



# **LIBERTY ADULT EDUCATION ACS WASC MID-CYCLE SCHOOL PROGRESS REPORT**

**929 Second Street  
Brentwood, CA 94513**

**Full Visit: March 2-4, 2020**

**Accrediting Commission for Schools  
Western Association of Schools and Colleges**

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## I: Student/Community Profile Data

### 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, 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. LUHSD and LAE 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 these communities and the 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. LAE has a dedicated staff and faculty with a passion and heart for supporting 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 the strong supportive staff and faculty, students build their own community support system within the school. Staff and students truly feel a part of the LAE Family, and this is what makes us unique as a school. The LAE motto is “Together We Make It Happen”.

**Map 1**



### School Address, Website, and Extension Sites

The majority of class offerings are at the main campus with the exception of the Active Adult and the Woodworking classes. Active Adult classes are offered at the Brentwood Senior Activity Center in partnership with the City of Brentwood. The Woodworking class is located at Liberty High School. **(Table 1)**

**Table 1**

Community Education Center Liberty Adult Education 929 Second Street Brentwood, CA 94513 Phone: 925-634-2565 Website: <a href="http://www.libertyadulthood.org">www.libertyadulthood.org</a>	Liberty High School 850 Second Street Brentwood, CA 94513	Brentwood Senior Center 193 Griffith Lane Brentwood, CA 94513
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### Calendar System

LAE offers 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 (quadmaster system) for both daytime and evening classes. LAE also offers a five-week summer session for the daytime CTE classes. LAE uses the adopted school calendar of LUHSD and follows the district holiday schedule.

### History of Liberty Adult School

LAE opened in 1937. The 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, citizens were trained in civilian defense and military support. Believe it or not, in 1948, there was a shooting range at the metal shop at Liberty High School. LAE grew with the expanding population as veterans returned home and were seeking basic skills. At this same time, the school was also responding to the needs of the growing agricultural immigrant population. In 1988, the Adult School moved to 104 Oak Street, a small storefront building in the downtown area. There were less than 1,000 students enrolled. In 1997, the district purchased the Brentwood Elementary School property to better serve the growing population. This property now serves as the current LAE site. LAE celebrated its 75th Anniversary in April 2012. LAE has been in existence for 86 years!

The 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. IHS serves 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 the evening Learning Center classes.

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.

Liberty Adult Education is under two governing bodies: Liberty Union High School District (LUHSD) and the Contra Costa County Adult Education Consortium (CCAEC). 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. The district's Mission statement is, "The Liberty Union High School District is committed to focusing its resources on the achievement of academic and personal success for all students. Schools will develop students' ability to think critically, make rational decisions, communicate effectively and act responsibly. Schools will provide a safe and personalized environment, value diversity and collaboration, and encourage respect for others and self. 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." The district is extremely supportive of the adult education programs.

### **LAE 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.

### **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.

### **LAE SLOs (Schoolwide Learner Outcomes)**

Liberty Adult Education students will:

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

LAE SLOs are connected to the classes/programs. Achievements are tracked through CASAS Testing, Rubrics for the various COAAPs, Payments Points, Educational Gains, students getting jobs, High School Diplomas, Passing the GED test, and student surveys.

LAE is part of the Contra Costa County Adult Education Consortium (CCAEC). This consortium meets monthly and 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)

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. Funds apportioned for the program shall be used to support 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.

LAE is currently in the CAEP 3-year plan for 2021-2024. CAEP Funds Allocations for Contra Costa County Adult Education Consortium are listed below.

**(Table 2 represents Consortium funding overtime)**

**Table 2**

<b>2018-2019</b>	<b>2019- 2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
\$14,672,174	\$15,179,831	\$15,497,433	\$15,764,090	\$16,798, 224	\$18,163,912

**(Table 3 represents LAE's CAEP funding overtime)**

**Table 3**

<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
\$1,007,136	\$1,041,983	\$1,156,888	\$1,183,630	\$1,266,419	\$1,355,942

LAE has had 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, LAE served over 60 CalWORKs clients/students in Adult Basic Skills, CTE courses, and/or with soft skills such as: communication and time management in the Focus Program. EHSD fully funds this program and has extended the contract to include seven, 4-week Career Connections cohorts to serve CalWORKs Clients to starting in the 2019-2020 school year. The clients will focus on job readiness and job search skills. Both classes are 5 days a week, with FOCUS scheduled from 9:00AM to 2:30PM and Career Connections scheduled 9:00AM to 4:30PM. In-person and remote learning options are available for both FOCUS and Career Connections. These programs continue to successfully serve referred clients.

In January of 2018, Liberty Adult Education and 8 organizations joined forces to form a countywide collaborative to expand access and quality of resources. The collaborative partnered with Contra Costa County and its Workforce Development Board (WDBCCC) to create an unprecedented network of service providers through a Request for Proposal (RFP) process. The Contra Costa Workforce Collaborative (CCWC) is the first effort of its kind in California. Together, the collaborative provides resources so that unemployed adults in the county 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: 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 different services. Each of the organizations will offer these resources on-site and within the community, leveraging each of the partners' strengths to bring more to the table. The CCWC will offer intensive support services at the America's Job Center of California (AJCC) access points around the county. Participants can 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. LAE students have full access to all these resources on campus.

**Class Size/Schedule**

Class sizes vary, depending on the program and class, and range anywhere from 6 to 80 students. The ESL classes average 35 students and the daytime CTE classes average about 15. The class average for ABE and HSE classes is about 15. Premier's Exercise class, which is offered as one of the Active Adult Fee Based Program averages 65 students. Average enrollment for other Fee Based classes varies depending on the minimum requirement. Classes may be cancelled or hours reduced if the student # class minimum listed in the catalog is not met.

Classes are offered Monday through Friday during the daytime, and Monday through Thursday in the evenings. Class times are from 8:30AM to 9:00PM. A typical schedule is as follows: **(Table 4) all other classes vary (See catalog)**

**Table 4**

ESL (Day) 2-3 Days per week 8:30 to 12:00 Noon	ABE & HSE 2 classes per week 8:30 to 11:30 AM or 6:00 to 9:00 PM	Business & Medical CTE Monday – Friday 8:30 AM to 3:00 PM Evening classes vary	Adult High School Diploma Thursday 6:00 to 8:00 PM
ESL (Evening) 2-3 Nights per week 6:00 to 8:30 PM			

**Student Class Load**

A student class load varies by program. ESL students average 7-8 hours per week. ABE/ASE students average 6 hours of in class time a week with additional remote learning options. A daytime CTE student averages 20 hours per week. 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**

CTE students earn Program and Class Certificates. Academic teachers award classroom certificate based on attendance and progress made. **(Table 5)**

**Table 5** **Types of Certificates Offered**

<b>Career Technical Education</b>	<b>English as a Second Language</b>	<b>Adult Basic Education</b>	<b>Adult Secondary Education</b>	<b>Active Adults</b>
Certificates of	Most Hours of	Most Hours of	GED Certificate	Certificates of



Completion	Attendance	Attendance		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**

LAE is very fortunate to have such a dedicated, caring, and professional staff. Key personnel have changed over recent years, moving from long term/minimum of five years to new administrators, teachers, and support staff.

Our Administrative team consists of the Community Education Center Director, a full time Adult Education Coordinator, and Lead Teacher support. The Coordinator expands and supports community partnerships, represents LAE at District Office Administrative Cabinet, and provides avenues for staff professional development. LAE has access to a FTE counselor to evaluate transcripts and to advise the Adult Ed. High School Diploma (HSD) Students.

LAE has five part-time ESL teachers; two part-time ABE/HSE teachers, 3 part-time (day) CTE teachers, and one part-time HSD teacher whose duties include curriculum development, classroom management, data analysis for improved student learning outcomes, and implementation of instructional best practices. A lead teacher is assigned to each department to manage program needs and support staff with professional development. There are additional Fee-Based teachers and evening CTE teachers, which varies year to year.

LAE classified staffing includes three bilingual paraprofessionals who support all classroom instruction and one bilingual paraprofessional to support our testing center. In the office, there is one FTE Adult Education lead secretary, one FTE secretary, and one FTE Data Secretary who welcome new students and review learning goals to better direct students upon registration. The Career Center is staffed by the Employment Specialist and Transition Specialist.

**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. The school is 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 the 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.

As of 2020, Brentwood population grew to 64,292, with a growth rate of 19.9% since 2010. Making Brentwood the fastest growing City in Contra Costa County, with neighboring City not far behind with a growth rate of 18.3%, Oakley growing to 43,357(**Table 6, on the next page**). Data from <https://www.contracosta.ca.gov/5342/Demographics>

**Table 6**

**2020 City Population and Growth Rate**

City	2020 Population	2010 Population	Growth Rate
Brentwood city	64,292	51,481	19.9%
Oakley city	43,357	35,432	18.3%
Pittsburg city	76,416	63,264	17.2%
San Ramon city	84,605	72,148	14.7%
Antioch city	115,291	102,372	11.2%
Richmond city	116,448	103,701	10.9%
Orinda city	19,514	17,643	9.6%
San Pablo city	32,127	29,139	9.3%
El Cerrito city	25,962	23,549	9.3%
Walnut Creek city	70,127	64,173	8.5%
Hercules city	26,016	24,060	7.5%
Lafayette city	25,391	23,893	5.9%
Moraga town	16,870	16,016	5.1%
Pleasant Hill city	34,613	33,152	4.2%
Martinez city	37,287	35,824	3.9%
Danville town	43,582	42,039	3.5%
Pinole city	19,022	18,390	3.3%
Concord city	125,410	122,067	2.7%
Clayton city	11,070	10,897	1.6%

Demographics for all communities served within the district. **(Table 7)**

[www.eastcountywelcomeguide.net](http://www.eastcountywelcomeguide.net)

**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
Knightsen	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

As the third-largest county in the San Francisco Bay Area, Contra Costa County has an estimated population of 1.1 million residents. Nearly 7.9% of households in Contra Costa live below the federal poverty line. US Census Bureau estimates show that 24% of the population is foreign born, with 35.8% of the population five years and older speaking a language other than English in the household. Of foreign born residents, most are from Asia (44.7%) or Latin America (40.7%). Of the 34% of the population speaking a foreign language, 52% speak Spanish and 28.4% speak Asian and Pacific Islander languages. Contra Costa County benefits from a distinct advantage geographically due to the strength of its regional economy. Its proximity to San Francisco, Silicon Valley, and some of the top educational institutions in the country provide access to premier research and technological resources. The county's top in-demand private industries include: Trade; Transportation; Utilities; Educational; Health Services; Professional and Business Services; Goods Production (of which 40% is in Manufacturing and 60% is in Mining, Logging, and Construction) and; Leisure and Hospitality.

