



# **LIBERTY ADULT EDUCATION SELF-STUDY REPORT**

**929 Second Street  
Brentwood, CA 94513**

**Liberty Union High School District**

**Self-Study Visit: February 23-25, 2026**

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## Introduction

[Liberty Adult Education](#) (LAE) has proudly served its community since 1937. As part of the [Liberty Union High School District](#) (LUHSD), LAE began with a mission to support Italian and Portuguese immigrants through English as a Second Language (ESL) instruction. Over the decades, it has grown into a dynamic and inclusive institution serving adult learners across the cities of far east Contra Costa County. Cities include: Brentwood, Byron, Antioch, Discovery Bay, Knightsen, Bethel Island, and Oakley.

The Liberty Union High School District, Community Education Center is located on five acres of land at 929 Second Street. The facility includes [Independence High School](#) (IHS), Gateway, and Bridgeway. IHS is a 9-12 Alternative School of Choice High School within LUHSD. Bridgeway is a high school GED program and Gateway is a community-based instruction program for adult students with disabilities.

Liberty Adult Education is under two governing bodies: Liberty Union High School District (LUHSD) and the [Contra Costa County Adult Education Consortium](#) (CCCAEC). Personnel, fiscal, and facilities are under the umbrella of LUHSD. Fiscal, curriculum, and instruction are reported to both bodies. LAE is an integral part of the Liberty Union High School District and the Board is extremely supportive of the adult education programs.

## Description of Program Areas

*Under [Education Code Section 84913](#), seven priority areas are established for Adult Education. LAE currently provides four of these programs:*

### **Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.**

- Adult Secondary Education (ASE) Program includes:
  - High School Diploma (HSD) Program
  - High School Equivalency (HSE) and Adult Basic Education (ABE) classes. Prepare students for the [GED](#) exams, leading to high school equivalency certificates.

### **Programs for immigrants in citizenship, ESL, and workforce preparation.**

- English as a Second Language (ESL) classes. Students are placed in Beginning, Intermediate, or Advanced levels based on [CASAS](#) scores.
- U.S. Citizenship Preparation class
- Computer Basics for ESL class

### **Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce (now referred to as Workforce Preparation).**

- America's Job Center of California (AJCC) Access Point open to the public and provides resources and workshops.

- [Contra Costa County Employment and Human Services Department \(EHSD\)](#), CalWORKs Students are referred to FOCUS and Career Connections to build academic and job-readiness skills for employment.

### **Programs in Career Technical Education (CTE) that are short term in nature with high employment potential.**

- Successful completion of [CTE courses and/or CTE certificate programs](#) lead to employment opportunities and career advancement.

### **Adapting to the Needs of Our Students**

LAE is a student-centered program supported by passionate staff who foster a strong sense of belonging. It offers a wide range of free and low-cost resources and emphasizes diversity, equity, and inclusion through bilingual support, flexible scheduling, personalized learning plans, and open-entry/open-exit enrollment.

Key strengths include:

- **Accessibility & Partnerships:** LAE collaborates with community organizations and aligns with adult education standards to help students succeed academically and professionally.
- **Instructional Approach:** Teachers build strong relationships, use data-driven strategies, and adapt instruction through collaboration and professional learning.
- **Student Success Tracking:** Progress is measured via [CASAS](#) testing, COAAP rubrics, payment points, educational gains, job attainment, diplomas, GED & HSD completion, and surveys.

### **LAE Self Study Process**

For the current WASC visit, LAE's Coordinator and Leadership Team led the Self-Study using the WASC model. A timeline was set in Spring 2025 and reviewed in monthly All-Staff Meetings. Staff refined the Vision, Mission, and Student Learning Outcomes, (please see page 17-18) then analyzed data for each Criterion. Due to the small size and many part-time employees, a "committee of the whole" approach was used for Focus Groups, ensuring all staff contributed to evidence analysis and discussion.

The Coordinator compiled findings into a draft report with staff support. In Fall 2025, staff and educational partners reviewed and revised the report using validated evidence. Materials were shared digitally, and feedback was gathered from staff and community partners. The report was also presented to the Contra Costa Adult Education Network (CCAEN) for input.

This process demonstrates LAE's commitment to continuous improvement, collaboration, and its role as a vital educational resource in the region.

## Chapter 1: Progress Report

### Significant Developments and Program Changes

Six significant developments have occurred since the last full Self-Study:

1. LAE faced significant staffing changes, requiring training for new hires to maintain continuity. A new Coordinator replaced the retiring leader in 2022, and office roles were restructured, with all positions filled by 2024–25. Teacher turnover included Leadership Team members, and hiring credentialed Adult Education teachers was challenging—CTE relied on long-term subs, an ABE evening class closed, and an ESL position was filled in Spring 2025. Despite these changes, professional learning, site planning, and program operations have remained steady thanks to dedicated staff, Leadership Team meetings, PLCs, and community partnerships.
2. There has been an increased need in strategic Professional Learning Opportunities. Moving from paper files and binders, to online storage and sharing of documents, in 2023 the Leadership Team identified key areas of training needed with Microsoft Office One Drive and Canvas. In the Fall of 2024, trainers were identified and monthly “Learning Lunches” were offered to all staff. The goal is to improve the knowledge and skills of staff so that more technology is used by staff and utilized in the classroom.
3. The Coordinator has worked with Leads on PLC structures: Scheduled meetings, Calendar Invites, Agenda, Minutes, Recorder, etc. The focus should be on student achievement however meetings often turn to other department business. With staff turnover since last PLC training, additional training and restructuring was needed. Refinement of the process to organize the work of PLCs continues. The goal is to increase capacity to collaborate, use data more consistently to assess student progress and adjust instructional priorities and increase schoolwide understanding of student and program needs. PLC development continues to be a priority. In the 2024-2025 school year, a new meeting format was introduced. Break-out sessions for PLC meetings are now part of the monthly All Staff Meetings. Additional PLC meetings are scheduled when more time is needed to collaborate on curriculum or training. This change has increased staff attendance, improved communication, and is more efficient.
4. LAE made registration and payment easier by implementing an online option. This has streamlined our enrollment process and improved customer service.
5. ESL & CTE classrooms and the Career Center now have upgraded furniture and technology to modernize student spaces.
6. In April of the 2025-26 school year, the Director of Community Education proposed new graduation requirements for Alternative and Adult Education. The LUHSD Board approved the changes to credits as submitted. In Adult Education, the major change was eliminating elective credits. The required 190 units is now 145, to begin

in the 2025-26 school year. This change allows adults to earn a diploma in a timely manner and to pursue other career and post-secondary education goals. It meets state requirements and aligns to district goals.

### **Process to Monitor and Implement Schoolwide Action Plan/CIP**

The LAE Leadership Team develops and implements the Schoolwide Action Plan/[Continuous Improvement Plan \(CIP\)](#) and oversees continuous improvement efforts. The team includes the Director of Community Education, Coordinator of Adult Education, department Lead Teachers, Lead Secretary, Data Tech, School Secretary, and Assessment Paraprofessional. Updates and discussions occur in PLCs and All Staff meetings, where student achievement data, WASC Action Plan, and CIP goals are reviewed regularly—initially in August and monthly thereafter.

Annually, the Leadership Team analyzes LAE data (demographics, participation, persistence, performance) to monitor progress and revise the plan for the next year. At the LUHSD Convocation and All Staff Meeting, staff review the Vision, Mission, SLOs, and updated Action Plan/CIP. Abbreviated CIP goals appear on all meeting agendas.

PLCs are data-driven, with achievement data as a standing item. Evidence collection has moved to shared digital folders, supported by MSO training. New staff receive training to maintain this system, which ensures continuity during staffing changes.

Stakeholder communication includes biannual board presentations, quarterly Superintendent Cabinet reports, bi-monthly WIN Advisory updates, and a “Message from Our Coordinator” in the catalog. The WASC report is linked on the LAE website.

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

#### **Action Plan 1: Student and Learning Achievement**

Key Issue 1: Strengthen learning opportunities by providing resources and staff development activities to augment instruction and achievement of Schoolwide Learner Outcomes (SLOs).

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

Overall Status: Out of five strategic activities, four have made solid progress, while one was delayed due to pandemic-related disruptions and staffing changes. The Leadership Team is actively working to re-engage efforts, especially around PLC training and CTE internship development.

## Progress by Activity

1. SLO Integration in PLC Meetings	
Status	Progressing
Update	Staff turnover and pandemic disruptions slowed implementation. Transitioned to online sharing of documents and resources required training. PLC Leads now have access to online meeting Agendas and Notes. A new agenda item was added in April 2022 for Leads to report at Leadership Team meetings. Ongoing training with technology is made available.
2. Data Analysis in PLCs and PD Trainings	
Status	Successfully Implemented
Update	Teams consistently integrate data analysis. Evidence includes meeting schedules, agendas, notes. The <a href="#">annual fact sheet</a> is shared with stakeholders.
3. CTE Internship Program	
Status	Reinitiated and in development
Update	CTE PLC revived the initiative in 2022–23. Outreach to local businesses is underway, and documentation is being prepared for implementation.
4. ESL Student Learning Plans (SLPs)	
Update	Successfully implemented
Status	ESL students complete the LAE Student Learning Plan in class. The Transition Specialist presents in classes and completes progress check in meetings with students to update progress on goals. Data shows positive transitions into HSE and CTE pathways.
5. HSE Online Class Pacing Guides	
Status	Successfully implemented
Update	Attendance, hours, expectations, and testing are clearly defined. A drop protocol is in place. Staff regularly meet to review and adjust based on data.

**Action Plan 2: Staff Commitment**

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

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

Overall Status: Strategic activities are in progress, with two successfully implemented and one delayed due to staffing turnover and pandemic-related challenges. With the new Coordinator entering her 4<sup>th</sup> year and open positions being filled, LAE anticipates stronger engagement and collaboration moving forward.

## Progress by Activity

1. New Teacher Orientation & Engagement	
Status	Successfully implemented
Update	Staff welcome letters emailed annually, Strong attendance at All Staff Meetings, Staff appreciation events well received, Ongoing Professional Development opportunities made available. Efforts have created an inclusive and engaged staff culture.
2. Stakeholder Input in Curriculum & Instruction	
Status	Successfully implemented
Update	Staff surveys conducted, PLC communication channels active, Presentations at All Staff Meetings have encouraged open dialogue and shared decision making.
3. Master Calendar for Classroom Observations	
Status	Delayed but planned for implementation
Update	Staff turnover from 2020–2023 and onboarding of new hires slowed progress. New Observation Form was introduced and will be used. Leadership Team plans to explore and implement this initiative to improve instructional feedback and cross-program collaboration.

**Action Plan 3: Communication and Community Outreach**

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

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

Overall Status: Strategic activities are in progress, with several initiatives showing strong momentum. However, pandemic disruptions and staffing transitions have delayed some steps. The Leadership Team is actively working to resume and strengthen communication efforts across school and community channels.

## Progress by Activity

1. Career Center/America's Job Center of CA (AJCC) Visibility	
Status	Successfully implemented
Update	Weekly/bi-weekly visits scheduled, Presentations at student orientations, Teachers incorporating Career Center field trips, One-on-one appointments and workshops promoted via brochures and online, Service numbers increased and data is tracked with QR code sign in.
2. AJCC Career Center Usage Survey	
Status	In progress
Update	Survey for current and past students was not completed, Transition Specialist plans to work with Data Tech to create and administer it to

	current and former students.
<b>3. Website &amp; Social Media Enhancement</b>	
Status	In progress
Update	LAE is transitioning to the <a href="#">LUHSD website</a> for improved accessibility and translation features. Social media engagement is developing with rebranding the LAE logo and the creation of an Instagram account. The goal is to increase engagement through regular social media posts and encourage students to follow LAE. Flyers are around campus with an easy to use QR code.
<b>4. Community Signage &amp; Outreach</b>	
Status	Successfully implemented
Update	Community engagement increased post-pandemic, LAE hosted several successful Job & Resource Fairs, Community partners conduct class presentations, Staff attend county-wide events to promote LAE programs, Transition Specialist attends LUHSD High School Open House events, print and digital marketing materials are being updated.
<b>5. Student Council Feasibility</b>	
Status	Needs attention
Update	Initial outreach in 2022 via email for CCAE membership, No follow-up action taken with students, Leadership Team attended CCAE State Conference in April 2023, Plans to discuss student membership again.
<b>6. New Student Orientation Enhancements</b>	
Status	Partially implemented, updates planned
Update	Printed directions created and distributed for Canvas access, Students complete LAE Orientation Module each semester in Canvas. Student pictures for ASAP are now required for all new students during registration and CASAS testing.

### **Evaluation and Continuous Improvement**

The LAE Staff demonstrate that they are caring, reflective and are determined to support students in their academic achievement and career advancement. The school has made meaningful progress in addressing student learning needs. The Action Plan/CIP progress clearly reflects responsive adjustments based on prior accreditation findings and data. PLCs include structured agendas and data analysis. These data-driven efforts are helping align instruction and support services with students successfully meeting their goals. Developing student leadership opportunities on campus needs additional attention. Digital literacy and technology training for staff and students will continue to be supported.

