ABE, HSE, and HSD classes at the beginning of the school year to establish Student Learning Plans (goal setting) with each of the students. He revisits the classrooms every 10 - 12 weeks to track their progress on their goals and to capture any new students.

We have established a script for calling students that have not returned to class after a two-week period. All programs, school wide, use this system. The teachers use input from these phone calls to complete the TOPSPRO update form and improve student retention. Our office has implemented a Pearson Vue test release form to obtain GED test results.

Each PLC has a standing agenda item to monitor and increase student achievement and outcome through ever-changing data collection and analysis. Having the Data Secretary attend the PLC meetings ensures ongoing training and continuous professional development in this area. Through this process, we have seen significant progress in student promotions, setting smart goals, and improved retention rates in various program areas. For example, 45 ESL students completed advanced level ESL. Due to CAEP funding, in school year in 2016 - 2017, we were able to hire a FTE school secretary dedicated to data collection. We have implemented additional CASAS modifications for better placement of students. We converted to CASAS eTesting, which now automatically assigns a locator test. We have also implemented the CASAS Listening Appraisal, Government / History and Citizenship Test. We chose to upgrade the ABE/HSE to the Goal Series CASAS Test before the required implementation date. These tests are aligned with the College and Career Readiness Standards. The assessments are more aligned to what they are learning. LAE converted to eTesting in October of 2016. We are piloting different processes to establish a smooth transition from paper and pencil testing to computerized tests. We purchased laptops for our ESL, ABE and HSE Classrooms to train our students on computer basics to be better prepared for computerized testing. After exploring the feasibility of a drop-in assessment center, we made the decision to establish a center. We were moving towards computerized testing so we converted room 15 into a testing center. We were able to purchase new computers and monitors for the center. With AEBG monies, we were able to hire a dedicated position for the assessment (testing) center. This person works a split shift for more convenient testing hour's availability. Our Data Secretary and Testing Center Proctor are CASAS trained and certified annually, and work very closely together to assure accurate data and testing outcomes. Due to these improvements, we have increased the number of students testing by 18% since the Testing Center has opened. We are better able to address student needs and adjust curriculum as needed. Due to several of these changes, we have increased our WIOA Title II payment points from 609 (SY 2016-2017) to 834 (SY 2018-2019). This equates to increased WIOA Title II funding by \$22,489.00.

To improve our process of distributing data information school- wide, we have contracted with a new webmaster to improve our website and to continue to share information through a bi-annual letter to all staff members. Our new Data Secretary sends emails and memos to the entire staff. Data information is shared among PLCs on a monthly basis and three times each year at our "all-staff" meetings. Promotions within programs are shared at end of session celebrations, on a student success board and during bi-annual awards events. We have established a "Good News" bulletin board in the Adult Education office.

The Adult Education Coordinator is on the Superintendent's Administrative Cabinet and reports out at each cabinet meeting. LAE continues to try new ideas for sharing data information school-wide.

GOAL # 3: Instructional Practices

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

This growth need, related to instructional practices, has seen much progress. We have many examples of professional development trainings and certificates under Goal 1 in our Evidence binder. Our ESL, CTE, ABE and HSE programs have expanded the use of guest speakers, field trips to local events and to our new City of Brentwood library/media center, and use of technology. Our AJCC Staff visit the classrooms on a regular basis to share employment resources and convey information to our students. The Transition Specialist, from our local community college, visits our campus frequently to participate in our college transition workshops. Our ESL and CTE teachers are incorporating career readiness skills into new curriculum. Our Employment Specialist and our Transition Specialist assist in presenting segments on career related skills to each student. Our CTE teachers invite inspirational speakers to address our students at their award ceremony events. Employers present job opportunities to students school-wide in our AJCC. We invited a variety of speakers/trainers to

do presentations on learning disabilities at our Schoolwide Staff Meetings. ABE/HSE invites guest speakers to their award ceremonies to share their story about overcoming educational struggles.

LAE hosted a literacy event, where speakers from various organizations discussed the importance of reading to school age children. We did break out sessions and included a very successful book give away. LAE also hosted a resource fair that included over thirty-five (35) organizations.

In order to verify that SLOs are included as part of all course outcomes, the Lead Adult Education Secretary reviews and organizes all course outlines with each new catalog on a regular basis. She communicates with the teachers through emails when course outlines need to be revised or created for new proposed classes.

During the summer of School Year 2017–2018, the ESL PLC spent budgeted professional development resources organizing, planning, and developing curriculum for the implementation of WIOA, 243 COAPs (Civics Objectives and Additional Assessment Plan COAP). These are efforts to connect literacy to the lives of English learners. They also reflect students' experiences as community members and parents with the emphasis on participation in the workforce. It gives the learners the opportunity to participate in literacy instruction, workforce preparation activities and workforce training. The largest increase in our WIOA Payment Points that year was a result of all the hard work from both the teachers and students for passing 1 or more of the 243 COAPs as well as their other studies.

Using technology in the classroom has always been a priority to enhance instruction. Computers and monitors have been upgraded as needed over the past (3) years. The district's network has also been upgraded to a "Windows based" system. In January Of 2019, we were able to upgrade all staff and student computers to Windows 10 and MS Office 2016. LAE was the pilot for the entire district.

Wireless technology was installed "district wide" as part of the districts technology plan. LAE purchased ActivPanels and class flow computers for instructional use in the core classrooms. A total of two (2) laptop mobile carts were purchased with sixty (60) laptops to integrate technology across curriculum to be shared in our ESL and ABE/HSE classrooms. We have incorporated the use of grammarly.com into the CTE classes and we use a Google translate in our ESL classrooms. We also added Learn Zillion.com, catchupmath.com software and expanded Essential Education from 50 to 100 seats. We made exceptional progress on this action step. We now use an online HSD Program called Edgenuity®.

Our Employment Specialist is establishing relationships with employers and further reviewing the feasibility of internship programs for our CTE students doing business related classes. Through our business employment engagement work with our consortium, we are also reviewing the possibility of internships countywide. In July of 2019, we hired a new CTE Teacher who has shown interest in developing an internship program. This is still an ongoing action item.

We revamped our Teacher Handbook three years ago and continue to update it as needed. It is an ongoing project. Our Coordinator and Lead Secretary review the handbook on an annual basis. The Lead Secretary tracks who receives the revised handbooks to ensure all teachers receive a copy.

Our leadership team has reviewed various teacher evaluation forms. We continue to explore the feasibility of a formal written evaluation of our teachers. We have implemented classroom observation procedures and a form. Our lead teachers "drop in" and observe instructional practices to help support the teachers. The lead teachers provide verbal and written feedback to the teachers. The ESL PLC implemented a Peer-to-Peer evaluation process and developed an observation form. This form is available to all teachers in our staff room resource boxes.

They found it was hard to schedule some teachers due to their work schedules but overall the teachers thought the process was very beneficial learning experience. We have not been able to schedule the observation for 2019 – 2020 SY due to time pressures and new teacher trainings. Professional Development is one of the highest priorities at LAE, as we believe it will improve student learning. Our teachers attend instructional professional development summits, conferences, webinars and workshops on a regular basis, as evidenced in our Progress/Accountability folders.

GOAL # 4: Information Dissemination and Feedback

Key Issue: Strengthen school and communitywide information dissemination and feedback

As mentioned above in Goal 1, we have contracted with a new webmaster to enhance our website. We have added a WASC page, plus access links to our Facebook site and partnering agencies and organizations. We have also added a suggestion box (located outside the LAE front office). We continue to brainstorm strategies to get the word out in order for this box to be a useful tool. We mail out a quarterly partner letter and flyers sharing information on new classes and programs. We use this letter to attract more male enrollment. This has been effective through our partnership with State Department of Rehabilitation.

Restructuring our PLCs and opening our Testing Center has made a significant difference with regards to data collection and student outcomes. The PLCs have incorporated various types of reports such as Learning Gains, CASAS GAP test results and the web based attendance for reporting drops, grades and completions.

LAE staff continues to extend our efforts to enhance the understanding of our SLOs and Mission Statement. We have incorporated a student check-off list during our new student orientation, and the students sign a contract. The SLOs and Mission Statement are a part of that contract. We have the Vision, Mission and SLOs posted in all of our classrooms. In our ABE and HSE classes, the students review the Mission Statement and SLOs, participate in a related learning exercise and are given a follow up quiz. CTE teachers review the SLOs with the students every five (5) weeks and during their orientation. The lead teachers are considering using the ActivPanels to enhance the understanding of the SLOs and Mission Statement. This is a continuous work in progress due to our fluctuation of student enrollment.

The Adult Education Coordinator frequently attends community, county, school district and agency forums and events to promote community awareness regarding our mission, and student learning outcomes. In fact, LAE received an award for Prosperity in Partnership/Commitment to collaboration from America Job Center and State of California Employment Development. The coordinator also attends bi-monthly Workforce Integration Network (WIN) meetings, reports out on student successes and provides program awareness information. Our Career Connections Employment Specialist attends the monthly Brentwood Chamber of Commerce meetings. On our new website and Facebook page, current information is shared regarding student achievements. The community is invited to our achievement and awards events. The Director reports out on Adult Student Successes at the LUHSD Board Meetings. The Director and Coordinator have been invited by the Superintendent to do board presentations on LAEs programs. LAE does an excellent job of sharing student successes.

LAE uses a variety of methods to inform students about support services. Staff conduct classroom orientations each quarter or semester depending upon the type of program. During these orientations, teachers distribute "Student Flyers" that list information regarding educational and guidance services. Each teacher announces and posts the monthly calendar of services for the AJCC and conducts "field trips" to the center. Each classroom is provided with a County Resource Guide for special services such as housing, food, medical, dental, and many other services. These are also posted in the student lounge. Our AJCC center provides students with multiple resources. The Career Connection/Employer Specialists and Transition Specialist frequently visit the classrooms to increase student awareness of services and events

both on and off campus. The teachers continue to announce and post flyers regarding the community food closet and food baskets for LAE students. Scholarships and other services are also reviewed. LAE has done a very good job of hosting and attending community events to increase community awareness regarding programs and community based organizations (CBO). LAE has hosted events such as:

- Recruitment and Hiring Fairs
- Community Resource Fairs
- Family Literacy and Free Book Give Away
- Covered California Workshops

LAE also participates in many off campus events such as the Veteran's Job Fair, Dozier Libby Medical High School Career Day, IHS Career Day, City of Brentwood Business Expo, Brentwood Regional Community Chest Food and Toy Drive, and many others. Each year many students from our art classes exhibit their work in the annual "Banner Up" program hosted at the Brentwood Community Center in conjunction with Brentwood's Economic Development "Better in Brentwood" Program. Our LAE students actively participate in these events and the end result has been more productive community members.

Below is the visiting teams' statement on our Mid-term visit in March of 2017 regarding our Progress on Critical Areas for Follow-up/Schoolwide Action Plan.

Recommendations:

The Visiting Committee discerned that LAE has made excellent progress on key issues as reported by the previous Visiting Committee from LAE's Self Study in 2014. As noted in this report, LAE address the critical areas for follow-up in a systematic and comprehensive way that addresses and advances the school's vision, mission and Schoolwide Learning Outcomes. Significant changes that altered the way the adult schools operate in California in regards to funding and programming impacted many adult schools throughout the state, particularly LAE. Nonetheless, the school rallied and faced new challenges with less funding and new infrastructure, accountability and staffing to meet student needs. LAE is to be commended for their reorganization and attention the local community needs and how to respond.

The Visiting Committee recommends that LAE address emerging areas of concern that include:

Hire an internal (not consortium wide) Transition Specialist to work on outreach, student mentoring and facilitating a 'warm hand-off' to career and college environments.

This is a work in progress through our CCCAEC. In our 3-year plan for 2020 – 2023, we are revisiting our structure and the item that will be reviewed.

LAE is facing moderate enrollment growth again and as a result has waiting lists in some classes/programs. The Visiting Committee recommends that LAE advocate for additional funding from their consortium to expand services that meet student and community needs and eliminate waiting list in order to serve students in need.

School year 2018 – 2019, we had no waiting lists due to the expansion of the Antioch Adult School. They had a very small program and we were serving over a 100 of their students. They have added ESL classes which has taken the strain off our program.

The Visiting Committee recommends that LAE advocate strongly for additional capacity to serve the community and to ensure the facilities are adequate for additional programming. Whether this takes place in existing facilities (Independence High School) or through participation in District bond funding to create new/additional instructional space is a question. Other options may be for LAE to analyze how it utilizes existing facilities and consider focusing on WIOA/CAEP programming and if fee-based programming may be better served through

another agency, partner or District facilities.

This is no longer an issue due to lower enrollment in our ESL program and partnership with CBOs and the City of Brentwood. We also gained back two rooms after the EASTBAY WORKS closed at 281 Pine Street. The district is now utilizing the Pine Street building for their professional development activities and not our classrooms.



CHAPTER III

Chapter III. Self-Study Findings based on the ACS WASC Postsecondary Criteria

Criterion 1: Institutional Mission and Schoolwide Learner Outcomes

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

LAE MISSION STATEMENT:

Liberty Adult Education is committed to equipping adult learners in our community with the skills necessary to succeed in our global society, enabling our students to achieve their career, educational, and personal goals

The mission statement of Liberty Adult Education is the cornerstone of everything we do and reflects our commitment to equipping adult learners in our community with the skills necessary to achieve their goals. Our mission statement is always at the center of Professional Learning Community (PLC) and Leadership Meetings. We have developed an ongoing process to ensure all course outlines have included the Student Learner Outcomes. We are continuously evaluating the needs of our student population through the orientation, assessment, data analysis, and goal setting process. LAE is governed by the Liberty Union High School District Board of Education, which has established policies that regulate all aspects of the adult school's operation and programs. As part of the Liberty Union High School District, LAE is authorized by the California Department of Education (CDE) to grant high school diplomas and credits. Annually LAE submits an A22 to the California Department of Education for course approvals and then goes to our board for approval. Our last two six year WASC Accreditations validate the integrity of our school program.

Evidence 1.1

Giant Post-Its Notes

Course Outlines

A22 Board approval

Meeting Agendas and Minutes

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

The mission statement was originally established in 2005, by the LAE Leadership Team as part of our first full WASC Self-Study. Since 2005, we revised the mission statement four times to adhere to the ever changing adult education system that aligns with our CCCAEC focus which is pathways to college and career that leads to higher education and increased economic opportunities for all students in our region. We also need to stay in line with our school board's educational purpose. Both bodies support the same outcomes. The mission statement is reviewed on regular bases and was last reviewed in 2018-19 academic year by the Leadership Team, staff, and all stakeholders. It was determined at the time to make necessary revisions

in order to better connect to current student needs and the new CCCAEC three year plan. It was approved by the LAE Staff and all stakeholders.

The Mission Statement of the LAE is posted in every classroom and is discussed during CTE classroom orientations. Even though the surveys state 80% of our students were aware of our mission statement and 73% of our students were provided information regarding our SLOs in SY 2018-2019, many new students were not. The Leadership feedback indicates that continued efforts are needed to further enhance our orientation process to ensure all new students are made aware of the mission statement and SLOs. Our mission statement is in our catalog that is published two times a year and is distributed to over 62,000 community members. It is posted on our website and in the staff handbook as well.

Evidence 1.2

Copies of LAE Catalog reflecting Vision, Mission, and SLOs
Listed on LAE Website (www.libertyadulted.org)
and Posted in Every Classroom
Staff Handbook
Orientation Handouts
CCCAEC 2019-2023 Plan

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 to equip them to be successful in our global society?
- What do we want our students to accomplish as an end result of being a participant in our program?

LAE's mission statement is the cornerstone of our program planning and decision making process. All key decisions are made with focus on our overall goals to equip adult learners in our community with the skills necessary to succeed in our global society, enabling our students to achieve their career, educational, and personal goals.

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

The result of our student surveys indicate LAE students feel supported and encouraged. 94% feel LAE meets the needs of our community, and 92% feel that our school environment fosters and reflects trust, respect, and professionalism, 93% surveyed always or often feel they are able to apply what they learned in class to everyday activities which is evidence of our successful implementation of our Mission and SLOs.

Evidence 1.3

Meeting Agendas and Minutes
Surveys

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.

At our Leadership Team meeting in September 2018, we decided our theme for the current school year would be “How to be a Teacher Leader and Promote Change” due to feedback from the PLCs. This set the tone for our school wide Smart Goal which is to increase our positive and supportive learning and work environment; we will utilize the 21st Century Skills model to promote staff self-awareness, communications, and collaboration. At this meeting, it became clear that our current SLOs were focused on soft skills and needed to better align with our mission statement. We examined our Vision, Mission, and SLOs. It was decided our vision statement was still a declaration of LAE’s objectives, to guide our internal decision-making, but it was time to better align our current mission and SLOs. The Leadership Team brainstormed some thoughts on possible changes for the Lead Teachers to take back to their PLCs. We merged together the feedback from the PLCs to develop more concise student learner outcomes. The new mission and SLOs were presented to all staff for further suggestions. At our May 2019 “All Staff Meeting”, the Mission and SLOs were approved. See below.

Liberty Adult Education students will:

- **Acquire and apply 21st Century Skills**
Critical thinking, communication, initiative, civic literacy, health literacy, digital fluency, social diversity, empathy, social skills, productivity, collaboration, resilience, self-awareness
- **Obtain career, educational, and personal advancement**
Make a plan, know your industry, network, sense of direction, improved focus and effectiveness, motivation, fulfilling relationships, GED certificate, High School Diploma, certificates of completion, program certificates, timed competency certificates, typing certificates, industry certificates, perfect attendance, most hours of attendance, most improved, most learning gains, certificate of participation, school spirit award, certificate of promotion, I got a job, follow-up surveys, citizenship, library card, art show/banner up, better health
- **Access resources to support achievement**
Knowledge of community resources: college & career/transition center/AJCC, DOR, Rubicon, WIOA funds, housing, food bank, clothing, project second chance, transportation; participate in learning activities, set and achieve short and long term goals
- **Strengthen their communities**
Citizenship, volunteer programs: volunteering at children’s school, ESL students volunteered at LHS, field trips to library; family involvement in children’s school, leadership program, non-credit community based learning courses, art shows, senior center activities, city events
- **Pursue lifelong learning**
Set goals, apply appropriate knowledge and skills, engage in self-direction, locate required information, continued education: enrichment classes, art, world language/travel, fitness, mind & body, crafts, computers, etc.

Our surveys indicate that 85% of the staff is aware of the SLOs and 70% have an opportunity for input on how students can meet the student learner outcomes.

SLOs are a critical part of the LAE curriculum although 45% of our teachers say they incorporate SLOs into their curriculum and 42% say they often or sometime incorporate which is very odd due to constant discussions school wide and their responses to the survey responses in the previous paragraph. We resurveyed our teachers in September 2019, and 63% indicated they

always incorporate the SLOs into their curriculum and 26% indicated often or sometime. After the first survey in spring of 2019, a SLO's information sheet was developed to better understand how to measure the outcomes and was included with the second survey. Data from the second survey indicated that the SLOs were incorporated into curriculum. We will continue to use the information sheet to reinforce understanding, and thus integration, of the SLOs into classroom curriculum.

LAE monitors the achievement of the SLOs by classroom observations, CASAS scores, CASAS reports, oral interviews, discussion, demonstration, timed competencies, work samples, role play, portfolios, certifications, diplomas, and promotions. Teachers integrate these SLOs into their daily lesson plans/curriculum through our textbooks which align with state and national standards, and through the New World of Work curriculum. 93% of our students indicated that they are able to apply what they learn in class to everyday activities. When student interviews were conducted, students were asked can you apply what you learn at school to activities at home, some responses were: I use my Math and English in other areas of my life; I apply my personal business using my home computer.

Our support staff exemplifies the school's Mission and SLOs by providing a supportive and professional environment where the students can thrive in their learning environments. 98% of our students feel welcome at LAE and 96% indicated that our staff is caring and helpful.

Students are also supported through an enhanced physical environment. New furniture for the front and administrative offices has been installed. New paint and carpet was installed in most of the classrooms. The parking lot was improved to allow more spaces. The entire outside of school was painted and the district's Maintenance department planted new landscaping.

We often discuss having a student council. We have very dedicated students who would be great student leaders but it is hard to find a teacher who has time to organize and coordinate a student council.

The revised SLOs were published in various school communications, including our catalog, website, and posters throughout the classrooms and student areas.

We also publish a Fast Fact sheet annually that is shared with staff, at Administrative Cabinet and board meetings and given out at community events/meetings. In this manner, connection of all stakeholders to the SLOs is guaranteed.