WDBCCC and its neighboring Workforce Development Boards (in Alameda County, the City of Oakland, and the City of Richmond) together constitute the East Bay region. This region is home to a population of 2.1 million people, and a labor market of 1.3 million. It is one of the most geographically concentrated areas of technology and research clusters in the world. With the second- and third-most populous counties in the Bay Area, the East Bay is one of the largest economic drivers in the region. Relative to the larger Bay Area, the East Bay represents more than 25% of the total jobs in the region.

The ELA, ABE, and ASE programs are in high demand due to the percentage of community members that do not have their HSE or HSD, living in poverty, and speak English less than 'very well'. Within the city of Brentwood, the poverty rate is 5.7%, 25% speak a language other than English at home and approximately 7% are without High School Diplomas.

The unemployment rate in Contra Costa County is 4% for 2023. In 2022 the unemployment rate for people ages 16-24 was 9.4%. The job market is very competitive and it can be difficult to secure employment without a High School Diploma or High School Equivalency, and it can be even more challenging when job seekers are not proficient in English.

### **Student Demographics**

LAE served approximately 1,888 (unduplicated count) and 3,630 (duplicated count) students in quarter three of the 2022-2023 school year. Of this number, 67.28% were female and 31.51% were male. Enrollment by program: ESL/467, ABE/50, HSE/166, HSD/57, CTE/149.

The largest ethnic group is White at 58.10%, Hispanic at 11.73% with Black/African American at 8.29% and Asian at 9.44%. The student body is becoming more culturally diverse and city data shows that 13.89% of the Brentwood population is foreign born. English is the number one native language spoken at LAE with Spanish as the number two.

One of the largest economically disadvantaged populations in the community is those who speak a language other than English. LAE is working to address the ESL class waitlists for both the morning and the evening classes and would like to open a new section for low literacy/beginning ESL students in 2023, with the hiring of a qualified teacher.

Because LAE is an AJCC Access Point, various support services can be offered in addition to the classes. All AJCC is open to the public so students may not necessarily be enrolled in other program areas offered on 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, classes are marked differently in the system. Fee classes now include some classes that fall under short-term CTE or Older Adults. That is why there are increased enrollment numbers in the Fee Base Programs.

There is a wide variety of age groups in LAE programs. The largest group is the 61 and over group. This is due to the active adults and fee based programs. The average age of students across all programs is 41.5 years.

### **Community Interest/Fee Based**

LAE offers a variety of classes and workshops with each new catalog. The class offerings vary and depend on staff available. Classes offered include: Art, Crafts, Fitness & Health, Woodworking, Genealogy, Conversational Spanish, 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. LAE also advertises in the 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.

Data informs decisions to continue to develop business and medical class offerings/certificate programs. LAE continues to review and develop program offerings and are working to build pathways for students. One example would be that students who start out in ESL classes would progress through the class structure and then obtain either their High School Equivalency and/or a Business/Medical Certificate. With also focusing on advancing online offerings for basic skills classes and improving strategies to help for students with disabilities. As a student centered school, the ultimate goal is to help guide students in the best way possible, to achieve both their academic and career goals.

### **Career Center**

In the summer of 2016, the Career Center was created to engage enrolled students at LAE with career and college transition services. 1:1 appointments are available for students to meet with the Employment Specialist and/or Transition Specialist for resume review, career assessment, and career pathway development. Offering workshops in Financial Aid for College, Adult Education Programs, College Information, Career Exploration, and College Survival Skills for those students interested in college transition.

The Employment Specialist works 20 hours per week and the Transition Specialist 30 hours per week. The Career Center is open Monday through Friday. 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.

In September 2018, the Career Center was moved from classroom #17 to room #20 to include 9 computers for student usage. The center became an America's Job Center of California (AJCC) access point. The Career Center's scheduling can be found in the catalog.

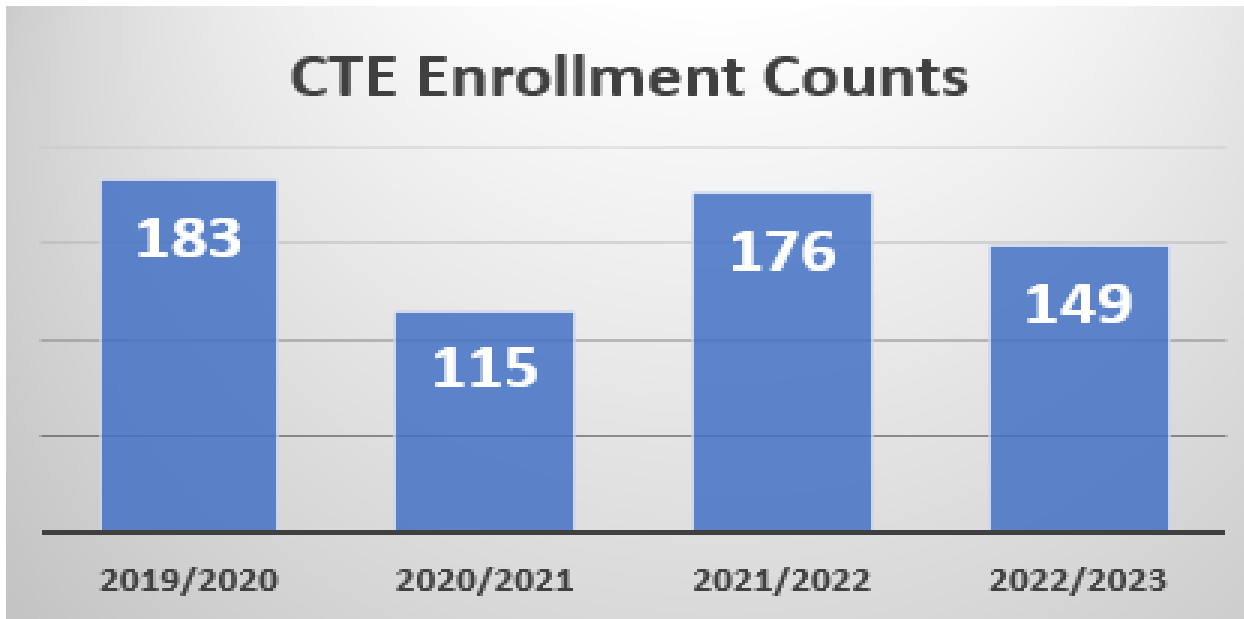
Also, in September 2018, the Career Center gained a Workforce Investment Opportunity Act (WIOA) Coach who offers monthly orientation workshops and job search strategies for CalJobs enrollment. The WIOA component has brought new clients referred by community-based organizations for people looking for funding in training, which has augmented the career center client base.

The data secretary collects data to track visitors at the Career Center. Since July 1, 2022 there have been 613 unduplicated visitors in the Career Center, that received a total 956 services. 43 attended a workshop offered by the Transition Specialist, Employment Specialist, or WIOA Career Coach. The Career Center also offers typing certification and 58 typing test have been administered in the 2022-23 school year. In previous years services were specified by specific service received such as resume writing, job search, WIOA services, CalJOBS, career and educational counseling, EDD assistance, etc. Due to staffing changes these details have been grouped by services received only.

The Career Center is responsible for planning an annual Career & Resource Fair. The Transition Specialist networks with neighboring adult schools and the Brentwood Chamber of Commerce to recruit local businesses and promote the event to the community. The AJCC Career Center is a valuable resource for job seekers in the Far East Contra Costa County community.

### **Career Technical Education (CTE)**

The Business Office Academy and Medical Office Academy Programs and classes have 149 students enrolled as of quarter three during the school year 2022-2023. Student enrollment has steadily increased since the pandemic. **(Table 8, on the next page).**

**Table 8**

LAE is restructuring the CTE Programs to reflect current employment trends. Software has been updated to Windows 11 and classes use Microsoft Office 2021 programs and textbooks. Student folders, course outlines, brochure descriptions, and course certificates are updated to reflect changes. Teachers and staff are provided with training to implementing new Labyrinth Learning platform eLab. ELab and Canvas will provide an improved platform for LAE students to learn and for teachers and staff to track their progress.

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:

**Business Office Academy Classes:** Keyboarding, Ten-Key, Computer Concepts, MS Office Core Skills, MS Office Complete, Proofreading and Editing, Beginning/Intermediate and Intermediate/Advanced MS Word, Advanced MS Word, Beginning/Intermediate and Intermediate/Advanced MS Excel, Advanced MS Excel, MS Outlook, Beginning/Intermediate and Intermediate/Advanced MS PowerPoint, and Beginning/Intermediate and Intermediate/Advanced MS Access. English for the Workplace, Customer Relations for the 21st Century, and Workplace Math.

**Medical Office Academy Classes:** Medical Terminology, Medical Office Procedures Using Electronic Health Record software, Electronic Health Records using SimChart for the Medical Office, Medical Law and Ethics (HIPAA), Introduction to Medical Coding, Intermediate Medical Coding and Billing, and Comprehensive Medical Coding and Billing. 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. LAE offers a Solar Technology Certificate of Completion.

The second level 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 Billing & Insurance Clerk (25 weeks) and Medical Administrative Assistant (30 weeks).

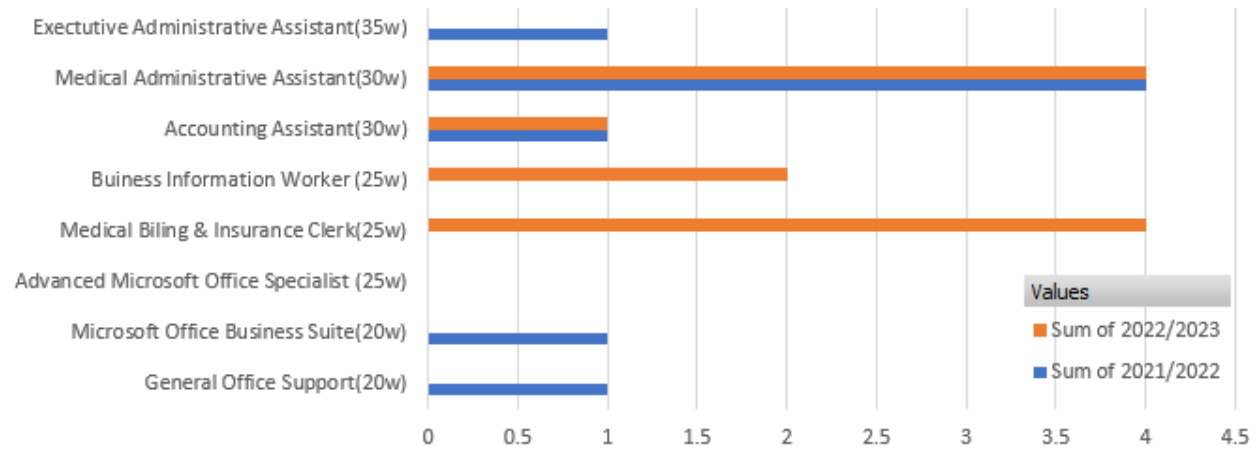
All of the CTE classes and programs are based on course outlines that align with the California Career Technical Education Model Curriculum Standards. These course outlines are reviewed regularly and updated as needed. The CTE department has quarterly Professional Learning Community (PLC) meetings that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

LAE has articulated two courses with Los Medanos Community College (LMC) in order to give students a head-start earning college credits. This allows students to transition to LMC with college credit for coursework completed at LAE. Currently, articulation agreements are in place for Beginning to Intermediate PowerPoint, Beginning to Intermediate Word, QuickBooks, and Medical Terminology.