## Chapter 2: School Description and Supporting Data

### Program Data

Liberty Adult Education's mission is to ensure equitable access to education and workforce training, empowering adult learners to succeed in a rapidly changing society. The program emphasizes lifelong learning, personal growth, and career advancement through personalized instruction and a supportive environment. Students are encouraged to develop critical skills such as effective communication, technology proficiency, and problem-solving, while fostering perseverance and a growth mindset. In the 2024–2025 academic year, the school awarded 10 Career Technical Education (CTE) program certificates and 265 class certificates, helped 63 students secure employment, 20 high school equivalency certificates were earned and 24 high school diplomas were granted. Additionally, 5 CTE students earned college credit through the local junior college articulation.

Enrollment for 2024–2025 totaled 2,096 students, with diverse offerings including Career Technical Education (189 students), Workforce Preparation (801), English as a Second Language (406), and Adult High School Diploma programs (67). The annual [fact sheet](#) highlights strong completion rates across educational functioning levels: Adult Basic Education at 49.5%, ESL at 53.1%, and Adult Secondary Education at 67.2%, all showing improvement from the previous year. Liberty Adult Education collaborates with key partners such as the Employment Development Department, Department of Rehabilitation, and Workforce Development Board to provide comprehensive support. Serving a diverse student population across multiple languages, the program continues to enrich families and strengthen the community through inclusive and accessible lifelong learning opportunities.

To understand enrollment by Program Area, the LAE school community annually analyze comparative analysis of the three major reporting sections that are identified on the California Adult Education Program (CAEP) Summary Table in TOPSpro Enterprise (TE). These CAEP Summary Tables are submitted to the state and federal levels and are the outcomes by which the state measures school effectiveness. All CAEP Tables used for LAE data analysis can be reviewed in the Appendix (page 63) at the end of this document.

The three major reporting sections on the CAEP Summary Tables are: Literacy Gains, CAEP Outcomes, and Services. Table 1 below shows enrollment data across these categories over 4 years. Unduplicated CAEP enrollment has increased slowly each year. Unduplicated NRS and Services saw a slight decrease in 2023-24 school year, but increased again in 2024-25 school year.

Table 1 CAEP Summary 4 Year Enrollment:

Program Area	2021-2022			2022-2023			2023-2024			2024-2025		
	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.
English Language Learner (ESL/ELL)	242	257	322	311	341	473	273	292	395	290	309	413
ABE/ASE	211	211	251	170	173	220	176	177	216	181	182	248
Career and Technical Education (CTE)	23	158	187	15	146	156	15	170	202	18	169	196
Workforce Preparation	2	17	57	29	42	164	140	306	1058	138	276	780
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0
Adults Training for Child School Success	0	0	0	0	0	0	0	0	0	0	0	0
Programs for Adults with Disabilities	0	0	0	0	0	0	0	0	0	0	0	0
No Designated Program	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>478</b>	<b>643</b>	<b>1204</b>	<b>525</b>	<b>702</b>	<b>1883</b>	<b>604</b>	<b>945</b>	<b>1871</b>	<b>627</b>	<b>936</b>	<b>1637</b>
Students is two or more Programs	39	52	56	56	69	73	151	290	322	147	265	289
<b>Total unduplicated students</b>	<b>434</b>	<b>586</b>	<b>1143</b>	<b>458</b>	<b>622</b>	<b>1799</b>	<b>430</b>	<b>631</b>	<b>1525</b>	<b>454</b>	<b>641</b>	<b>1317</b>

LAE publishes two [course catalogs](#) each school year: one for the Summer/Fall Semester and one for the Winter/Spring Semester. Each semester includes approximately 75 courses, with some classes offered multiple times. Semesters length varies depending on LUHSD Instructional Calendar, averaging 18 weeks in length.

ESL and ABE/ASE classes are semester-based with open enrollment. CTE classes are offered in 5-week sessions, with 4 sessions per semester for daytime classes. Evening CTE classes run for approximately 10 weeks, with 1 to 2 sessions per semester. The Adult High School Diploma (HSD) program follows the instructional fiscal year and also offers open enrollment. LAE adheres to the LUHSD instructional calendar and holiday schedule.

Programs lead to the following certifications:

LAE Program	Completion / Certifications
ASE	LAE High School Diploma, California High School Equivalency Certificate
ESL	Level Completion Certification / Promote to ABE/GED/HSD/CTE/Other
Citizenship	USCIS Naturalization Test
CTE	LAE Program Certificate

LAE offers CTE programs that are relevant to local workforce needs and lead to industry certifications. The programs help students find employment. Completion of one or more of our certificate programs can lead to a successful career in many fields. All courses can be taken as a stand-alone course or as part of a program. Below are certifications for which LAE courses prepare students:

LAE Certificate Programs & Articulated courses for college credit	License/Certification
Office Associate, Administrative Assistant, Executive Administrative Assistant	LAE Course Certificates and LAE Program Certificates
Accounting Assistant and Accounting Specialist	LAE Course Certificates and LAE Program Certificates
Medical Front Office Receptionist, Medical Administrative Assistant, and *Medical Billing and Coding Specialist	LAE Course Certificates and LAE Program Certificates *Preparation for AAPC Certification
CTE Courses: Word, PowerPoint, QuickBooks, Medical Terminology	CTE Classes articulated with <a href="#">Los Medanos College (LMC)</a>

Class sizes at LAE vary by program and course, ranging from 6 to 80 students. ESL classes average around 35 students, while daytime Career Technical Education (CTE) classes and Adult Basic Education (ABE)/High School Equivalency (HSE) classes average about 15 students. The Premier Exercise class, part of the Active Adult Fee-Based Program, averages 80 students. Enrollment in other fee-based classes depends on minimum enrollment requirements. Classes may be canceled or have reduced hours if the minimum number of students listed in the catalog is not met.

Classes are offered Monday through Friday during the day and Monday through Thursday in the evenings, with class times running from 8:30 AM to 9:00 PM. A typical class schedule varies depending on the program and number of classes a student is enrolled in. ([See catalog](#))

Student schedules also vary by program. ESL/ABE/HSE classes are scheduled for 6 hours of in-class instruction weekly, with additional remote learning options. Daytime CTE students average 10 hours per week for one class, 20 hours for two classes, and up to 28 hours for three classes. Evening CTE classes are offered at 3 hours per week, ranging from 8 to 12 weeks, with options to enroll in one or two classes. Some students participate in multiple programs, and their schedules depend on their areas of focus, class availability, and personal commitments.

The High School Diploma (HSD) Program allows adults to complete courses on Edgenuity. Courses are delivered online in an Independent Study manner. Staff provide support, as needed. The High School Equivalency (HSE) and Adult Basic Education (ABE) classes are available in person. Students are placed into one of two instructional

levels based on their CASAS assessment scores. Program focuses on elementary and secondary basic skills in Language Arts and Mathematics. The goal is to prepare students for the GED® or HiSET® exams, leading to high school equivalency certificates. LAE is an official [Pearson Vue GED Test Center](#), providing a convenient and comfortable testing option for our students and the community.

English as a Second Language (ESL) Students learn nuances of the English language, as well as the differences between formal and informal language usage. Professional writing and public speaking are also emphasized. The CASAS score places students in one of the three levels offered: Beginning, Intermediate, or Advanced. The U.S. Citizenship Preparation class covers history, government and skills needed for the interview and tests. The Computer Basics for ESL class provides an opportunity to improve computer skills. EL Civics lessons are delivered through completion of COAAPs throughout the school year.

Successful completion of CTE courses and/or certificate program(s) lead to employment opportunities and career advancement. Several LAE courses are articulated with [Los Medanos College](#) (LMC), providing students the opportunity to earn college credit at no additional cost. CTE has implemented an ELL cohort for the Medical Terminology course with teacher support twice weekly. CTE students earn both [program and class certificates](#). Academic instructors award classroom certificates based on attendance and progress. [Link to program certificate page.](#)

As an America's Job Center of California (AJCC) Access Point, LAE connects students and adults in our community with vital employment services and career development resources in our Career Center. The Career Center provides services & workshops including access to computers/Internet, creating resumes/cover letter/employment portfolio, mock interviews, and basic computer skills among many others.

[Rubicon](#) Programs, in our partnership with the Workforce Development Board, provide a WIOA Career Coach in the [America's Job Center of California](#) Career Center. There are 2 types of services provided by WIOA: Employment Services and Career Services. Employment services help participants who are ready for employment right now with resume assistance, cover letters, job leads, etc. Career services are for participants who need assistance because they may be interested in upskilling, reskilling, or changing careers and need to explore their options with career assessments, career coaching to help set goals, and/or learning about training options and pathways. Sometimes students need both types of services. The program also provides up to \$5,000.00 of training funds for eligible participants (contingent on the availability of funds). WIOA Orientations are held every 1st Wednesday of the month at 1:00 pm in Room 20.

Through our MOU partnership with Contra Costa County Employment and Human Services Department (EHSD), CalWORKs Students are referred to FOCUS and Career Connections to learn academic and work ready skills to gain employment needed to support their families. [CalWORKs](#) courses—FOCUS (Finding Opportunities: Careers for Ultimate Self-Sufficiency) and Career Connections—teach soft skills such as communication and time management to improve employability. Since the 2011–2012

school year, LAE has maintained a contract with [Contra Costa County Employment and Human Services Department](#) (EHSD) to serve CalWORKs clients. Both FOCUS and Career Connections classes run five days a week, with FOCUS scheduled from 9:00 AM to 2:30 PM and Career Connections from 9:00 AM to 3:30 PM. In-person and remote learning options are available for both programs, which continue to successfully serve referred clients.

FOCUS is a six-week course that uses the *Work Wise* curriculum to strengthen reading, writing, and math skills. In addition to the main curriculum, they improve their typing through Typing.com and complete academic lessons on Khan Academy, either assigned by the instructor or chosen by the student. Participants also begin developing cover letters and résumés in FOCUS, which are later revised during Career Connections. The Career Connections course can be taken as a stand-alone class or following the FOCUS completion. It is centered on improving the soft skills needed to find, attain and maintain meaningful employment. Students receive a resume, cover letter, interview coaching, and the confidence they need to (re)enter the workforce.

In addition to academic and career-focused programs, LAE offers a variety of Community Interest and Active Adult classes. These include personal enrichment and hobby courses such as Computer Basics Plus!, iPhone workshops, CPR, Medicare information, Voiceovers, Succulent Terrarium design, Woodworking, Drawing, Watercolor, Spanish, Travel Planning, and more. LAE partners with the City of Brentwood Parks and Recreation to offer Art and Exercise classes for older adults.

### **Staff Data**

LAE is fortunate to have a team of dedicated, caring, and highly professional staff. In recent years, the organization has transitioned from long-standing staff (with five or more years of service) to a new administrator, along with teachers and support staff. This brings fresh perspectives and energy to programs. Training and support are key to ensuring a smooth transition and maintain continuity, as new staff integrate into their roles. The administrative team includes the Community Education Center Director, one full-time Adult Education Coordinator, and part time hourly evening Lead Teacher support. The Coordinator fosters community partnerships, represents LAE at the District Office Administrative Cabinet, and facilitates professional development opportunities for staff.

The current team of certificated teachers includes six part-time ESL teachers, three part-time ABE/HSE teachers, five part-time CTE teachers, and one part-time HSD teacher. Teachers must have current CA teaching credential. They are all part time, hourly employees. Their responsibilities include curriculum development, classroom management, implementation of instructional best practices, and data analysis to improve student learning outcomes. Each department has a lead teacher who oversees program needs and supports staff with professional development. Funded by an MOU with the Contra Costa County Employment & Human Services Dept. (EHSD), LAE has two additional teachers for the Career Connections and FOCUS classes. These positions are part time with benefits. LAE also has access to the Independence High

School Registrar and Counselor. The counselor evaluates transcripts and advises Adult High School Diploma (HSD) students. ([Link to Adult High School Diploma requirements](#))

Additional fee-based instructors are hired as needed for community interest classes, which varies year to year. The instructors are part time, hourly. They may or may not have a teaching credential depending on the class or workshop offered. Popular class topics include: Art, Conversational Spanish, Fitness, iPhone Basics, Travel planning, succulent planting.

Classified staff includes one part time and one full time bilingual paraprofessional. The paraprofessionals work a split shift and support classroom instruction and testing in the morning and evening. Office staff includes one full-time Data Processing Technician, one full-time Adult Education Lead Secretary, and one full-time bilingual School Secretary. The office team welcomes new students and reviews learning goals to guide them during registration. The Career Center’s part time bilingual staff includes an Employment Specialist and a Transition Specialist. LAE shares the custodial staff (AM and PM) and the campus supervisor with other programs on site. LAE also employs one part time evening campus supervisor and part time lead teacher/administrators for evening class safety.

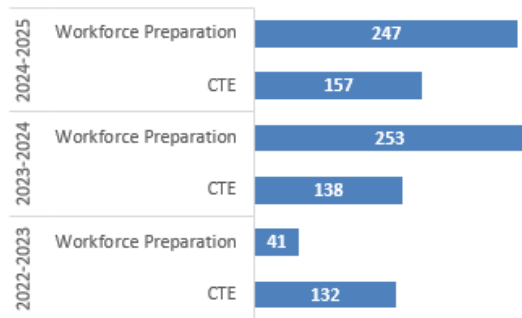
**Student Data**

LAE’s total enrollment has rebounded following the COVID-related decline and remains steady. Adult learners are served across all program areas, including Career Technical Education, ESL, ABE, Adult Secondary Education, and Workforce Preparation. Data Vista generated chart located in [Appendix K](#).