Evidence 1.4

Meeting Agendas and Minutes

Catalog

Fast Facts Sheet

Certification

Diplomas

Surveys

Information Sheet

Indicator 1.5: The school 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 and meetings, which include:

- OTAN Workshops
- CalPro Workshops

- TOPSpro Enterprise Workshops
- CCAE Conference
- ASAP Training
- GED Academy
- ASCA Conferences
- CAEP/TAP Webinars and Q&A sheets
- CCCAEC Workgroup Meetings
- District Leadership Team
- California Adult Education Administrator Association (CAEAA)
- CCCAEC CTE Workgroup

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 PLC meetings. Based upon results teachers modify instruction or student support in areas that indicate need. We have a standing agenda item at our monthly Leadership Team meetings regarding data collection, testing and student outcomes. The result of our findings determines program changes for the following year.

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 made.

Evidence 1.5

Emails of Trainings
 PLCs PD Binders
 Office PD Binder
 Workgroup Meeting Binders
 Certificates of Completion/Attendance
 Professional Development Plan
 CCAEN Meeting Binder

Indicator 1.6: The school 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 institutional profile data, community and student surveys, course evaluations, student enrollment, attendance, persistence, learner outcomes, and agency input to make sure that various factors are considered. Staff, students, and the community provide input to LAE that allows us to 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.

Evidence 1.6

Emails of Trainings
 PowerPoint Trainings
 Certificates of Completion/Attendance
 CCAEN Meeting Binder
 WIN Meeting Agendas and Minutes
 PLC Meeting Agendas

Additional Online Indicator

Indicator 1.7: The governing authority's online policies are directly connected to the school's vision, mission, and Schoolwide Learner Outcomes.

The school's HSD online program is an essential option for students needing flexibility to complete coursework required for a high school diploma. The online HSE class is an option for students who need an alternative to the High School Diploma program. All courses, teacher management, and instructional session align with Board policy and the school's mission and SLOs-based practices for high school diploma credit.

Students in both programs sign agreements. The online HSE class's agreement outlines the expectations and rules pertaining to that specific course. The HSD program's course agreement outlines the school's rules and expectations for the HSD online program courses and use of the computer lab. Students also sign an Academic Integrity Policy agreeing that they will work independently without the assistance of outside resources or the help others. Staff sign a district Employee Use of Technology Form that outlines the acceptable use of technology and release of liability. The school's technology and hardware are managed by the district who updates and replaces technology as needed.

Evidence 1.7

Board Policy

Use of Technology Form

Student Course Agreement

Strengths:

1. LAE's Mission Statement is the cornerstone of our program planning and decision-making process
2. Mission and SLOs align with current pathways to college and careers
3. Strong Professional Learning Communities with Schoolwide SMART Goals
4. Our students feel they are able to apply what they learn in class to everyday activities
5. HSD Online Program with flexible scheduling to complete requirements for a High School Diploma
6. All Programs align with community needs

Key Issues:

1. Continue to review and identify skills that define achievement of SLOs
2. Involve Students in Schoolwide Planning
3. Continue to enhance our orientation process for new students

Criterion 2:

Organizational Infrastructure and Leadership

Criterion: The school utilizes the contributions of leadership throughout the organization to provide for ongoing 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 school effectively.

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

Liberty Adult Education operates under the authority of the Board of Education of the Liberty Union High District (LUHSD), which follows the rules and regulations of the California Department of Education. LUHSD has five board members, which are locally elected. Together with the superintendent, the five-board members make decisions that best serve all students within its communities. The Board meets monthly during the school year. Community members are welcomed to attend and make brief presentations during the Public Comment agenda item. Board policies, meeting dates, agenda and minutes are available to the public, which are posted on the LUHSD website. The district administration has a clearly defined organizational structure headed by the superintendent and its key leaders.

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 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, Associate Superintendent of Human Resources, Director of Community Education, and Coordinator of Adult Education.. The Adult Education Coordinator is under the immediate supervision of the Director of the Community Education who reports to the Associate Superintendent of Human Resources in which they meet monthly.

LUHSD recognizes and supports the idea that adult learners are an important part of the learning community. According to our staff survey, almost 60% of our staff feels the Board is supportive of the Adult Education Program. We feel 60% is good because some of our part time staff do not participate in "All Staff Meetings" or other school events due to their other commitments. Perhaps, we need to discuss new methods to promote/encourage the importance of staff participation at all meetings and events. The Board of Trustees sets policies that are in alignment with the school's mission. The Director of CEC attends regular board meetings and reports Liberty Adult Education updates. 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 pilot Edgenuity®, the on-line high school diploma program for adult learners, which tripled our diplomas. The Governing Board of Trustees and our Superintendent also supported the Request for Proposal (RFP) process for LAE to become an official AJCC Access Point.

The Director of Community Education oversees and supports the schools program:

Independence High School (serves as Principal)

Adult Education

LUHSD Credit Recovery – Liberty HS

Bridgeway Program (HS GED)

Gateway Program (Community Based Instruction for 18-22 year old students w/special needs)

LUHSD Summer School Program

Frontline Employee Management System for Alternative Programs

Personnel and Student Concerns/Issues

Edgenuity®, the On-Line High School Diploma Program

The Adult Education Coordinator oversees and supports the following:

Adult Basic Education and High School Equivalency

English as a Second Language and EL Civics

Career Technical Education

Training to Support Child School Success

Official Pearson VUE (HSE) Testing Center

Workforce Innovation and Opportunity Act (WIOA Title II)

Carl D. Perkins

Certiport Certifications – MOS Certifications

Enrichment Program

CASAS Testing Center

Active Adult Program

AJCC Steering Committee

Oversees the operation of our AJCC Access Point

Board appointed CAEP Representative

Hiring of Employees - Classified and Certificated

Operations of our Adult Education Office

Oversees Adult Education Budget

Frontline Employee Management System for Adult Education

Nova Reporting for CAEP

Professional Development

WASC

Service Contracts

CalWORKs Contracts

The Director of Community Education attends Principal Cabinet and both the Director and Coordinator attend Administrative Cabinet.

LAE's Leadership Team includes the Coordinator of Adult Education, Lead Teachers from various program areas, Lead Secretary, Data Secretary, Testing Coordinator, and Career Center Staff.

Evidence 2.1

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

Leadership Binder

Indicator 2.2: The leadership of the school 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.

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 him on current events, issues, and concerns related to maintaining a positive student-learning environment.

The Adult Education Coordinator is passionately dedicated to ensuring the success of LAE students and staff. She expertly guides the school and foresees future trends in Adult Education. Through her connections with partner agencies, the CCCAEC 3 – Year Plan and WIOA Title II Grant, she ensures that LAE is on the cusp of innovation in education and industry. 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. Example: Village Community Resource Center (VCRC) had a need for a Speak English Class for their residents. In partnership with VCRC, LAE created a class to increase English fluency for communication in practical day-to-day situations, employment, and everyday life skills. The class is taught at VCRC to accommodate the participants without transportation. Onsite childcare is provided as well. Due to the support that staff receives from leadership; they are able to keep their focus student-centered. Our staff surveys indicate over 70% of our staff feel empowered and respected; staff feels they are treated as professionals. The staff survey indicates that over 80% of the staff always, often, or sometimes has significant opportunities to give input on decision, which affect their work. The administration is open to suggestions for new courses or other improvements to the school that will enhance student learning. 96% of our students surveyed indicated that administration and staff encourage commitment and participation for student learning and 92% of the students surveyed feels the school's environment fosters and reflects trust, respect, and professionalism.

Teachers are encouraged to expand their teaching repertoire. 85 % percent of our staff participate in professional development activities always, often, or sometime. All staff members are encouraged to attend professional development opportunities within budgetary allowances. Due to budgetary limitations, we rotate our core staff so they have a chance to experience attending the CCAE State Conference, which is a wealth of knowledge and positive networking for adult education educators. When on boarding new teachers, they are required to participate in various CASAS Webinars to better understand data and testing reports. If new programs are implemented, training will occur.

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. 86% of our staff feels administration is responsive to their problems and or concerns always, often, or sometime. 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 a variety times throughout the year. For example, during "Staff Appreciation" week, the staff receives a gift with a thank you letter to acknowledge all their hard work and dedication to our program and students. At Christmas, the CEC Staff receives annual calendars and pens with a seasonal greeting and thank you message attached to acknowledge their work. In addition, at the All Staff Meetings the first agenda item is "Special Staff Recognition". The Coordinator presents special recognition awards to staff members that go "Above and Beyond" to make LAE a quality program.

Evidence 2.2

Staff Surveys
Curriculum
Classroom Observations
Staff Meeting agendas
Professional Development Binders

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

LAE evaluates its decision-making structures and organizational process through a variety of practices. These practices ensure that all stakeholders have a voice in the decision-making process.

Through our concentrated efforts for regular evaluation of our program, student achievement, and course offerings LAE uses a variety of methods. Student Course Evaluations are conducted at various times depending on the duration of the course/class. These student evaluations are provided to each student for their feedback, which is created by PLCs and individual teaching staff. The purpose of this feedback, both positive and negative, allows us to make decisions regarding necessary adjustments to current class offerings. These evaluations ask for student input regarding class procedures, learning content, instructional support and student learning outcomes. LAE considers student feedback to be critical data for guiding teaching and learning practices. Teachers also provide feedback regarding their course offerings at PLC meetings. This information further allows adjustments to the course. With each new catalog, a letter is sent to Community, State, and Federal agencies/partners sharing our new offerings and asking for feedback regarding our program. Our catalog solicits community input regarding potential class offerings and community need. Enrollment in a variety of class offerings typically is an indicator of many community needs being met.

At our Leadership and PLC meetings, faculty and staff analyze various data such as CASAS test results, benchmarks, persistence trends, attendance records, course completions, and certificates earned to determine the effectiveness of current programs and curricular practices. The data is shared with the district administration, stakeholders, and reported to the State. Although, we made progress on this goal, we still feel, we need to continue to develop processes to better utilize our website to solicit feedback. We have installed an "Above and Beyond" Solution Box in our reception area for community members, current students, and staff to share issues or concerns. This was an action item from our previous WASC Report. There is also a sign-up sheet, located in the Adult Education Office for students that want to meet with the Coordinator to discuss concerns, issues or that need educational guidance. The coordinator has an open door policy and is always willing to hear ideas and suggestions. Administrators are visible on campus and students are encouraged to speak with them.

Evidence 2.3

Student Interviews
Administrators and Staff
TOPSpro Enterprise
Data (CASAS Benchmarks and Testing Information)
ASAP Attendance Records
PLC Binders
Solution Box and Forms

Indicator 2.4: The school 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 and the California Adult Education Program (CAEP) provide the overall policies and procedures that guide our school. The primary documents that establishes LAE policy and procedures are our Administrative Regulation 6200 Board Policy, the California School Accounting Manual, CAEP Program Guidance, Adult Education Data and Accountability Guidance, and the CAEP Adult Education Program Fiscal Management Guide.

This policy is the basis for all decision making for our program. In addition to this Board Policy, LAE provides a Teacher Handbook that clearly reflects 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 a living document, and as such is reviewed and updated as needed by the Leadership Team and input from our facility. We have made four revisions since July 2017. After each revision, it redistributed at our "ALL Staff Meetings". All teachers must sign a Teacher Acknowledgement Form that confirms they received the current version of the handbook. Going forward, we intend to better utilize our website to guarantee transparency and ensure all staff have access to the handbook. Our Classified Staff have access to their California School Employees Association (CSEA) Handbook through the LUHSD website and in our Adult Education Office. It is updated annually.

The Adult Education Coordinator's open door policy, and effective leadership encourages staff and students to give their suggestions for providing services and resources to students so they will reach their desired Student Learner Outcomes. All suggestions are acknowledged and reviewed. Any new school and program updates are shared at PLC Meeting, "All Staff Meetings" and the twice-yearly "Welcome Back Letter. Although, we encourage students to provide suggestions/feedback, we would like to establish annual student meeting to encourage further feedback.

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 that is shared and discussed. In summary, Student Learning Outcomes are better served because of the organizational infrastructure that directly reflects Board Policy and CAEP policies and procedures.

Evidence 2.4

District Website::Policies and Procedures www.libertyunion.schoolwires.net (LUHSD Board)

Copy of AR6200 Board Policy

California School Accounting Manual

CAEP Program Guidance

CAEP Adult Education Program Fiscal Management Guide

CAEP Adult Education Data and Accountability Guide

Welcome Back Letter

Meeting Minutes

Teacher Handbook

CSEA Handbook

Additional Online Indicator

Indicator 2.5: The school evaluates the effectiveness of online processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all online courses.

Administrators and teachers work collaboratively to set online course policies and completion criteria and monitor processes to ensure fidelity, accountability, and student achievement. Edgenuity® and Essential Education® provide in person training for staff and is available for ongoing support to ensure that the staff is able to best utilize the program to provide effective instruction and support student learning. Training also occurs when requested by the staff using the programs. is provided effective instruction and support student learning.

Strengths:

1. Positive relationship with District and Board of Trustees
2. District and Board Support of the school's program, Mission, and CAEP mandates
3. Stable and consistent policies and procedures
4. The PLC structure provides a framework to enhance collaboration, communication, regular data review, and instructional best practices
5. Open door policy of Leadership Team for staff and student input
6. Improved Teacher Handbook
7. The HSD program administrators and teachers work collaboratively in conjunction with Edgenuity® to ensure support for student learning throughout the program

Key Issues:

1. Continue to put processes in place to utilize our website and solicit more feedback
2. Seek additional student feedback
3. Increase staff attendance and participation at the "ALL Staff Meetings" and Events

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

LUHSD has established Board Policies that regulate all aspects of employee hiring, evaluation, and retention processes. These policies, which are instituted by federal, state, local, and county regulations and classified bargaining units covering district employees. The LAE staff meets or exceeds the required eligibility for their specific positions including education, credentials, training, and experience. 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 be fingerprinted, background checked, and references verified. Teachers are assigned to programs within their area of expertise or designated credential. 70% of current staff holds a minimum of a Bachelor's Degree 51% percent of our teachers hold current Adult Designated Subjects and/or K-12 credentials that authorize them to teach in their assigned areas.

We are pleased to note that we currently have a total of five (5) former students, from our program, that are now employees for LAE and several other former students that are employed throughout our district.

All Certificated and Classified Staff must go through a panel interview. Some positions require a written and/or practical computer skills test.

Hiring decisions are determined by a number of factors such as CAEP regional funding based on regional community characteristics and educational and workforce gaps analyses. Our consortium members work collaboratively to plan strategies to narrow these gaps. Each adult school chooses how to best use its allotted funds to meet its community's gaps. Other factors that influence hiring decisions are CASAS benchmarks, student survey data, student enrollment numbers, Mission and SLOs achievement progress, and personnel movements such as resignations and retirements. There are minimum numbers of enrollees required for a class to be held.

The administrative team fills staffing positions on a thorough analysis of the school's needs, its community profile, student data and consortium planning considerations, which aligns with its mission and SLOs with the goal of enhanced learner results.

Evidence 3.1

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

Credential Binder

Staff Teaching Assignment List

Survey and Interview Questions

Indicator 3.2: The school'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 under the authority of the Associate Superintendent of Human Resources. The district has clear hiring processes that are followed in selection of all personnel. These processes includes distinct job descriptions that include details of the position a description of duties, salary range, education, and/or certification requirements. Jobs posting are accessible to community members and stakeholders through the EDJOIN website (<http://www.edjoin.org>), emailed to district employees, LUHSD website, and posted in our AJCC. After a position has been posted and closed, the Adult Education Coordinator screens the applications to ensure that they have met the qualifications and experiences align with the adult school mission and goals prior to final evaluation for interviews. All interviews are conducted at the District Office and the interview committee is typically composed of the Adult Education Coordinator, classified and certificated LAE staff members. Once the finalist is chosen, the Coordinator checks the references and a recommendation for hire is then signed off by the Director of the CEC and sent to HR to start the onboarding process. All new hires must meet the Associate Superintendent of Human Resources.

Evidence 3.2

Sample Job Descriptions
Sample Job Postings
Reference Check Sheet
Sample Interview Questions

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

All personnel policies and procedures are accessible on our district website (<http://libertyunion.schoolwires.net>) under the Human Resource Department for all staff, students, and community members. All new hires to LAE meet directly with our Associate Superintendent of Human Resources and the district's Human Resource Analysis to review our district personnel policies. At this orientation, a new hire also receives an Employee Information Package and necessary paperwork to sign.

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 Teacher Handbook and to explain specific details regarding LAE and the expectation level for each employee. A significant expectation is related to customer service. ABE and ESL teachers are given a copy of the CASAS Handbook for ESL Teachers or ABE New Teacher Resource Guide and are required to do CASAS Implementation Training to better understand testing.

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.

Evidence 3.3

District Website www.libertyunion.schoolwires.net (Departments/Human Resources)
Staff Handbook
ABE New Teacher Resource Guide
CASAS Handbook for ESL Teachers
Professional Development Binders

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

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. The Adult Education Coordinator and Lead Teachers visit classrooms to observe and evaluate classroom instruction and conduct an informal written evaluation. 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. These evaluations are then sent to the HR department. Again, the goal is improved job performance to enhance student learning.

Evidence 3.4

Classified Employee Evaluation Form

Samples: Course Observation Form

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

All staff members have significant roles contributing to student success. Our staff participated in various discussions at PLCs and “All Staff Meetings” to update our current Mission and SLOs. Usually, a full revision of the SLOs occurs during WASC accreditation reviews. Through this process, our staff has demonstrated their dedication to improve the lives of students through their classroom practices, student/teacher interaction. 70% of our staff said they have an opportunity for input on how students can meet the SLOs. When teachers were surveyed for this self – study, questions were asked to provide examples of how their assessments support our SLOs and to give examples how SLOs are embedded throughout the class environment, instruction, and curriculum and student collaboration.

Responses Included:

- Workwise Math, Reading, and writing courses incorporate real world examples and exercises to support critical thinking and problem solving.
- Our classroom interactions, diversity is celebrated, we have access to job skills training students set goals and monitor progress
- Discussion on best practices for collaboration, empathy, resilience, and self-awareness
- Workshop offerings through the career center, employment readiness, college transition, 21st Century Skill information, resources for support and opportunities that encourage lifelong learning
- Equip my students with tools to achieve their personal goals related to their genealogical research
- Assessment include taking pedagogical classwork and exercising it in real life situation such as writing a 911 contact list, practicing mental math calculations rapidly to learn amount of change given by a cashier and checking bills
- Students are given a real life situation to act out a skit, write a paragraph, work as a team, or play a game

Evidence 3.5

PLC Meeting Agendas

Sample of Learning Gains and Test Results

Teacher Survey Comments-September/Fall 2019

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

Professional development is available to all staff; CALPRO workshops, CCAE Conferences, CASAS and ASAP webinars and trainings, LAE developed PD through Smart Goals, CAEP Workgroups and webinars, OTAN webinars and LUHSD PD Trainings. These topics include effective teaching and learning strategies, student data, consortium findings and enhanced student learning environments. Newly hired teachers that teach in any of our WIOA Funded Programs are required to do various PD such as CASAS Implementation Training, Citizenship Proctoring Training, and Working with Special Populations. As an action item in our last self-study, the Leadership Team developed a PD Report Out Form in which the staff shares what they've learned and how they will use it to their PLCs. Each PLC keeps copies of these forms and staff certificates in their PLC binders. Each year we rotate staff to attend off site conferences due to limited funding. Professional development is highly encouraged to all staff.

Evidence 3.6

Meeting Agendas and Minutes

Sample List of Professional Development Opportunities

Flyers for Professional Development Events

PLC Professional Development Binders

Emails

Memos

Report Out Forms

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

The Liberty Union High School District requires an annual evaluation of all contracted classified employees. The Adult Education Coordinator or the CEC Director 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 Director or 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.

Evidence 3.7

List of Classified Employees and Assigned Evaluator

Evaluation Form – Template and Completed form

Additional Online Indicator

Indicator 3.8: The school implements effective supervision and evaluation procedures in order to promote professional growth of online staff members.

The online HSD program and online HSE are supervised by administrators and lead teachers, is managed by credentialed teaching staff, and falls under the school's protocols for supervision, evaluation, and opportunities for professional growth.