Analyzing the third quarter data for 2022-2023 with previous school years, there has been a change in the amount of students enrolled in shorter more intermediate level programs and a spike in students interested in more advanced levels of learning (**Table 9, on the next page**). There has been less interest in general computer skills, and more interest in the higher more advanced levels. There has been an increased demand for basic computers for lower level learners but not for the Career Technical Education students and job seekers. Those students are looking to advance their skill set and expand on previous experience to get better jobs in order to keep up with the competitive job market.

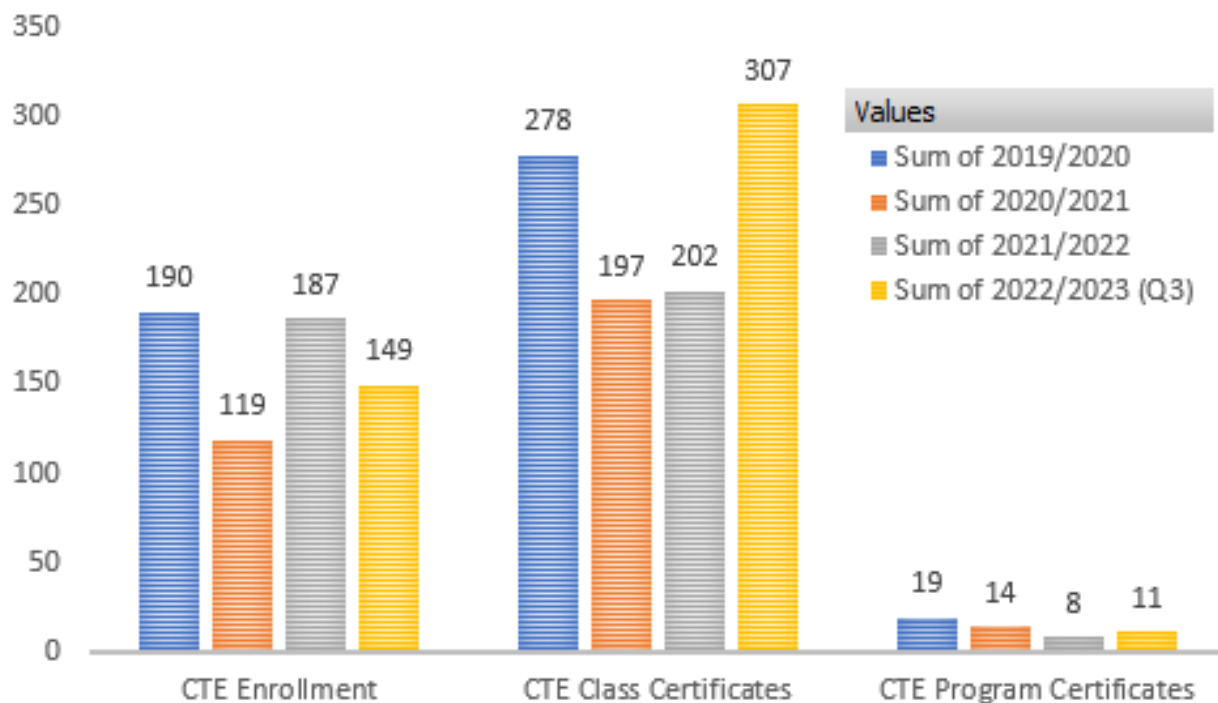


**Table 9**



The data also showed there was a small decline in the total number of students enrolled in a CTE class or program. However, there was a large increase in the number class certificates awarded so far this year. Though the number of students is less, the completion rate is much higher. (Table 10).

**Table 10**



The total enrollment could have been impacted by staffing issues in the CTE class. Some students also expressed that the Monday – Friday, in-person schedule can be difficult to manage with other personal obligations. A hybrid model option would be beneficial. Having a hybrid model for the Microsoft classes would help those students who either have a job or prior commitments keep their 80% attendance rate required to earn a certificate at LAE. Students learned to navigate online curriculum during the pandemic, ideas to incorporate a new online component is being explored. Training has been arranged for teachers and staff to work toward building a stronger curriculum to support students' needs and institute new diverse learning tools.

### **ABE & ASE Programs**

LAE programs have an extensive and long record of successfully working with learners in ESL, ABE, and ASE programs, especially with respect to students who have low levels of literacy. LAE's programs meet the educational and training needs of the students in the target populations; which are students who are unemployed, need a sustainable wage, need to retain employment, those speaking English less than 'very well', and/or bridging to college. These learners are strengthening their basic literacy skills, earning credits towards a high school diploma, acquiring a HSE diploma, preparing to transition to secondary education, seeking skills to gain employment or to make a career change. A rigorous multi-subject, open-entry environment is offered in which students are grouped according to subject, level, and goals. Through core programs, students become better prepared for higher education, career readiness, and civic engagement and to take advantage of opportunities provided at LAE.

The number of students enrolled in LAE's ABE program has shown growth, increasing from 189, to 253, over the last two years. In 2021-2022, ABE Beginning Literacy (0-1) had 67% of students achieve at least one EFL Gain. In the following year, 100% of students achieved at least one EFL Gain. Students and outside community members take advantage of LAE being a GED testing site.

In 2021-2022, 32% of students earned a HSD and 10% earned HSE. In the following year, 34% of students earned a HSD and 34% earned HSE.

ABE covers Beginning ABE Literacy through High Intermediate ABE. The second class HSE, covers Low Adult Secondary Education through High Adult Secondary Education. Classes are open-entry, open-exit and meet the needs of all different level of adult students. The testing center holds orientations throughout 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 LAE. Overall, these orientations allow us to ensure the students entering LAE classes are enrolled in the appropriate class levels as well as gives them the confidence to start their journey here at LAE.

Morning and evening sessions of both classes are available. CASAS assessments are administered on a 10-week schedule to assess student progress and confirm placement is appropriate. This also provides an opportunity to assess the teachers' instruction and verify if and where they would

need to refocus their instruction. In addition to the above classes, LAE also has 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 the 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 classes align with all of these assessment. Course outlines are reviewed regularly and updated as needed. The ABE department has PLC meetings to ensure instruction in the classes maintain continuity. It also allows the team to consider student and teacher needs.

The students at LAE 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) LAE is an approved testing center for the GED, but not the HiSET, and (2) the GED is a better-known test than the HiSET. While the total amount of students passing the GED yearly has slightly varied over the past three years, 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.

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 the following certificates are awarded: 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, LAE has been able to compile data to ensure the student needs are met. Data is reviewed at the monthly PLC meetings and continues to show department progress. After reviewing the data, the ABE/HSE programs show a consistent level of success that is evidenced by retention rates, stable GED passer percentages, increased percentage of hours of attendance, increased benchmark percentages and increased payment points. 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.

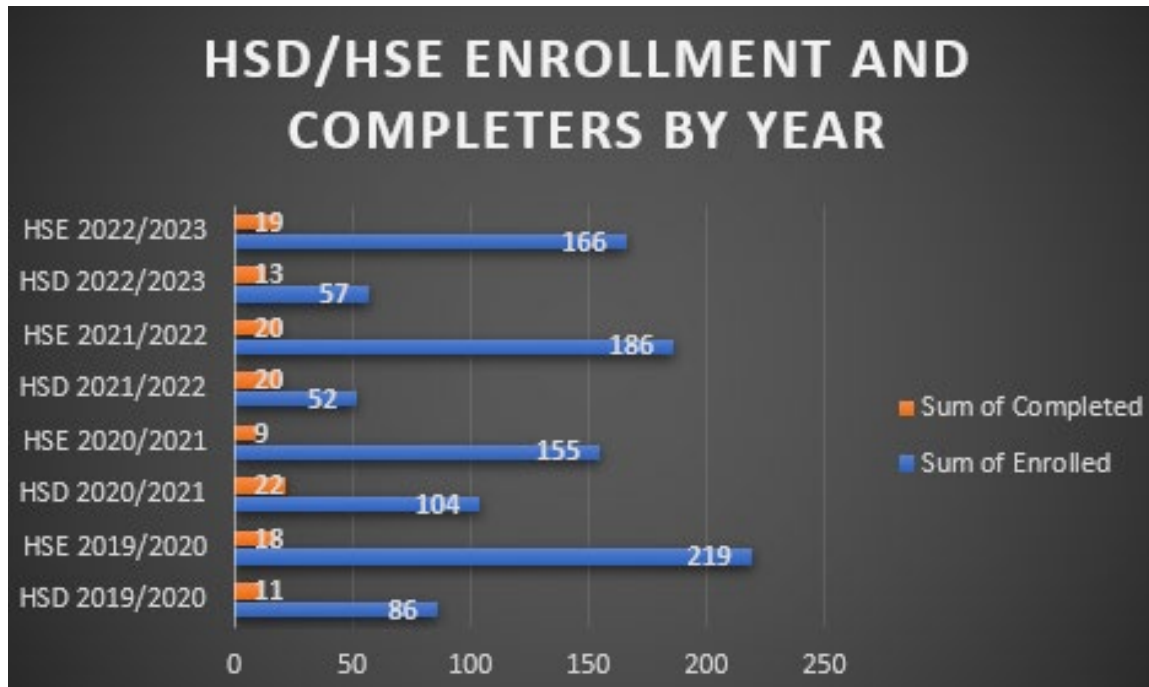
### **HSD Program**

LAE began using online courses through Edgenuity® for the Adult Education High School Diploma Program in the 2018-2019 academic year. The company recently changed to Imagine Edgenuity. The online program allows LAE to offer adults an opportunity to earn a high school diploma by completing coursework in the online platform. This credit recovery tool has been a valuable addition and a great success, increasing both credits completed and diplomas issued. Adult diploma students are looking for flexibility in completing courses as well as additional resources and support in completing assignments. The online setting includes the use of video-based resources and the instructor has weekly “check-ins”. This has led to improved progress with diploma candidates by providing that needed flexibility as well as providing a clear understanding of program expectations.