Over the past three program years, our staff has diligently monitored attendance to improve student persistence. Adjustments to our testing schedule and enhancements to the classroom environment have not only increased persistence rates but also led to a higher number of Educational Functioning Level Gains. With the implementation of the new CASAS test, the orientation process is strengthened to maximize the collection of pre- and post-test pairs. Data Vista generated chart located in [Appendix K](#).

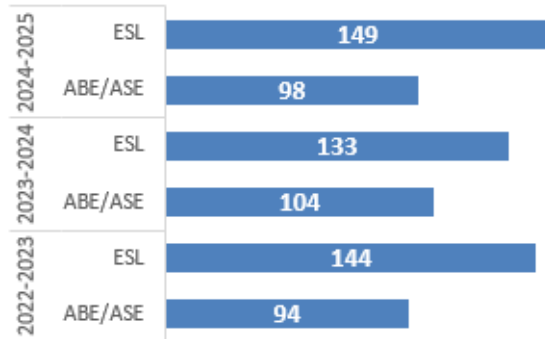
**Table 2 – LAE CAEP Summary Reported Outcomes over Three Years**

3yr Workforce Prep & CTE Outcomes



**Table 3 – LAE CAEP Summary Reported Gains over Three Years**

3yr ABE/ASE & ESL  
Educational Functioning Level Gains



The two major funding sources for LAE are our state funding CAEP - California Adult Education Program and our federal funding WIOA – Workforce Innovation and Opportunity Act. Both of these require data to be managed and reported through TOPSpro Enterprise (TE). Reporting requirements track student demographics, enrollments, attendance, outcomes and transitions. Aggregate Demographic Data charts located in [Appendix K](#).

The program areas are as follows:

Program	Course Examples
Adult Secondary Education	Adult Basic Education (ABE), HSE Test Preparation (GED), Math Prep for GED, Online GED Academy & High School Diploma Classes
English as a Second Language	ESL Beginning, ESL Intermediate, ESL Advanced, U.S. Citizenship, ESL at Home & Computer Basics for ESL Classes
Career Technical Education	Computer (Microsoft Office) Business (QuickBooks, Accounting) Medical (Electronic Health Records, Medical Office Procedures, Coding, etc)
Workforce Preparation	Resume, Planning, Job Search, & College Workshops

### Additional Online Program Information

Students have access to both online and hybrid learning options to provide greater flexibility. The Adult High School Diploma program requires students to attend two in-person classes to begin the program; the remainder of their coursework can be completed remotely through [Edgenuity](#). GED Prep students who need a fully online, self-paced option, can enroll in the GED Prep Online Academy, when offered. Students access curriculum through Canvas and utilize the online program, [Essential Education](#). CalWORKs students referred to FOCUS and Career Connections are given the choice to attend in person and/or remotely, utilizing Canvas.

ESL students also have access to an online option called ESL at Home, online classes offered through [Burlington English](#). This online program is especially useful for managing our waitlists and is included in our program outcomes. The instructor has posted office hours available for students to come to class for assistance. Students are encouraged to log in and work six hours per week in the program. The teacher manages attendance records and supports student progress.

Creating a flexible and supportive learning environment equips students with the tools they need to achieve their goals and succeed academically. Adult learners often face a variety of barriers to employment, and helping them navigate these challenges prepares them with the skills necessary to thrive in society. Emphasizing the continued use of technology and expanding digital literacy enhances both their personal and professional lives, as technology is an essential part of everyday living. The chart located in [Appendix K](#) reflects the barriers to employment reported by enrollees across all programs for the 2024–2025 school year.

## Schoolwide Learner Outcomes (SLOs)

### Liberty Adult Education students will:

- **Engage in lifelong learning** to support personal and professional growth.
- **Access and utilize resources** to achieve academic and career goals.
- **Communicate effectively** in diverse personal, academic, and workplace settings.
- **Apply technology skills** essential for success in daily life and employment.
- **Think critically** to analyze information, solve problems, and make informed decisions.
- **Demonstrate perseverance** and a growth mindset to overcome challenges and reach goals.

LAE staff continue to develop assignments that incorporate instructional strategies aimed at strengthening the connection to the schoolwide learner outcomes. Staff also engage in discussions about data to evaluate the extent to which students are achieving these outcomes.

The Coordinator facilitates a monthly All Staff Meeting. The meeting dates are provided for the semester and outlook calendar invitations are sent to all teachers and support staff. The meeting is held on Fridays, from noon to 3 pm, and lunch is provided. A

survey was sent to find the best day/time to bring all staff together. However, with varying personal and professional commitments of part time staff, it is nearly impossible for everyone to attend every month. Overall attendance is strong. If a staff member is not able to attend, the Agenda and meeting notes are available in a shared folder to keep all informed and supported. Additionally, the meeting handouts are placed in the staff member mailbox. During monthly All Staff Meetings, breakout groups are organized based on the tasks or topics being addressed. Group selection is determined by the focus—whether it's department-specific PLC or role-based—to streamline input and collaboration. Examples of tasks completed during breakout sessions include developing learning targets, selecting curriculum, reviewing data or competencies, and planning for future initiatives. What are our current student retention statistics? How to improve persistence rates? How comfortable are our students with using technology in their learning? What approaches can we take to increase students' comfort and engagement with technology outside the classroom?

LAE continues to support student success. Analysis of our data shows trends and patterns related to persistence rates, CAEP outcomes and literacy gains and ESL enrollment gains. Our preliminary student learner needs include literacy, ESL level completions and continued focus on CTE opportunities linked to community needs. Important questions include:

- Do our programs provide students with the differentiated support and instruction they need?
- How can student support be strengthened?
- What is needed to strengthen our programs and community partnerships?

## Chapter 3: Self-Study Findings

### **Criterion 1: School Mission, Culture, and Schoolwide Learner Outcomes/ Completion Profile**

#### **Summary**

The mission statement of Liberty Adult Education is the cornerstone of everything we do and reflects our commitment to equipping adult learners in our community with the skills necessary to achieve their goals. Our mission statement is always at the center of Professional Learning Community (PLC) and Leadership Meetings. LAE communicates Vision, Mission, and schoolwide learner outcomes internally and externally. Posters are in all classrooms, they are referenced in class materials, posted on the website and in our brochure. Continuous evaluation of student needs happens through the orientation, assessment, data analysis, and goal setting process. LAE is governed by the Liberty Union High School District Board of Education, which has established policies that regulate all aspects of the adult school's operation and programs. Our last three - six year WASC Accreditations validates the integrity of our school program.

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

Findings	Supporting Evidence
<p><b>VISION</b> Encouraging adult learners to embrace lifelong learning in an inclusive environment that fosters personal growth, academic achievement, and career advancement. Programs empower individuals, enrich families, and strengthen the community.</p> <p><b>MISSION</b> Ensuring equitable access to education and workforce training so adult learners are equipped to succeed in society and can adapt to evolving technology. Through personalized instruction and a supportive environment, students gain confidence and skills needed to succeed in both personal and professional endeavors.</p> <p><b>Liberty Adult Education students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Engage in lifelong learning</b> to support personal and professional growth.</li> <li>• <b>Access and utilize resources</b> to achieve academic and career goals.</li> <li>• <b>Communicate effectively</b> in diverse personal, academic, and workplace settings.</li> <li>• <b>Apply technology skills</b> essential for success in daily life</li> </ul>	<p><a href="#">LAE Vision Mission SLOs Poster</a></p>

<p>and employment.</p> <ul style="list-style-type: none"> <li>• <b>Think critically</b> to analyze information, solve problems, and make informed decisions.</li> <li>• <b>Demonstrate perseverance</b> and a growth mindset to overcome challenges and reach goals.</li> </ul>	
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**Indicator 1.2:** The school’s mission statement is central to organizational planning and decision- making activities. The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.

Findings	Supporting Evidence
<p>Liberty Adult Education’s Vision &amp; Mission Statement, and Schoolwide Learner Outcomes (SLOs) determine the decision-making processes as they relate to our program planning. These decisions are based upon the following key questions, which were derived from our mission statement:</p> <ul style="list-style-type: none"> <li>• What are the current learning needs of students to equip them to be successful in our diverse community?</li> <li>• What do we want our students to accomplish as an end result of being a participant in our program?</li> </ul> <p>LAE monitors the achievement of the SLOs by classroom observations, CASAS scores, CASAS reports, oral interviews, discussion, demonstration, timed competencies, work samples, role play, portfolios, certifications, diplomas, and promotions. Teachers integrate the SLOs into their daily lesson plans/curriculum. Textbooks and other instructional materials align with curriculum standards.</p> <p>As part of the Liberty Union High School District, LAE is authorized by the California Department of Education (CDE) to grant high school diplomas and credits. Annually, LAE submits an A22 to the California Department of Education for course approvals and then goes to our board for approval.</p> <p>The mission statement was originally established in 2005, by the LAE Leadership Team as part of our first full WASC Self-Study. Since 2005, the mission statement has been revised five times to reflect the evolving adult education system and align with CCCAEC’s focus on pathways to college and career, leading to higher education and increased economic opportunities for all students in the region. It is also essential to remain consistent with</p>	<p>Posters in all classrooms</p> <p>Teacher daily Agenda and/or power point with lesson plan, SLOs, Standards</p> <p><a href="#">Website</a>  <a href="#">Course Catalog</a>  <a href="#">Fact Sheet</a></p> <p><a href="#">CCCAEC Annual Plan 2025-2026</a></p> <p><a href="#">SLOs examples</a>  <a href="#">Career</a>  <a href="#">Connections Class</a></p> <p>2025-2026 Course Approval, with A22 Codes</p>

<p>the school board’s educational purpose, as both entities support the same outcomes. The mission statement is reviewed regularly and was most recently evaluated during the 2023–2024 academic year by the LAE staff. It was determined at the time to make necessary revisions in order to better connect to current student needs and the new CCCAEC Annual Plan. It was approved by the LAE Staff and all stakeholders. The Vision, Mission, and SLOs of LAE are posted in every classroom and discussed during classroom orientations.</p>	
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**Indicator 1.3:** School leadership and staff create a collaborative school culture with an emphasis on personalized learning plans for older students and adults.

Findings	Supporting Evidence
<p>Our support staff exemplifies the school’s Vision, Mission and SLOs by providing a supportive and professional environment where the students can thrive in their learning environments.</p> <p>The revised Student Learning Plan/Goal Sheet is now a more user-friendly template that can easily be shared and saved online in Canvas. The new template allows for easy access and the ability to update progress.</p> <p>LAE moved to a new instance in Canvas in the Fall of 2025. It is now supported by Outreach and Technical Assistance Network (OTAN) staff. The student Showcase Portfolio feature is enabled, along with other Canvas features, and students will be completing a portfolio assignment in class. The online portfolio is new for staff and students. The staff has collaborated in the best implementation and have worked together on training. This will allow students to build a personalized portfolio to store and present their work digitally, enhancing reflection and ownership.</p>	<p><a href="#">Student Learning Plan</a>  <a href="#">Portfolio Assignment Sheet</a></p>

**Indicator 1.4:** The school establishes schoolwide learner outcomes that identify the broad, global goals for all students based on current and future student learning needs and current, research-based concepts.

Findings	Supporting Evidence
<p>LAE SLOs identify competencies needed to be successful in school, the workplace, and in life. Co-created with input from the school community, the SLOs capture what it means to be a student at LAE and influence teaching and learning.</p>	<p><a href="#">LAE Vision Mission SLOs Poster</a></p>

<p>The document can be easily communicated to students, staff and the community to align our collective efforts.</p> <p>Student leadership opportunities is a discussion topic at times. LAE does not have a student council, even though there are dedicated students who would be great student leaders. The challenge is finding a staff member who has time to organize and coordinate a student council. Adult students balance school, work, and life and may not have time to participate. An alternative could include exploring the <a href="#">COABE</a> free training offered for <a href="#">Student Ambassadors</a>.</p>	<p>Students have file folder with the LAE Vision Mission SLOs</p> <p><a href="#">Examples of SLOs in the classrooms</a></p>
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**Areas of Strength**

1. Provide students with skills to be successful with personal and professional goals
2. Promote self-confidence, growth mindset, and perseverance
3. Encourage students to form study groups outside of class to support each other

**Areas of Growth**

1. Continue monthly All-Staff meetings with breakout sessions for PLCs
2. Organize and share resources digitally
3. Continue to develop student assignments and projects that demonstrate SLOs using the Canvas Portfolio.

**Criterion 2: Governance, Organizational Infrastructure, and School Leadership**

**Summary**

LAE’s governance, organizational infrastructure, and leadership practices are well-established and effectively support student learning and well-being. The school benefits from strong district support, a clearly defined leadership structure, and a culture of collaboration and continuous improvement. While LAE has made significant progress in engaging stakeholders and refining its decision-making processes, continued efforts to formalize student input mechanisms and enhance procedural consistency across programs will further strengthen its organizational effectiveness.