Strengths:

1. Administration and staff are fully qualified in the fields they are assigned
2. Significant support from the LUHSD Human Resource Department
3. District hiring policies are transparent and consistent
4. PD Report Out Form in which the staff shares what they've learned and how they will use it to their PLCs
5. LAE supports, encourages, and provides professional development to staff development
6. Staffing positions are filled based on an analysis of the school's needs, student data and consortium planning considerations, which align with its Mission and SLOs
7. Enhanced Teacher Handbook

Key Issues:

1. Regular classroom observations

Criterion 4: Curriculum

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

LAE publishes a biannual catalog listing all courses offered with a description of each course. Due to increased population numbers, our catalogs are now mailed out to residents in our local communities: Bethel Island, Oakley, Discovery Bay, Knightsen, and Brentwood. To ensure that we reach as many stakeholders as possible, catalogs are also provided to our local libraries and businesses as well as listed on our website. Courses are also highlighted in our local media. Information regarding LAE course offerings is shared through strong word of mouth and excellent reputation 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. As a direct result of past WASC Action Items, we established a uniform system for updating course outlines. As new courses are implemented, initial course outlines are developed and approved. Course outlines are also reviewed and updated as necessary with the biannual publication of our school catalog. Teachers are provided with clear requirements for course outlines in our teacher handbook. In addition, all of our course outlines were updated to reflect the integration of our mission and SLO's into our curriculum. 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 Department of Education. LAE core programs include: Adult Basic Education, Adult Secondary Education, High School Diploma, Career Technical Education, and English as a Second Language. Additional programs include Community Service/Fee based and Active 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, CASAS test reports, employment, and transitions to career training programs and community college.

Curriculum is a most important topic and regular agenda item at our PLC and leadership team meetings. All teachers within a department have input into curriculum based upon their experiences with students, industry, continuing education, webinars, etc.

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 not only obtained from the California CTE Model Curriculum standards, but also the Internal Revenue Service, Generally Accepted Accounting Principles (GAAP), and accounting professionals in the industry. Our CTE program certifications are also approved on the Eligible Training Provider List (ETPL) through CalJobs. Day-time CTE courses include written course competencies relating to the above and are given to the students on the first day of class and documented on the students' certificates of completion at the end of the course.

Our Adult High School Diploma program is offered through our Learning Center and curriculum is provided through the online credit recovery program Edgenuity®. This curriculum adheres to the school board-mandated Liberty Union High School District 9th-12th grade courses of study.

Teachers guide and monitor student progress as the student moves through course requirements. Students must earn full credits in one course (semester) before moving on to the next course, one course at a time. In order to complete a 5 credit course, students are required to work online a minimum of 30-50 hours. Students are initially required to attend Learning Center lab hours for the first three weeks then may use the Learning Center lab on a drop-in basis. This highly successful new program format was implemented in the 2018-2019 school year and resulted in 20 students achieving their Adult High School Diploma vs. 7 students the previous school year.

ASE/HSE guidelines for curriculum are provided by California Department of Education's Model Program Standards for Adult Basic Education and curriculum aligns to the College and Career Readiness Standards. ASE/HSE also follows CASAS Content Standards, which identifies the basic skills that should be taught in conjunction with CASAS competencies. ASE/HSE courses 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. Additionally, our site Transition Specialist meets with students to discuss and set students' long term goals through development of student learning plans.

ESL curriculum meets the Model Standards provided through the California State Department of Education as well as the College and Career Readiness Standards and the Adult Education English Language Proficiency Standards. Our teachers are committed to ongoing implementation of current standards to meet the needs of our students. Our core curriculum also aligns with the CASAS Content Standards by outlining topics and subtopics, listing the CASAS standards being taught, and are used to correspond and align to the curriculum. Competencies are on file for each level taught, and are clearly stated in each course outline. ESL courses post daily agenda on the board. Learner outcomes are discussed regularly and as part of goal setting activities done in class. Our site Transition Specialist also meets with ESL students to discuss and set students' long term goals through development of student learning plans.

Our assessments (CASAS Life and Work/GOALS series) 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 and student feedback, and final products. For example, our Solar Technology course is taught by a highly qualified and experienced instructor and business owner. Due to his level of expertise and knowledge, students are able to learn the most current and up to date technology and business standards. This course qualifies for continuing education units (CEU) with North American Board of Certified Energy Practitioners (NABCEP).

Our CalWORKs FOCUS program is designed to provide academic enrichment in the workplace for CalWORKs recipients. This vocational training program includes six weeks of unique lessons and activities. Students who complete this course develop skills to become more well-rounded employees and thus be better prepared to compete in the job market. Our CalWORKs FOCUS Program follows the standards provided by Contra Costa County.

Active Adult course content is prepared by the individual teacher and geared to meet the particular needs of each class and teachers continually elicit student feedback to determine these needs. Although we don't require 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. 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.

Evidence 4.1

Catalog
School Website
Course Outlines
Course Learning Outcomes
Student Surveys
Course competencies and standards
District Board policy- Adult High School Diploma
PLC Binders- meeting minutes and agendas
Leadership Meeting Notes
California Career Technical Education Model Curriculum standards/CDE Website
Edgenuity® Website
CDE's Model Program Standards for Adult Basic Education/CDE Website
College and Career Readiness Standards
CTE Textbook curriculum guides
Adult Education English Language Proficiency Standards
CASAS Content Standards and competencies
Assessment/Achievement Data: CASAS, TOPSpro Enterprise, GED Tests, course level promotions, high school diploma rates

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

LAE's Mission and SLOs are embedded into all core course curriculums. Our CTE curriculum is designed around career readiness skills and instructional activities include visits to our on-site America's Job Center of California (AJCC) access point to participate in workshops such as resume writing and job interview skills. CTE students research jobs and create an up to date resume as their course final. CTE students have the opportunity to enroll in courses such as Customer Relations for the 21st Century, where students complete written assignments, role play, and presentations. Our ESL students also visit the AJCC. ESL in-class curriculum includes job search skills, work history, and job responsibilities. ESL students also participate in EL Civics curriculum that includes job interview role plays and focuses heavily on effective communication. ESL students have the opportunity to enroll in courses such as Conversational English, Workplace Communication and Presentation Skills, and English Writing for College and Career. Additionally, many of our teachers are certificated in the New World of Work digital badging program and this curriculum provides students with deep exposure to 21st Century Job Skills. All core program curriculum is directly connected to our students' learning needs as determined through student feedback, course evaluations, student surveys, and teacher observation.

Our school's mission and SLOs are integrated into course curriculums as confirmed by staff and student surveys. We have seen great improvement in several of these key indicators such as staff awareness of our mission statement and our student's success in progressing towards achieving their goals. These improvements are in direct correlation with focused efforts concerning the issues and needs established in our last WASC Action Plan.

- 63% of staff surveyed indicated they always incorporate SLOs into their curriculum.
- 100% of staff surveyed say they are actively aware of our school's mission statement.
- 80% of students surveyed say they are aware of the mission/vision of Liberty Adult Education.
- 82% of students surveyed are always or often able to apply what they learn in class to their everyday lives.
- 93% of students surveyed say LAE classes have helped them to be better communicators.

- 81% of students surveyed feel their educational experience at Liberty Adult Education will increase their employment opportunities.
- 86% of students feel the school always or often provides challenging and individualized curriculum.
- 90% of students feel that their classes have helped them progress towards achieving their goals.

Curriculum is reviewed on an ongoing basis with input from teachers, partnering agencies, students, administrator, program coordinator, and the California State Department of Education. All core program textbooks meet district and state standards. PLC and Leadership meetings are held on a regular basis and meeting agendas regularly include curriculum review. PLC members have the opportunity to place items on the agenda. As discussion takes place during the meetings, written notes are made and given to all meeting participants for their review and/or correction. These notes are kept in the departmental PLC binders. At student registration, information is gathered relative to demographics. CTE students meet with our program coordinator and additional information is captured at that time. Additionally, core program teachers note the changing of our student population through TOPSpro updates and CASAS data reports. At our annual school-wide meeting, updates and overviews are presented and everyone is invited to make comments. Then, at PLC meetings teachers discuss relevant student demographic trends and changes and evaluate and update curriculum as necessary. Our CTE curriculum is reviewed annually and updated as needed. As our certification programs change, we update the required courses, course outlines, competencies, and curriculum. All updates are reviewed to ensure that they align with our mission statement and SLOs. 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 teachers with curriculum development and knowledge of up to date practices.

Student feedback is an integral part of our program and is 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. Community resources such as the AJCC access point are also a vital component of our core program curriculum to assist students with identifying academic pathways, career planning, resume writing, interview practice, employer recruitment sessions, electronic applications, and job searches.

Our staff survey responses indicate that many teachers feel that continued work needs to be done to further include as many stakeholders as possible in our curriculum review process as well as in continuing to increase the visibility of our programs and student outcomes with stakeholders such as district administrators and board members. Finally, teacher survey feedback highlights the importance of additional professional development to encourage all teachers to incorporate our SLO's into their curriculum.

Evidence 4.2

LAE Mission Statement and SLOs
 PLC binders- meeting minutes and agendas
 Textbook curriculum guides
 Professional Knowledge certificates
 Student Surveys
 Course evaluations
 Staff Surveys
 Student Work

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 textbook copies on their own for home use. Students purchase their own ABE/GED books and they are distributed when a student begins the class.

In addition to student purchased textbooks, CTE students have folders, which may contain additional informational handouts. CTE and ASE/HSE classrooms are supplied with basic resources such as dictionaries, writing style booklets, thesaurus, teacher's personal library, etc. Students are also encouraged to use online resources and help features of the individual programs they are using. ESL classrooms are supplied with a wide breadth of classroom sets of textbooks and student resources such as standard and picture dictionaries, grammar and daily life skill visual aids, teachers use teacher station computers to provide students with basic lesson translations as needed and additional visual support, videos, and other activities in order to enhance classroom instruction.

Our CTE program offers additional computer lab time outside of classroom hours. Students are able to work individually on their coursework during lab time in order to get ahead or to make up time in order to meet the minimum of 80% attendance. We have 43 computers between our two CTE classrooms that run Windows 10 and MS Office 2016. Students have access to up to date programs such as Word, Excel, PowerPoint, Access, and Outlook from the Office Suite, and QuickBooks. Both our ESL and ASE/HSE programs have regular access to 2 mobile laptop carts, each equipped with 30 laptops. In our ASE/HSE program, students utilize laptops to access course management platforms, in class lessons, practice activities, sample and practice exams, as well as to use online resources to strengthen both academic and life skills. In our ESL classes, students utilize laptops to supplement their regular in-class curriculum, to engage in a variety of small group writing, reading, and speaking projects, and to practice basic English grammar, listening, reading, and speaking skills.

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 provide integral learning and classroom support for all core programs. Instructional methods promote our SLOs through effective communication, critical thinking, problem solving, and application of concepts and skills in realistic situations.

Evidence 4.3

CTE Study guide
CTE student folders
Computer lab schedule
Staff surveys
Student Surveys
Course Competencies

Additional Online Indicators

Indicator 4.4: The school provides a comprehensive and sequential documented online curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

The school's HSD online curriculum is delivered through Edgenuity® courseware, managed by certificated instructors, and offered for original HSD adult student credit and district HSD concurrent credit recovery. Each course is aligned with a district approved course and is structured to meet California State Common Core Standards and NGSS. The standards and expected learner outcomes are aligned with the school's HSD teacher directed classes. This online program is a critical component of the HSD program for students requiring course access flexibility. Teaching and learning strategies and student learner outcomes are closely monitored to ensure student success.

Our Adult High School Diploma program, provided through the online credit recovery program Edgenuity®, utilizes curriculum that adheres to the school board-mandated Liberty Union High School District 9th-12th grade courses of study and graduation requirements. Each course is aligned with a district-approved course and is structured to meet California state standards, the Common Core, NGSS and Liberty Adult Education's course objectives. Teachers guide and monitor student progress as the student moves through course requirements. Edgenuity® provides a significant amount of student data for teacher/student review. Teachers also have access to a session log for each student, which enables teachers to immediately intervene, support and assist students as needed. A number of reports are used by administrators to analyze strengths and key issues of support. The Lead Teacher summarizes provided student data on a weekly spreadsheet to better inform staff and administrators. This online program is a critical component of the HSD program for students requiring course access flexibility.

The Online High School Equivalency Program is comprised of Essential Education GED® and HiSET® software for test preparation. This is a self-directed program, based in the cloud, allows our students to prepare for either HSE test. The Essential Education program is aligned to College and Career Readiness standards CASAS competencies and the HiSET/GED standards. Students utilize this program off-site but have the continual support of our teachers to help with any needs they have. This program includes multiple teaching strategies to reach each student no matter their learning style or learning level. The program is an asynchronous, adaptive program that assesses each student's initial learning level and then determines the appropriate personalized education plan for each student. The students are able to start at any time during the school year and work at their own pace to further their progress. As indicated above, they also have continual access to an instructor as needed.

The Essential Education program class is overseen by a certificated teacher who utilizes the learning management system to track both attendance and student progress on a weekly basis. The program allows the teacher to review each student's progress with complete oversight and has strategies in place that teachers can utilize to help students who need remediation or extra help. While the program is interactive and determines the student's placement level, the teachers are able to assign additional lessons if they determine more practice is needed. This program also assesses the students regularly at the end of each learning lesson and they are able to take comprehensive practice tests for both the GED® and HiSET® as desired. These comprehensive tests not only give the students an idea of what they will score on their HSE exam, but also give them the ability to review the answers to questions they missed. All students in the Online HSE Academy have the full support of qualified, certificated teachers as well as school support staff that includes our office staff, testing coordinator and paraprofessionals. All Learning Center and Essential Education activities are facilitated and managed by credentialed teachers, a counselor, and overseen by the school's administrator.

Evidence 4.4

AE Learning Center Application Packet

Indicator 4.5: A rigorous, relevant, and coherent online curriculum to all students is accessible to all students through all courses/programs offered.

Our two on-line programs are fully accessible to all applicable students. Edgenuity® curriculum is fully aligned with school district mandated 9th-12th grade courses of study and graduation requirements. Edgenuity® courseware also aligns with California state standards, and Common Core and most courses are a-g approved. Our on-line curriculum is initiated onsite and fully managed by our staff. All students must do an initial registration, orientation and take a CASAS Pre – Test to enroll. In the HSE program students enroll for 10-weeks at a time due to the number of seat licenses. Student may re-enroll if they are fully utilizing the program. The HSD/Edgenuity® program is an open entry program. Both of these programs allow the students to work 24hours - 7 days per week in order to meet the needs of student's varying schedules.

Edgenuity® furnishes a significant amount of student data for teacher/student review. Each time a student logs onto a course, a progress report is visually displayed for users to recognize progress in relation to the amount of time remaining in the semester. Teachers can access a session log for each student to determine how much time the student has spent logged onto the course, allowing staff to track student's progress and key issues that are emerging. This allows immediate teacher intervention to assist students with areas of curriculum that may be challenging. This data also provided staff with the average time needed to complete each course to more clearly inform and support students at the start and throughout the course. A number of reports are available for administrators to analyze strength and key issues of support. The Lead Teacher summarizes student data on a weekly spreadsheet for review by all staff and administrators.

The Online HSE Academy program includes multiple teaching strategies to reach each student no matter their learning style or learning level. The program is an asynchronous, adaptive program that assesses each student's initial learning level and then determines the appropriate personalized education plan for each student. The students are able to start at any time during the school year and work at their own pace to further their progress. They have continual access to an instructor as needed.

The Essential Education program class is overseen by a certificated teacher who utilizes the learning management system to track both attendance and student progress on a weekly basis. The students' progress is monitored by their teachers who are able to adjust the course to better benefit the student. The program allows the teacher to review each student's progress with complete oversight and has strategies in place that teachers can utilize to help students who need remediation or extra help. While the program is interactive and determines the student's placement level, the teachers are able to assign additional lessons if they determine more practice is needed. The students' progress is monitored by their teachers who are able to adjust the course to better benefit the students. The students also are able to contact their teachers anytime they feel they need help or have questions. In addition to the academic support, the students also have access to the AJCC access point and our Transition Specialist who works to help them determine the next steps in their academic and career pathways. Liberty Adult Education provides comprehensive support for all of our students, including our distance learning students. All Learning Center and Essential Education activities are facilitated and managed by credentialed teachers, a counselor, and overseen by the school's administrator.

Any student who enrolls and has an Individualized Education Program (IEP) or a 504 Plan in place is provided with all possible accommodations such as extra technical support, additional time for assessments and practice tests, and all of the comprehensive student supports mentioned previously. Additionally, a special education teacher monitors students with IEPs and 504 Plans weekly and is available to provide assistance to all GED course students as needed. The online aspect of both of these programs provides complete accessibility to all students including students with special needs. Edgenuity® courses allow modification to ensure access for all students and meet the needs of students with special needs.

Evidence 4.5

Essential Education Alignment Report
Essential Education Online Reports
Online HSE Orientation Letter
Catalog

Indicator 4.6: The school assesses the online curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

To ensure curricular integrity, all Edgenuity® courses align with state standards and most are a-g approved. When Edgenuity® was first piloted as a district, teachers from each department were asked to review the content to ensure that it aligns with the district's curriculum and expectations. To ensure reliability, students and staff have access to Edgenuity®'s help service by phone, live chat, and help center. To ensure security and curriculum integrity, students meet with teachers every week for two hours where teachers are able to monitor work, monitor assessments, and check in with the student. Students also sign an Academic Integrity Policy where they agree to not use outside resources and affirm that all work is their own. Teachers are able to analyze the data to look for inconsistencies that may indicate academic dishonesty. The online HSE class utilizes Essential Education ® as its primary curriculum. This program is updated continually and is geared toward making sure all students obtain a quality education. Our instructors are involved in reviewing the student's progress through the learning management system embedded in the program. This, along with check-ins with the students allows the instructors to ensure that the curriculum is reliable and secure and maintains integrity.

Evidence 4.6

Edgenuity®/ Essential Education ® Binder

Indicator 4.7: Online students use resources for learning beyond the limits of the textbook such as library/media resources and community resources.

Direct-instruction videos in Edgenuity® courses feature teachers who explain concepts, model strategies, provide examples and make real-world connections. Most courses provide external links to videos, first source documents, and other learning resources relevant to the course.

Students in the online HSE class utilize the Essential Education ® program. The students have access to varied instructional materials through the program, to include video, reading lessons, and interactive segments. In addition, students utilize additional materials to help further explain the information when needed, whether it be through other books, online websites or connecting with the teacher.

Evidence 4.7

Edgenuity®/ Essential Education ® Binder

Strengths:

1. Our students are aware of the Mission/Vision of Liberty Adult Education
2. Our students are able to apply what they learn in class to their everyday lives
3. Our students feel their educational experience at Liberty Adult Education will increase their employment opportunities
4. Our new Adult High School Diploma program, Edgenuity® has resulted in 20 students achieving their Adult High School Diploma vs. 7 students the previous school year
5. Students' learning achievements are acknowledged and reinforced
6. Curriculum is up-to-date and relevant
7. Students have access to learning resources that are necessary to achieving course objectives

Key Issues:

1. All staff needs to continue to work to further include as many stakeholders as possible in our curriculum review process
2. Increase the visibility of our programs and student outcomes with stakeholders
3. Teachers need additional professional development to encourage and train all teachers in how to further incorporate our SLO's into their curriculum to reinforce student understanding

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.

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

Liberty Adult Education consistently provides quality instruction to our students. We measure this quality in many different ways. As teachers we verify the quality of instruction by student response to our instruction via assessments and assignments. We also utilize student feedback surveys and follow-up emails. Teachers also participate in peer-to-peer evaluation along with Lead teachers evaluating and mentoring the teachers who are in their departments. We constantly verify that we meet the standards put forth in the California Common Core State Standards, CTE Model Curriculum Standards, WIOA Performance objectives, CASAS Performance objectives, District curriculum mapping and Curriculum scope and sequence.

The teachers at LAE continually evaluate current curriculum and create new coursework that meets high quality standards in depth, breadth, rigor and sequencing. This evaluation is done on a daily basis as the classwork is delivered, but more officially, it is completed collaboratively during monthly Professional Learning Community meetings (PLC). Teachers in all departments also have dedicated time that they utilize for curriculum updates. Through this evaluation, the teachers are able to determine how better to improve our curriculum to better align with researched based practices. At the PLC meetings, the teachers are able to discuss their observations of student performance, review data from assessments, review student feedback on curriculum and teaching, and interpret information from peer-to-peer teacher observations. All of this data is then utilized in helping the teachers decide on new curriculum, create new lessons and deliver these lessons in a highly effective manner.