Imagine Edgenuity’s 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 adult education students. Students have access to help online through program’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. The online program 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.

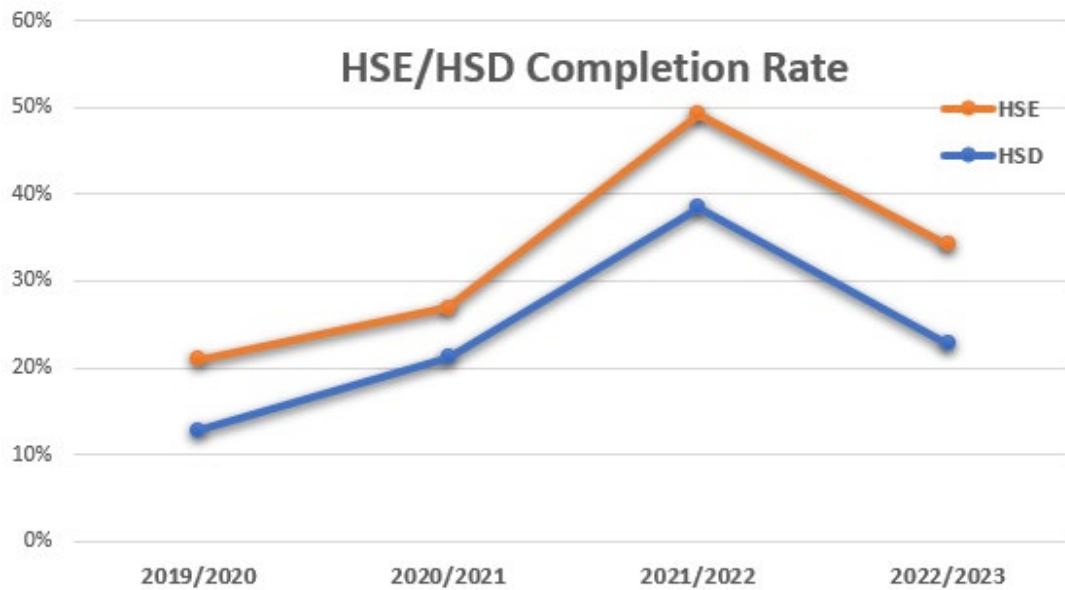
The Adult Diploma program graduated 11 students (12%) in the 2019-2020 school year using the Imagine Edgenuity platform with 86 students enrolled in courses. The 2020-2021 academic year graduated 22 students (21%) with an adult diploma with 104 students enrolled in the program and in the 2021-2022 academic year 20 students (38%) earned the adult diploma with 52 students enrolled in the program. 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 are now 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 **(Table 11, on the next page)**.

**Table 11**



Adult Diploma students have been successful in completing courses and earning their diplomas. Each year the completion percentage has increased. 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, it could take more time. Students who start courses in Imagine 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. **(Table 12, on the next page)**

**Table 12**

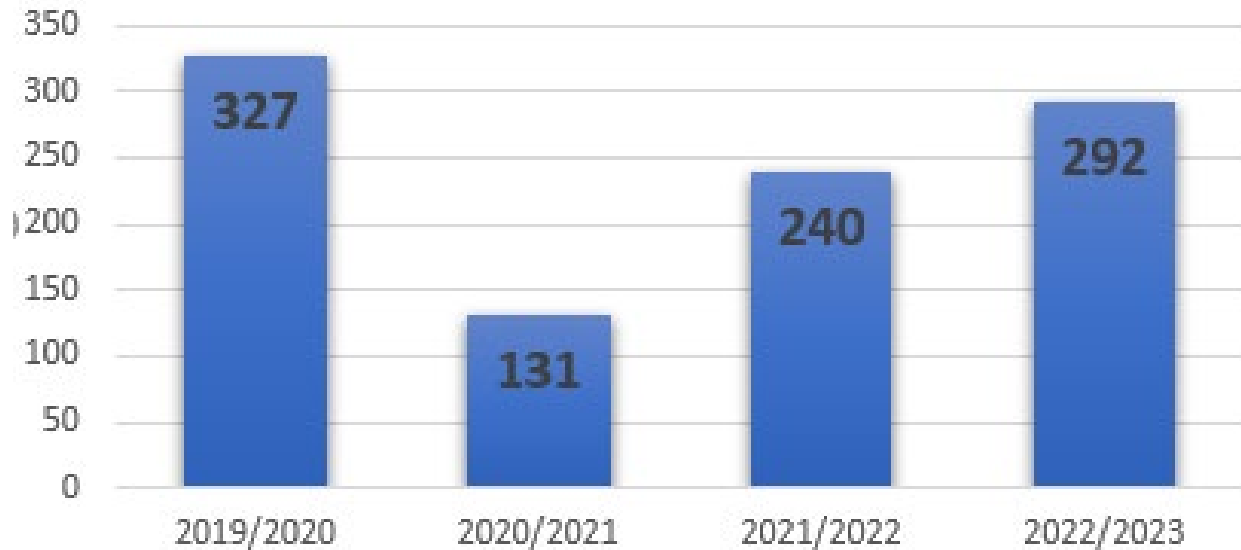


**ESL Program**

ESL student enrollment has been increasing since the pandemic as you can see in **(Table 13, on the next page)**. LAE has a constantly revolving waitlist. The plan is to hire a new beginning/low ESL teacher to accommodate more students off the waitlist. In the future LAE also hopes to offer a “Learn English from Home” class, for students to work on while they are waiting to be moved from the waitlist into a class. Curriculum options considered include utilizing the Canvas platform with new learning tools such as Burlington English or Boardworks Ed. Normal variances in student enrollment in the past have often been 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/or newly introduced non-credit ESL course offerings at the local community college, which are free of charge. ESL learners also have scheduling issues with their personal life hopefully a more flexible platform will lead to more effective and efficient learning outcomes and transitions for students.

**Table 13**

## ESL Enrollees by Year



Classes are open-entry, open-exit, and meet the needs of students at all levels of English proficiency. LAE holds morning and evening orientations twice per week during the school year in the testing center, administered by a testing center coordinator, to accommodate the open-entry management system and to make sure that all students are informed and prepared to successfully enter classes. Students are given the CASAS test at orientation as one aspect of initial assessment to ensure appropriate class level placement and to establish a pretest. A new student orientation/welcome session is currently being developed to better orientate students to the campus.

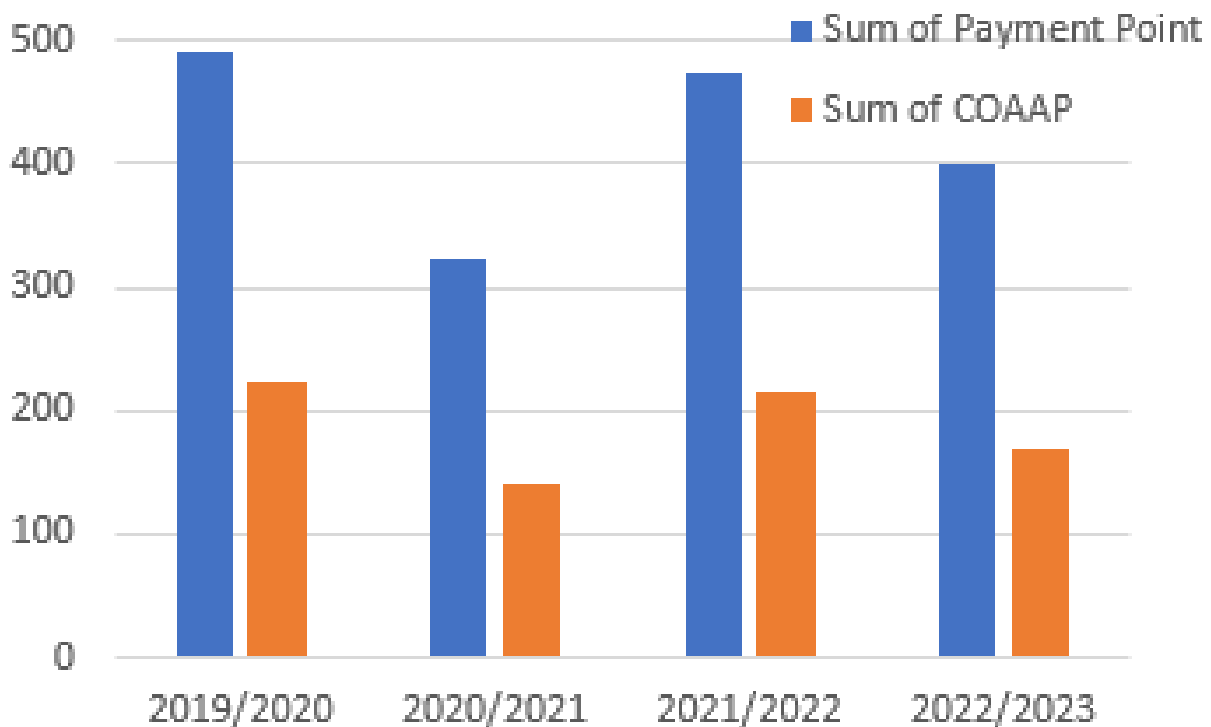
The ESL program utilizes a variety of formal and informal assessment methods to monitor student progress such as teacher observation and verbal evaluation, questioning strategies, daily check-ins, class discussions, written tests/textbook tests, dictations, CASAS skills tests, partner and small group practice, and group projects and presentations. Student achievement is assessed and recognized through the 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. During the 2021-2022 end of year celebration LAE awarded 33 students for their Participation, 31 students for Promotion, 6 students for Most Hours of Attendance, 3 for Excellent Attendance, 5 for Most Improved CASAS Score, 3 student for Most Improvement in Class, 6 students for School Spirit, 2 students for Highest Test Gain, and one for Most Improved.

The ESL program curriculum is 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 the department and are refined as needed. ESL staff functions as a PLC in order to ensure that all teachers are following the 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.