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

Findings	Supporting Evidence
Liberty Adult Education (LAE) operates under the governance of	<a href="#">Board Update</a>

<p>the Liberty Union High School District (LUHSD), which is overseen by a locally elected five-member Board of Education. This board, in collaboration with the district superintendent, establishes policies and makes decisions that serve the educational needs of the community. Board meetings are held monthly and are open to the public, allowing community members to engage through public comment. Transparency is maintained through the district’s website, where board policies, meeting agendas, and minutes are readily accessible.</p> <p>The organizational structure of LAE is clearly defined and designed to promote efficiency and support continuous program development. The governance hierarchy begins with the LUHSD Board of Trustees and flows through the Superintendent, Associate Superintendent of Human Resources, Director of Community Education, and to the Adult Education Coordinator. The Coordinator oversees the daily operations of the adult education program and meets weekly with the Director to discuss program updates, challenges, and opportunities for improvement. This structure ensures that leadership decisions are aligned with district goals and responsive to the needs of adult learners.</p>	<p><a href="#">10.22.2025</a></p>
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**Indicator 2.2:** The school’s governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.

Findings	Supporting Evidence
<p>Leadership at LAE is characterized by ethical practices, transparency, and a commitment to continuous improvement. The Director and Coordinator regularly attend and present at board meetings. They also attend the Administrative Cabinet Meetings. The Coordinator updates all LUHSD Administrators on LAE Programs, five times per school year. The Coordinator is scheduled to present to the Board on Director’s Night in October and May of every school year. These engagements foster strong relationships between district leadership and the adult education program, enabling timely and effective decision-making.</p> <p>The Coordinator’s open-door policy further enhances communication, allowing staff and students to share ideas, concerns, and feedback in a supportive environment.</p> <p>LAE regularly evaluates its governance and decision-making</p>	<p><a href="#">Board Meeting dates for Director Presentations</a></p> <p>Administrative Cabinet Meetings on <a href="#">calendar</a></p>

<p>structures to ensure integrity and effectiveness. Leadership Team and Professional Learning Community (PLC) meetings serve as key forums for collaborative decision-making. During these meetings, staff analyze a variety of data sources—including CASAS test results, TE and ASAP data, attendance records, and course completion rates—to assess program effectiveness and identify areas for improvement. Staff and student feedback play a critical role in shaping decisions. These practices ensure that all voices are heard and considered in the decision-making process.</p>	
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**Indicator 2.3:** The school has an established infrastructure of policies and procedures that provides stability and consistency for all organizational programs, activities, and events.

Findings	Supporting Evidence
<p>The infrastructure of policies and procedures at LAE provides stability and consistency across all programs, activities, and events. The school adheres to LUHSD Board Policies and Administrative Regulations, including AR 6200, the California School Accounting Manual, and CAEP Program Guidance. These documents form the foundation for all organizational decisions. Staff handbooks for both certificated and classified employees are available on the LUHSD website.</p>	<p><a href="#">LUHSD Staff Handbooks</a></p>

**Indicator 2.4:** The leadership of the school creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement and success for students.

Findings	Supporting Evidence
<p>Leadership at LAE fosters a positive and collaborative learning environment that supports student achievement and school improvement.</p> <p>Staff attend regional and state network meetings. Staff are encouraged to participate in professional development opportunities, including online training through CASAS, <a href="#">Ca Adult Literacy Professional Development Project (CalPro)</a>, and <a href="#">Outreach and Technical Assistance Network (OTAN)</a>. State Conference attendance is encouraged when budget and schedules allow. <a href="#">CASAS National Summer Institute</a>, California Adult Education Administrators' Association <a href="#">CAEAA State Conference</a>, Contra</p>	<p><a href="#">MLL Summit Oct 2025</a></p> <p><a href="#">PD Report Out Form</a></p> <p>Sample Teacher PD Forms completed</p>

<p>Costa County Adult Education Network (CCAEN) MLL Summit, and <a href="#">California Council for Adult Education (CCAEE) State Conference</a>, all provide valuable insights and networking opportunities in addition to training.</p> <p>In March 2022, CTE Instructors completed a CalPro training together, Accelerated Learning to Facilitate Career Pathways. Other CalPro online training for LAE staff includes: Understanding the Adult Learner, Evidence-Based Writing Instruction for the ESL Classroom, and Teaching Math to Adults.</p> <p>“Learning Lunches” are provided monthly to address site specific training needs around technology and data. New teachers receive onboarding training to ensure familiarity with data systems and instructional expectations.</p> <p>The PLC structure enhances communication and collaboration among departments, with Lead Teachers facilitating meetings and guiding discussions on instructional best practices and student learning outcomes. Leadership visibility on campus and responsiveness to staff and student needs contribute to a culture of shared accountability and continuous growth.</p> <p>Student input is recognized as a vital component of program development. Course evaluations are administered throughout the year, depending on class duration, and are used to gather feedback on instructional quality, course content, and learning outcomes. This feedback informs adjustments to course offerings and instructional strategies. Additionally, LAE solicits input from community, state, and federal partners through catalog mailings and surveys, ensuring that programs remain relevant and responsive to community needs. Enrollment trends further guide decisions about class offerings and resource allocation.</p>	<p>Samples of Course evaluations, student surveys</p>
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**Areas of Strength**

1. Strong collaboration between district and site leadership.
2. Active staff participation in decision-making through Leadership Team and PLCs.
3. Positive and supportive learning environment that promotes student success.

**Areas of Growth**

1. Formalize and increase student participation on input processes.
2. Continue to refine PLC processes to deepen data analysis and support continuous improvement in student learning.

### Criterion 3: Faculty and Staff

#### Summary

Liberty Adult Education (LAE) demonstrates a strong commitment to employing qualified personnel who support student learning and institutional effectiveness. The school ensures that staff are treated equitably, evaluated systematically, and provided with meaningful professional development opportunities that directly impact student learning and well-being. Faculty and staff play a central role in shaping the educational experience at LAE, contributing to a positive learning environment and the achievement of Schoolwide Learner Outcomes (SLOs).

**Indicator 3.1:** The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and schoolwide learner outcomes/completion profile.

Findings	Supporting Evidence
<p>LAE employs personnel who are appropriately qualified through education, training, and experience. All staff meet or exceed the eligibility requirements for their positions, including credentialing, background checks, and verification of references. Teachers are assigned to programs that align with their credentials and areas of expertise.</p> <p>The Associate Superintendent of Human Resources plays a pivotal role, sending timely email notifications to staff about renewals for credentials, certifications, TB testing, Mandated Reporter training, and more. Site administration diligently follows up to guarantee that all certifications and testing requirements are met, preserving the high qualifications of our faculty and staff.</p> <p>Hiring decisions are based on program needs informed by student enrollment data, CASAS benchmarks, survey feedback, and regional workforce needs and alignment with LAE's Vision, Mission and SLOs. The Coordinator has worked to open additional sections of ESL when the waitlist showed a great need and qualified staffing is available. Sections are closed if the minimum student number is not met. Coordinator meets with teachers each semester to discuss the teaching assignment, changes needed, and what will be offered in the next course catalog.</p>	<p>Staff list with credentials</p> <p><a href="#">LAE and LUHSD Org Charts</a></p>

**Indicator 3.2:** The school implements personnel policies and procedures that are clearly communicated to all employees. The school’s hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.

Findings	Supporting Evidence
<p>The hiring process at LAE is transparent and well-structured. All job classified and certificated postings are managed by the LUHSD Human Resources Department and are publicly accessible via <a href="#">EdJOIN</a>. Each posting includes detailed job descriptions, required qualifications, and salary information. Applications are screened by the Adult Education Coordinator to ensure alignment with program goals before interviews are conducted. Interview panels typically include the Coordinator and LAE staff, and final candidates undergo reference checks before being recommended for hire. New hires meet with the Associate Superintendent of Human Resources for onboarding and policy review, followed by a site-specific orientation with the Coordinator. District mandated training must be completed before starting.</p>	<p>Adult Education Job Descriptions</p>

**Indicator 3.3:** The school leadership assures the effectiveness of its faculty and non-teaching support staff members by evaluating all personnel systematically and provides direction and support for their professional growth.

Findings	Supporting Evidence
<p>LAE leadership ensures the effectiveness of faculty and staff through regular evaluations and ongoing support. Classified employees receive formal annual evaluations using standardized district forms, which include self-assessment and goal-setting components. Adult education teachers are hourly/Part time employees and currently do not have a formal written evaluation process. However, informal evaluations are conducted through classroom observations and feedback from students and leadership. Evaluations aim to improve job performance and enhance student learning outcomes, with results reviewed in follow-up meetings and submitted to Human Resources.</p>	<p><a href="#">LUHSD Walk-through Form</a></p> <p><a href="#">LUHSD Research-Supported Best Practices (RSBP) Document</a></p>

**Indicator 3.4:** The school provides all personnel with appropriate opportunities for professional development and implements processes to measure the impact on student learning.

Findings	Supporting Evidence
<p>Professional development is a cornerstone of LAE’s commitment to instructional excellence. Already mentioned in Criterion 2, Staff are encouraged to attend network meetings, online trainings, conferences and site PD opportunities. Staff have access to a wide range of opportunities, including CALPRO workshops, CCAE conferences, CASAS and ASAP trainings, LUHSD PD sessions, and webinars through OTAN and CAEP. Newly hired teachers in WIOA-funded programs are required to complete specialized training, such as CASAS Implementation and Citizenship Proctoring. To measure the impact of professional development, staff complete PD Report Out Forms that document key takeaways and implementation strategies. These forms are shared within PLCs and saved alongside certificates. Despite budget constraints, LAE rotates staff attendance at off-site conferences to ensure equitable access to professional learning. Learning lunches began in the 2024-2025 school year to address PD needed across the site. For example, mini lessons have been provided on: AI, MSO applications, Cloud storage/sharing documents, and Canvas. This model works well for schoolwide training when a breakout session at the All Staff Meetings does not give enough time for the PD topic.</p> <p>Faculty and staff at LAE play a vital role in supporting student learning and well-being. Through collaborative practices, instructional innovation, and a commitment to continuous improvement, staff contribute to a positive and inclusive learning environment. Teachers embed SLOs into their curriculum through real-world applications, goal-setting activities, and student-centered instruction. Examples include using math and writing exercises to simulate everyday scenarios, promoting teamwork and empathy, and offering workshops on career readiness and college transition. Staff actively participate in revising the school’s mission and SLOs during PLCs and accreditation cycles, demonstrating ownership of student outcomes and a shared commitment to lifelong learning.</p>	<p><a href="#">PD Report Out Form</a></p> <p>Sample Teacher PD Forms completed</p> <p>All Staff Meeting Agenda and Meeting Notes</p>

**Areas of Strength**

1. LAE employs personnel who meet or exceed qualifications for their roles.
2. Transparent and structured hiring process with LUHSD HR Department is followed.
3. Commitment to Professional Development.

**Areas of Growth**

1. Implement evaluation process for instructors using the LUHSD Walk-Through Form and schedule more frequent and consistent walkthroughs.
2. Continue to offer opportunities for Professional Development and training.

**Criterion 4: Curriculum**

**Summary**

Liberty Adult Education (LAE) demonstrates a strong commitment to developing and implementing a challenging, coherent, and relevant curriculum that supports student learning and well-being. The curriculum is research-based, aligned with standards, and designed to help students achieve the school’s Vision, Mission, and Schoolwide Learner Outcomes (SLOs). Through ongoing review, stakeholder input, and integration of technology and community resources, LAE ensures that its curriculum remains responsive to student needs and prepares learners for academic, career, and personal success.

**Indicator 4.1:** The school uses a current and documented curricular plan or map that outlines courses of study necessary to reach stated goals, licensure requirements, or certificate expectations.

Findings	Supporting Evidence
<p>LAE maintains current and documented curricular plans that outline courses of study necessary to meet stated goals, licensure requirements, and certificate expectations.</p> <p>A biannual <a href="#">catalog</a> is published and distributed throughout the community, including local libraries and businesses. Approximately 68,200 brochures are prepared for mailing to the cities of Brentwood, Discovery Bay, Oakley, Knightsen, Bethel Island, Byron, and Antioch (94531 only).</p> <p>Each course is supported by a detailed course outline that includes objectives, learner outcomes, and alignment with the school’s Vision, Mission and SLOs. These outlines are reviewed and updated regularly, particularly during catalog revisions and the implementation of new courses. Core programs—such as Adult Basic Education (ABE), High School Equivalency (HSE) and High School Diploma (HSD), Career Technical Education (CTE), and</p>	<p>Curriculum Standards for Adult Education</p> <p><a href="#">CTE Standards for Career Ready Practice</a>,</p> <p><a href="#">English Language Proficiency Standards for Adult Education</a></p>

<p>English as a Second Language (ESL)—follow state-approved standards and are supported by board-approved curriculum.</p> <p>Teachers are provided with clear expectations for curriculum planning through collaboration with department, PLC and All Staff meetings, where they collaborate to refine instructional content based on student needs and industry trends. Lessons are developed by department to meet students' needs. Teachers compile course outlines, syllabus, and plan curriculum based on level. Students take a CASAS test to determine their level placement. Classroom instruction is developed based on level and curriculum is shared.</p> <p>LAE staff have been transitioning to online storage of curriculum and resources to make sharing easier. Training will continue to be made available to support staff in this process.</p>	
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**Indicator 4.2:** The school has developed and implemented a regular curricular review cycle in order to ensure that the needs of the community are met, and the content taught in the classrooms is accurate and relevant and maintains curricular integrity.