According to the WASC Certificated Staff Survey, 100% of the respondents indicated that they often felt that they used instructional methods that reflected current educational research and thinking. In interviews with staff, the majority of teachers indicated that they felt that they were able to keep current and described the following methods of keeping current in instructional strategies and methodologies: Professional development (webinars, seminars, and conferences), meeting with other teachers and collaborating with other institutions. Many of the faculty are able to attend conferences yearly to keep up to date on these research based practices. These conferences include CCAE, CATESOL, CASAS and OTAN, among others. Being able to network with leaders in the field of education has allowed our faculty to keep their instruction at a high level.

One of the overarching themes here at LAE is that all of the staff is focused on the students' best interests. This is reflected in all of our teachers' desires to provide the best quality instruction possible. The teachers truly desire to help their students reach the goals that they have set and see them succeed in their pathways. Our teachers all have high quality training and many have attained post-graduate degrees. Of those who responded to our WASC Certificated Staff Survey, 34% have post-graduate degrees to include Master's and Doctorates. Teachers also are involved in acquiring continuing education as indicated above, through additional courses, webinars, conferences and seminars

Evidence 5.1

Student Surveys/Interviews
Classroom Observations

CASAS Reports
Test Results
Graduation Statistics
Student enrollment
Student Course Folders (CTE, ABE, HSE, ESL)
TOPSPRO Enterprise Data (Benchmarks, Summaries)
CTE Pathway Standards
Accounting Standards
Course Evaluations
Lesson Plans
Citizenship Class
Student Employment
Essential Education CCR Roadmap

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

LAE teachers realize that the population of our school is diverse and comprised of students who learn in different ways. Our teachers use multiple delivery modes and teaching methodologies that all are geared to reflect these diverse needs. Teachers throughout the school are aware of the need to assess the students they work with and determine the best way these students learn. They all utilize lessons that incorporate activities for all learning styles. The students are also informed about different learning styles. In the CTE department, our students are provided with a learning styles quiz in order for them to identify how they best learn. They also are provided with studying strategies geared toward each learning style. With the teachers teaching to multiple types of learners and the students themselves being aware of learning styles, it helps avoid breakdown in communication between students and teachers during lessons.

As indicated above, teachers utilize multiple methodologies to reach our students. At LAE we not only serve students with different learning styles, but also students with disabilities. Due to this, our teachers are sensitive to the fact that our students may need interventional strategies to help them learn. Upon interviewing the staff here at LAE, all indicated knowledge of the need to utilize these strategies as well as ensure that their teaching methodologies varied. Some of these methodologies were found to include lecture, demonstration, role-playing, partner work, group work, technology-based instruction, games, oral production and collaboration, among others. Teachers also utilize time in their PLCs to discuss student learning needs and differing their instructional approaches or coursework in order to better reach students.

Evidence 5.2

PLC Minutes
Classroom Observations
Staff Surveys
Staff Interviews
Student Evaluations
Reports from Professional Conferences

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

The leadership team at LAE is actively involved in reviewing our technological needs and implementing solutions to those needs. LAE is aware of the ever-changing digital landscape and the need for our students to be comfortable in navigating this landscape. The technology utilized at the school not only is a tool for teachers in providing diverse instruction, but also a tool that our students learn to understand.

Teachers at LAE utilize technology in all of our classrooms. Technology is used in instruction to build student skills, complete assignments, correspond with teachers and each other, and allow students to prepare for specific testing opportunities such as MOS certification, HSE exams and specific certifications. Recently LAE purchased Active Panels for the classrooms which allow our teachers the use of interactive whiteboards and Classflow software. Teachers were trained on the use of the Active Panels and training sessions are held several times a year in different technology tools for the classroom. Along with this purchase, the school obtained Chromebooks for the students to utilize. Other technology utilized includes the following:

- Document camera
- Projector
- Laptops
- Tablets
- Desktop computers
- Learning management systems
- Multiple learning software

In addition to this technology, LAE students are offered online learning opportunities. Both our Adult Secondary Education program and our High School Diploma program offer online classes. The High School Diploma program is mainly comprised of online classes, where the Adult Secondary Education program offers a High School Equivalency preparation class that is comprised of online curriculum. Both of these programs allow our students to learn in an environment that is more adaptive to their individual needs.

Evidence 5.3

Classroom observation

Staff Surveys

Staff Interviews

PLC Minutes

Schoolwide Online Resources

Online HSE Academy Course Outline

Edgenuity®/ Essential Education ® Binder

Additional Online Indicators

Indicator 5.4: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning in the online environment.

The High School Diploma program and High School Equivalency preparation class are both staffed by certificated instructors. These instructors are involved in the same professional development as our other teachers. This includes reviewing current publications regarding online learning, participating in webinars, attending seminars and conferences and attending monthly PLC meetings. The teachers utilize the strategies and methodologies they learn in order to better enable their students' progress.

The students in these programs are actively involved in the process of becoming self-directed learners. Coursework is provided to students on an individual basis and students complete the coursework and assessments via the online delivery platform. Teachers provide individualized support through direct contact with students, phone calls, email, and texting. Teachers are also aware of the students' progress through the programs as they utilize the learning management systems that are embedded in both the programs. This allows the teachers to identify student needs and address them directly or through

remediation with the online software. The curriculum and learning methodologies used both for HSD and HSE are directly aligned with our Student Learner Outcomes.

School administration facilitates a yearly training from Edgenuity® where teachers are to receive training on how to best utilize Edgenuity®. Teachers learn about new features and ways to best support students through Edgenuity® and are able to ask questions to the Edgenuity® training representative in person.

Students in the HSD online program are supported in becoming self-directed learners. While HSD online students work closely with teachers in the classroom, coursework is delivered individually. Some students choose to work independently and others prefer to have varying degrees of teacher interaction and support. Teachers respond to students' individual preferences and are aware of students' progress through the online platform that gives real-time information. Every competency they meet and all assessments are software-generated and submitted online. The online learning builds skills for navigating and interacting with online information.

Evidence 5.4

Staff Surveys

Staff Interviews

Student Surveys

Student Interviews

Edgenuity®/ Essential Education ® Binder

Staff Observation

TOPSpro Benchmark Data

CASAS Test Scores

Indicator 5.5: The online teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that effectively engage students at a high level of learning.

LAE's online teachers are vigorously involved in utilizing different instructional strategies to strengthen student understanding and achievement of the learning outcomes. The online coursework utilized in both the HSD and HSE classes are multifaceted and include varied instructional strategies embedded in the programs. These strategies are evidenced through the quality of student work submitted and the assessments taken.

In the HSE online class, each lesson has "check in questions" throughout the lesson and a final assessment at the end of the lesson. Students must pass the assessment in order to move on to the next lesson. Teachers are able to review the students' online progress to determine if remediation is necessary and between reviewing student work and teacher/student consultation, there is ability for adjusting the coursework in order to better serve the students' needs. Along with this, although students are able to work at their own pace, teachers review student progress through the learning management system in order to determine that they are on pace. Adjustments can be made if the pace is not appropriate.

Instructional strategy effectiveness is measured through student course completion, attendance hours, grades, CASAS scores, successful transition to college/career training and gainful employment. The timelines and pacing are embedded within Edgenuity®. Every time a student logs into the program their dashboard displays their expected progress in relation to their current progress along with their current performance. Teachers monitor progress using their own dashboards and intervene when necessary. Students and teachers communicate routinely through emails and internal Edgenuity® mail to ensure progress. If a student does not adhere to the pacing of the course, then of course, progress will be delayed.

Evidence 5.5

Staff Surveys
Staff Interviews
Classroom Observation
Lesson plans
Test results
CASAS Data
TOPSpro Enterprise Data

Indicator 5.6: Student work demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.

As indicated in previous indicators, the teachers of the online programs have access to learning management systems in all of the online programs that allow them to drill down in each student's learning. Students are evaluated through multiple methods by the online program to include quizzes, essays and tests. Teachers are able to utilize the LMS to determine time spent on subjects, answers to assessments, specific areas where students need help. Both methods are used to ensure that students are understanding what they are learning and are analyzing and synthesizing that understanding. The use of critical thinking and problem-solving skills are also embedded in the class coursework and are assessed along with knowledge.

Edgenuity® allows teachers to review all work completed within the program. Teachers can review the work and the assessments to ensure students are meeting the standards. Quizzes and tests in Edgenuity® are automatically graded and will allow a student to pass if they meet a 60% or higher. If students score below 60%, teachers are able to review the student work and either allow a retake of the assessment or meet individually with the student to review the material. Edgenuity® does have teacher graded written assignments with detailed rubrics of student expectations and grading recommendations. Students that do not perform at a passing level may be asked to remediate lessons, redo assignments, or may be required to work with the teacher until they have performed at a passing level. Required essays in the Edgenuity® software demand critical thinking of the student by asking them to compare and contrast and/or persuade while citing evidence and supporting their argument.

Evidence 5.6

Essential Education Reports
Classroom Observation
PLC Minutes
Teacher Interviews
Teacher Surveys
Student Interviews
Student Surveys

Indicator 5.7: Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access in the rigorous standards-based curriculum.

All students who enter the HSD or HSE program attend an orientation. At this point they are assessed via the CASAS test and placed in the program appropriate to their needs. At HSE orientation they are provided the expectations of LAE and the specific program they are enrolling in. They are given information to access the online programs they are utilizing. In addition, the teacher reaches out to each student and connects with them individually providing contact information and goals of the program. Teachers also check in weekly on student progress and connect with students throughout the program. Students also return to take follow-up CASAS assessments, which provide further information to the students and teachers about their progress.

Since the students are able to access their programs 24 hours a day, 7 days a week, from home or wherever they have access to computers/tablets, this program specifically geared to promote inclusivity. All students are also contacted by the teachers and provided multiple ways to access their instructors in order to facilitate open communication. Teachers also meet monthly at PLC meetings in order to review the students' needs and discuss interventions for students who might need it.

Upon enrollment in the HSD program, students are provided with clear expectations, policies, and procedures for the program and are guided through how to access the Edgenuity®. Edgenuity® allows for administrators and teachers to monitor live data for student progress and success. If students are not successful in their academics or attendance, teachers are able to intervene at the student's weekly classroom meeting, by email or phone contact at home. Teachers monitor student progress throughout the week and provide guidance through Edgenuity® and during the in person, weekly classroom meetings.

Evidence 5.7

Staff Interviews

Teacher Interviews

Online HSE Academy Orientation Letter

Essential Ed

Student Evaluations

Student Interviews

Strengths:

1. Student centered learning – teachers gear instruction to student needs
2. Intervention for students who need remediation
3. Professional Development opportunities
4. Technology is reviewed and updated annually and utilized by staff and students
5. A variety of instructional methods are used to ensure student comprehension

Key Issues:

1. Pacing guides for HSE Online class
2. Continue teacher training for data interpretation
3. Further explore options to increase collaboration Schoolwide on instructional strategies

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 school 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.

Core competencies and specific learning outcomes are developed using National Standards for Adult Instructions: College and Career Readiness, Adult Student Assessment System (CASAS), California Career Technical Education Model Curriculum Standards, and the Common Core State Standards. Student Learner Outcomes are collaboratively developed in the school's Professional Learning Communities (PLCs), department meetings, and individual study. Courses are regularly evaluated in regard to depth, rigor, and sequencing with standardized tests, student promotions, and when there are changes in industry standards. For instance, we are using now the new GOALS series (Greater Opportunities for Adult Learning Success) for ABE. The GOALS series uses all new test items that measure **academic language and higher-order reading skills** contained in the National Reporting System (NRS) Educational Functional Levels (EFLs). LAE extended the testing hours in order to improve the data collected. In 2016-2017, we tested 60% of our students and in 2018-2019 we tested 78%. Many course improvements have occurred as a result of data analysis after the opening of the testing center. In conjunction with student surveys, we found that many ESL students were not ready to transition directly into GED classes. To begin to remedy the situation we introduced 4 new classes: Computer Basics, Workplace Communication, Speak English, and English Writing for College and Career. Due to transportation issues, we found a need to offer an off-site Family Literacy classes in Oakley that offered childcare. This was the outcome from discussions with the Oakley Elementary School District's English Language Development (ELD) Coordinator, teachers, and their ELD Parents. In addition, LAE collaborated with Village Community Resource Center in Brentwood to offer a Conversational English class for students who need childcare and have transportation issues. In the CTE program, industry changes dictated a necessary change in the software platforms being made available to our students. In response, LAE upgraded to MS Windows 10 and MS Office 2016.

Evidence 6.1

Course Outlines
District Standards ASE
CTE pathways standards
Students survey/interviews
Flyers
Catalog
CASAS GOALS Series

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

Administration and faculty meet frequently to discuss student-learning data. LAE conducts monthly Leadership meetings with the Lead teachers that then have quarterly PLC meeting to share our findings. Faculty regularly adjusts lesson plans and methodologies to facilitate improved learning outcomes. For instance, in CTE when a student is falling behind an individual appointment between the teacher and the student are set. The student identifies their area of concern so that the teacher can be more specific in their instruction for a particular lesson. In

ABE, HSE, and ESL, reviewing assessments can improve instructional strategies and methodology when teachers are alerted to certain repetitive errors. For example, the CASAS assessment questions are broken down into tasks, competencies, content standards, and blueprints. Some students excel in the reading Forms and Charts and struggle with Text Comprehension. Once a teacher has pin pointed the biggest area to improve, he or she can deliver lessons that address this need. The Data Secretary documents conclusions reached when analyzing student learning data and creates reports to distribute showing current findings. At monthly PLC and leadership meetings, findings are presented to teachers, leadership teams, and administration. To ensure all teachers are able to read and understand the data reports, the Data Secretary added additional professional development training to dive deeper into CASAS test reports. In teachers' surveys, we noticed that the preferred method of assessing students is through observation at 73% vs CASAS testing at 47%. With better understanding of CASAS Reports, using test results to adjust curriculum might be more beneficial. At the "All Staff Meetings", the Data Secretary also distributes Fact Sheets and Report Card to further illustrate the school's success and identify any areas needing attention which may involve key issues.

Teachers use assessment results as a part of their lesson planning. They evaluate trends in the data and adjust the material accordingly. For instance, in the Edgenuity® Program a teacher can adjust a student's access to future lessons if he or she has failed to complete a quiz after three attempts. This ensures that the student is not simply rushing and guessing but is truly understanding the material presented. CTE Work Wise math, reading and writing courses incorporate real word examples and exercises to support critical thinking and problem solving. The computer courses offer the latest in typing and Microsoft skills attainment.

Data Analysis results are connected to the Action Plan in that LAE recognized a great need for more in-depth Data Analysis. To improve collection and interpretation LAE hired a full time Data Secretary focusing on data and learner outcomes. This ensures that data is the driving force for recognizing the learning needs of our students.

Assessment results and SLOs are directly linked as they both measure of student outcomes. In ESL, COAPs are given to indicate readiness for a variety of tasks. For example, the DMV COAP test to see if a student can correctly fill out a DMV form, which fits within three of our SLOs. When choosing COAPs, the Lead Teacher surveys student needs, which directly relates to our SLOs.

Genealogy is an enrichment and community-based learning classes, the focus of the classes are to equip students with the tools to achieve their personal goals related to their genealogical research. The following are assessments used to successfully work toward their goals listed under the SLOs topic of "Acquire and apply 21st Century Skills: critical thinking, communication, showing initiative, digital fluency, social diversity, empathy, social skills, productivity, collaboration, resilience, and self-awareness. Mostly senior aged adults attend classes. Like all personal enrichment classes, these courses aid in strengthening communities for students in pursuit of lifelong learning opportunities.

In our AJCC, the Career coach uses Client assessments to identify where the individual is in their professional life and can then recommend various career center workshops. Clients obtain information about employment readiness, training, and college transition. They also learn about 21st Century Skills information, workplace expectations for joy-on-the-job employment and long-term sustainability.

Evidence 6.2

Meetings minutes and agendas
CASAS reports
Fact sheets and report cards
Test Results
Students Portfolios

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

Administration and faculty meet regularly to discuss student learning levels and assessment results. PLC and staff meet quarterly to discuss student needs, educational opportunities and student performance. After evaluating both formative and summative assessment results teachers employ various instructional techniques to address the particular learning styles of the students. Classroom observations noted that lecture, hands on activities, written assignments, and visual media presentations are all incorporated by LAE teachers into their lessons. For example, in the ESL classes teachers regularly show CNN news footage to inspire conversation related to current events.

Data analysis has impacted the instructional programs by alerting staff to particular trends that seem to occur. Recently LAE had a Data Dive professional development day for LAE teacher from both ESL and ABE/HSE department with the Data specialist. From reports and resources that were shared, some questions were brought up around placing and advancing students particularly in the ABE class based on test scores. We found that students that were placed by the locator test into the higher levels of Math were sometimes placed in the ABE classes based on their score. This brought up the discussion of curriculum taught in ABE vs HSE, the students taking the higher-level test would not learn what was needed to advance in the ABE class. They needed to be in the HSE. After this discovery, we moved a few students from ABE to HSE so they can learn what is needed to improve and achieve their goals. LAE is also making changes to how we place students based on test scores. These types of meetings are important to align test results that are used for placement with curriculum that is taught at each level. In the Adult Diploma Program, there was a lack of participation as indicated by low attendance data. Faculty in the program were concerned that the program curriculum was not meeting the learner's needs. This was confirmed by the Data Secretary and the low number of program completions. There were only 7 graduates in the 2017-2018 school year. It was deemed necessary to overhaul the program and implement new curriculum. We evaluate the effectiveness of the programs and courses offered by the amount of completers and graduates. The new Edgenuity® Program resulted in 20 graduates in the 2018-2019 school year. In fee-based classes we evaluate the effectiveness of programs and courses through surveys and enrollment rates. For instance, our gentle yoga for older adults is consistently at capacity. In addition, the instructor reviews are always positive! In GED students take practice tests prior to signing up for the actual GED Exam. These results are then evaluated by the teacher who can advise if a student is ready to sign up for the exam. There are many students who need at home practice as well. In response, LAE offers an on-line GED prep that is self-paced for students that work or have child care issues.

Evidence 6.3

PLC Meetings minutes and agendas
HSD Certificates
Course Outline
Surveys
Catalog
GED Online Assessments and Practice Test

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.

Student Learning Results are reported in various ways. LAE Quarterly Deliverables are presented to Nova, CAEP, WIOA, and state governing bodies. A school report card is presented to the School Board by our Director on an annual basis. The report card includes number of certificates earned, GED exams passed, diplomas earned and number of students served. Student Learning results are presented to faculty on a monthly basis at PLC meetings.

Data is also shared at Consortium Wide work groups that are attended by Lead Teachers, the data secretary and school coordinator on a monthly basis.

Teachers can then identify students who require additional help through standardized test results, classroom work, data reports, benchmark reports, role-play, (CTE) period of time to complete their course, and using small groups to identify gaps in learning. In the teacher surveys one teacher wrote that the methods used in assessing student progress is tailored to each individual student. The teacher confers with each student during class to gauge their progression. At which time they give them hands on activities based both on where they are currently and what is needed to progress to the next phase. The teacher continues to check in with the student periodically well after the course has ended and encourages them to reach out whenever they need help.

The Director of the Community Education Center reports out monthly at the local board meetings regarding LAE and IHS progress and highlights. The Coordinator of Adult Education attends and reports out at the Superintendents Administrative Cabinet Quarterly meetings. At the July cabinet meeting, she shares a “Fact Sheet” regarding enrollments and student achievement data. In July and January, the Coordinator writes a letter of reflection to all staff members that highlights accomplishments and progress in the Action Plan steps. She also writes a “Message from Our Coordinator” in our bi-annual catalog that reports out various updates and changes throughout the year. Learning results are also reported to the community at large through the LAE Facebook page and Community events such as Art exhibits at the Community Center for all our Drawing and Art classes. The community is invited to the achievement and awards events as well.

Evidence 6.4

Fact Sheet

Test results

Social media announcements

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

LAE is governed by two entities: Liberty Union High School District and the Contra Costa County Adult Education Consortium. Fiscal, curriculum and instruction are shared and planned by both parties. The Adult Education Coordinator and the lead teachers are responsible for the institutional planning of the school. In regards to stakeholder involvement, a survey is posted on the LAE website and in our brochure. The brochure reaches over 62,000 community members. This annual survey information is then used to assess the relevance and appropriateness of our course offerings. LAE is continuing to look for new classes and programs to offer to the community. In our brochure we always include a page asking for anyone interested in teaching a new class to contact the Coordinator.