The ESL program has put in great efforts over the past three school years to strengthen EL Civics 231 COAAP program and to develop and implement new 243 IET career pathways for students to better support and expedite their transitions from academic programs to careers and secondary education opportunities. Even though there has been fluctuation in enrollment for ELL's there has not been a decline in persistence. The number of payment points earned has stayed consistent as seen in **(Table 14)**. LAE continues to work on the 243 COAAP classes: Basic Computer Skills for ESL Students and Computer Basics Plus transition. The goal is to strengthen the pathway for ESL students to enter into the Business Information Worker Program successfully. Students now have the opportunity to complete the 243 IET ESL courses and then transition to the CTE program to complete English for the Workplace or Computer Basics Plus.

**Table 14**



**Payment Points Earned and COAAP's Passed**



For the 2020-2021 and 2021-2022 school years, the program performed well above state standards at all ESL Educational Functioning Levels as compared to the statewide goals (**Table 15**). There were small exceptions at the lower levels, which performed below the statewide goal. This lower achievement percentage can be attributed to mid-semester staffing changes or the transferring of students from low to low/high too soon.

**Table 15 CASAS Data Portal – Liberty Adult ABE, ASE and ESL Educational Functioning Level Completion Rates vs. State Average**

Type	Name	Program Year	ABE				ASE		ESL						
			Beg. Lit.	Beg. Basic	Int. Low	Int. High	Low	High	Beg. Lit.	Beg. Low/High	Int. Low	Int. High	Low Adv	High Adv	
CA State Goal		2022-2023	40.0%	42.0%	39.0%	41.0%	40.0%	40.0%	32.0%	39.0%	37.0%	34.0%	32.0%	23.0%	N/A
CA State Goal		2021-2022	53.0%	54.0%	49.0%	40.0%	42.0%	40.0%	61.0%	62.0%	60.0%	49.0%	49.0%	28.0%	N/A
CA State Average		2021-2022	41.1%	43.0%	42.0%	45.2%	41.8%	37.5%	46.1%	50.0%	48.6%	41.0%	39.6%	24.8%	N/A
Agency	Liberty UHSD	2021-2022	100.0%	72.7%	60.4%	58.6%	62.9%	60.0%	42.9%	75.0%	59.1%	61.5%	48.0%	25.0%	N/A
			(4)	(22)	(53)	(70)	(35)	(15)	(14)	(16)	(44)	(52)	(50)	(60)	N/A
Agency	Liberty UHSD	2020-2021	66.7%	73.3%	62.5%	54.2%	36.4%	50.0%	0.0%	55.6%	36.4%	33.3%	59.4%	8.3%	N/A
			(6)	(15)	(48)	(72)	(33)	(12)	(0)	(9)	(22)	(33)	(32)	(36)	N/A

For all students with both pre and post tests, the CASAS Benchmark raw data for the past three school years shows significant increases in students achieving gains from the 2020-2021 to 2021-2022 school years (**Table 16**). These increases can be attributed to the attendance requirements and the communication of gains with students as motivation, as well as a greater emphasis on CASAS data analysis in our PLCs. Notable is the increase in the number of students achieving gains from the 2019-2020 (during the pandemic closure) school year to the two following school years. This increase indicates a trend that the ESL program needs to further examine in order to determine how to decrease the number of students achieving no gains and not persisting in the classroom long enough to retain and achieve a gain. Contributing factors that should be considered are staffing over the past year limiting the amount of students on site and scheduling options.

**Table 16 CASAS Data Portal Educational Functioning Level Persistence Rates - Liberty Adult ABE, ASE and ESL Educational Functioning Level Persistence Rates vs. State Average**

Type	Name	Program Year	ABE				ASE		ESL						All	
			Beg. Lit.	Beg. Basic	Int. Low	Int. High	Low	High	Beg. Lit.	Beg. Low/High	Int. Low	Int. High	Low Adv	High Adv	All	
CA State Average		2021-2022	39.9%	40.0%	36.8%	37.5%	23.6%	0.0%	45.3%	49.5%	48.1%	40.1%	38.3%	21.6%	N/A	35.0%
Agency	Liberty UHSD	2021-2022	100.0%	68.2%	60.4%	50.0%	31.4%	0.0%	42.9%	75.0%	59.1%	61.5%	48.0%	23.3%	N/A	48.5%
			(4)	(22)	(53)	(70)	(35)	(15)	(14)	(16)	(44)	(52)	(50)	(60)	N/A	(435)
Agency	Liberty UHSD	2020-2021	66.7%	73.3%	56.3%	44.4%	27.3%	0.0%	N/A	55.6%	36.4%	33.3%	59.4%	8.3%	N/A	40.6%
			(6)	(15)	(48)	(72)	(33)	(12)	(0)	(9)	(22)	(33)	(32)	(36)	N/A	(318)

The success of the ESL program is consistently confirmed through the student retention rates, data collected, and student feedback. 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. Students are also able to successfully transition within program levels in an efficient manner as well as to continue towards their goal attainment by advancing to the ABE/HSE program and community college.

### **Online Programs**

LAE offers two online programs. One is available in the Learning Center for High School Diploma (HSD) Program and one through the High School Equivalency (HSE) Program. The online curriculum is initiated onsite and fully managed by 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. Both of these programs allow the students to work 24 hours - 7 days per week.

Imagine Edgenuity is a high school diploma course curriculum that is aligned with state standards, the Common Core, and LAE'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.

Imagine 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

Imagine Edgenuity provides 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.

Imagine 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 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 LAE 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 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. LAE provides comprehensive support for all students, including the 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 the AJCC located in room 20.

## **II: Significant Changes and Developments**

The most significant change, since the last full visit, was the COVID-19 Pandemic and the impact it had on schools. LAE, like many schools, moved through different phases of responding to the Global Pandemic.

Phase 1: When the extent of the COVID pandemic became a reality and the public was encouraged to avoid gatherings, it became obvious that changes to life and classroom teaching would be required. New government guidelines were issued, quickly followed by county guidelines for schools. Throughout this time period there was never any consideration of discontinuing classes. Through considerable creativity and planning, LAE classes continued. Several phases, all requiring different personnel and technological strategies were employed. Teachers were determined to persevere, which lead to creative ideas being developed and shared among teachers who were determined to maintain the highest level of student success. Student engagement and learning was a high priority in the work being done.

Early on in the pandemic, there were no staff or students on campus. Teachers worked from home and all students were taught remotely, logging into class with zoom. Teachers taught from home

until they could return to campus safely. The office staff promoted student registrations to be done online to prevent any potential exposure.

Throughout remote learning, CASAS testing continued, with necessary changes. Appointments were made to limit the number of students to eight per session, which allowed for adequate spacing. Paraprofessionals adjusted their schedules to work at different times to avoid in person contact. The CASAS remote testing option was made available for those students who didn't want to come in person to take the test.

ESL Notes: Before the Spring break of March 2020, the ESL teachers had wished their students a great holiday and planned to see them in two weeks. One teacher had left to attend a conference in Sacramento that weekend. During the conference, it was evident that COVID had spread locally and some people left the conference because they weren't feeling well, including one LAE staff member. During Spring Break, staff received the directive that no one would return back to school. Instead, all were to remain home until further direction.

After three weeks, the Coordinator called a meeting and staff were told to return. Sitting far apart and with masks, a plan was discussed to teach students at home. Staff would also be teaching from home. The ESL department agreed to use Pearson curriculum with students and everyone had to get trained on how to use Pearson and Zoom. Training was also provided on how to use Google Classroom. On that site, teachers recorded announcements and classes. The Google Classroom also included videos, worksheets, quizzes, and homework but. With the move to an online learning environment, student enrollment/participation decreased.

COAAP testing continued. Students reported to the office to pick up a copy of the packet and when the test was done, the students had to have their cameras on so the teacher could see all students taking the test. The students had to sign off on the test and email it or bring in a copy.

GED Notes: For the GED class it was necessary that the students continue to learn all four subjects including mathematics, reasoning language arts, social studies and science. Canvas material was 'shared' via zoom which the students could view online. For mathematics the application Google jamboard was employed with a touchscreen Chromebook and stylus so the students could see how math problems were solved. Students employed numerous devices to log in to zoom, including: smartphones, tablets, laptops and desktop computers. Most students were grateful to be at home while learning, however, everyone understood that it was less than an optimal method of dispensing education.

Realizing that zoom is not as effective as in-person teaching, it worked rather well and some students were able to take their GED tests and obtain their GED certificate, all while following strict COVID guidelines.

Phase 2: In the Spring of 2021, LUHSD followed guidelines for staff to return to work on campus. They continued to teach their remote classes via zoom. All students continued to log into zoom from the comfort and safety of their homes. The classroom was required to be sanitized following each visit by the teacher. The staff had to check in and out at the office, when they are on campus. ESL staffing changed during this time, gaining and losing teachers, which continued for the next couple years. Google Classroom was no longer used as Canvas was implemented district wide. Packets were still distributed to students but students could also see the packets on Canvas. Teachers would begin with a lesson and then break up students into breakout rooms. The teacher would then jump from one room to another to see how they were discussing the topic. The class would then come back together and students could be called on to give answers. This way, students were participating in the classroom because they knew they had to answer questions. The classes continued this way until the end of the semester.

Phase 3: A hybrid approach was made available to students, roomers and zoomers all participating. Some students returned to the classroom when in-person was made an option. Classroom desks were spread out with everyone wearing masks. The room was sanitized following each class and the room was full of hand and desktop sanitizing material. Many students decided to continue their studies from the comfort and safety of their homes with their families. Those on Zoom would come in to do their CASAS and COAAP tests at this time. Canvas was used.

The hybrid model came from LUHSD protocols. Students came in on the A/B/C schedules depending on their programs. If you are not on campus during your corresponding schedule you would attend class via Zoom. Classrooms (GED/ESL) had the desks marked with A/B/C and numbers to create a seating chart. Seating charts were done for all classes on campus and kept by the door to be able to grab if there was a positive or a case of COVID exposure. Students came back to site full time with social distancing the seats and PPE supplies were regularly stocked. Masks were required to be worn by students and staff, staff were given the option to wear a face shield as well. In classrooms Plexiglas were used to separate the students from each other and the teachers. In the office we had Plexiglas to be a barrier for staff and students, with constant wipe down of tables and pens used.

A tech lab was made available and monitored by a paraprofessional to assist students with the online component of using Canvas and Zoom. LAE had print outs made to assist students with the log in process and it included a general password was created to easily keep track of student login process.