Findings	Supporting Evidence
<p>Curriculum review is an ongoing process at LAE, involving teachers, administrators, partnering agencies, and students. Regular PLC and Leadership Team meetings include curriculum as a standing agenda item, allowing for collaborative evaluation and updates. Student surveys, course evaluations, and teacher observations inform curriculum adjustments to ensure relevance and accuracy. CTE courses integrate career readiness skills and include activities such as resume writing, job interviews, and workplace communication. ESL courses incorporate EL Civics content and focus on real-world language use. These outcomes reflect the school's effectiveness in aligning curriculum with student learning needs and goals. Students are provided with a survey at the beginning of the session to determine what subject COAAP they would like to learn. During the COAAP task they learn skills they can practice in their day to day lives. Learning how to navigate their differences and learn different customs.</p>	<p><a href="#">Student Surveys</a></p> <p>COAAP Student Interest Survey</p>

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

Findings	Supporting Evidence
<p>Students at LAE have access to a wide range of learning materials and technology that support course objectives. CTE students receive textbooks, study guides, and access to computer labs equipped with up-to-date software such as Microsoft Office and QuickBooks. Desktop computers or laptop carts are available for in-class activities, online lessons, and practice exams. Classrooms are equipped with dictionaries, visual aids, and teacher-curated resources. Bilingual Paraprofessionals provide additional support across core programs. Technology is integrated into instruction through platforms like Canvas, online textbooks, email, and text communication, enhancing student engagement and access to resources. Staff and student surveys confirm that instructional methods promote SLOs through critical thinking, problem solving, and real-world application. Students are provided with a Canvas log in that is linked to their classroom with not only assignments but additional resources. Teachers regularly communicate with students via email and text messages to encourage them to use technology. Paras also make regular phone calls to communicate expectations and encourage attendance.</p>	<p><a href="#">CTE Textbook List with Prices</a></p>

**Additional indicators for online programs/courses, if applicable:**

**Indicator 4.1a:** A rigorous, relevant, coherent, and articulated online curriculum is accessible to all students through courses/programs offered.

Findings	Supporting Evidence
<p>LAE offers several online program options:</p> <p>The Adult High School Diploma program through Edgenuity® and the High School Equivalency (HSE) GED Prep program through Essential Education®. Both programs are aligned with California State Standards, Common Core, and NGSS, and are managed by credentialed teachers. Edgenuity® provides structured, sequential coursework with real-time progress tracking, session logs, and weekly teacher check-ins. Students sign an Academic Integrity Policy and receive personalized support. Essential Education® is an adaptive, asynchronous program that assesses students' initial learning levels and creates individualized learning plans. Teachers monitor progress, assign additional lessons as needed, and provide ongoing support.</p>	<p>Curriculum Standards for Adult Education  <a href="#">CTE Standards for Career Ready Practice</a>,  <a href="#">English Language Proficiency Standards for Adult Education</a>  <a href="#">HSD Program Curriculum</a></p>

<p>ESL students also have access to an online learning option called ESL at Home, utilizing <a href="#">Burlington English</a>. This online program is especially useful for managing our waitlists and is included in our program outcomes. The instructor has posted office hours available for students to come to class for assistance. Students are encouraged to log in and work six hours per week in the program. The teacher manages attendance records and supports student progress.</p> <p>Online students benefit from access to instructional videos, external resources, and community services such as the America’s Job Center of California (AJCC). Students with IEPs or 504 Plans receive embedded accommodations, including extended time and technical support. Curriculum integrity is maintained through regular assessments, teacher oversight, and data analysis. Both programs are accessible 24/7, allowing students to learn at their own pace and balance education with other responsibilities.</p>	
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**Indicator 4.1b:** The school assesses the online curriculum and its rigor, relevancy, and coherency by analyzing course completion, credits, grading policies, homework, and use of technology.

Findings	Supporting Evidence
<p>LAE’s curriculum is designed to be student-centered, flexible, and responsive to diverse learning needs. By integrating real-world skills, technology, and community resources, the curriculum supports academic achievement, career readiness, and personal growth. Students report increased confidence, improved communication skills, and greater preparedness for employment and further education. The curriculum fosters a safe and inclusive learning environment where students feel supported and empowered to reach their goals.</p> <p>For HSD students working on Edgenuity coursework, embedded features are available to ensure academic integrity: Plagiarism Checker, Speed Radar, and Generative AI Detector. For non-proctored assignments strategies used include: Review response patterns for inconsistencies. Compare written work with prior performance, incorporate short oral checks or quick in0class quizzes to validate comprehension, monitor the time it took to complete assessment.</p>	<p><a href="#">HSD Program Curriculum</a></p>

<p>Technology use is a major goal for staff and students and training is provided as we identify needs.</p>	
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**Areas of Strength**

1. Students are aware of and connected to the school’s mission and vision.
2. Curriculum is relevant, up-to-date, and aligned with curriculum standards and industry standards.
3. Student achievements are acknowledged through certificates, promotions, and transitions to higher education or employment.
4. Meeting students' needs and providing them with a safe and comfortable learning environment.
5. Place students appropriately based on level not just based on CASAS test level. Speaking and Listening skills could be lower than reading and writing.

**Areas of Growth**

1. Encourage more consistent use of technology in the classroom and improve student accountability for its use.
2. Continue refining strategies to hold students accountable for attendance and learning outcomes.
3. Enhance visibility of programs and student outcomes among district leadership and community partners.

**Criterion 5: Teaching and Learning**

**Summary**

Liberty Adult Education (LAE) demonstrates a strong commitment to high-quality instruction that supports student learning, achievement, and well-being. The instructional staff consistently implements research-based strategies and methodologies that engage adult learners in meaningful, rigorous, and relevant learning experiences. These practices are designed to help students achieve personal goals, meet schoolwide learner outcomes, and fulfill course objectives across all programs.

**Indicator 5.1:** The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses and ensures student success. Learning experiences link lived experiences and content and are self-directed, active, experiential, and collaborative.

<p>Findings</p>	<p>Supporting</p>
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	Evidence
<p>LAE is dedicated to ensuring student success by providing instruction with appropriate breadth, depth, rigor, and sequencing across its diverse programs, including Career Technical Education (CTE), Adult Basic Education (ABE), High School Equivalency (HSE), and English as a Second Language (ESL).</p> <p>Our wide range of programs allows students to enter at the level that best meets their needs and then progress toward their goals—whether that’s a career or further postsecondary education. For example, a student may begin in ESL classes, moving from Beginning to Intermediate and then Advanced levels. After achieving language proficiency, the student transitions into the GED preparation class to earn a high school equivalency certificate. With that credential, the student enters the CTE Medical Billing and Coding program to gain specialized career skills. Finally, the student utilizes LAE’s Career Center resources and staff support to secure employment, leveraging the education and training completed on the LAE campus.</p> <p>To further support student success, LAE partners with local colleges to create seamless pathways for continued education and career advancement. These partnerships ensure that students have access to additional training, certifications, and job opportunities beyond their time at LAE.</p> <p>Instructional quality is monitored through multiple measures, including student assessments, course evaluations, classroom observations, and student feedback. Teachers regularly review curriculum alignment with Adult Education Curriculum Standards, CASAS performance objectives, and WIOA benchmarks. Since 2023-24, new technology and textbooks have been purchased to be in line with industry-based standards and the most recent publisher editions.</p>	<p>Curriculum Standards for Adult Education</p> <p><a href="#">CTE Standards for Career Ready Practice,</a></p> <p><a href="#">English Language Proficiency Standards for Adult Education</a></p>

**Indicator 5.2:** School leadership and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning for older students and adults.

Findings	Supporting Evidence
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Monthly Professional Learning Community (PLC) meetings serve as a collaborative space for faculty to analyze student data, share instructional strategies, and refine curriculum to better meet student needs.

The Coordinator introduced LAE Staff to the LUHSD Research-Supported Best Practices (RSBP) Document. This document provides a comprehensive list of research supports best practices that staff can reference. While introducing this document, training was provided around these RSBPs: Learning Targets (objectives and goals) and Student Reflection (exit tickets and online portfolio).

CTE courses have assessments built into their folder, which must be completed before moving to the next chapter (evidence of understanding). At the end of each section a final is given to learning growth and understanding. Instructor led courses have weekly assessments and they write papers based on subjects taught (continuing their path in learning and understanding).

Learning experiences offer real world examples and application. Taking off campus field trips to museums and galleries to expose students to multiple displays of artwork through different eras. A yearly exhibit is displayed at the Community Center to show works of student artwork for the school and community to see works of art by students who have taken art classes.

Faculty members are deeply invested in student success and demonstrate a high level of professional expertise. Many instructors hold advanced degrees and participate in ongoing professional development through webinars, conferences, and seminars such as CCAE, CATESOL, CASAS, and OTAN. These opportunities allow staff to remain current with educational research and best practices, which they integrate into their teaching to enhance student engagement and learning outcomes.

The Transition Specialist works with partner staff at Los Medanos College (LMC) to schedule college campus tours. Students receive information on programs available and get assistance with registration and enrollment process.

LAE also partners with the Contra Costa County Adult Education Network (CCAEN) to provide career training events for students to learn more about the programs available in our region. The CCAEN is a strong partnership that meets monthly, bringing the administrators from all adult education schools in our county together to celebrate success, share resources and discuss

[LUHSD Research-Supported Best Practices \(RSBP\) Document](#)

[Art Exhibit Flyer](#)

[LMC Tour](#)

[CCAEN Career Expo Event Flyer](#)

program needs in our area.	
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**Indicator 5.3:** Differentiated learning opportunities for students with diverse backgrounds and abilities are supported through instructional approaches that promote inclusivity.

Findings	Supporting Evidence
<p>Differentiated instruction and inclusive practices in the classrooms aim to meet the diverse needs of learners while creating an environment where everyone feels respected and supported. Here's what they typically look like:</p> <p>Differentiated Instruction - This approach recognizes that adult learners vary in background, experience, learning styles, and goals. In practice, it includes:</p> <ul style="list-style-type: none"> <li>•Flexible Content Delivery: Using multiple formats: lectures, videos, hands-on activities, and digital resources. Providing reading materials at different complexity levels or in multiple languages.</li> <li>•Varied Learning Activities: Group work for collaborative learners. Independent projects for those who prefer self-paced learning. Real-world problem-solving tasks for practical application.</li> <li>•Choice and Autonomy: Allowing learners to choose topics for assignments or select from different assessment options (e.g., written report, presentation, or portfolio).</li> <li>•Scaffolded Support: Breaking down complex tasks into smaller steps. Offering additional guidance or resources for learners who need more time or practice.</li> </ul> <p>Inclusive Practices – These ensure that all learners, regardless of ability, culture, language, or background, can participate fully:</p> <ul style="list-style-type: none"> <li>•Accessible Materials: Using clear fonts, high contrast visuals, and captions for videos. Providing online tools/technology.</li> <li>•Culturally Responsive Teaching: Incorporating examples and case studies from diverse cultures and perspectives. Encouraging learners to share their experiences and knowledge.</li> <li>•Safe and Respectful Environment: Establishing ground rules for respectful communication. Actively addressing bias or exclusionary behavior.</li> <li>•Language Support: Simplifying instructions and avoiding jargon. Offering bilingual resources or translation tools for English</li> </ul>	<p>Classroom Visits</p> <p>Varied texts that appeal to different interests, cultures, backgrounds</p> <p>Games for review: Kahoot</p> <p>Varied levels and programs</p> <p>Lessons in conjunction with cultural events and celebrations</p>

<p>language learners.</p> <ul style="list-style-type: none"> <li>•Lesson Planning: Designing lessons that offer multiple means of engagement, representation, and expression so all learners can access and demonstrate understanding.</li> </ul> <p>LAE Teachers employ a wide range of instructional approaches to ensure inclusivity and accessibility. Teachers assess students' preferred learning styles and adapt their instruction accordingly, incorporating strategies such as lecture, demonstration, role-playing, group work, and technology-based activities.</p> <p>In CTE courses, students complete learning style inventory to increase student self-awareness and open dialogue between student and teacher regarding personal learning styles and past experiences in education setting.</p> <p>Instruction is further differentiated to support students with disabilities and those requiring intervention, ensuring that all learners have equitable access to rigorous curriculum. Teachers encourage student discussions to share work life experiences as they relate to the subject matter. Offering self-paced CTE courses, Online ESL and GED programs give students the flexibility to learn at their own pace. Encouraging collaboration and peer learning can help students learn from each other and develop important social skills.</p> <p>Collaboration among staff is a cornerstone of instructional planning. PLC meetings provide a forum for discussing student needs and modifying instructional approaches. Teachers also encourage peer learning and student collaboration, fostering a supportive classroom environment where students can share lived experiences and learn from one another.</p>	
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**Indicator 5.4:** The school is actively engaged in integrating technology into instruction and monitoring its effectiveness.