The governing body and administration allocate monies on an annual basis. For example, LAE offered a course in 2017-2018 called Adult Brush up. The class was designed to be a bridge from ESL to ABE focusing on writing and reading comprehension. Unfortunately, the ESL students were not attending and the course direction strayed from the original intent. Therefore, due to budget constraints, the Director discontinued the class. LAE instead offered new more appropriate ESL courses funded by increased CASAS and COAP funds.

The School Wide Action Plan has been modified due to student learning data. As mentioned above course offerings are eliminated and added according to student needs. Through assessments LAE is able to see the bigger picture, staying on top of Federal and State changes and quickly jumping on new technology and tools available to accomplish our current goals and make new ones for the future.

Evidence 6.5

District Standards ASE
Staff and students surveys
Catalog

Additional Online Indicators

Indicator 6.6: The school uses online assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven ongoing process.

Liberty Adult Education offers two online programs. One is available in our individualized Learning Center for our High School Diploma (HSD) Program and one through our High School Equivalency (HSE) Program. Edgenuity® provides data for teachers in real time to monitor student progress and learning results. Teachers are able to look at areas of need and improvement and work with students individually as needed. Edgenuity® provides program wide data for administrators and teachers, such as time spent on the coursework, completion rates, and grades, which allows adjustments and modifications to be made as well. For example, each time a student logs onto a course, a progress report is visually displayed for users to recognize their progress.

HSE program is comprised of Essential Education GED and HiSET software, this is a self-directed program based in the cloud that allows our students to prepare for their HSE test. The students utilize this program off-site but have the continual support of our teachers to help with any needs they have. This program includes multiple teaching strategies to reach each student no matter their learning style or learning level. Administrators and teachers collaboratively analyze critical student data such as time spent on course work, persistence, completion, and grades to determine if an adjustment in teaching support, course organization, and other modifications are needed.

Evidence 6.6

HSD Course Outline
HSE Course Outline

Indicator 6.7: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

HSD and GED online students are evaluated for online course readiness. Edgenuity® has embedded a variety of assessments within each unit and students must demonstrate competency through those assessments to be able to move to the next unit. The GED online curriculum (Essential.com) requires the students to pass assessments at each level before opening the next assignment or level.

Mastery is determined via lesson Assessment for GED online. These assessments include multiple types of questions geared to determine the students' progress. Students are then required to go back and learn the material prior to assessing again. HSD students are not able to move freely through the program and must move sequentially through each unit.

Edgenuity® automatically grades the quizzes, and test, and then provides instant feedback to the student. There are also written assignments, graded by the teacher according to an Edgenuity® rubric. Students are not able to move freely through the program and must move sequentially through each unit. If students are unable to pass an assessment more than two times, they must get approval from the teacher to retake the assessment. Teachers monitor progress in the system and check in with students during their weekly meetings to make sure that work is completed with integrity. Students found to be using outside resources are subjected to having to retake or redo their work and are at risk of dismissal from the program.

GED students work is graded via the program automatically. The assessments provide immediate feedback for the students, so they know their progress and understand what they need to continue to study. Essay work can be graded via either the teacher or the program. The program utilizes a test bank of questions. The assessments vary each time they are accessed. This allows us to ensure academic integrity. The program also provides the ability to track student's access and drills down into specifics of what the students work on and the amount of time worked on each item. We are able to utilize these reports to ensure that students are meeting the attendance requirements that will help them progress. We utilize the scores from CASAS assessment and the High School Equivalency examinations to assess if our program is reaching the needs of our students. If there are areas that the data shows need more attention, we are able to adjust the program and/or provide remediation as needed. As students' progress through the program and pass their HSE exams, identify these areas due to the data we receive from these assessments.

Evidence 6.7

Data report
Test Results
Curriculum

Indicator 6.8: A range of examples of student work and other assessments demonstrate online student achievement of the academic standards and the Schoolwide Learner Outcomes, including those with special needs.

Edgenuity® provides both formative and summative assessments. Examples of coursework found within the Edgenuity® curriculum (for HSD students) includes a variety of areas: multiple choice and short answer assignments, reports, essay writings, quizzes, tests, and others. The curriculum is aligned to the Common Core and NGSS Standards, however instructors maintain flexibility to adapt curriculum/assignments for students with special needs.

Students with an IEP usually have reader services and notes on test as an accommodation on their IEP. These services are available to the students through text to speech options within the Edgenuity® program. Often times we can also tell when a student is struggling based on their test scores. If a student has an IEP or a 504 we are able to lower the grade requirement for that student as well as adjust the weighted scale to align with that student's strengths. If we have a student who does not have an IEP yet it is, obvious through test scores that they are struggling we are able to make the same considerations. Other times we will have a student who has had ESL services and needs additional language supports. These accommodations are designed to help these students as well. At the same time, we can also activate the option for the reading to be translated into the student's primary language; this in turn provides every student the opportunity to be successful through the Edgenuity® on-line program.

When GED online students' progress through different levels of the program and ultimately pass their HSE exams, we highlight their stories in many different ways. For example, student work is posted in classrooms, and the students who pass the HSE exams are showcased in a specific area of the classroom. Students are encouraged and requested to come and share knowledge with their peers. Students are featured in Success Stories in our school catalog. In all of these areas, we connect the successes to the goals that the students have, which reflects the school learner outcomes. A key SLO at LAE is maintaining high academic standards; this SLO is celebrated with each success story.

Evidence 6.8

Catalog
Curriculum

Strengths:

1. Opened an Assessment Center
2. Implemented the ABE/HSD/HSE Goals series Reading and Math CASAS test from the Life Skills Series
3. Hired a Data Secretary
4. Converted the Adult High School Program to an online program
5. Instructor awareness of assessment data communicated at PLC meetings

Key Issues:

1. Continue to educate the staff on how to understand and interpret data and reports
2. Seek a successful academic or career pathway for our ESL students

Criterion 7: Student Support Services

Criterion: The school 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 school 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.

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

In the summer of 2016, LAE opened an onsite Career & College Transition Center to engage students enrolled in LAE programs. LAE hired an Employment Specialist who is available to assist and support student needs in the Career Center. A variety of AM and PM workshops were created to provide no-cost employment services for our students. Workshops included: Employment Readiness, 6-week comprehensive Career Readiness Certificate Program, Resume Writing, Interviewing skills, Cover Letters, and many many more. There were additional 1:1 appointments scheduled with the Employment Specialist to review such things as resumes, cover letters, career assessments, and career coaching needs. LAE also has a Transition Specialist on our campus 3 days per week providing AM and PM college information workshops for students who will transition to the community college. The workshops include Los Medanos College information, Learning Styles, College Applications, Adult Education Programs, Financial Aid, College Survival, Los Medanos College Tours, and Upwardly Global just to name a few. The Transition Specialist also meets with students 1:1 in our ESL/ABE/GED classes to establish Student Learning Plan (SLP) goals. Follow-up appointments are then scheduled with students to see how they are progressing. The results of the SLPs are provided to the teachers so they are better able to assist their students.

Workshops were evaluated after 90 days to determine which workshops were best received by our students. Within those 90 days, 19 students had attained employment as a result of the workshops and 1:1 individual career coaching sessions. At the end of 2017, 64 students attained employment from services received in LAE's Career Center. It was determined that resume writing and interviewing skills workshops have the most impact on our students and are considered to be our core workshops. When our students get a job, we proudly post their "I Got A Job" slip on the I Got A Job board in the Career Center. We like to share our student successes.

Announcements are made in the classrooms by the Employment and Transition Specialists on workshops as well as flyers posted in classrooms and throughout the school campus. The Career Center Calendar is also posted on the LAE website each month with dates for all workshops. Through our "All Staff Meeting" discussion groups we realized there is still opportunity to visit classrooms and make announcements letting students know of AJCC supports services available. In our recent student survey, our students have responded to survey questions telling us they are not fully aware of the AJCC services available to them with the "If you have used the AJCC, What services were provided to you?" 31% answered Career Planning Services, 31% answered Resume Writing, 15% Employer Recruitment, 11% Gov't Financial Support, 30% Job Search, 25% Job Interview skills, and 19% College Transition Information. After reviewing lower than expected student survey results, it appears we are not making a strong enough impression in all classrooms regarding the services provided in the AJCC.

In March 2018, the Career Center's Employment Specialist rolled out a new Job Club program for LAE students. This program is open to all students free of charge, and all students are

encouraged to attend. Each month a new speaker is invited to speak to students on job-related topics such as Networking for the 21st Century, the Applicants Nemesis The “A-T-S”, US Census jobs, How to work with an Employment Agency, Contra Costa Health Plans, LinkedIn, and H&R Block are just to name a few. This has become a great source of networking for students who are seeking employment. As of the 2019-2020 school year, there are at least 71 students attending the Job Club meetings.

In September 2018, LAE opened the East Bay Works, America’s Job Center of California Access Point (AJCC). With the closure of the local East Bay Works office in June 2018, LAE joined forces with eight organizations to form a countywide collaborative. Through this collaboration, LAE opened an AJCC Access Point on campus which is located in rooms 20 & 21. LAE was able to expand services offered to our students and the local community. With the expansion of the AJCC, we have added an Employment Specialist and a Full-Time WIOA Case Manager. We have also added 9 additional computer stations available for students and community members as well as a copier and scanner.

Services regularly offered through the AJCC are as follows:

- Career Workshops: Resume Writing, Interviewing Preparation, WIOA Orientation, CalJobs, Job Club networking.
- College Transition Services Workshops: College Application, College 101, Career Exploration, Financial Aid for College, College Tour.
- One-on-One Appointments with Employment Specialist or Transition Specialist to discuss Resumes, Interviews, Mock Interviews, Cover Letters, Career Coaching, College Information, Training Services, Student Learning Plans (SLP) etc.
- WIOA One on One Career Coaching-advice with our WIOA Case Manager. Opportunity for skills Upgrade Training and Education Assistance, Exposure to Job Market information.
- Job Boards with local job postings that are updated weekly.
- Student and Community Assistance provided in various ways such as: Filling out Forms: Citizenship Application (N-400), DOR, Disability, EDD, Health forms for doctors/appointments, Housing assistance/rental applications, Eviction assistance/housing referrals, Medi-Cal applications and report forms, Health insurance forms, Permanent Resident renewal forms, etc.
- Other Miscellaneous Services offered: Technology Support offered through computer assessments, typing practice (speed), email set-up, and computer assistance on how to access computer applications. We also offer Translation and interpretation (Spanish) services, Phone calls using a calling card for non-English speaking clients, information on schools and training facilities (training provider lists for WIOA), Caljobs program assistance, Faxing documents and more...

With the help of our Data Secretary, we have been able to collect extensive data for the AJCC since the expansion in September 2018. In the 2018-2019 school year, we have had 720 unique visitors in the career center, out of a total of 2,060 visits. Workshops have been well attended, including 92 attending resume workshops, 53 attending interviewing workshops, 87 attending WIOA Services, 46 using CalJobs, and 54 interested in college transition. Since January 2019, the average number of people who have got jobs through the AJCC averages about 11 people per month. The WIOA program's annual goals for the 2018-2019 school year were exceeded by 4%. Career services and support for our services offered through the AJCC continues to grow every month.

Our Adult High School Diploma students have academic assistance, including transcript evaluation through our high school Counselor and our Lead HSD Teacher in the evenings who is a high school Counselor during the day. Students with IEPs or 504 plan have a credentialed case manager that works directly with the students.

Liberty Adult Education in partnership with East Bay Works has annually held a Community Resource Fair. The Resource Fair provides students and community members an opportunity to learn about valuable resources available in East County. Each year community organization representatives have been on-site and available in a “meet and greet” atmosphere, answering questions and offering informational brochures, potential employment opportunities, and contact information for various community resources. Community resources include Children & Family Services, Educational Services, Employment Services, Job Training, Housing Support, Nutritional Support, Health & Medical, Immigration Services and more. With the closure of the East Bay Works office in June 2018, Liberty Adult Education was unable to offer the Resource Fair in the school year 2018-2019. The Resource Fair committee is being re-established and Liberty Adult Education hopes to restore this much-needed resource to our students and community in the near future.

In October 2018, Liberty Adult Education and Antioch Adult Education partnered with Los Medanos College to offer an ESL Pathway to College & Career Bridge program at our LAE campus. This program was offered for one week with students being in class 4.5 hours each day for a total of 22.5 at the end of the week. The programs' mission: “To support a successful transition for adult ESL learners to the college and career training. The goal is not to teach ESL, but to provide tailored support to ESL students in the college enrollment process; to address issues that are relevant to the ESL population, and provide an environment which fosters a “safe space” leading to increased student retention and successful program completion.” This program was staffed by College student Services, ESL Counselors and faculty, Transition Specialist for LMC and Adult Education, ESL PALs, and LAE staff. Prerequisites for this class: Students must be in high Intermediate through Advanced ESL levels in Adult Education, complete an application to enroll, the student must be transitioning out of ESL adult ed. This program was a great success. There were 17 students (6-Antioch, 11-Liberty) who signed up for the program and 14 students who completed the weeklong program. Students were amazed by all the information and grateful to have such a supportive team of educators by their side.

LAE is currently in the development process of the Career Connections cohort as part of the Contra Costa County Employment & Human Services Department (EHSD) contract, as mentioned on page 9. The four-week Career Connections cohort which aims to serve CalWORKS students transitioning off of county aid and into the workforce. We are finetuning curriculum and organizing a four-week lesson plan to include various components of workforce development. We will be using materials from New World of Work, New Readers Press Workwise Workbooks, and various other methods of instruction to support our students. Much of this material focuses on soft skills needed to be successful in choosing a job, getting a job and keeping a job. The curriculum will be implemented and evaluated for quality and appropriateness once it has been in place for a reasonable amount of time. With the help of the Social Workers, it is the goal of the program to assist student in their efforts to find a job.

LAE provides student support services that address the needs of our students and the local community. We can meet the needs of our students in a variety of ways such as 1:1 counseling appointments with Adult Education Coordinator, Counselor or PM Lead Teacher, Teachers, Employment Specialists, Transition Specialist, WIOA Case Manager, and the AE Support Staff. LAE also offers an IEP/504 plan follow-up with our Special Education (SPED) Case Manager. HSD coaching is available through our Teachers, Counselor or PM Lead Teacher, and CEC Director. Career Coaching is available by our Employment Specialists, and Student Learning Plan 1:1 meetings are available with our Transition Specialist. The AE Office Support Staff (Academic Advisors) are very knowledgeable and are available to assist students throughout the day by answering questions, explaining programs, scheduling classes, and offering referrals to various resources to advance student learner results. The support staff also offers encouragement to students daily and ask students to check in regularly on their progress. The support staff attends Professional Development training regularly on programs that are offered to better serve our students. Recently, the Employment Development Department (EDD) staff were onsite training our support staff, answering questions so that we can better support our students and community. LAE has four Paraprofessionals who support teachers and students each day from taking Low Literacy students in a small group to another room to work with them,

1:1 technology support on computer applications in the CTE classrooms, proctoring Assessment and GED testing, and giving lots of encouragement to students in the classrooms. LAE's custodians maintain the schools' property to provide a clean learning environment, and the Campus Supervisors provide campus security for AM and PM classes to ensure a safe learning environment as well as a security camera system for added campus security which are monitored regularly. LAE's AJCC is full of community resources and staff to support needs from job postings to housing assistance, an AE student lounge bulletin board is also full of available community resources.

LAE has partnered with Village Recourse Center (VCRC) as mentioned on page 51 to fulfill a need in our community. VCRC had a need for a Speak English class for their residents. LAE created a class to increase English fluency for communication in practical day-to-day situations, employment, and everyday life skills. This class is taught at VCRC to accommodate students without transportation. Childcare is also provided.

LAE does not provide financial aid, but we refer students to the AJCC for WIOA counseling by our WIOA Case Manager. Students who are unable to purchase a textbook for GED classes are provided textbooks from our LAE Student Account funds. LAE has a Regional Coordinator on-site 2-days per week from California Human Development (CHD), Farmworker Services & Workforce Development. He is available to meet the needs of farmworkers and their dependents with free employment and training services.

LAE assures the quality of its student support services through the feedback received from students, teachers, community, through various surveys. . For example, our student survey has shown that 98% of students have responded, Always to the question "Do you feel welcome at Liberty Adult Education?", and 83% have responded, Always to the question "Do you feel the office staff is friendly and helpful?". In addition to student surveys, LAE receives feedback at focus group meetings and our Above & Beyond Solutions box (suggestion box). LAE has already implemented a resource list that is posted in the classrooms that provides information on various topics such as learning disabilities, informational websites, and information on where to get health insurance. The information that is obtained through the surveys, focus groups and a suggestion box are then discussed at program and leadership meetings to determine if changes are needed in our program(s).

Evidence 7.1

All Staff Meeting Focus Group Feedback
AJCC Binder
Student Learning Plan (SLP)
Leadership Team Meeting Minutes
Catalog
I Got a Job/Employment Tracking
ASAP Data Reports
High School Counselor Handbook
Resource Fair Press Release April 2018
ESL Bridge Program
Career Connections
Village Resource Center Flyer
Student Survey

Indicator 7.2: The school 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 Academic Advising team includes the following staff members, LAE's Coordinator, Director, High School Counselor, Lead Teachers, Teachers, Special Education (SPED) Case Manager, WIOA Case Managers, Employment Specialist, Transition Specialist, CHD Regional

Coordinator, and the Support Staff. This team is available to assist students in academic guidance, career assessments, and the development of personal goals. LAE can better support its students' needs in-house with the addition of LAE's AJCC Access Point Office.

LAE's Coordinator, Director, and Leadership Team have all helped to develop the best practices that are in place to provide the highest level of academic advising possible for greater student success. These policies are reviewed and adjusted as needed due to the changing student population at LAE and feedback received through student surveys. Academic Advising updates are communicated to staff at LAE's All Staff Meetings, PLC Meetings, and via emails.

The LAE Support Staff is usually the first level of contact for new or returning students. The Support Staff listens and asks questions to better understand and determine the students' goals. Students are often guided to a better-suited program or class(s) to meet their goals while other students may be referred to the AJCC to meet with LAE's Employment Specialist or the Transition Specialist to help establish a goal or plan.

Our students currently enrolled in classes are encouraged to visit the AJCC and meet with an Employment Specialist or Transition Specialist. Students' time in the AJCC is not counted against them as a class absence. Workshops and one-on-one appointments are available to support employment goals and college transitions. The Transition Specialist meets one-on-one with students in ESL, ABE, and HSE to develop Student Learning Plans (SLPs) and guide them in establishing academic and/or career pathways.

Students enrolled in LAE's HSD program are guided by the High School Counselor, Lead Teacher (Counselor), and Teacher who reviews credits earned on high school transcripts and establish a plan to recover the credits needed to fulfill the graduation requirements. LAE's Special Education (SPED) Case Manager follows-up and monitors the students' progress while enrolled.

CTE students referred to LAE through the Department of Rehabilitation (DOR), the Workforce Innovation and Opportunity Act (WIOA), private Workers Compensation, and Veterans meet with LAE's Coordinator to complete a one-on-one student intake. The intake includes registration, student agreement, Education Plan, class schedule, and a campus tour. The Teacher and Coordinator review the students' progress each month and send monthly progress reports to the student's case manager. CTE students not enrolled in programs through DOR, WIOA, or other agencies meet with LAEs CTE Teachers or Support Staff for assistance with registration, program selection, and class schedules.

Focus students are referred to LAE by the Contra Costa County Employment & Human Services Department (EHSD). The FOCUS Teacher works with students on academic and career goals to prepare for career readiness through academic support and technology support. The Social Worker with EHSD sends a referral to LAE with the training needs of its clients and follows up weekly on attendance and progress. Upon completion of this program, students have been very successful in finding employment.

In the new Career Connections class, staff will dedicate multiple lessons connecting students with employment opportunities. Specifically, LAE intends to bring in local staffing agency speakers to discuss the process of using an agency to find work. LAE will focus on the critical employment steps involving resume writing and interview techniques to build the confidence of students as our end goal is to build Soft Skills and find meaningful employment.

LAE values the input from our students who participate in the staff surveys. In our student surveys, 93% responded Yes to the question "Do you feel your classes have helped you progress towards achieving your goals?" and 87% responded Yes and Somewhat to the question "Will your educational experience at LAE increase your employment opportunities?"