Final phase: LAE returned to a full in-person learning environment in the Fall of 2022. Some students were reluctant to return to the classroom. Through time and increased levels of confidence, an increasing number of students returned. To this day some students are more comfortable than others about the in-person classroom environment. All are somewhat emotionally scarred but adapting to the change. Classrooms and the number of students has

continued to grow since then. LAE continues to monitor the impact of the pandemic on LAE course offerings, staffing, and enrollment. There is a new demand for online class sections now that staff and students are better equipped to teach and learn in an online environment.

Another significant change is that LAE has fewer campus locations. LAE no longer offers an English as a Second Language (ESL) class at O'Hara Park Middle School in Oakley as LAE did in 2019-20, and the ESL Conversation class is no longer offered at the Village Community Resource Center. All classes are at the main campus and the City of Brentwood facilities. The woodworking class was not offered at Liberty High School during the Pandemic but it will be made available again in the 2023-2024 school year.

Since returning to in-person learning, LAE has experienced many critical staff changes. The turnover impacts knowledge of programs and requires training and support for new hires. One significant change was the new Coordinator hired in August of 2022, to replace the existing long-time Coordinator, upon her retirement. The outgoing Coordinator stayed on to train the new Coordinator for two weeks. Then, they scheduled additional days to check in, as needed, approximately every other week through the end of October. This helped with the transition of leadership.

In addition to that, the Office Staff also changed in the 2022-23 school year. The Data Secretary left for a leave of absence and the Lead Secretary left LAE to pursue a job at the District Office. There were other teachers who left or changed assignments, including changes to the Leadership Team. Hiring new credentialed Adult Education Teachers has not been an easy task. The CTE position was open, with sub coverage, for months and the ABE evening class was closed due to low numbers and lack of qualified staffing. LAE has posted an opening for an additional ESL teacher to open a new section to help with the waitlist numbers. The position is still open.

Professional learning, site planning and program efficiency have continued to run as smoothly as possible due to the dedicated staff at LAE. The on-site Leadership Team and PLC meetings, as well as the community partnership meetings, have been crucial to keeping up with important deadlines connected to program offerings and funding.

### **III: Engagement of Stakeholders in Ongoing School Improvement**

#### **Schoolwide Action Plan Development**

LAE uses the self-study process to identify the key issues and monitor progress of the activities of the Action Plan. The Action Plan is used regularly, reviewed annually, and monitored consistently by the governing body to ensure continued school improvement. Assessment of the results informs further action and provides the opportunity to consider needed modifications to the most current Schoolwide Action Plan.

#### **Schoolwide Action Implementation**

Responsibility for implementing the activities in the Schoolwide Action Plan belongs to all LAE

stakeholders. The plan designates responsible parties to oversee each strategic activity. It also lists the means of assessment for each activity, allowing LAE to discern whether the activity has been completed. Each responsible party oversees the implementation of the activity and provides updates on progress and completion via both program review and the Action Plan itself.

Progress updates are shared in the Leadership Team meetings and the department PLC meetings. The Leadership Team meets monthly to review and discuss the progress of the plan and make changes as needed. LAE's PLCs 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. 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. These meetings provide regular opportunities to discuss progress on goals as well as student needs and initiatives. The pandemic caused LAE to limit student surveys, but the school expects to reinstate a consistent cycle of soliciting feedback from students over the next years. Engaging community members remains a key issue as well.

In addition to internal governing bodies, other stakeholders are engaged indirectly in the ongoing monitoring of the Schoolwide Action Plan. This engagement occurs primarily as a part of reports and/or processes required by the work required of the Contra Costa County Adult Education Network. LAE staff also contribute to California Adult Education Program (CAEP) and Workforce Innovation and Opportunity Act (WIOA) planning efforts to ensure alignment with the LAE Schoolwide Action Plan. LAE submits quarterly reports with fiscal and student data as required by the CAEP and WIOA.

### **Mid-Cycle Progress Report Preparation**

To prepare for the mid-cycle progress report, the LAE Coordinator organized the core Leadership Team. A draft was prepared to be used as a starting place on the template available. The Leadership Team met regularly to write and edit by the established deadline so that the final report is reviewed by the LUHSD Board of Trustees before the WASC submission date of June 1, 2023.

The Leadership team reviewed key issues from the 2020 Self Study Report and the Visiting Committee Report, discussed the Mid-Cycle Progress Report Timeline, and devised a plan to facilitate the writing process. Data and evidence was validated, narrative drafts were revised, and progress was updated to reflect discussions. Together, they did a group read to finalize details and make any necessary revisions based on program needs since the Self Study Report.

With significant changes to staffing, including some positions unfilled, stakeholder input was not as effective this school year and LAE will look to improve this. LAE will strengthen communication to



stakeholders throughout the school year of the different steps taken and of the progress made through various channels—during meetings, on printed materials, and on the website.

The LUHSD Board will review this report as an information item at its May 24, 2023, regular meeting.

#### **IV: Progress on the Implementation of the Schoolwide Action Plan**

The Leadership team is responsible for implementing and monitoring the Action Plan. A separate document called the “Liberty Adult Education – Report of Progress/Accountability” was created internally for this purpose. The Leadership Team consist of: the Director of Community Education, Coordinator of Adult Education, all department Lead Teachers, the Lead Adult Education Secretary, Data Secretary, School Secretary, and Assessment Paraprofessional.

As stated previously, regular Leadership Team and department PLC meetings give time to review and discuss the progress of the plan and make changes, as appropriate. The PLC meetings are data driven, as student achievement data is a standing agenda item. Evidence is given to the School Secretary on a regular basis to be filed and saved. She places the evidence in the proper Action Item Binder and updates the report of progress accountability document. LAE has an organized process in place for monitoring the Action Plan and will ensure new staff members receive training to maintain the system in place. This process has been helpful to stay on track during key staffing changes.

Liberty Adult Education continues to utilize the existing practices to share updates with stakeholders. LAE presents to the governing school board each year. The Coordinator of Adult Education attends and reports out at the Superintendents Administrative Cabinet quarterly meetings. 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 the bi-annual catalog that reports out various updates and changes throughout the year. The Coordinator reports out bi-monthly to the Advisory group which is the Workforce Integrated Networking (WIN) group through East County EASTBAY Works. Lead teachers report out WASC action items and updates at their monthly meetings. LAE also has added a link to the WASC full report on the website.

##### **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.

1. Incorporate an additional agenda item to the PLC meetings (biannually) to guide teachers in how to further incorporate and define SLOs into their curriculum to reinforce student understanding.

Staff turnover in 20-21, 21-22, and 22-23 school years and training new hires during and post pandemic have slowed the implementation of this action step. PLC training for leads and all staff will be provided in July for the 23-24 school year. Each Lead has a PLC Binder to organize meeting agendas, minutes, notes, and evidence. In April 2022, New agenda item was added to have each Lead report out at the Leadership Team Meetings.

2. Continue to integrate data analysis as an essential component of PLC Meetings, “All Staff Meetings”, and bi-annual PD trainings.

Teams are successfully completing this action step each school year. Evidence includes meeting schedule, agenda, and notes. Annual data sheet is prepared and shared with all stakeholders. Training is made available.

3. Pilot an internship program for the Career Tech students who complete their program certifications.

The COVID-19 Pandemic halted efforts to develop and implement a CTE internship program. The lead CTE teachers has brought this back to the CTE PLC in the 2022-23 school year and they have reached out to local businesses and are currently working on documentations to move into implementation.

4. Develop a process to incorporate the Student Learning Plans (SLP) to determine future career pathways for our ESL Students.

Implementation is successful and ongoing progress being made. Computer Basics for ESL Class was made available to ESL students at no cost. Data shows ESL students moving into HSE and CTE.

5. Develop pacing guides for the HSE Online Class. -Attendance requirements -Total number of hours for the course -Course expectation -Testing -Student Contract.

Implementation is successful and ongoing progress being made. A tracking log was created and used to monitor communication by all staff. Implemented a drop protocol. The staff meets to discuss progress, analyze data, and adjust as needed.

### **Action Plan 2: Staff Commitment**

Key Issue: The lack of staff commitment has impeded collaboration and workflow.

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

1. Explore a new teacher orientation to increase attendance and participation at “All Staff Meeting” and school events.

Implementation is successful and ongoing progress being made. Staff welcome letter sent, All Staff Meeting attendance was strong, Monthly Staff Newsletter emailed. Staff appreciation and celebrations were enjoyed.

2. Expand opportunities to include stakeholders input regarding curriculum review and instructional strategies.

Implementation is successful and ongoing progress being made. Includes staff surveys, PLC communication, and presentations at All Staff Meetings.

3. Create a master calendar to increase and involve more stakeholders for regular classroom observations for all program areas.

Staff turnover in 20-21, 21-22, and 22-23 school years and training new hires during and post pandemic have slowed the implementation of this action step. The Leadership Team will Explore and Implement in the Fall of 2023.

### **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.

1. 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. - 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.

Career Center Staff continues to successfully market services available to LAE students and the community. Presentations to classrooms are ongoing, one on one appointments are available, and Workshops are advertised in the brochure and online. Service numbers have increased in 2022.

2. Develop and implement a questionnaire for students to better understand why they do not use the AJCC.

Survey was not completed but the Transition Specialist can create a survey and administer it with current and past students.

3. Enhance web site and social media to increase visibility of our programs, student outcomes, and solicit more feedback from our stakeholders.

Progress is being made however more action is needed to boost use of social media and online presence. LAE is working to move from the existing website to the LUSD website. This will allow more access to available google translation and increase access to K-12 families in the district.

4. Explore resources to improve outside signage for better community awareness of LAE.

Since pandemic restrictions being lifted, community engagement has increased. LAE hosted a job and resource fair on site. The Transition Specialist and Coordinator have attended several community career and resource events throughout the county to market academic and CTE programs. LAE leads are actively working to update print and digital marketing materials.

5. Dedicate a meeting to explore the feasibility of developing an LAE Student Council.

This key issue needs to be addressed. In 2022, the LAE office emailed student to identify who would be interested in free membership to Ca Council of Adult Education (CCAЕ). No further action was taken with students. The Leadership Team attended the CCAЕ State Conference in April 2023 when in person was made available again. LAE will encourage membership again.

6. Pilot new ideas to enhance our new student orientation process for new students such as: - Assistance in Testing Center to deliver information - Student tours - Video presentation to welcome new students - Handout marketing items - Student meet and greet

Printed materials were created to help students access Canvas. June 2021, New Student Orientation was initiated.

Needs still exist and have been identified in a staff survey and student voiced questions. The new Coordinator, in consultation with staff, chose not to make any significant changes to the orientation process mid-year. There are plans to update the registration and orientation process in the summer of 2023 to have it implemented in the Fall of 2023.