Findings	Supporting Evidence
<p>Online learning is a key component of LAE's instructional model, particularly in the ESL at Home class and the ASE program. Online platforms offer flexible, self-paced learning environments supported by certificated instructors who provide individualized</p>	<p>Online Platforms utilized: Canvas <a href="#">Edgenuity</a></p>

<p>guidance through email, phone, and in-person meetings.</p> <p>Teachers monitor student progress using real-time dashboards and intervene when necessary to ensure students stay on track. Instructional effectiveness is measured through course completion rates, CASAS scores, attendance, and successful transitions to employment or further education. Class syllabus and materials are available in each class Canvas account.</p> <p>Teachers send a weekly email to students to engage them in the activities of the week. Students can practice email skills by responding to the teacher.</p> <p>Additional online programs make learning fun and accessible: Khan Academy, Kahoot, Ellii, Typing.com, Grammarly and Learning Lab, Evolve.</p> <p>Technology use increases student engagement as it creates variety in instruction, which helps student comprehension through differing modes of instruction.</p>	<p><a href="#">Essential Education Burlington English</a></p>
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**Indicator 5.5:** Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access to the rigorous standards- based curriculum and other programs.

<p>Findings</p>	<p>Supporting Evidence</p>
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<p>Upon enrollment in ESL/ABE/GED/HSD, students participate in orientation sessions where they are assessed and placed in appropriate class level. Teachers establish clear expectations and maintain regular communication with students to support their progress. Good attendance is encouraged for the in-person classes. Online programs are accessible 24/7, allowing students to learn at their own pace and according to their individual schedules.</p> <p>LAE's instructional staff employs strategies to personalize learning and offer alternative instructional options that promote access to standards-based curriculum. While this may look different across the program areas, here is an overview of strategies used.</p> <p>Personalized Approaches to Learning:</p> <ul style="list-style-type: none"> <li>•LAE Student Learner Plan / Goal Sheet: Each learner has a plan based on their goals, prior knowledge, and skill gaps.</li> <li>•Diagnostic Assessments: Pre-tests or interviews to identify strengths and areas for growth.</li> <li>•Goal-Oriented Instruction: Lessons tied to learners' career, academic, or personal objectives.</li> <li>•Flexible Pacing: Allowing learners to progress at their own speed, with options for acceleration or remediation.</li> </ul> <p>Alternative Instructional Options:</p> <ul style="list-style-type: none"> <li>•Multiple Modalities: Offering content through text, audio, video, and interactive activities to accommodate different learning styles.</li> <li>•Blended Learning: Combining in-person instruction with online modules for flexibility.</li> <li>•Hands-On Practice: Real-world simulations, role-playing, or project-based learning for practical application.</li> <li>•Peer Learning: Group discussions and collaborative projects to leverage diverse experiences.</li> <li>•Access to Rigorous Standards-Based Curriculum:</li> <li>•Scaffolding: Breaking down complex standards into manageable steps while maintaining rigor.</li> <li>•Tiered Assignments: Same learning goal, but tasks vary in complexity to match learner readiness.</li> <li>•Use of Technology: Adaptive learning platforms that adjust</li> </ul>	<p>Curriculum Standards for Adult Education</p> <p><a href="#">CTE Standards for Career Ready Practice</a></p> <p><a href="#">English Language Proficiency Standards for Adult Education</a></p> <p>Teachers are flexible with students and provide opportunities to share</p>
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<p>difficulty based on performance.</p> <ul style="list-style-type: none"> <li>•Support Services: Tutoring, language assistance, and accommodations for learners with disabilities.</li> </ul> <p>Imagine an HSE Prep classroom example. The instructor uses diagnostic tests to identify math skill levels. Learners choose from tiered problem sets aligned to standards. English language learners receive visual aids. A student with a learning disability benefits from scaffolding to break down complex lesson/standard. The class includes group projects where learners apply math to real-life activity like a budgeting scenario.</p> <p>Instruction is tailored to meet students' academic and career goals. For example, CTE students complete resume-building projects and participate in mock job interviews, while ESL students engage in contextualized learning related to employment, finance, and healthcare. Assignments require students to seek out staff members in the career center to learn more about the resources available to them. For example, In the CTE Word class, there is a project to create a Resume and have it signed off in the Career Center before submission.</p> <p>The ESL cohort for Medical Terminology bridges language instruction with medical career pathways, demonstrating LAE's commitment to supporting ESL learners by creating a learning environment they can find success in other programs on campus.</p> <p>Other examples of real-world application: Mock Job interviews, ESL COAAPs-employment, finance, healthcare, technology, etc. WIOA ESL Cohort to bridge ESL students with Medical Career Pathways.</p> <p>Student work at LAE reflects critical and creative thinking, problem-solving, and the application of knowledge. Online programs include embedded assessments, essays, and projects that require students to analyze, synthesize, and evaluate information. Teachers use rubrics to assess written assignments and provide feedback to support student growth. Students who do not meet performance benchmarks receive targeted remediation and support to ensure mastery of content.</p> <p>LAE teachers use Canvas as the learning management system (LMS) to enhance instruction and provide flexible, accessible learning experiences. Here's what that looks like in practice:</p> <p>Organizing Course Content -Teachers create modules that break down the curriculum into manageable units. Each module can include readings, videos, assignments, and quizzes, making it</p>	
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<p>easy for learners to follow a structured path.</p> <p>Providing Multiple Access Points - Mobile-friendly access allows adult learners to study on phones or chrome books. Materials can be downloaded for offline use, supporting learners with limited internet access.</p> <p>Differentiating Instruction - Teachers upload alternative resources (e.g., simplified texts, audio versions, or translated materials).</p> <p>Personalized Learning - Instructors have the ability to assign different activities based on quiz performance or learner choice. Teachers can provide individual feedback through comments, audio/video messages, or rubrics.</p> <p>Communication and Support - Announcements keep learners informed about deadlines and resources. Discussion boards encourage peer interaction and sharing of diverse perspectives. Inbox and messaging tools allow private communication for questions or support.</p> <p>Tracking Progress - Teachers can use Analytics to monitor engagement and performance. Grades are not assigned in most programs, but it is a feature in Canvas.</p> <p>Accessibility and Inclusivity - Canvas supports screen readers, closed captions, and alt text for images. Teachers can embed multilingual resources and ensure materials meet accessibility standards.</p> <p>New for the 2025-2026 school year, LAE started learning how to use the online Showcase Portfolio feature and will assign the Portfolio to students.</p>	
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### Areas of Strength

1. Instruction is student-centered and responsive to individual learning needs.
2. Instructional practices promote inclusivity and support diverse learners
3. Professional development is ongoing and aligned with current educational research.

### Areas of Growth

1. Continue to offer collaboration time to analyze and revise course offerings to ensure they are relevant learning experiences and/or reflect local workforce demands.
2. Continue schoolwide collaboration on instructional strategies to promote consistency and innovation.

### Criterion 6: Assessment and Accountability

#### Summary

Liberty Adult Education (LAE) demonstrates a comprehensive and evolving approach to assessment and accountability, using data-driven practices to inform instruction, support student learning, and guide institutional planning. The school’s instructional staff employs a variety of assessment tools and procedures to collect, analyze, and report student performance data. These practices are central to identifying student needs, modifying instructional strategies, allocating resources, and driving continuous school improvement.

**Indicator 6.1:** The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for changes based on assessment results.

Findings	Supporting Evidence
<p>LAE gathers learning data from multiple sources, including standardized assessments such as CASAS, EL Civics COAAPs, attendance tracking via ASAP, student surveys, and course evaluations. These data points are disaggregated and analyzed by staff during monthly staff meetings and PLC breakout sessions. The school’s full-time Data Processing Technician plays a critical role in compiling and interpreting data, producing reports that inform instructional decisions and highlight areas for improvement. For example, CASAS test results are broken down into competencies and content standards, allowing teachers to pinpoint specific areas where students struggle—such as text comprehension—and tailor instruction accordingly.</p> <p>Assessment data has led to tangible changes in course offerings and instructional strategies. When analysis revealed that many ESL students were not ready to transition directly into CTE Programs, LAE made courses available such as Computer Basics for ESL and ESL Med Term Support.</p>	<p>CASAS Testing Schedule</p> <p>CASAS student score reports</p> <p>COAAP documents</p>

**Indicator 6.2:** Assessment results are reported regularly to all staff and partners to increase accountability and ensure student learning remains the focus of the school.

Findings	Supporting Evidence
<p>Assessment results are regularly reported to staff, stakeholders, and the broader community. Teachers receive CASAS results for individual students, which inform instructional planning and student placement. These results are also shared with the Transitions Specialist to help students set and adjust learning goals. Attendance data is monitored to identify students at risk and develop intervention plans. At the institutional level, student learning outcomes are presented in quarterly deliverables to governing bodies such as CAEP, WIOA, and the LUHSD Board of Education. The Director and Coordinator of Adult Education provide updates at board and cabinet meetings, and student success is celebrated through newsletters, catalogs, and community events.</p> <p>Teachers use assessment data to identify struggling students and provide targeted support. For example, GED practice test results help determine readiness for the official exam, and students who need additional help are offered self-paced online prep courses. Teachers also use classroom observations, benchmark reports, and student portfolios to assess progress and adjust instruction. These practices ensure that student learning remains the central focus of the school.</p>	<p>CASAS Test Scores</p> <p>CASAS Gains data</p> <p>EL Civics Results</p>

**Indicator 6.3:** Clear learning goals are developed for each course so that success criteria can be measured and students who are struggling can be identified and supported.

Findings	Supporting Evidence
<p>LAE courses are designed with clear learning outcomes aligned to curriculum standards. English Language Proficiency Standards, CASAS, and CTE Standards for Career Ready Practices. These outcomes are developed collaboratively through PLCs and department meetings. CASAS scores serve as a baseline for measuring student progress and identifying those who need additional support. Attendance data is also used to monitor student engagement and readiness for work or further education. Classroom teacher and the Transition Specialist work closely with students to establish and refine their learning goals, ensuring that</p>	<p>PLC Meetings, student data, discussions</p>

<p>instruction is personalized and goal-oriented.</p> <p>When students are struggling, LAE staff work together to identify needs and offer appropriate supports.</p> <p>Students receive accommodations through features such as text-to-speech and language translation tools. Teachers can adjust grading scales and assignment expectations to align with individual learning plans. Student work is showcased in classrooms to reinforce the connection between academic achievement and schoolwide learner outcomes. Test takers who need additional time or a separate setting are given that option and re takes are made available, when allowed.</p> <p>For HSD students working on Edgenuity coursework, embedded features are available to ensure academic integrity: Plagiarism Checker, Speed Radar, and Generative AI Detector. For non-proctored assignments strategies used include: Review response patterns for inconsistencies. Compare written work with prior performance, incorporate short oral checks or quick in0class quizzes to validate comprehension, monitor the time it took to complete assessment.</p>	
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**Indicator 6.4:** A range of student work and other data measures is used to assess student achievement of standards, schoolwide learner outcomes/completion profile, and program goals, and to make organizational changes to better support all students.

Findings	Supporting Evidence
<p>Student work, along with assessment data, is the primary evidence in determining student achievements and the Student Learning Outcomes. Teachers analyze and discuss data in PLC meetings, to plan for next steps. The data also helps identify students who need additional support.</p> <p>Assessment results are integral to LAE’s institutional planning and resource allocation. Data analysis has led to significant programmatic changes, such as updates to the CTE Program Offerings. Certificate programs now build on one another making it easier to transition between programs if a student needs a change. Similarly, when presented with a different way to administer typing tests online, staff piloted the new process and then implemented it together. These changes reflect LAE’s commitment to using data to improve student outcomes and program effectiveness.</p> <p>The school also uses survey data from students and community</p>	<p>Student work includes: Oral and Power Point presentations, research papers, writing samples, resumes and job applications, etc</p> <p>CTE Program and courses</p> <p>CTE Certificates</p> <p>Student Learning</p>

<p>members to evaluate course relevance and identify new program opportunities. For example, feedback from the community led to the discontinuation of the Proofreading and Editing class. LAE’s annual catalog includes a call for new course ideas, encouraging community engagement in program development.</p> <p>Our staff are committed and work diligently to review data; however, limited time often prevents deeper analysis that could further enhance student learning and inform organizational change. While attendance and engagement in data discussions are strong, creating structured opportunities for more in-depth analysis could be an area for growth.</p>	<p>Plans</p>
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**Indicator 6.5:** The school uses assessment results for organizational planning, action plan revision, and resource allocation.

Findings	Supporting Evidence
<p>Online programs at LAE, including the HSD and HSE classes, utilize platforms such as <a href="#">Edgenuity®</a> and <a href="#">Essential Education</a> to deliver instruction and monitor student progress. These systems provide real-time data on student performance, allowing teachers to intervene when necessary and adjust instruction to meet individual needs. Assessments are embedded throughout the curriculum, and students must demonstrate mastery before progressing. Teachers monitor attendance, engagement, and assessment results to ensure academic integrity and support student success.</p> <p>CASAS Testing: All WIOA program staff receive annual training based on CASAS state and federal requirements. Certified proctors administer tests following official guidelines. LAE uses the CASAS GOALS series for ASE reading and math, and STEPS for ESL reading and listening. The new GOALS 2 series will be implemented in Spring 2026–2027.</p> <p>Pre-testing occurs during the first two weeks of each semester and as needed for new enrollments. Post-testing is scheduled mid-semester and at the end of the term, with make-up sessions available to maximize eligible student testing.</p> <p>CASAS eTests are administered in two designated computer labs by certified proctors. Staff attend the CASAS Summer National Institute and/or complete online training modules.</p> <p>LAE conducts group training during staff meetings to review</p>	<p>All Staff Meetings, PLC Meetings, student data, discussions</p> <p>CASAS Data Enrollment Data Attendance Data</p>

<p>enrollment, attendance, testing requirements, and accountability procedures. Data reports are provided by the full-time data processing technician. This centralized approach has proven more effective than individual or department-specific reviews, supporting LAE's decision not to implement CASAS Student/Teacher Portals.</p>	
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**Summary of Strengths and Growth Areas**

**Areas of Strength:**

1. Robust use of CASAS testing and data analysis to inform instruction and program development.
2. A supportive environment with comprehensive resources that guide students from entry to goal achievement.
3. Dedicated Data Processing Technician ensures consistent tracking and reporting of student performance and institutional metrics.