The Leadership Team for LAE provides Professional Development (PD) Training at the schools All Staff Meetings held three to four times each year. Additional PD is scheduled throughout the year as needed. The Lead Teachers provide PD training at their monthly PLC meetings as needed to support their program area. The Counselors attend Quarterly district-wide counseling meetings with guest speakers. The Counselor also attends SAT annual conference, and Los Medanos College (LMC) annual counselor conference. Liberty Union High School District (LUHSD) schedules mandatory PD for all staff to be completed annually (online trainings include: Mandated Reporter, Suicide Awareness, and Sexual Harassment). LUHSD may schedule additional training necessary to rollout or implement new district standards. LAE recently attended a District Active Shooter Response “ALICE” (Alert, Lockdown, Inform, Counter, Evacuate) training. The LAE Coordinator has an open-door policy that allows staff to seek out professional growth opportunities that will support their position. The LAE staff is encouraged, as the budget allows, to attend conferences, webinars, and training to support personal and professional growth.

LAE supports staff Professional Development and encourages all staff to participate. In our all-staff survey, 85% responded Always, Often, and Sometimes to the question “Do you participate in professional development activities as an effective resource for your job?” and 79% responded Always, Often, Sometimes to the question “Does Leadership support professional development with time, personal, and financial resources?”.

Evidence 7.2

Leadership Team Meeting Minutes
AJCC Binder
Student Learning Plan (SLP)
Catalog
ASAP Registration Form
High School Diploma Packet
CTE Student Intake Packet
FOCUS
Student Survey
Professional Development - All Staff Meeting email
District-Wide Counselor’s Meeting email/agenda
LMC Annual Counselor Conference
ALICE Training email

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

Liberty Adult Education prepares two-course catalogs annually for our Summer/Fall and Winter/Spring sessions. The course catalogs are mailed to over 62,000 homes throughout the local community in June and December of each year, as mentioned on page 100; which includes information on services, classes, fees, student success stories, the schools' Mission, Vision, and SLOs, policies, and procedures, and exciting news. Our Coordinator delivers catalogs to the local Library, Brentwood's Parks and Recreation Center, Brentwood's Senior Center, LUHSD Office, and other various locations throughout the community. The support staff sends out mailings with catalogs and various class flyers every 10 weeks to DOR Case Managers, East Bay Works/AJCC Case Managers, and various partners with-in the community. Our Coordinator takes catalogs to her partner meetings that she attends and shares out whenever possible about programs offered at LAE. The course catalog is posted on the schools' website at www.libertyadulted.org.

We advertise classes and services in the local newspaper throughout the school year. LAE's Facebook page is updated with upcoming class information and the Career Center calendar each month. Our Coordinator and AJCC staff attend local community events and various

meetings to support our community. These events and meetings are great for networking with the community and learn about ways to better serve our students and community.

Due to budgetary constraints, LAE does not have a school Marquee on campus. The only signage for our campus is the Liberty Union High School District Community Education Center sign on the front grass area facing Second Street. LAE is piloting 4 new Feather Flags, to be in place by the end of October 2019. These flags will be placed strategically on campus for optimal visibility by the community, and are with-in the LAE Budget. The goal and purpose of the flags are to bring awareness to Liberty Adult Education and our location.

LAE offers an Open Entry Open Exit enrollment policy in most program areas. The LAE office support staff welcomes all new students and assists in the selection of program areas based on goals and career/academic paths. New students complete the ASAP registration form, and students entering HSD will complete the HSD packet as well. Students entering ESL and ASE programs are scheduled to attend Orientation and take the CASAS Assessment test. Students entering CTE and fee-based classes are not required to take the CASAS Assessment test. CTE Orientations are done in the classroom every session. Students learn about the schools' policies at orientation as they are part of the student course agreement. Our Coordinator meets with CTE students that are working with DOR, WIOA, WC, etc. individually to discuss barriers and clarifies expectations. Students are referred to our AJCC staff for assistance with employment and educational goals and other support services. The Teacher monitors each students' progress in the classrooms and guides them toward the successful completion of their goals. The Coordinator meets with CTE students every 7-weeks to review their educational plans and next steps. The Coordinator, High School Counselor, and Lead Teachers perform regular classroom observations to follow-up on our Teachers.

Career Connections students will come by referral from Contra Costa County. Social Workers. While in class students will be supported by Teachers, AJCC staff, and county employment counselors. The program is set up for student to attend the FOCUS program here at LAE and then transition into the Career Connections program. Curriculum has been developed specifically for students moving from county aid to the workforce. The primary goal of Career Connections is to ease the transition of students into employment. As with other programs, students will be assessed via student surveys to ensure that they are reaching their desired outcomes. There will also be contact between the teacher and their employment counselor at the county office. The line of communication will be an important source of feedback and a way of tracking the students outcomes. The Teacher and the County employment counselors will monitor the students progress towards gainful employment.

The staff at LAE is committed to the schools' Mission statement "committed to equipping adult learners in our community with the skills necessary to succeed in our global society, enabling our students to achieve their career, educational, and personal goals."

In May 2019, our staff approved a final revision to our SLOs to better align with the schools' Mission, as mentioned on page 44. To better understand how to measure the SLO's Outcomes, an informational sheet was presented at the All Staff Meeting in May. These outcomes are examples of things already taking place at LAE.

Our AJCC Employment Specialists and Transition Specialist are committed to the success of our students and SLOs. The Employment and Transition Specialists are in and out of the classrooms promoting workshops and one-on-one meetings with students. Workshops are scheduled regularly and encouraged to assist students with employment and educational goals. Since September 2018, workshops have been well attended with 92 attendees for resumes, 53 attendees for interview skills, 87 attendees for WIOA services, and 54 attendees for college transition, as mentioned on page 20. We have had 88 students attain jobs with the help of our Career Specialists. LAE does not offer job placement services, however, we teach students the skills needed to get a job. Students are encouraged to let us know when they get a job, so we can add them to our "I Got a Job" board.

Evidence 7.3

Brentwood Press & Publishing Quotes
LAE Website (www.libertyadulted.org)
Brentwood Press Advertising
Feather Flag – Advertising
Catalog
High School Diploma Packet (HSD)
Orientation Packets
Vision, Mission, SLOs

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

LAE's Coordinator and Leadership Team regularly research and identify the learning support needs of our community through student surveys, staff surveys, client surveys, and community surveys. Students participate in surveys throughout the school year and the community receives surveys online and in our course catalog. After the surveys are collected the Coordinator and Leadership Team evaluate the results to determine if any changes are needed. Curriculum or services are updated throughout the school year as needed. Although surveys are distributed to our students, we are not capturing a true understanding of why students are not utilizing the AJCC student support services offered at LAE. Our Data Secretary analyzes data reports from TE and ASAP and verifies data accuracy and looks for opportunities where we need to improve.

LAE offers many extra-curricular and co-curricular program and activities for our students and the community. However, Student survey results ranging from 11% to 31% used the extra-curricular and co-curricular programs provided in the AJCC and on campus indicating our students are not taking full advantage or may not be aware of all the services that are available to them outside of their classrooms.

Examples of the extra-curricular and co-curricular program and activities are as follows:

- Career Workshops: Resume Writing, Interviewing Preparation, WIOA Orientation, CalJobs, Job Club networking.
- College Transition Services Workshops: College Application, College 101, Career Exploration, Financial Aid for College, College Tour.
- One-on-One Appointments with Employment Specialist or Transition Specialist to discuss Resumes, Interviews, Mock Interviews, Cover Letters, Career Coaching, College Information, Training Services, Student Learning Plans, etc.
- WIOA One on One Career Coaching-advice with our WIOA Case Manager. Opportunity for skills Upgrade Training and Education Assistance
- Student and Community Assistance: Filling out Forms: Citizenship Application (N-400), DOR, Disability, EDD, Health forms for doctors/appointments, Housing assistance/rental applications, Eviction assistance/housing referrals, Medi-Cal applications and report forms, Health insurance forms, Permanent Resident renewal forms, etc.
- LAE's Career Expo, East Bay Works Job Fair, Community Resource Fair
- Open Computer Lab 3 days a week for CTE Students.
- ESL's Cultural Diversity Celebration
- ESL/ABE/GED joint Graduation Celebration with special recognition awards given and families invited to share this special event.
- Community Art Show events with student from LAE and Brentwood Senior Center classes.

LAE evaluates offsite classes the same way as our onsite classes. Lead Teachers do classroom observations, the Coordinator visits the classrooms occasionally, and the students receive

student surveys. When concerns or issues arise the AE Coordinator works with the offsite immediate supervisor to resolve or implement changes as needed.

Evidence 7.4

Surveys

Data Reports

Extra-Curricular and Co-Curricular programs (see AJCC Support Services)

California Human Development information & flyers

Free Medicate Counseling

LAE's WASC Evidence Binder

Classroom Observation

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

LAE publishes the schools' policies in the annual course catalog twice each year. These policies are incorporated into the course agreements, which are reviewed and signed at orientation. LAE follows the guidelines set by the State and LUHSD for the release of student records. The Support Staff, Counselor, Lead Teachers, Coordinator, and Director at LAE are all familiar with these guidelines. Students' physical records are all located in the AE Office and also maintained in the computer through the ASAP and TE databases. Access to student files and/or records is limited to select staff only. Teachers may keep student files in their classrooms in a locked file cabinet. At the end of each year, old student records are boxed and put in a locked room for future shredding. CASAS paper test packets are kept in a locked cabinet in room 15. Student taking GED tests their belongings are kept in a locked cabinet in the Adult Ed Office while in the GED Testing Room. All highly confidential records are kept in the coordinators' office. We have student GED records locked in a fireproof safe in the Lead Secretary's office. Picture ID or permission in writing from the student is required per the California Education Code to release any school records. Confidentiality and professionalism are always a high priority for LAE.

Evidence 7.5

Catalog

Course Agreements

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

LAE publishes a course catalog that is issued twice each year with the student policies. Our course catalog is posted on the LAE website at www.libertyadulted.org. Students can review the catalog for class dates, times, and class descriptions. The course catalog also lists services that are available on campus at the AJCC. Students needing financial assistance are encouraged to visit the AJCC for information on WIOA. The course catalog goes through a series of edits before it goes to print and is reviewed by support staff, Lead Teachers, and the Coordinator to ensure all information is correct. The catalog is published and mailed to over 62,000 local residences. The catalog is also delivered to the local Library, Brentwood Community Center, Senior Center, and many various locations around the community.

LUHSD Board policies are posted online on the school districts website at <https://ca01001129.schoolwires.net>

LAE assures that students who enter our programs benefit by attending orientations and taking the CASAS Assessment Test. The Assessment Test is a tool to determine the students' educational level before entering any program and used as a placement guide. Teachers use the assessment results as a guide in their lesson planning. Students are assessed multiple times throughout the year, allowing us to verify their learner outcome results and monitor the

progress towards achieving their goals. Our Data Secretary analyzes various data reports on student learning outcomes found in ASAP and TE; and distributes the findings at Leadership Team Meetings and monthly PLC Meetings. Documentation on accomplishments is shown in the way of certificates, diplomas, and promotions in all programs.

Evidence 7.6

Catalog

LAE Website (www.libertyadulthood.org/)

District Website (<https://ca01001129.schoolwires.net/>)

Data Binder

PLC Binders

Leadership Team Meeting Minutes

Additional Online Indicators

Indicator 7.7: The school has available adequate services for online students, including referral services, to support all students in such areas as health, career and personal counseling, and academic assistance.

All students, regardless of whether they take online coursework or attend classes, have access to the same support services such as health, career, personal counseling and referrals to outside agencies, and academic assistance (including transcript evaluation) through our high school counselor during the day and our Lead Teacher (district high school counselor by day) in the evenings. Both counselors are located in Community Education Center (same building). All students, including online students, must attend orientation upon enrollment and CTE and ASE students are required to take support classes if their skills are not at least at the secondary level. Appropriate referrals are made if a student needs assistance with health, personal counseling and or career assistance.

Evidence 7.7

AJCC Binder

Indicator 7.8: The school leadership and staff ensure that the support services and related activities have a direct relationship to online student involvement in learning, e.g., within and outside the classroom, for all students.

We offer a hybrid lab setting in which students are required to attend the first two classes in order to become familiar with the online program. After that, students are not required to physically attend, but they may do so, unless the teacher sees a need in which the student is then contacted. Throughout the online program, teachers guide and monitor student progress as the student moves through course requirements both on and off site. Students also have computer and online access on site during the day and evening in our career centers and/or available labs with assistance. The City of Brentwood Library is also available for student access along with tutoring services. Students with active IEP's have a credentialed case manager that directly works with the student, staff and online program making necessary appropriate modifications and/or accommodations as needed.

The students in the online HSE class have access to the same opportunities as those in the HSD program. The students are given access to all services offered by Liberty Adult Education. The students are encouraged to utilize our AJCC to help with transition to the next step of their pathways when obtaining their High School Equivalency. Students may communicate with the instructor through the various ways provided to them on the initial orientation letter. Students are able to utilize the computers in the AJCC if needed to complete coursework.

Evidence 7.8

AJCC Binder

Indicator 7.9: School leadership and staff link curricular and co-curricular activities for online students to the academic standards and schoolwide learner outcomes.

The students in the HSD class physically meet in the lab for at least two classes with the teacher and other classmates. Often productive relationships are built in which students coordinate study groups on and off site. Many times, it is observed where students will have dinner and socialize together onsite prior to their evening class.

Students in the online HSE class are able to take advantage of the different school-wide activities that Liberty Adult Education holds for students. Some examples are the Job Fairs, Job Club and other seminars and workshops. As students are adults and have jobs and lives to navigate, they are looking for a class that allows them to be flexible and learn at any time.

Evidence 7.9

AJCC Binder

Indicator 7.10: The school has an effective process for regularly evaluating the level of online student involvement in curricular/co-curricular activities and student use of support services.

Currently, we do not have many co-curricular activities beyond group/class socialization and study groups as many of our students are goal driven and completing their required coursework tends to take priority. Many hold jobs outside of class and time does not allow for much outside socialization. Students are always encouraged to visit our Career Center and investigate college/career opportunities (Job Finder). Once students complete the online program they are required to sit down with our Career Center staff and complete a transition inventory. The Career Center keeps records of the students who have come in to utilize their services. These records allow us to determine how often our online students take advantage of the services available to them.

With that being said, we are investigating the possibility of completing a 'Social Needs Assessment' with this group. If we find this is a critical piece for our students, we will further investigate co-curricular activities that can be implemented to meet those needs.

Evidence 7.10

AJCC Binder

Strengths:

1. Onsite AJCC to better support students and community needs
2. LAE helps students achieve their goals
3. Students feel welcome on campus
4. Support staff is friendly and helpful
5. HSD program teachers participate and follow-up in guiding students in achieving goals
6. Enhanced data collection with the assistance of the Data Secretary

Key Issues:

1. Increased visibility from Career Center Staff for AM and PM classes to ensure all students are aware of all the services available outside the classrooms
2. Implement a questionnaire for students to get a better understanding of why they are not using the AJCC support services
3. Explore resources to improve outside signage for better visibility and community awareness

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 school plans and manages its financial affairs with integrity and in a manner, which ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

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

Liberty Adult Education operates in a fiscally sound and responsible manner with a priority on student needs and the learning environment. LAE has stayed within its budget for the last three fiscal years (2016 – 2017, 2017 -2018, 2018-2019). As of 2015 -2016 SY, LAE receives state funding for the adult education through California Adult Education Program (CAEP), along with Carl Perkins, WIOA Title II, and modest fees. This has allowed LAE to continue to provide a wide range of educational services while remaining fiscally solvent. **(Table 17)**

LAE is committed to reviewing and prioritizing all program decisions as they relate to our mission and goals as well as the goals of our CCCAEC 3-year Plan and the WIOA Title II Grant. LAE's annual budget is created with the support of our Business Offices.

Table 17

Funding Source	2016 - 2017	2017-2018	2018 - 2019	2019-2020
CAEP	906,459.00	906,459.00	1,007,139.00	1,039,753.00
WIOA Title II	124,217.00	166,257.00	146,706.00	182,065.00
CalWORKs Contract	52,201.00	58,000.00	64,000.00	128,002.00
CalWORKs ADA	24,699.00	18,298.00	24,071.00	25,000.00
Carl Perkins	18,114.00	27,582.00	9,690.00	19,633.00
Rubicon AJCC Contract			29,952.00	29,952.00
Rubicon GED Contract	5,913.00	5,913.00	5,913.00	6,500.00
VCRC Contract			3,441.00	4,528.00
Fee Based Classes	244,127.00	257,057.00	222,230.00	
Total	\$1,375,730.00	\$1,439,566.00	\$1,513,142.00	\$1,435,433.00

Evidence 8.1

Copy of the Budget for Past Three Years

Financial Management Policies and Procedures, Purchasing Policies/Procedures

Requisition Forms

Contract Binders

Nova Website –Nova.cccco.edu

Indicator 8.2: The school 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.

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 monthly and reported to the District's Business Department. MasterCard/Visa/Discover 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 Coordinator 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. . The Coordinator and Lead Secretary have online access to the budget for continual monitoring of expenditures and balances. The Coordinator conducts a monthly review of current budget status and meets with the district's Fiscal Coordinator quarterly. This review would confirm that there are sufficient monies to maintain current school programs. The Fiscal Coordinator is always available when questions arise. 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. All procedures and guidelines are strictly followed.

The Adult Education Coordinator attends a monthly CCCAEC Budget and Fiscal Workgroup Meeting that also monitors the members' budget regionally. Our Fiscal Coordinator attends these meeting on a quarterly basis as well. Through our CCCAEC, we have hired a Consortium Accountant that ensures member quarterly fiscal information is valid through reviews of general ledger back up and maintains a log for budget change request for an audit file. The Accountant also compiles member quarterly expenditures with targets for the Budget Workgroups.

The budget, policies, and practices are discussed at Leadership Team Meetings. Any financial updates and decisions that are made are reported out at our PLC meetings, in a memo, and in the bi-annual Welcome Back letter. The district's CFO conducts regular budget updates at School Board meetings and Administrative Cabinet.

LAE does not provide financial aid for our students. We maintain and oversee two federal grants; they are WIOA 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:

- Rubicon Programs INC
- Village Community Resource Center
- City of Brentwood
- Employment and Human Services
- Workforce Development Board
- Pearson VUE
- Oakley Union Elementary District
- California Human Development

Evidence 8.2

Reports to District Business Department
Audit Report
Service Contracts Binder
CCCAEC Budget Workgroup Binder
Bi Annual Welcome Letter
Leadership Binders

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 Fiscal Coordinator, Adult Education Coordinator, and Lead Secretary, are the key players in allowing a realistic assessment of current financial resources. Adjustments to the current budget distribution codes are made if action is required. Due to flat funding for Adult Education Programs, long range strategic planning is very challenging. It is very difficult to plan long range when there are limited resources for Adult Education Programs throughout California. In school year 2018-2019 (2.71%COLA) and 2019- 2020 (3.26%COLA), Adult Education programs received a COLA but no other funding increases. This help offset the raises and Health & Welfare benefits for our classified staff. LAE's long range planning is simply projected from one academic year to the next. **(Table 18)**

Table 18

2017-2018	2018-2019	2019-2020
\$906,459.00	\$1,007,139.00	\$1,039,753.00

The Adult Education Coordinator is 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, CCCAEC Regional Strategic Plan, attendance trends, and community needs. Long term financial planning for LAE, as noted, is uncertain at this time. The Adult Education Coordinator is also responsible for specific budget allocations of monies received from a variety of sources. For example, the WIOA 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, some building maintenance, utilities and other issues not directly associated with the classroom. The adult school also pays annual indirect costs less than 5% to the district for various program support personnel.

Evidence 8.3

District Website www.libertyunion.net (LUHSD Board):

Board Agenda, Minutes on Budget Issues, and long term planning

Indicator 8.4: The school 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 through our phone system for public announcements that was updated two years ago. We support the safe environment by posting laws pertaining to non-students and visitors on campus and being visible and vigilant in and around the classrooms. We also have a full-time campus supervisor who monitors the entire site and makes frequent classroom visits. In 2016, we installed and upgraded our interior/exterior video camera surveillance system, which has been a valuable and useful tool for safety and to help prevent occasional vandalism (available through administration). Our district has added Columbine locks on classroom doors at the Community Education Center. 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. As indicated on our staff surveys, 85% of our staff feel that LAE is a safe working environment and 94% of our students always

feel safe and secure at LAE. Surveys from staff and students agree that LAE is 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.

Our school district has been very supportive in maintaining our building to the highest level possible by providing funding and maintenance personnel to complete needed projects including carpeting at all doors to prevent wet hallways, mirror film on the windows to reduce heat transfer, trimming and/or the removal of dead trees, and installing an upgraded emergency phone intercom system. More evidence regarding facilities can be found in the Williams Settlement Act Compliance document. The administration is required to participate in a webinar on "The Proper Procedures and Forms used in Reporting Accidents".