## **V: Schoolwide Action Plan Refinements**

**Key Issue 1: Strengthen learning opportunities by providing resources and staff development activities to augment instruction and achievement of SLOs.**

Three of the 5 strategic activities identified for this key issue have made progress as outlined in the action plan. The remaining two were impacted by pandemic and staffing changes. The Leadership Team has discussed plans to support PLC training needs and the CTE PLC is gaining momentum to set up CTE internships in the coming 23-24 school year.

**Key Issue 2: The lack of staff commitment has impeded collaboration and workflow.**

The strategic activities identified for this key issue are in progress. Staffing changes and the pandemic have affected its implementation. LAE looks forward to making more progress on these key issues as the new Coordinator enters her second year and open positions are filled.

**Key Issue 3: Strengthen communications between and amongst school and community members.**

The strategic activities identified for this key issue are in progress. Similar to other Key Issues, the pandemic and ongoing staffing needs have impacted some of the identified steps. The Leadership Team continues to discuss how to continue where things left off to continue to strengthen communication between and amongst school and community members.

**APPENDIX A**

Revised Action Plan 2022

Action Plan 2020

**2022 WASC ACTION PLAN - LIBERTY ADULT EDUCATION-REPORT OF PROGRESS/ACCOUNTABILITY**

**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 21<sup>st</sup> 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><b>Key</b>                  X – Explore                  D – Develop                  I – Implement                  O - Ongoing</p>
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	STEPS TO ADDRESS KEY ISSUE	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	METHODS TO ASSESS, MONITOR & REPORT PROGRESS	TIMELINE		
					2020	2022	2024
<b>Step #1</b>	Incorporate an additional agenda item to the PLC meetings (bi-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"> <li>➤Lead Teachers</li> <li>➤Teaching Staff</li> </ul>	<ul style="list-style-type: none"> <li>➤Meeting time</li> <li>➤Budget release time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Agendas</li> <li>➤ Meeting minutes</li> <li>➤ Handouts</li> <li>➤ Surveys</li> </ul>	I	I	O
<b>Step #2</b>	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"> <li>➤Leadership Team</li> <li>➤Lead Teachers</li> <li>➤Teaching Staff</li> <li>➤Data Secretary</li> </ul>	<ul style="list-style-type: none"> <li>➤Meeting time</li> <li>➤Meeting expenses</li> <li>➤PD time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Agendas</li> <li>➤ Meeting minutes</li> <li>➤ Memos</li> <li>➤ Data collection analysis binders</li> <li>➤ PD flyer</li> <li>➤ Improved learner outcomes (CASAS Test) binders, ASAP, &amp; TOPs Pro reports</li> </ul>	I	O	O

	STEPS TO ADDRESS KEY ISSUE	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	METHODS TO ASSESS, MONITOR & REPORT PROGRESS	TIMELINE		
					2020	2022	2024
<b>Step #3</b>	Pilot an internship program for the Career Tech students who complete their program certifications.	<ul style="list-style-type: none"> <li>➤ Adult Ed Coordinator</li> <li>➤ Lead CTE Teacher</li> <li>➤ CTE Teaching Staff</li> <li>➤ CTE Teacher Special Projects</li> <li>➤ Career Center/AJCC Staff</li> </ul>	<ul style="list-style-type: none"> <li>➤ Meeting time</li> <li>➤ Staff time /budget</li> <li>➤ Meeting expenses</li> <li>➤ Research/Development time</li> <li>➤ Collaboration time outside sources</li> </ul>	<ul style="list-style-type: none"> <li>➤ Meeting schedule</li> <li>➤ Agenda</li> <li>➤ Meeting minutes</li> <li>➤ Correspondence</li> <li>➤ Student Internship contracts</li> <li>➤ Business Contracts</li> <li>➤ Internship Handbook</li> <li>➤ Data Collection</li> <li>➤ Internship/Student Evaluations</li> </ul>	D and I	D and I	O
<b>Step #4</b>	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"> <li>➤Adult Ed Coordinator</li> <li>➤Lead ESL Teacher</li> <li>➤ESL Teaching Staff</li> <li>➤ Transition Specialist</li> </ul>	<ul style="list-style-type: none"> <li>➤Meeting time</li> <li>➤Staff time /budget</li> <li>➤Meeting expenses</li> <li>➤Research/Development</li> </ul>	<ul style="list-style-type: none"> <li>➤ Agendas</li> <li>➤ Meeting Minutes</li> <li>➤ Correspondence</li> <li>➤ New Course outlines</li> <li>➤ Catalog</li> <li>➤ Student Learning Plans</li> <li>➤ WIOA Plan</li> </ul>	D and I	O	O
<b>Step #5</b>	Develop pacing guides for the HSD Online Class. -Attendance requirements -Total number of hours for the course -Course expectation -Testing -Student Contract	<ul style="list-style-type: none"> <li>➤Lead HSD Teacher</li> <li>➤HSD Teaching Staff</li> </ul>	<ul style="list-style-type: none"> <li>➤Meeting time</li> <li>➤Staff time /budget</li> <li>➤Meeting expenses</li> <li>➤Research/Development</li> </ul>	<ul style="list-style-type: none"> <li>➤ Agendas</li> <li>➤ Meeting minutes</li> <li>➤ Pacing Guide</li> <li>➤ Increased number of on-line HSD completers</li> </ul>	D and I	O	O

<p><b>U P D A T E</b></p>	<p>1.<i>STEP 1</i></p> <ul style="list-style-type: none"> <li>➤ April / May 2020 COVID-19 Pandemic protocols and precautions</li> <li>➤ See Program PLC Binders</li> <li>➤ April 2022 added new agenda item to Leadership Meetings: Lead Teacher reporting out</li> </ul> <p>2.<i>STEP 2</i></p> <ul style="list-style-type: none"> <li>➤ Summer 2021 Leadership Meeting Schedule for the Summer/Fall 2021 school year</li> <li>➤ Data Sheet from the 2019-20 school year presented by data secretary at meetings to train faculty &amp; staff</li> <li>➤ 6/9/2021 ESL Professional Development CASAS Testing Review sent to teachers</li> <li>➤ May 2022 All staff Meeting provided a PD for using Canvas Commons</li> <li>➤ June 2022 Lead teachers to invite Data Secretary to PLC meetings to discuss how to close out classes</li> </ul> <p>3.<i>STEP 3</i></p> <ul style="list-style-type: none"> <li>➤ Postponed development of internship until July 2020 due to Pandemic</li> <li>➤ CTE Tracker shared with CTE Staff to keep in track of student completions at 1/12/22 CTE PLC Meeting</li> <li>➤ Gail and Debbie met to discuss externship for Summer 2022</li> </ul> <p>4.<i>STEP 4</i></p> <ul style="list-style-type: none"> <li>➤ 1/13/21 Email from Project Second Chance reaching out regarding matching adult students and literacy needs in the community</li> <li>➤ 6/1/21 Program reflecting 22 LAE Adult Diploma Students (some started as ESL students) receiving their Adult School Diploma</li> <li>➤ Gave Computer Basics ESL students the opportunity to take free Computers Basics Plus courses</li> </ul> <p>5.<i>STEP 5</i></p> <ul style="list-style-type: none"> <li>➤ 7/23/21 LC Meeting updated the eligibility requirements for the HSD Program</li> <li>➤ Worked on a tracking log so staff can keep track of student communication</li> <li>➤ Implemented a drop protocol for students with no participation, to invite into the HSE program</li> <li>➤ 6/1/21 Program reflecting 22 LAE Adult Diploma Students receiving their Adult School Diploma</li> </ul>
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## Action Plan 2: Staff Commitment

**Key Issue:** The lack of staff commitment has impeded collaboration and workflow.

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

- SLOs:**
1. Students will acquire and apply 21<sup>st</sup> 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	METHODS TO ASSESS, MONITOR & REPORT PROGRESS	TIMELINE		
					2020	2022	2024
<b>Step #1</b>	Explore a new teacher orientation to increase attendance and participation at “All Staff Meeting” and school events	<ul style="list-style-type: none"> <li>➤ Adult Ed. Coordinator</li> <li>➤ Leadership Team</li> <li>➤ Office Staff</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaboration time/meeting time</li> <li>➤ Budget release time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Agenda</li> <li>➤ Meeting minutes</li> <li>➤ Emails</li> <li>➤ Memo</li> </ul>	X & D	Review	O
<b>Step #2</b>	Expand opportunities to include stakeholders input regarding curriculum review and instructional strategies.	<ul style="list-style-type: none"> <li>➤ Lead ESL/ASE, CTE &amp; ABE teachers</li> <li>➤ Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lead Teacher and staff meeting time /budget</li> </ul>	<ul style="list-style-type: none"> <li>➤ PLC Agendas</li> <li>➤ Meeting minutes</li> <li>➤ Emails</li> <li>➤ Data collections</li> </ul>	X, D, & I	Review	O
<b>Step #3</b>	Create a master calendar to increase and involve more stakeholders for regular classroom observations for all program areas.	<ul style="list-style-type: none"> <li>➤ Adult Ed. Coordinator</li> <li>➤ Leadership Team</li> <li>➤ Lead Teachers</li> <li>➤ Office Staff</li> </ul>	<ul style="list-style-type: none"> <li>➤ Meeting time/budget</li> </ul>	<ul style="list-style-type: none"> <li>➤ Agenda</li> <li>➤ Meeting minutes</li> <li>➤ Calendar</li> <li>➤ Completed observation forms</li> </ul>	D and I	D and I	O
<b>U P D A T E</b>	<p>1.<i>STEP 1</i></p> <ul style="list-style-type: none"> <li>➤ 7/9/20 staff letter sent to faculty for program enrollments</li> <li>➤ 7/9/21 All staff meeting agenda</li> <li>➤ 9/28/22 Email for Fall school spirit among staff</li> <li>➤ 10/24/22 Email for Job Fair Reminder to incorporate student and staff involvement</li> <li>➤ 12/1/22 Email for Winter All Staff Meeting and games</li> </ul> <p>2.<i>STEP 2</i></p> <ul style="list-style-type: none"> <li>➤ Summer 2019 Handout from a presentation to engage faculty &amp; staff in team spirit</li> <li>➤ Fall 2020 Survey given at leadership meeting staff</li> </ul> <p>3.<i>STEP 3</i></p> <ul style="list-style-type: none"> <li>➤ While teachers have scheduled classroom observations, no formal process has been developed and implemented at this time</li> </ul>						