**Areas of Growth:**

1. Increase data tracking and intervention strategies.
2. Deepening data analysis related to assessment to continue to drive student success and organizational improvement.

**Criterion 7: Student Support Services**

**Summary**

Adult Education (LAE) offers a comprehensive and responsive system of student support services that enhances the learning environment and promotes student success. These services are designed to meet the diverse needs of adult learners, from enrollment through program completion and transition to employment or further education. LAE's support systems are informed by ongoing assessment and feedback from students, staff, and community partners, ensuring that services remain relevant, accessible, and effective.

**Indicator 7.1:** The school provides effective systems of support to enhance the learning environment and support student success, goals, and schoolwide learner outcomes/completion profile.

Findings	Supporting Evidence
<p>LAE provides a wide range of support services that directly impact student learning and well-being. Students benefit from one-on-one guidance as needed with the Adult Education Coordinator, High School Diploma Counselor, Lead Teachers, Employment</p>	<p>Classroom Visits &amp; Career Center Visit</p>

<p>Specialist, Transition Specialist, WIOA Case Manager, and support staff. These professionals assist students in setting academic and career goals, developing student learning plans, and accessing resources tailored to their individual needs.</p> <p>Support staff play a vital role in student engagement, offering daily encouragement, answering questions, and guiding students through enrollment and program selection. Paraprofessionals provide targeted assistance in classrooms, including small group instruction for low-literacy students, technology support, and test proctoring. LAE also ensures a safe and welcoming campus environment through custodial services, campus supervisors, and a monitored security camera system.</p> <p>The onsite <a href="#">Career Center and AJCC Access Point</a> offers robust career services, including resume writing, interview preparation, job search assistance, and college transition workshops. Employment and Transition Specialists regularly visit classrooms to promote these services, and flyers and calendars are posted throughout the campus and online.</p> <p>LAE has an ESL teacher who serves as a liaison with the Contra Costa County Library to ensure students have access to valuable literacy resources. Each semester, the liaison distributes library card applications to teachers and collects them so all ESL students can benefit from the library's services. Additionally, a librarian visits the school to give presentations and share information about Project Second Chance, a literacy program offered through the library that supports adult learners in improving their reading and writing skills.</p>	<p>Career Center Check in/Sign in data</p>
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**Indicator 7.2:** The school provides support for all students from the enrollment phase to the successful completion of the school course/program of choice and transitions to ongoing education or employment opportunities.

Findings	Supporting Evidence
<p>LAE supports students from the moment they enroll through to the completion of their chosen program. The school publishes biannual course catalogs, mailed to over 68,000 households and distributed throughout the community. These catalogs include information on programs, services, policies, and student success stories. Additional outreach is conducted through newspaper ads, social media, community events, and partner meetings.</p>	<p><a href="#">Registration Flyer</a></p> <p><a href="#">LAE Brochure WS2026</a></p>

<p>Enrollment procedures are streamlined and welcoming. Support staff assist students with registration, orientation, and placement assessments. Students in ESL and ASE programs attend orientation and take the CASAS test, while CTE students receive classroom-based orientation and individualized intake sessions. Funded CTE students require monthly progress reports and regular classroom observations ensure that students remain on track toward their goals.</p> <p>Specialized programs such as Career Connections and FOCUS support students transitioning from county aid to employment. These programs offer tailored curriculum, ongoing monitoring by teachers and employment counselors, and opportunities for skill development and job placement.</p> <p>Students in the HSD program receive transcript evaluations and academic guidance from counselor and teacher. Accommodations are made available, as appropriate, in the Edgenuity system.</p>	
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**Indicator 7.3:** The school provides ongoing support including referral services, such as health and family support, career and personal counseling, and academic assistance based on the analysis of student needs.

Findings	Supporting Evidence
<p>LAE offers ongoing support services that address students' academic, personal, and career needs. Health and family support referrals, career counseling, and academic assistance are available to all students, including those enrolled in online programs. The AJCC provides access to community resources such as housing assistance, healthcare applications, and legal aid. Technology support, translation services, and help with government forms are also available.</p> <p>Workshops and one-on-one appointments with Employment and Transition Specialists help students navigate college applications, financial aid, and career planning. The Career Center tracks employment outcomes, with data showing consistent job attainment among students who participate in its services. Community events such as the Career and Resource Fair connect students with local employers and service providers, further expanding their support network.</p>	<p><a href="#">List of Community Events attended by Transition Specialist</a></p>

**Indicator 7.4:** School team provides an educational approach that customizes learning for each student's strengths, needs, skills, and interests.

Findings	Supporting Evidence
<p>LAE’s educational approach is highly personalized, with services and instruction tailored to each student’s strengths, needs, and interests. Surveys and data analysis guide curriculum updates and service enhancements. The Data Processing Technician plays a key role in evaluating student data and identifying areas for improvement.</p> <p>Programs such as resume workshops, college transition services, and cultural celebrations are offered regularly.</p> <p>Classes are evaluated through classroom observations, student surveys, and feedback from partner organizations. Adjustments are made as needed to maintain quality and relevance. LAE’s commitment to continuous improvement is evident in its use of student feedback, leadership team discussions, and professional development initiatives.</p>	<p><a href="#">LAE Brochure WS2026</a></p>

**Areas of Strength:**

1. Welcoming and supportive campus environment with knowledgeable staff.
2. Onsite AJCC and Career Center offering comprehensive support services.
3. Strong collaboration among counselors, teachers, and specialists to guide students toward academic and career goals.
4. Effective data collection and analysis through the Data Processing Technician to inform program improvements.

**Areas of Growth:**

1. Increase visibility and outreach of AJCC services to ensure all students and adults in the community are aware of available resources.
2. Increase student participation on questionnaires to better understand barriers to accessing support services.

**Criterion 8: Resource Management**

**Summary**

Liberty Adult Education (LAE) operates with strong fiscal integrity and transparency, ensuring resources are managed responsibly to prioritize student learning and well-being. The program is fully self-sustaining, requiring no financial support from the district. Funding sources consistently cover operational expenses, allowing LAE to maintain a safe and effective learning environment. While revenue is projected to remain flat year over year, the budget is carefully prepared annually to allocate

resources strategically for instructional programs, student services, and long-term sustainability.

**Indicator 8.1:** The school operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.

**Budget Summary**

Funding Source	2022-2023	2023-2024	2024-2025	2025-2026
CAEP Allocation	\$1,266,419	\$1,357,072	\$1,371,593	\$1,403,140
CAEP Carry Over	\$337,890	\$524,513	\$554,112	\$152,712
WIOA Title II	\$237,780	\$277,373	\$234,769	\$160,248
CalWORKs Contract	\$200,000	\$200,000	\$200,000	\$250,000
CalWORKs ADA	\$41,375	\$20,340	\$19,267	\$4,197
Carl Perkins	\$0	\$9,509	\$0	\$4,160
Rubicon AJCC Contract	\$34,165	\$34,165	\$34,165	\$34,165
ELL Healthcare Pathway	\$0	\$0	\$9,826	\$0
Fee Based Classes	\$40,216	\$47,165	\$41,188	TBD
<b>Total</b>	<b>\$2,157,845</b>	<b>\$2,470,137</b>	<b>\$2,464,920</b>	<b>\$2,008,622</b>

Findings	Supporting Evidence
<p>LAE has consistently operated within its budget over the past several years, maintaining fiscal solvency while expanding educational services. Funding sources include the California Adult Education Program (CAEP), WIOA Title II, Carl Perkins, CalWORKs, and modest fees from fee-based classes. These diversified revenue streams have enabled LAE to support a wide range of programs and services. Financial management is guided by district policies and procedures, with oversight from the Business Department and regular audits that have returned no significant findings.</p> <p>LAE is committed to reviewing and prioritizing all program decisions as they relate to our mission and goals as well as the goals of our CCCAEC 3-year Plan and the WIOA Title II Grant. LAE's annual budget is created with the support of our Business Offices.</p> <p>LAE worked to reduce the CAEP carry over balance in the 2024-2025 school year. Carryover Threshold is set at 20% and LAE had exceeded that: 2023-24 SY was 40%, 2024-25 SY was 11%.</p>	<p>Copy of the Budget for Past Three Years</p> <p>Purchasing Policies/Procedures</p> <p>Contracts</p> <p><a href="#">NOVA Website</a></p> <p><a href="#">CCCAEC Budget Work Group Meetings</a></p>

**Indicator 8.2:** Organizational planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning to ensure financial stability.

Findings	Supporting Evidence
<p>Organizational planning at LAE reflects a realistic assessment of current financial resources. While short-term planning is robust and responsive to program needs, long-term strategic planning remains a challenge due to limited funding increases for adult education statewide.</p> <p>The financial operating procedures for LAE are provided by the District’s Business Department. There are clear and concise requirements related to these procedures.</p> <p>The LAE bank account serves as a control for securing all incoming funds such as registration fees and various payments. All funds (cash/checks) are balanced and marked with a program code and deposited monthly and reported to the District’s Business Department. MasterCard/Visa/Discover receipts are balanced on a daily basis and recorded on a spreadsheet. They are reconciled on a monthly basis against the bank statement and reported to the Business Department.</p> <p>The district distributes those funds by program code. LAE maintains a safe on site for securing all cash and checks. The Coordinator is responsible for confirming that all financial procedures are being followed. In addition, an annual external audit for the program is conducted. This audit has been returned with no significant findings. The Business Department routinely monitors the program’s financial policies and makes any required adjustments based upon changing needs and conditions. The Coordinator and Lead Secretary have online access to the budget for continual monitoring of expenditures and balances. The Coordinator conducts a monthly review of current budget status and meets with the district’s Fiscal Coordinator quarterly. This review would confirm that there are sufficient monies to maintain current school programs. The Fiscal Coordinator is always available when questions arise. The District maintains a budget reserve in order to be able to respond to district-wide emergencies and budget shortfalls. All required insurances for LAE are provided by the district. All procedures and guidelines are strictly followed.</p> <p>The Adult Education Coordinator attends a monthly CCCAEC</p>	<p>Sample Board Agenda</p> <p>Reports to District Business Department</p> <p>Audit Report</p> <p>Service Contracts</p> <p>CCCAEC Budget</p>

Budget and Fiscal Workgroup Meeting that also monitors the members' budget regionally. The CCCAEC 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). Through our CCCAEC, a Consortium Accountant was hired to ensure member quarterly fiscal information is valid through reviews of general ledger back up and maintains a log for budget change request for an audit file. The Accountant also compiles member quarterly expenditures with targets for the Budget Workgroups.

The budget, policies, and practices are discussed at Leadership Team Meetings. Any financial updates and decisions that are made are reported out at staff meetings. The district's CFO conducts regular budget updates at School Board meetings and Administrative Cabinet.

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

- Rubicon Programs
- City of Brentwood
- Employment and Human Services
- Workforce Development Board
- Pearson VUE

The Adult Education Coordinator is responsible for the short-term financial planning of LAE. The expectation is that this short-term plan will support the Schoolwide Action Plan's identified priorities, CCCAEC Regional Strategic Plan, attendance trends, and community needs. Long term financial planning for LAE, as noted, is uncertain at this time. The Adult Education Coordinator is also responsible for specific budget allocations of monies received from a variety of sources. For example, the WIOA Title II Grant, which helps support the ESL, ABE, and ASE programs, has a specific line item budget that clearly indicates funding allowances for these programs. Liberty Union High School District is responsible for a majority of the financial planning related to long-term liabilities and obligations.

<p>The LAE budget supports financial obligations related to health benefits, insurance costs, some building maintenance, utilities and other issues not directly associated with the classroom. The adult school also pays annual indirect costs less than 5% to the district for various program support personnel.</p>	
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**Indicator 8.3:** The school provides facilities that are clean, safe, and well-maintained in order to provide for an effective learning environment.