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.

Evidence 8.4

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

Strengths:

1. LAE provides a safe and secure learning environment for our students
2. LUHSD is supportive in maintaining our facility to the highest level possible by providing funding and maintenance personnel
3. Leverage funding through contractual agreements with a number of outside partnerships
4. Liberty Adult Education operates in a fiscally sound and responsible manner

Key Issues:

1. Long range strategic planning is challenging due to flat funding

Criterion 9: Community Connection

Criterion: The school 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 school to connect to community leaders, businesses, and organizations that can enhance the learning opportunities for students.

LAE employs a wide range of strategies to ensure business and community involvement is integral to establishing support systems for our students. LAE has a planning process that is broad-based, collaborative and has the commitment of its stakeholders. Connections to industry, the workplace, and Community Based Organizations are essential to student success and achievement of the SLO's. 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 such as:

- California Human Development (Migrant Education Program)
- Department of Rehabilitation
- Project Second Chance (a literacy program through the Library)
- Village Community Resource Center
- Soroptimist of the Delta Chapter
- Brentwood Lions Club
- US Census Bureau
- Brentwood and Oakley Chamber of Commerce
- EAST County Senior Coalition
- City of Brentwood
- Brentwood Press
- Contra Costa Employment and Human Services Department
- Rubicon, INC.
- Contra Costa County Workforce Development Board
- La Clinica
- Los Medanos College
- Employment Development Department (EDD)

LAE's partners support us in many ways: job resources, job readiness skills, on-the-job-training, guest speakers, training opportunities, 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 Active Adult Classes.

As mentioned in Chapter I, Liberty Adult Education and 8 organizations joined forces to form a countywide collaborative to expand access and quality of resources. This collaborative has collaborated with Contra Costa County and its Workforce Development Board (WDBCCC) to create an unprecedented network of service providers through an RFP process. The Contra Costa Workforce Collaborative (CCWC) is the first effort of its kind in California. We have pooled our resources so that unemployed Contra Costans can quickly find a good job or start a new career. It will be easier than ever to access the technical resources, coaching and training necessary to thrive in this evolving job market. LAE is an official AJCC Access Point that offers on site job recruitments through various businesses/agencies. For example: The U.S. Census held a workshop on applying for supervisory and non-supervisory employment opportunities

and Applying for a job with Contra Costa County. We also invite guest speakers to speak about various topics such as LinkedIn and wellness for the whole person and many more.

California Human Development is housed on our campus two days per week. They offer services for migrant farm workers such as various training opportunities, supportive services, and on the job trainings.

The Adult Education Coordinator attends Workforce Integration Network (WIN) meetings quarterly. 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. Through the WIN, LAE hosts a bi-annual Community Resource Fair. The Mayor of Brentwood has done the opening remarks and Assembly member Jim Frazier's office sends a representative to participate and welcome community members. We host over 35 community based organizations, educational and government agencies and businesses to share valuable resources with LAE students and community members. In April of 2020, LAE will hosting a Career Expo instead of a Resource Fair.

Evidence 9.1

WIN-Meeting Agenda and Minutes

Memoranda of Understanding

Contracts - City of Brentwood

Bi-Annual Letter to Partners

Flyers of Events

Indicator 9.2: The school 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 school's mission.

LAE continues to research the feasibility of internship opportunities. Our CTE teachers have discussed various internship possibilities. As a result of these discussions, we are trying to provide an internship coordinator. We currently have a CTE teacher that is interested in fulfilling this position.

We have realized that the community we serve is a "Bedroom Community". There are a limited number of corporate intern opportunities in our community. Our Employment Specialist attends Chamber of Commerce events to inform local businesses about our program(s). The Adult Education Coordinator attended a local Rotary Club Meeting to do a presentation on services and programs LAE offers to our community and local businesses. We have concluded that the majority of internship opportunities are related to small business. This makes it difficult to provide interns to a small business that could eventually lead to full time employment. We realize that providing internships is an ongoing area of growth. Due to current funding limitations, we are not able to support a full time employee as an Internship Coordinator.

Our Art Teacher coordinates an Annual Art Show through the City of Brentwood Senior Center. Our art school students display their current art projects and sometimes sell a piece or two. Our students also participate in the local "Banner Up" Program. The "Banner Up" Program aims to promote and enrich community-wide awareness of local art activities, stimulate and encourage creative works in art, provide education opportunities for members of the Art Guild of the Delta and the community to further develop artistic skills and art appreciation. Our students paint beautiful banners that are displayed in downtown Brentwood and are then auctioned off at the "Gala Benefit Auction". Proceeds from the banner auction are split 50/50 with the artist and the Brentwood Library Foundation in support of public art.

In cooperation with the local Lion's Club, 25-40 food gift baskets are distributed during the holiday season to some of LAE's less fortunate students. In the spirit of community service, a number of our evening ESL students volunteered at Liberty High School to provide tutoring assistance to high school Spanish classes. LAE students also participate in the Brentwood Regional Community Chest Food and Toy Drive Food Drive. The students fill their classroom barrels with food and toys. Some students help with the distributing of the gift items.

LAE has a very positive reputation in our community. Many of our students take multiple classes as a result of their positive learning experience(s). "Word of Mouth" is a significant factor in our student enrollment. Student surveys indicate that a number of students learn of our program(s) in this manner. The LUHSD Board of Trustees and our LUHSD District Administration continue to support our programs. When Adult Education programs in the State of California were at risk due to "Flex-Funding": LUHSD continued to provide full support for our Adult Education Program. LAE has continued community support from our partners, consistent enrollment (over 3000 students) and referrals support this conclusion.

Evidence 9.2

Internship-Contracts and Handbook on Policies and Procedures
Volunteer Handouts-Local Hospitals
Chamber of Commerce- Business License -
Contract Binder

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

LAE informs its community regarding our mission and learning opportunities through bi-annual catalog mailings to over 62,000 residents and businesses. The catalog is also delivered to local libraries, the Chamber of Commerce, Department of Rehabilitation, Employment and Human Development Department, (Social Services), and various community events. The LAE Mission Statement is included in all catalog mailings.

Through data collected for Carl Perkins and WIOA Title II, follow up phone calls, text and email messages, student surveys and letters, reports are generated to determine if students gained employment, improved employment, received a raise, or enrolled in higher education. Results are reported in LAE's annual "Fact Sheet", which is shared at our partner meetings, LUHSD Administrative Cabinet, CCCAEC meetings, and discussed with staff and teachers. Student success is spotlighted in catalog as "Portraits of Success" This information is also shared during Adult Education Legislative Day. This information is used to determine future program changes and improvement.

School events are publicized through social media and flyers. The Adult Education Coordinator engages local partners throughout the community to leverage resources with local community needs.

Evidence 9.3

PowerPoint Presentations
I Got a Job Slip
Carl Perkins- Surveys 101E2
WIOA Title II 231 Survey -Follow-Up Core Performance
Flyers
Fact Sheet
Catalog

Additional Online Indicator

Indicator 9.4: The school ensures that the parents and school community understand online student achievement of the academic standards/schoolwide learner outcomes through the curricular/ co-curricular program.

The HSD program offers self-paced online HSD courses through Edgenuity®. Students are familiarized with the online nature of the HSD and the requirements for completion. These expectations, such as standards of conduct and academic integrity, are also included in the initial meeting with the teacher as well as the initial orientation in Edgenuity®.

As the students in the online HSE class are adults, the school deals directly with them and not their parents. The staff at LAE work to ensure that students are aware of what the class entails and make accurate choices as to whether to enroll in an online class or face-to-face class. This starts with the office staff who are the initial contact point for these students when they call to enroll. The office staff can then refer the students to the Lead Teacher and/or an Instructor who can counsel them and help them decide if an online class is the right choice. If at any time during their classwork the students feel they are in the wrong class or that there may be a better path for them, teachers will work with them in order to determine the best way for the students to proceed. Finally, if a teacher determines that a student may be struggling and would do better in a face-to-face class, they will contact the students and spend time determining the best next step.

Strengths:

1. Strong local and regional partnerships
2. Work with partners to leverage resources to meet community needs
3. Students take multiple classes as a result of their positive learning experience(s)
4. The Contra Costa Workforce Collaborative (CCWC) is the first effort of its kind in California
5. LAE is an official AJCC Access Point
6. Maintain strong relationships with employers and facilitate regular on-site recruitments

Key Issues:

1. Continues to research the feasibility of internship opportunities

Criterion 10:

Action Plan for Ongoing Improvement

Criterion: The school 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 ongoing school improvement.

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

Since our full accreditation process in 2014, we have continued to review, on a regular basis, our original Action Plan. We have made significant progress in achieving and maintaining our goals as noted in our Three Year-Midterm Revisit in 2017. We have developed and maintained a documented timeline that includes responsible persons, resources, and measured accomplishments which is updated on a monthly basis. We named this document the Liberty Adult Education- Report of Progress /Accountability. We will continue to use this process for our 2020 Action Plan.

The School's Leadership Team and PLCs monitor and adjust the Action Plan as needed. LAE reports out our progress at School Board Meetings and community events on a regular basis. 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.

After wrapping up our self-study findings, the school's stakeholders decided to modify the 2014 Action Plan so the key issues identified could be addressed. The modified Action Plan was developed based upon the progress the school had accomplished towards the 2014 Action Plan and provides for continued school improvement in similar and newly identified areas through our self-study.

The modified 2020 Action Plan includes three areas of focus that integrate the self-study's key issues:

1. Student Learning and Achievement
2. Staff Commitment
3. Communication and Community Outreach

The 2020 Action Plan focuses on student learning needs for today's college and career demands and continuous personal growth for the 21st Century. It enhances support for our staff to grow professionally to promote student learning and achievement, and strengthens community outreach and communications that positively impact student learning outcomes.

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

The self-study process was critical in assisting LAE to identify the key issues for our school. We began the process of evaluating and analyzing all school programs from the ten WASC Criteria.

We began to focus on the Self-Study in the spring of 2019. Data collection included surveys to our staff, students, and community members to ensure we involved all stakeholders. In September, we distributed the new surveys, interviewed students from the different program areas and performed classroom observations to reach the students and staff we missed in the spring. The WASC Leadership Team held two "All staff meetings" to gather input to further

identify strengths and key issues. This method of data gathering was very useful in determining strengths and key issues. We had bi-weekly meetings in October and November to review the Ten Criteria drafts and compile strengths and key issues. We had giant post-its filled with findings from our various meetings. We discussed all the important key issues that were critical to student learning and outcomes. We then grouped the key issues that were similar into themes and chose three areas of focus for a modified Action Plan. After many hours of discussion, the key issues were prioritized by the consensus of the team. These areas aligned with our revised Mission and SLOs.

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

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

LAE has established processes to ensure the implementation the Action Plan and the participation and support of stakeholders.

For each step addressed in each Action Plan, LAE's Leadership Team has assigned responsibility for implementation to key staff members that will move the plan forward according to the timeline. The administration is committed to the success of the Action Plan and prioritizes funding to do so. Evidence is collected regularly to support completion of steps toward each plan.

Indicator 10.4: The school 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 section of our 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 based upon evidence collected and data analysis.

All stakeholders have an opportunity to provide input and learn about our progress as the Action Plan continues to be monitored, reviewed, and revised through various methods. These methods include but are not limited to: meetings, business correspondence, our annual Report Card, Community Social Groups and their events, email, brochure surveys, and social media/Facebook.

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. Student Success is what guides LAE and is at the forefront of all decision making and budgetary decisions. "We are Student Centered".

Evidence 10.5

WASC Leadership Team Meeting - Agendas and Minutes

All Staff Meeting – Agendas and Minutes

Giant Post-It's

School Board – Approval of Action Plan

Strengths:

1. Significant progress in achieving and maintaining our goals
2. The Schoolwide Action Plan is user friendly and practical

3. Though collaborative work, the Action Plans will result in increased schoolwide student achievement/outcome

Key Issues:

1. N/A



CHAPTER IV

Chapter IV. Revising the School 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 and key issues are listed below:

Strengths

1. **Professional Learning Community Structure**-The PLC structure provides a framework to enhance data analysis and communication, monitor progress, ensure best instructional practices, and determine professional development needs. PLCs meeting monthly with the Data Secretary to review reports analyze findings and monitor progress.
2. **Curriculum and Instruction**-LAE faculty regularly revise instructional practices and curriculum according to best practices and education through ongoing professional development. We have recently updated textbooks and technology to meet the changing needs of our students with regard to careers, further education, and their goals. We support student centered learning, students' achievements are acknowledge and reinforced, and intervention is provided for students who need remediation.
3. **Student Support**-Liberty Adult Education provides tremendous support to help students achieve their academic, career, and personal goals. We provide a safe and secure learning environment, with friendly and helpful staffing, to make our students feel welcome on campus. Students feel their experience at our school enhances their lives on many levels.
4. **Partnerships**-LAE has enjoyed a very strong level of community collaboration and support from local agencies, community-based organizations, and other partners for many years. These relationships are nurtured through regular meetings, activities, and events that promote and extend opportunities for student learning.
5. **Adult High School Diploma Program**-Since converting the Adult High School Diploma Program to the online Edgenuity® Program, our graduates have increased from 7 students to 20 students in one year. Program administrators and teachers work collaboratively to ensure ongoing support and monitoring of students in the program, with weekly person-to-person counseling available.
6. **District Support**-Liberty Union High School District operates in a fiscally sound and responsible manner, with stable and consistent policies and procedures. We enjoy School Board and District support for our programs, Mission, and CAEP mandates. We are able to work very closely with the Human Resources Department to maintain professional staffing. The District maintains our facility to the highest level possible by providing funding and maintenance personnel.

Key Issues

1. **Strengthen learning opportunities by providing resources and staff development activities to augment instruction and achievement of SLOs**-LAE will continue to promote professional staff development and enhance student opportunities assisting all stakeholders with their personal, academic, and career pathways. Program wide SLO outcomes will be heightened and recognized with increased data integration, additional resources, and exploration of new programs.

2. **Due to minimal staff commitment, collaboration and workflow has been impeded**-Many factors have led to frequent changes, turnover in staffing, and hourly/part-time positions. Due to these factors, there is less of an entire staff commitment. We have had multiple retirements as well as staff moving on from part-time LAE teaching positions to full-time benefited positions outside of LAE. Increased staff involvement in development of school policies and procedures will encourage and increase both collaboration and workflow.
3. **Strengthen communications between and amongst school and community members**-Promoting communication increases productivity and opportunity on campus and within our community. Students and staff who feel a part of their school will be happier and more successful in the long run; they will share their experience and promote LAE, increasing our influence in the community at large. In addition. Multiple marketing opportunities will further promote and expand the LAE area of influence.

Action Plan 1: Student and Learning Achievement

Key Issue: Strengthen learning opportunities by providing resources and staff development activities to augment instruction and achievement of SLOs.

Rationale: Continued teacher professional development partnered with student opportunities will further student achievement toward personal, academic, and career goals.

- SLOs:**
1. Students will acquire and apply 21st Century skills
 2. Students will obtain career, educational, and personal advancement
 3. Students will access resources to support achievement
 4. Students will strengthen their communities
 5. Students will pursue lifelong learning

<p>Key X – Explore D – Develop I – Implement O – Ongoing</p>

STEPS TO ADDRESS KEY ISSUE	PERSON(S) RESONSIBLE	RESOURCES NEEDED	TIME LINE			METHODS TO ASSESS, MONITOR & REPORT PROGRESS
			2020–2021 2021–2022	2022–2023 2023–2024	2024–2025 2025–2026	
Pilot an internship program for the Career Tech students who complete their program certifications.	<ul style="list-style-type: none"> ➤ Adult Ed Coordinator ➤ Lead CTE Teacher ➤ CTE Teaching Staff ➤ CTE Teacher Special Projects ➤ Career Center/AJCC Staff 	<ul style="list-style-type: none"> ➤ Meeting time ➤ Staff time /budget ➤ Meeting expenses ➤ Research/ Development time ➤ Collaboration time outside sources 	D and I	Review		<ul style="list-style-type: none"> ➤ Meeting schedule ➤ Agenda ➤ Meeting minutes ➤ Correspondence <ul style="list-style-type: none"> - Memos - Emails ➤ Student Internship contracts ➤ Business Contracts ➤ Internship Handbook ➤ Data Collection ➤ Internship/Student Evaluations
Develop a process to incorporate the Student Learning Plans (SLP) to determine future career pathways for our ESL Students.	<ul style="list-style-type: none"> ➤ Adult Ed Coordinator ➤ Lead ESL Teacher ➤ ESL Teaching Staff ➤ Transition Specialist 	<ul style="list-style-type: none"> ➤ Meeting time ➤ Staff time /budget ➤ Meeting expenses ➤ Research/ Development time ➤ Collaboration time 	D and I	O	O	<ul style="list-style-type: none"> ➤ Agendas ➤ Meeting Minutes ➤ Correspondence <ul style="list-style-type: none"> -Memos -Emails ➤ New Course Outlines ➤ Catalog ➤ Student Learning Plans ➤ WIOA Plan

Develop pacing guides for the HSE Online Class. -Attendance requirements -Total number of hours for the course -Course expectation -Testing -Student Contract	<ul style="list-style-type: none"> ➤ Lead HSE Teacher ➤ HSE Teaching Staff 	<ul style="list-style-type: none"> ➤ Meeting time ➤ Staff time /budget ➤ Meeting expenses ➤ Research/ Development time 	D and I	O	O	<ul style="list-style-type: none"> ➤ Agendas ➤ Meeting minutes ➤ Pacing Guide ➤ Increased number of on-line HSE completers
Incorporate an additional agenda item to the PLC meetings (semi-annually) to guide teachers in how to further incorporate and define SLOs into their curriculum to reinforce student understanding.	<ul style="list-style-type: none"> ➤ Lead Teachers ➤ Teaching Staff 	<ul style="list-style-type: none"> ➤ Meeting time ➤ Budget release time 	I	O	O	<ul style="list-style-type: none"> ➤ Agendas ➤ Meeting minutes ➤ Handouts ➤ Surveys
Continue to integrate data analysis as an essential component of PLC Meetings, “All Staff Meetings”, and bi-annual PD trainings.	<ul style="list-style-type: none"> ➤ Leadership Team ➤ Lead Teachers ➤ Teaching Staff ➤ Data Secretary 	<ul style="list-style-type: none"> ➤ Meeting time ➤ Meeting expenses ➤ PD time 	I	O	O	<ul style="list-style-type: none"> ➤ Agendas ➤ Meeting minutes ➤ Memos ➤ Data collection analysis binders ➤ PD flyer ➤ Improved learner outcomes (CASAS Test) binders, ASAP, & TOPs Pro reports

Action Plan 2: Staff Commitment

Key Issue: Due to minimal staff commitment, collaboration and workflow has been impeded.

Rationale: Increased staff investment as stakeholders will encourage adherence to school policies and procedures.

- SLOs:**
1. Students will acquire and apply 21st Century skills
 2. Students will obtain career, educational, and personal advancement
 3. Students will access resources to support achievement
 4. Students will strengthen their communities
 5. Students will pursue lifelong learning

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

STEPS TO ADDRESS KEY ISSUE	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	TIME LINE			METHODS TO ASSESS, MONITOR & REPORT PROGRESS
			2020–2021 2021–2022	2022–2023 2023–2024	2024–2025 2025–2026	
Explore a new teacher orientation to increase attendance and participation at “All Staff Meeting” and school events.	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Leadership Team ➤ Office Staff 	<ul style="list-style-type: none"> ➤ Collaboration time/meeting time ➤ Budget release time 	X and D	Review		<ul style="list-style-type: none"> ➤ Agenda ➤ Meeting minutes ➤ Emails ➤ Memo
Expand opportunities to include stakeholders input regarding curriculum review and instructional strategies.	<ul style="list-style-type: none"> ➤ Lead ESL/ASE, CTE & ABE teachers ➤ Classroom Teachers 	<ul style="list-style-type: none"> ➤ Lead Teacher and staff meeting time /budget 	X, D, and I	Review		<ul style="list-style-type: none"> ➤ PLC Agendas ➤ Meeting minutes ➤ Emails ➤ Data collections
Create a master calendar to increase and involve more stakeholders for regular classroom observations for all program areas.	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Leadership Team ➤ Lead Teachers ➤ Office Staff 	<ul style="list-style-type: none"> ➤ Meeting time/budget 	D and I	O	O	<ul style="list-style-type: none"> ➤ Agenda ➤ Meeting minutes ➤ Calendar ➤ Completed observation forms

Action Plan 3: Communication and Community Outreach

Key Issue: Strengthen communications between and amongst school and community members.