## Action Plan 3: Communication and Community Outreach

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

**Rationale:** Strengthen communications between and amongst school and community members.

- SLOs:**
1. Students will acquire and apply 21<sup>st</sup> 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><b>Key</b></p> <p>X – Explore</p> <p>D – Develop</p> <p>I – Implement</p> <p>O - Ongoing</p>
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	STEPS TO ADDRESS KEY ISSUE	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	METHODS TO ASSESS, MONITOR & REPORT PROGRESS	TIMELINE		
					2020	2022	2024
<b>Step #1</b>	<p>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.</p> <ul style="list-style-type: none"> <li>- Weekly/bi-weekly visits from all Career Center Staff – develop a schedule</li> <li>- Career Center Staff presenting information at student orientations</li> </ul> <p>Teachers’ awareness to incorporate Career Center field trips for students</p>	<ul style="list-style-type: none"> <li>➤ Adult Education Coordinator</li> <li>➤ Leadership Team</li> <li>➤ Lead teachers</li> <li>➤ Teaching staff</li> </ul> <p style="text-align: center;">Career Center Staff</p>	<ul style="list-style-type: none"> <li>➤ Planning/meeting time</li> <li>➤ Staff Time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Agendas</li> <li>➤ Meeting minutes</li> <li>➤ Emails</li> <li>➤ Schedules</li> <li>➤ Surveys</li> <li>➤ Increase student outcomes</li> <li>- Jobs</li> <li>- Transitions to other program within LAE</li> <li>- Transition to Post - secondary opportunities</li> <li>- Better awareness of community resources</li> </ul> <p>Increased student attendance numbers in Career Center</p>	D & I	O	O
<b>Step #2</b>	<p>Develop and implement a questionnaire for students to better understand why they do not use the AJCC.</p>	<ul style="list-style-type: none"> <li>➤ Adult Ed. Coordinator</li> <li>➤ Leadership Team</li> <li>➤ Lead Secretary</li> </ul>	<ul style="list-style-type: none"> <li>➤ Meeting time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Agendas</li> <li>➤ Meeting Minutes</li> <li>➤ Questionnaire</li> </ul>	D & I	D & I	O

	STEPS TO ADDRESS KEY ISSUE	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	METHODS TO ASSESS, MONITOR & REPORT PROGRESS	TIMELINE		
					2020	2022	2024
<b>Step #3</b>	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"> <li>➤ Leadership Team</li> <li>➤ Lead secretary</li> <li>➤ Web Master</li> <li>➤ Career Center Staff</li> </ul>	<ul style="list-style-type: none"> <li>➤ Planning time</li> <li>➤ Staff time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Agendas</li> <li>➤ Meeting minutes</li> <li>➤ Emails</li> <li>➤ Improved Web Site</li> <li>➤ More followers on Social Media</li> </ul>	D & I	D & I	I & O
<b>Step #4</b>	Explore resources to improve outside signage for better community awareness of LAE.	<ul style="list-style-type: none"> <li>➤ Adult Ed. Coordinator</li> <li>➤ Lead secretary</li> <li>➤ Leadership team</li> </ul>	<ul style="list-style-type: none"> <li>➤ Research time</li> <li>➤ Adult Ed. budget</li> </ul>	<ul style="list-style-type: none"> <li>➤ Price quotes</li> <li>➤ Emails</li> </ul>	X	X	D & I
<b>Step #5</b>	Dedicate a meeting to explore the feasibility of developing an LAE Student Council.	<ul style="list-style-type: none"> <li>➤ Adult Education Coordinator</li> <li>➤ Leadership Team</li> <li>➤ Lead teachers</li> <li>➤ Teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>➤ Meeting time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Agendas</li> <li>➤ Meeting minutes</li> </ul>	X	X	D & I
<b>Step #6</b>	<p>Pilot new ideas to enhance our student orientation process for new students such as:</p> <ul style="list-style-type: none"> <li>- Assistance in Testing Center to deliver information</li> <li>- Student tours</li> <li>- Video presentation to welcome new students</li> <li>- Handout marketing items</li> <li>- Student meet and greet</li> </ul>	<ul style="list-style-type: none"> <li>➤ Adult Ed. Coordinator</li> <li>➤ Leadership Team</li> <li>➤ Lead Teachers</li> <li>➤ Testing Center Staff</li> <li>➤ Career/AJCC Staff</li> <li>➤ Teaching Staff</li> <li>➤ Office Staff</li> </ul>	<ul style="list-style-type: none"> <li>➤ Coordination/meeting time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Memos/emails</li> <li>➤ Student handouts</li> <li>➤ Sign-in sheets</li> <li>➤ Agendas</li> <li>➤ Meeting Minutes</li> <li>➤ Improved classroom attendance which leads to better student outcomes</li> </ul>	X	I	O

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1. *STEP 1*

- 10/30/20 Posted Flyer from CCC Health Services providing information during COVID-19 epidemic
- 3/9/21 Email to Brentwood Chamber of Commerce regarding LAE's AJCC Center Services open during COVID-19 pandemic
- 3/11/2021 LAE was part of a webinar hosted by Contra Costa County Library with LMC for Job Skills for Today and Tomorrow
- 6/23/21 Email of Career Connections, FOCUS and Career Center Highlights
- Winter/Spring Catalog offerings for AJCC Workshops

2. *STEP 2*

- *Transition Specialist to develop the student survey, Office can email to students. Analyze data with Leadership Team*

3. *STEP 3*

- Fall 2020 Debbie Norgaard participated in Notice of Public Input Meetings from CCC Workforce Dev Board, EASTBAY Works, and the City of Richmond WDB regarding meeting the workforce and educational needs during COVID-19 pandemic.
- Winter 2020-21 LAE & Brentwood Parks & Recreation announce classes provided online during COVID-19 pandemic.
- 1/21/21 LAE CTE Advisory Committee Meeting (agenda, handouts)
- 3/28/21 Ad in the Brentwood Press regarding LAE Career Center/AJCC EastBay Works promoting free services.
- 4/2/21 LAE Career Center AJCC EastBay Works open during COVID-19 pandemic providing free services. (flyer)
- 4/9/21 LAE participated in a virtual Community Citizenship Drive in conjunction with the City of Oakley (newspaper ad, flyer)
- 4/26/21 Senior Health and Safety CIRCUS drive-through resource community event-flyer
- 4/29/21 La Clinica Community Health Educators requesting to visit LAE classrooms with current COVID-19 information regarding vaccines
- 11/1/21 One Day At a Time Day of the Dead event, LAE hosted an information table
- 1/28-2/25/22 LAE promoting in the Brentwood Press for AJCC workshops
- Fall 2023 Move to LUHSD website in Fall 2023. More language translations available and direct access to families in the district.
- Fall 2023 Increase Social Media, Need a point person to take the lead in office staff.

4. *STEP 4*

- February 10-March 26, 2020 LAE Art students with Instructor Keta Greig participated in the Brentwood Community Center Public Art Walls Exhibit

5. *STEP 5*

- 2/28/22 email sent about 2/24/22 leadership meeting action items to provide 15 students free CCAE memberships

6. *STEP 6*

- Handout for Canvas Login to better assist students logging into Canvas
- June 2021 New Student Orientation announced for ESL, ABE, and HSE/GED students-flyer

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

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

**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 21<sup>st</sup> 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><b>Key</b></p> <p>X – Explore</p> <p>D – Develop</p> <p>I – Implement</p> <p>O - Ongoing</p>
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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	
Explore a new teacher orientation to increase attendance and participation at “All Staff Meeting” and school events.	<ul style="list-style-type: none"> <li>➤ Adult Ed. Coordinator</li> <li>➤ Leadership Team</li> <li>➤ Office Staff</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaboration time/meeting time</li> <li>➤ Budget release time</li> </ul>	X and D	Review		<ul style="list-style-type: none"> <li>➤ Agenda</li> <li>➤ Meeting minutes</li> <li>➤ Emails</li> <li>➤ Memo</li> </ul>
Expand opportunities to include stakeholders input regarding curriculum review and instructional strategies.	<ul style="list-style-type: none"> <li>➤ Lead ESL/ASE, CTE &amp; ABE teachers</li> <li>➤ Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lead Teacher and staff meeting time /budget</li> </ul>	X, D, and I	Review		<ul style="list-style-type: none"> <li>➤ PLC Agendas</li> <li>➤ Meeting minutes</li> <li>➤ Emails</li> <li>➤ Data collections</li> </ul>
Create a master calendar to increase and involve more stakeholders for regular classroom observations for all program areas.	<ul style="list-style-type: none"> <li>➤ Adult Ed. Coordinator</li> <li>➤ Leadership Team</li> <li>➤ Lead Teachers</li> <li>➤ Office Staff</li> </ul>	<ul style="list-style-type: none"> <li>➤ Meeting time/budget</li> </ul>	D and I	O	O	<ul style="list-style-type: none"> <li>➤ Agenda</li> <li>➤ Meeting minutes</li> <li>➤ Calendar</li> <li>➤ Completed observation forms</li> </ul>

**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 21<sup>st</sup> 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) RESONSIBLE	RESOURCES NEEDED	TIME LINE			METHODS TO ASSESS, MONITOR & REPORT PROGRESS
			2020–2021	2022-2023	2024-2025	
			2021-2022	2023-2024	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. -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"> <li>➤ Adult Education Coordinator</li> <li>➤ Leadership Team</li> <li>➤ Lead teachers</li> <li>➤ Teaching staff</li> <li>➤ Career Center Staff</li> </ul>	<ul style="list-style-type: none"> <li>➤ Planning/meeting time</li> <li>➤ Staff Time</li> </ul>	D and I	O	O	<ul style="list-style-type: none"> <li>➤ Agendas</li> <li>➤ Meeting minutes</li> <li>➤ Emails</li> <li>➤ Schedules</li> <li>➤ Surveys</li> <li>➤ Increase student outcomes                             <ul style="list-style-type: none"> <li>-Jobs</li> <li>-Transitions to other program within LAE</li> <li>-Transition to Postsecondary opportunities</li> <li>-Better awareness of community resources</li> </ul> </li> <li>➤ Increased student attendance numbers in Career Center</li> </ul>
Develop and implement a questionnaire for students to better understand why they do not use the AJCC.	<ul style="list-style-type: none"> <li>➤ Adult Ed. Coordinator</li> <li>➤ Leadership Team</li> <li>➤ Lead Secretary</li> </ul>	<ul style="list-style-type: none"> <li>➤ Meeting time</li> </ul>	D and I			<ul style="list-style-type: none"> <li>➤ Agendas</li> <li>➤ Meeting Minutes</li> <li>➤ Questionnaire</li> </ul>



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