Rationale: Strengthening school and community communication will positively impact SLOs and enhance community awareness of Liberty Adult Education.

- SLOS:**
1. Students will acquire and apply 21st Century skills
 2. Students will obtain career, educational, and personal advancement
 3. Students will access resources to support achievement
 4. Students will strengthen their communities
 5. Students will pursue lifelong learning

Key X – Explore D – Develop I – Implement O – Ongoing
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STEPS TO ADDRESS KEY ISSUE	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	TIME LINE			METHODS TO ASSESS, MONITOR & REPORT PROGRESS
			2020-2021 2021-2022	2022-2023 2023-2024	2024-2025 2025-2026	
Increase visibility from Career Center/AJCC Staff for AM and PM classes to ensure all students are aware of all services available outside the classroom. <ul style="list-style-type: none"> – Weekly/bi-weekly visits from all Career Center Staff – develop a schedule – Career Center Staff presenting information at student orientations Teachers' awareness to incorporate Career Center field trips for students.	<ul style="list-style-type: none"> ➤ Adult Education Coordinator ➤ Leadership Team ➤ Lead teachers ➤ Teaching staff ➤ Career Center Staff 	<ul style="list-style-type: none"> ➤ Planning/meeting time ➤ Staff Time 	D and I	O	O	<ul style="list-style-type: none"> ➤ Agendas ➤ Meeting minutes ➤ Emails ➤ Schedules ➤ Surveys ➤ Increase student outcomes <ul style="list-style-type: none"> – Jobs – Transitions to other program within LAE – Transition to Postsecondary opportunities – Better awareness of community resources ➤ Increased student attendance numbers in Career Center
Develop and implement a questionnaire for students to better understand why they do not use the AJCC.	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Leadership Team ➤ Lead Secretary 	<ul style="list-style-type: none"> ➤ Meeting time 	D and I			<ul style="list-style-type: none"> ➤ Agendas ➤ Meeting Minutes ➤ Questionnaire

Enhance web site and social media to increase visibility of our programs, student outcomes, and solicit more feedback from our stakeholders.	<ul style="list-style-type: none"> ➤ Leadership Team ➤ Lead secretary ➤ Web Master ➤ Career Center Staff 	<ul style="list-style-type: none"> ➤ Planning time ➤ Staff time 	D and I	O	O	<ul style="list-style-type: none"> ➤ Agendas ➤ Meeting minutes ➤ Emails ➤ Improved Web Site ➤ More followers on Social Media
Explore resources to improve outside signage for better community awareness of LAE.	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Lead secretary ➤ Leadership team 	<ul style="list-style-type: none"> ➤ Research time ➤ Adult Ed. budget 	X			<ul style="list-style-type: none"> ➤ Price quotes ➤ Emails
Dedicate a meeting to explore the feasibility of developing an LAE Student Council.	<ul style="list-style-type: none"> ➤ Adult Education Coordinator ➤ Leadership Team ➤ Lead teachers ➤ Teaching staff 	<ul style="list-style-type: none"> ➤ Meeting time 	X			<ul style="list-style-type: none"> ➤ Agendas ➤ Meeting minutes
Pilot new ideas to enhance our new student orientation process for new students such as: <ul style="list-style-type: none"> - Assistance in Testing Center to deliver information - Student tours - Video presentation to welcome new students - Handout marketing items - Student meet and greet 	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Leadership Team ➤ Lead Teachers ➤ Testing Center Staff ➤ Career/AJCC Staff ➤ Teaching Staff ➤ Office Staff 	<ul style="list-style-type: none"> ➤ Coordination/ meeting time 	X and D	I	O	<ul style="list-style-type: none"> ➤ Memos/emails ➤ Student handouts ➤ Sign-in sheets ➤ Agendas ➤ Meeting Minutes ➤ Improved classroom attendance which leads to better student outcomes



APPENDIX

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APPENDIX A

Acronym List

Appendix A

Acronym List

AAT	Academic Advising Team
ABE	Assembly Bill
ABE	Adult Basic Education
ADA	Average Daily Attendance
AE	Adult Education
AEBG	Adult Education Block Grant
AED	Automated External Defibrillator
AJCC	America's Job Center of California
ALICE	Alert, Lockdown, Inform, Counter, Evacuate
AR	Administrative Regulation
ASAP	Alternative School Administration Program
ASCA	Association of California School Administrators
ASE	Adult Secondary Education
AWD	Adults with Disabilities
BP	Board Policies
CAEAA	California Adult Education Administration Association
CAEP	California Adult Education Program
CAHSEE	California High School Exit Exam
CALPRO	California Adult Literacy Development Project
CalWORKS	California Work Opportunity and Responsibility to Kids
CASAS	Comprehensive Adult Student Assessment System
CATESOL	California Association of Teachers of English to Speakers of Other Languages
CBO	Community Based Organization
CCAE	California Council for Adult Education
CCAEN	Contra Costa Adult Education Network
CCCAEC	Contra Costa County Adult Education Consortium
CCR	Covenants, Conditions and Restrictions
CCWC	Contra Costa Workforce Collaborative
CDE	California Department of Education
CEC	Community Education Center
CEO	Chief Executive Officer
CEU	Continuing Education Unit
CFO	Chief Financial Officer
CHD	California Human Development
COAAP/COAP	Civic Objective Additional Assessment Plan
COABE	Commission on Adult Basic Education
CPR	Cardio Pulmonary Resuscitation
CSEA	California School Employees Association
CTE	Career Technical Education
DACA	Deferred Action for Childhood Arrivals
DMV	Department of Motor Vehicles
DOR	Department of Rehabilitation
EDD	Employment Development Department
EFL	English as a Foreign Language
EHSD	Contra Costa County Employment and Human Services Department
EL Civics	English Language Civics Instruction
ELD	English Language Development

ESL	English As a Second Language
ETPL	Eligible Training Provider List
FOCUS	Finding Opportunities Careers For Ultimate Self-Sufficiency
FTE	Full-time employment
FY	Fiscal Year
GAAP	Generally Accepted Accounting Principles
GED	General Education Development
GOALS	Greater Opportunities for Adult Learning Success
HiSET	High School Equivalency Test
HSD	High School Diploma
HSE	High School Equivalency
IEP	Individualized Education Plan
IET	Integrated Education and Training
IHS	Independence High School
LAE	Liberty Adult Education
LHS	Liberty High School
LMC	Los Medanos College
LMS	Learning Management System
LUHSD	Liberty Union High School District
M&O	Maintenance and Operations
MOS	Microsoft Office Specialist
NABCEP	North American Board of Certified Energy Practitioners
NGSS	Next Generation Science Standards
NOVA	Adult Education Reporting System
NRS	National Reporting System
NWOW	New World of Work
OA	Older Adults
OJT	On the Job Trainings
OSHA	Operational Safety and Health Administration
OTAN	Outreach and Technical Assistance Network
PALS	Peer Advisory Leaders
PD	Professional Development
PDP	Professional Development Plan
Pearson Vue	Global testing firm used for GED Testing Services
PLC	Professional Learning Community
RD	Resource Management and Development
RFP	Request for Proposal
SAT	Scholastic Aptitude Test
SLC	Smaller Learning Communities
SLOs	Schoolwide Learning Outcomes
SLP	Student Learning Plan
SMART	Specific, Measurable, Achievable, Realistic, Timely (goals)
SPED	Special Education
SY	School Year
TE	Tops Pro Enterprise
TOPS	Tracking of Programs and Students
VCRC	Village Community Resource Center
WC	Workers Compensation
WDBCC	Workforce Development Board of Contra Costa County
WIN	Workforce Integration Network
WIOA	Workforce Investment and Opportunity Act
WTW	Welfare to Work



APPENDIX B

WASC Process / Activities Timeline

**LIBERTY ADULT EDUCATION
WASC PROCESS / ACTIVITIES TIMELINE
OCTOBER 2018– APRIL 2020**

OCTOBER 2018

- Leadership Team participate in WASC Part I Training – October 30, 2018
- Develop Timeline

NOVEMBER 2018

WASC Leadership Team Meeting

- Review WASC purpose and process
- Review progress on current schoolwide *Action Plan* left at the Mid Term Visit
- Finalize Schoolwide Smart Goal
- Leadership Review Vision, Mission, and SLO's
- PLCs' Review and revise Vision, Mission, and SLO's
 - Mission – NOW
 - Vision – Future
 - SLO's Skills -2 SLO's should be measurable

DECEMBER 2018

- Revisit WASC Purpose - All Staff Meeting – **December 14, 2019**
- Schoolwide Smart Goal Activity – All Staff

JANUARY 2019

WASC Leadership Team Meeting

- Leadership Meeting - WASC Part One Training – Report Out
- Action Plan
- Feedback from PLC Meetings
 - Vision, Mission, and SLO's
- Review Chapter 1 and 2
- Plan and Assign WASC Focus Groups
 - Curriculum – Cindi Grovhoug
 - Instructional – Sheri Carey
 - Assessment – Sheri Farwell and Carmen Garcia
 - Student Support – Brenda Heskett, Alys Sadler, Nick Morgan, and Bertha Ruiz
 - Student Group Marianne Partain

FEBRUARY 2019

WASC Leadership Team Meeting

- Discuss Staff and Student Surveys
- Discuss Sections in the Postsecondary Accreditation Manual

MARCH 2019

- Leadership Team Participate in WASC **Part 2 Training**
- Finalize Staff and Student Surveys
- Plan for WASC Kick Off Meeting for All Staff in May
- Leadership Team Discuss and Update the Current Institutional, Community, and Student Characteristics (School/Community Profile)
- Focus Groups Meet

APRIL 2019

WASC Leadership Team Meeting

- Finalize revised Vision and Mission Statement
- Clarify and refine SLOs
- Revamp Staff Profile, Student, and Community surveys

- Focus Groups Discuss and Update the Current Institutional, Community, and Student Characteristics (School/Community Profile)
- Distribute and mail all surveys
- Focus Groups Participate in classroom observations and student/staff interviews

MAY 2019

WASC Leadership Team Meeting

- Share updated Vision and Mission Statement and SLOs with all staff
- Tally and Review Surveys
- Staff/Stakeholders WASC KICK Off Meeting – **May 17, 2019**
 - Review WASC Timeline
 - Share Updated Vision and Mission Statement and SLOs
 - Continue to Discuss Current Institutional, Community, and Student Characteristics (School/Community Profile)
 - Rotate Staff into the Four Focus Groups

JUNE/JULY 2019

WASC Leadership Team Meeting

- 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 July Staff/Stakeholders Meeting
 - Review Tallied Surveys
 - Discuss Classroom Observations and Student/Staff Interviews

JULY 26, 2019

Staff/Stakeholders WASC Meeting

- Review Institutional, Community, and Student Characteristics (School/Community Profile) Draft
 - Review Tallied Surveys
 - Discuss Findings from Classroom Observations and Student/Staff Interviews
- Focus Groups
 - Rotate Staff into the Four Focus Groups
 - Participate in classroom observations and student/staff interviews

AUGUST 2019

- WASC Leadership Team and Focus Groups continue to gather learning data, disaggregate and analyze it
- Focus Groups meet to gather information
- Begin writing Chapter III Self-Study Report

SEPTEMBER 2019

- WASC Leadership Team participate in Part 3 WASC Training (September 24, 2019)
- Finalize Institutional, Community, and Student Characteristics (School/Community Profile)
- Self-Study Report
 - Continue writing Chapter III
 - Produce a rough draft of Chapter III by September 26, 2019
- Address the WASC Postsecondary Criteria in Relationship to our School. *Do we meet or exceed WASC expectations?*

OCTOBER 2019

- Continue to do student interviews and teacher observations
- Identify “School Strengths” and “Key Issues”
- WASC Leadership Team Meeting – Begin work on the revision of the Action Plan
- Review and Approve Chapter I and II
- Focus groups make revision and finalize Chapter III
- Start the editing process

NOVEMBER

- WASC Visiting Committee Co-Chair Check in November 5, 2019
- Finalize School Strengths and Key Issues
- Finalize Reports Revisions
- Continue editing process
- Start Formatting report

DECEMBER 2019

- WIN Meeting - WASC
- Schoolwide Staff/Stakeholders Meeting – Review and approve Action Plan from Focus Group findings – **December 13, 2019**

JANUARY 2020

- 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
- Organize Evidence
- Finalize the Schoolwide *Action Plan* and the governing board approve
-

JANUARY/FEBRUARY 2020

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

MARCH 2020

- **THE VISIT** (March 2- 4, 2020)
 - Visiting Committees dialogues with Focus Groups and Community and Student Committees

- March 4, 2020 - The Reading of the WASC Visiting Committee Findings

APRIL – ONGOING 2020

WASC 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

Vision, Mission, and SLOs

Liberty Adult Education Mission and Vision Statements

Vision Statement

The vision of Liberty Adult Education is to create a foundation for adult learners to develop the knowledge and 21st Century skills necessary to successfully transition into higher education and careers. In addition, our vision is to provide learning opportunities that enrich families and strengthen our community.

Mission Statement

Liberty Adult Education is committed to equipping adult learners in our community with the skills necessary to succeed in our global society, enabling our students to achieve their career, educational, and personal goals.

SLOs

(School Wide Learner Outcomes)

Liberty Adult Education students will:

- Acquire and apply 21st Century Skills
- Obtain career, educational, and personal advancement
- Access resources to support achievement
- Strengthen their communities
- Pursue lifelong learning



APPENDIX D

Action Plans April 2014

GOAL # 1 : Professional Learning Communities (PLCs) Structure

Key Issue: Strengthen the PLCs to determine program change and professional development

Rationale: Strengthen PLCs so that data is used to determine program changes to create targeted professional development plans, and to determine the effectiveness of program changes and professional development initiatives.

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

Key X – Explore D – Develop I – Implement O - Ongoing
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STEPS TO ADDRESS KEY ISSUE	PERSON(S) RESONSIBLE	RESOURCES NEEDED	TIMELINE			METHODS TO ASSESS
			2014	2016	2018	
Designate and enroll one to two staff members in PLC Training through CALPRO and utilize district resources that can be applied to adult education educators	<ul style="list-style-type: none"> ➤ Adult Ed Coordinator ➤ Leadership Team 	<ul style="list-style-type: none"> ➤ Meeting time ➤ Budget release time 	D & I	O	O	<ul style="list-style-type: none"> ➤ Agenda ➤ Meeting minutes ➤ Proof of enrollment ➤ Correspondence with district ➤ Flyers/training info
Establish a PLC team that is united in their commitment to student learning, share a vision, and work and learn collaboratively	<ul style="list-style-type: none"> ➤ Adult Ed Coordinator ➤ Leadership Team ➤ Staff 	<ul style="list-style-type: none"> ➤ Meeting time ➤ Meeting expenses 	D & I	O	O	<ul style="list-style-type: none"> ➤ Agendas ➤ Meeting minutes ➤ List of names and departments
Establish a meeting schedule at the beginning of each semester to discuss the four PLC questions	<ul style="list-style-type: none"> ➤ Adult Ed coordinator ➤ Leadership Team 	<ul style="list-style-type: none"> ➤ Meeting time ➤ Staff time /budget ➤ Meeting expenses ➤ Research time ➤ Collaboration time 	D & I	O	O	<ul style="list-style-type: none"> ➤ Meeting schedule ➤ Agenda ➤ Meeting minutes ➤ Correspondence <ul style="list-style-type: none"> - Memos - Emails

Review and implement staff PLC findings base on the four PLC questions; use the information to develop a focused professional development plan	<ul style="list-style-type: none"> ➤ Adult Ed Coordinator ➤ Leadership Team/Lead Teachers 	<ul style="list-style-type: none"> ➤ Collaboration/meeting time ➤ Meeting expenses ➤ Development time 	D	I	O	<ul style="list-style-type: none"> ➤ Sign-in sheets ➤ Time sheets ➤ Agenda ➤ Meeting Minutes ➤ List of findings ➤ Professional development Plan ➤ Correspondence -memos -emails ➤ Improve student learning outcomes
Establish subsequent meetings that will include analysis of implemented program changes and professional development efforts	<ul style="list-style-type: none"> ➤ Adult Ed Coordinator ➤ Leadership Team ➤ Staff 	<ul style="list-style-type: none"> ➤ Meeting time ➤ Meeting expenses ➤ Professional development time/release time 	D	I	O	<ul style="list-style-type: none"> ➤ Meeting Schedule ➤ Data analysis information ➤ Documented program changes ➤ Proof of staff enrollment for Professional development ➤ Improve student learning outcomes ➤ Sign-in sheet

GOAL #2: 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.

Key X – Explore D – Develop I – Implement O - Ongoing
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STEPS TO ADDRESS KEY ISSUE	PERSON(S) RESONSIBLE	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	<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 	D&I	O	O	<ul style="list-style-type: none"> ➤ Agenda ➤ Meeting minutes ➤ Memo
Add a standing agenda item to all department meetings to address the four PLC questions and accurate data collection	<ul style="list-style-type: none"> ➤ Lead teachers ➤ Office staff 	<ul style="list-style-type: none"> ➤ Lead teacher time 	I	O	O	<ul style="list-style-type: none"> ➤ Agenda ➤ Meeting minutes
Dedicate an annual staff meeting regarding data collection, how to analyze reports, and commonality of our curriculum and lesson through our PLC structure	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Leadership Team ➤ Staff 	<ul style="list-style-type: none"> ➤ Staff time/budget ➤ Meeting expenses ➤ Online professional development 	I	O	O	<ul style="list-style-type: none"> ➤ Agenda ➤ Meeting minutes ➤ Student outcomes
Implement additional CASAS modals 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 	D&I	O	O	<ul style="list-style-type: none"> ➤ CASAS test ➤ Student outcomes

Dedicate a Leadership 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 	I	O	O	<ul style="list-style-type: none"> ➤ Budget ➤ Leadership team agenda ➤ Meeting minutes
Determine what type of data analysis is most crucial for improving student achievement through the PLC structure	<ul style="list-style-type: none"> ➤ Leadership team ➤ Teaching staff ➤ Support staff 	<ul style="list-style-type: none"> ➤ Collaboration time /meeting time ➤ Research time 	D&I	O	O	<ul style="list-style-type: none"> ➤ Agendas ➤ List of critical data ➤ Meeting minutes ➤ Memo ➤ Survey ➤ Learner outcomes
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 	D&I	O	O	<ul style="list-style-type: none"> ➤ Office staff agenda ➤ Memo ➤ Binders, ASAP, & TOPs Pro reports
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 	D&I	O	O	<ul style="list-style-type: none"> ➤ Data collection analysis document ➤ Memo

GOAL # 3: 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

Key X – Explore D – Develop I – Implement O - Ongoing
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STEPS TO ADDRESS KEY ISSUE	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	TIMELINE			METHODS TO ASSESS
			2014	2016	2018	
Expand the uses of 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

GOAL # 4: 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

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

STEPS TO ADDRESS KEY ISSUE	PERSON(S) 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	<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 	D&I	O	O	<ul style="list-style-type: none"> ➤ Memos, letters & emails ➤ Phone log ➤ Flyer ➤ Agenda ➤ Sign-in sheets ➤ Meeting minutes
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 	X&O	O	O	<ul style="list-style-type: none"> ➤ Agenda ➤ Meeting minutes ➤ Emails ➤ Website
Incorporate various data collection methods into our PLC meetings to guide inquiries regarding instructional effectiveness	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Leadership team ➤ Office staff 	<ul style="list-style-type: none"> ➤ Planning time ➤ Expenses 	D&I	O	O	<ul style="list-style-type: none"> ➤ Website ➤ Office suggestion box ➤ Agenda ➤ Meeting minutes

Modify orientation process for new students to enhance understanding of SLOs and Mission Statement	<ul style="list-style-type: none"> ➤ Adult Ed. Coordinator ➤ Leadership team 	<ul style="list-style-type: none"> ➤ Planning time ➤ Meeting expenses ➤ Supply expenses 	I	O	O	<ul style="list-style-type: none"> ➤ Train orientation staff ➤ Orientation student package ➤ Orientation student check-off list
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 	I	O	O	<ul style="list-style-type: none"> ➤ APP flyer ➤ Memo and emails ➤ PLC agenda and meeting minutes
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 	D&I	O	O	<ul style="list-style-type: none"> ➤ Brochure ➤ Website