Findings	Supporting Evidence
<p>LAE is committed to providing a clean, safe, and well-maintained learning environment. The Community Education Center participates in district-wide emergency preparedness drills, and safety protocols are in place across the campus. Classrooms are equipped with evacuation maps, CEC Emergency Preparedness Plans and telephones.</p> <p>The Director serves on the District’s Safety Committee. The Director, Coordinator, Campus Supervisors, custodial staff, and office staff all have radios to ensure constant communication in case of an emergency.</p> <p>LAE supports the safe environment by posting laws pertaining to non-students and visitors on campus and being visible and vigilant in and around the classrooms. Campus supervisor monitors the entire site and makes frequent classroom visits (day FT position and night part time position). An Automated External Defibrillator (AED) is available in case of an emergency.</p> <p>An online maintenance system is in place to allow for prompt responses to maintenance issues. At the beginning of each school year, the Director of Maintenance and Operations (M&amp;O) does an on-site visit to evaluate the existing conditions. This allows M&amp;O to create a punch list of needed improvements.</p> <p>The school district has been very supportive in maintaining our building to the highest level possible by providing funding and maintenance personnel to complete needed projects. Recent projects included roof replacement, HVAC updates, and parking lot re-striping. New for the 2025-26 school year is an upgraded emergency intercom system through the wall clocks.</p> <p>The Community Education Center building has been a long-</p>	<p><a href="#">CEC Emergency Preparedness Plan</a></p> <p><a href="#">CEC Map</a></p> <p><a href="#">Calendar of Disaster Drills</a></p> <p>Liberty Union District Incident Report Form/ Procedure to Report Incident</p> <p>Safety Inspection Reports</p> <p>District Work Order System</p> <p><a href="#">Campus Supervisor Job Description</a></p>

<p>standing fixture in the community. The district recognizes the importance of supporting ongoing maintenance, as needed. A well-maintained facility sends a positive message regarding the learning environment. Overall, these factors contribute to our students being able to achieve the Student Learner Outcomes.</p>	
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**Areas of Strength**

- 1.LAE operates with fiscal integrity and maintains a balanced budget.
- 2.The school provides a safe, secure, and well-maintained learning environment.
- 3.Strong district support for facility maintenance and safety enhancements.
- 4.Effective use of external partnerships to supplement funding and expand services.

**Areas of Growth**

- 1.Long-term strategic planning is limited due to funding for adult education.
- 2.Continued district support needed for building maintenance and upkeep.

**Criterion 9: Community/Educational Partnerships**

**Summary**

Liberty Adult Education (LAE) actively cultivates strategic relationships with community organizations, educational institutions, and employers to enhance educational opportunities and support student success. These partnerships are essential to expanding access to resources, enriching learning experiences, and aligning programs with local workforce needs. LAE’s leadership is deeply engaged in collaborative efforts that reflect the school’s mission and contribute to student learning and well-being.

**Indicator 9.1:** The school communicates the goals of the programs and works collaboratively with community partners to meet local needs.

Findings	Supporting Evidence
<p>LAE informs its community regarding our mission and learning opportunities through bi-annual catalog mailings to over 62,000 residents and businesses. The catalog is also delivered to local libraries, the Chamber of Commerce, Department of Rehabilitation, Employment and Human Development Department, (Social Services), and various community events. The LAE Mission Statement is included in all catalog mailings.</p> <p>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</p>	<p><a href="#">LAE Brochure WS2026</a></p>

<p>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) was 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. This increases access to the technical resources, coaching and training necessary to thrive in the current 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, 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 students have full access to all these resources on campus and it is open to adults in the community as well.</p>	
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**Indicator 9.2:** School leadership develops strong relationships among education institutions such as community colleges, workforce development organizations, and local employers.

Findings	Supporting Evidence
<p>LAE maintains strong and diverse partnerships throughout Brentwood and Contra Costa County. These relationships are built on shared goals and a commitment to meeting local needs. Community partners include California Human Development (Migrant Education Program), Department of Rehabilitation, Contra Costa County Library, Contra Costa Workforce Development Board, Los Medanos College, Project Second Chance (a literacy program through the Library), Brentwood Chamber of Commerce, City of Brentwood Recreation Department, Brentwood Press, Contra Costa Employment and Human Services Department, Rubicon, Contra Costa County Workforce Development Board, La Clinica, Employment</p>	<p><a href="#">List of Partners with hyperlinks</a></p> <p><a href="#">Sample WIN Agenda</a></p>

<p>Development Department (EDD) and many others.</p> <p>These partners support LAE through job readiness training, guest speaking engagements, financial assistance, and participation in on-campus events. LAE is an official AJCC Access Point, offering job recruitment workshops and employment services.</p> <p>The Adult Education Coordinator also participates in the Workforce Integration Network (WIN), which serves as an advisory board and promotes integrated workforce services across the region. Our purposes and goals are to work together to create a broader, more integrated, seamless system of workforce services designed to leverage public and private resources, enhance access to WIN member services, and improve long term outcomes for individuals using these services. Ultimately, a successful WIN will lift people out of unemployment, enhance the productivity of the local workforce, improve the competitiveness of the local and regional economy, and make each WIN member agency stronger.</p>	
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**Indicator 9.3:** School leadership invites partners to engage with the students in activities such as presentations, mock job interviews, tours of the business, or work-based learning experiences.

Findings	Supporting Evidence
<p>LAE partners support the program in many ways: job resources, job readiness skills, on-the-job-training, guest speakers, training opportunities, and career/resource fairs. They also participate in our on-campus events and they provide financial support and counseling for our economically disadvantaged students. The City of Brentwood and LAE partner to offer affordable Active Adult Classes.</p> <p>California Human Development is housed on our campus in the Career Center. They offer services for migrant farm workers such as various training opportunities, supportive services, and on the job trainings.</p> <p>Through data collected for Carl Perkins and WIOA Title II, follow up phone calls, text and email messages, student surveys and letters, reports are generated to determine if students gained employment, improved employment, received a raise, or enrolled in higher education. Results are reported in LAE’s annual “Fact Sheet”, which is shared at our partner meetings, LUHSD Administrative Cabinet, CCCAEC meetings, and discussed with staff and teachers.</p>	<p><a href="#">LAE Fact Sheet</a></p> <p><a href="#">LAE Instagram</a></p> <p><a href="#">CA Human Development Center website</a></p>

<p>LAE hosts a Fall Career and Resource Fair, biyearly. Approximately 35 community-based organizations, educational and other agencies and businesses participate to share valuable resources with LAE students and community members. This event is publicized by partners across Contra Costa County.</p> <p>School events are publicized through social media and flyers. The Adult Education Coordinator engages local partners throughout the community to leverage resources with local community needs.</p>	
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**Areas of Strength**

- 1.Strong local and regional partnerships, Work with partners to leverage resources to meet community needs
- 2.The Contra Costa Workforce Collaborative (CCWC)
- 3.LAE is an official AJCC Access Point
- 4.Maintain strong relationships with employers and facilitate regular on-site recruitments

**Areas of Growth**

- 1.Fine tune our process to address barriers students are facing
- 2.Accessing community support / work experience
- 3.Continue to research feasibility of internship opportunities

## Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

The chart below shows the areas of growth compiled through the analysis of chapter 2 data and the criterion in chapter 3.

<p>Mission, Culture, SLOs</p> <ol style="list-style-type: none"> <li>1.Continue monthly All-Staff meetings with breakout sessions for PLCs</li> <li>2.Organize and share resources digitally</li> <li>3.Continue to develop student assignments and projects that demonstrate SLOs using the Canvas Portfolio</li> </ol>
<p>Governance, Organizational Structure and Leadership</p> <ol style="list-style-type: none"> <li>1.Formalize and increase student participation on input processes.</li> <li>2.Continue to refine PLC processes to deepen data analysis and support continuous improvement in student learning.</li> </ol>
<p>Faculty and Staff</p> <ol style="list-style-type: none"> <li>1.Implement evaluation process for instructors using the LUHSD Walk-Through Form and schedule more frequent and consistent walkthroughs.</li> <li>2.Continue to offer opportunities for Professional Development and training.</li> </ol>
<p>Curriculum</p> <ol style="list-style-type: none"> <li>1.Encourage more consistent use of technology in the classroom and improve student accountability for its use.</li> <li>2.Continue refining strategies to hold students accountable for attendance and learning outcomes.</li> <li>3.Enhance visibility of programs and student outcomes among district leadership and community partners.</li> </ol>
<p>Teaching and Learning</p> <ol style="list-style-type: none"> <li>1.Continue to offer collaboration time to analyze and revise course offerings to ensure they are relevant learning experiences and/or reflect local workforce demands.</li> <li>2.Continue schoolwide collaboration on instructional strategies to promote consistency and innovation.</li> </ol>
<p>Assessment and Accountability</p> <ol style="list-style-type: none"> <li>1.Increase data tracking and intervention strategies.</li> <li>2.Deepen data analysis related to assessment to continue to drive student success and organizational improvement.</li> </ol>
<p>Support Services</p> <ol style="list-style-type: none"> <li>1.Increase visibility and outreach of AJCC services to ensure all students and adults in the community are aware of available resources.</li> <li>2.Increase student participation on questionnaires to better understand barriers to accessing support services.</li> </ol>
<p>Resource Management</p> <ol style="list-style-type: none"> <li>1.Long-term strategic planning is limited due to funding for adult education.</li> <li>2.Continued support needed for building maintenance and upkeep.</li> </ol>
<p>Community/Educational Partnerships</p> <ol style="list-style-type: none"> <li>1.Fine tune our process to address barriers students face</li> <li>2.Accessing community support / work experience</li> <li>3.Continue to research feasibility of internship opportunities</li> </ol>

The LAE staff reviewed Chapter 3 to identify and consolidate key strengths and areas for growth, resulting in the highlighted list below of schoolwide strengths along with a prioritized list of growth areas.

### ***Schoolwide Areas of Strengths***

1. LAE has a positive learning environment. The campus is welcoming and fosters a supportive atmosphere that promotes student success.
2. LAE has a student-centered approach to instruction and learning. Students are placed appropriately in class, based on test scores, create individual learning plans and have supportive services available on site.
3. LAE has strong collaboration and leadership. There is active participation in decision making through Leadership Team and PLCs, collaboration between district and site leadership, and strong partnerships with local agencies.
4. LAE employs qualified staff who meet/exceed qualifications. There are ongoing professional development opportunities offered throughout the year, aligned with current education research and site needs.
5. LAE gathers student performance and learning data from multiple sources and has systems in place to use that data to drive continuous school improvement.
6. LAE celebrates student achievements and instructional practices promote growth mindset and perseverance, which is aligned to SLOs.
7. LAE maintains a balanced budget and operates with fiscal integrity.

### ***Schoolwide Areas of Growth***

1. Develop more consistent and formalized opportunities for students to provide input and increase participation in the feedback. (Surveys, questionnaires, etc.)
2. Continue to monitor student attendance. Regular attendance and engagement are foundational to academic success.
3. Continue the implementation of individual student learning plans/goals. Teachers will assign the Canvas Portfolio assignment and the Transition Specialist will work with classroom teachers on student progress checks.
4. Continue to integrate technology and digital literacy into instruction and learning. Technology is ever changing and essential for modern learning and career readiness.
5. Maximize targeted marketing efforts to increase awareness of our programs and increase the visibility of our community resources. Adults in our area may not be aware they can access services for free or they may have other barriers.
6. Implement schoolwide collaboration on instructional strategies and pacing guides to ensure consistency and innovation. Consistent, high-quality instruction supports equitable learning experiences.
7. Research and develop stronger alignment between programs and community/employer needs, including internships and work experience.

Students benefit from real-world learning and clearer pathways to employment.

**The 2026-2027 Schoolwide Action Plan/CIP will be revised to include the following focus areas:**

- Increase the integration of technology and digital literacy skills in classroom instruction.
- Monitor and improve student attendance by implementing structured engagement strategies and regular feedback opportunities.
- Increase community awareness of free programs and resources while improving alignment between educational offerings and local employer needs, including internships and work-based learning opportunities.

## Chapter 5: Schoolwide Action Plan or CIP

LAE monitors and revises the Continuous Improvement Plan (CIP) annually and it serves as the Schoolwide Action Plan. The CIP is a deliverable that is submitted online for approval on the California Adult Education Online Application and Reporting site. The 2026-2027 CIP will be revised to address the learning needs identified by the WASC Self-Study process.

In addition to the CIP, LAE monitors progress on the Contra Costa County Adult Education Consortium (CCCAEC) [CCCAEC Annual Plan 2025-2026](#) Activities and Outcomes, which are connected to the CAEP Budget Goals. LUHSD LCAP Goals are also aligned to the work of the Consortium and our school site. (Activities & Outcomes listed on page 11 of the CCAEC Annual Plan document)

### [2025-2026 LAE CONTINUOUS IMPROVEMENT PLAN \(CIP\) SMART Goals:](#)

<b>Goal #1: Increase Adult High School Diploma graduation rates to 40% of enrolled students by the end of SY 2025-26.</b>	
Rationale	A clear enrollment process with accurate placement supports student success in the HSD program. Ongoing progress monitoring, prerequisite enforcement, and consistent staff-student engagement promote timely graduation and smooth transitions to career or education pathways. Annual graduate review informs program improvement.
SLOs	<ul style="list-style-type: none"> <li>•Engage in lifelong learning to support personal and professional growth.</li> <li>•Access and utilize resources to achieve academic and career goals.</li> <li>•Apply technology skills essential for success in daily life and employment.</li> <li>•Think critically to analyze information, solve problems, and make informed decisions.</li> <li>•Demonstrate perseverance and a growth mindset to overcome challenges and reach goals.</li> </ul>

<b>Goal #2 Increase teacher and student weekly use of technology in the ESL, ABE, and GED classrooms by the end of the School Year.</b>	
Rationale	Integrating technology into the classroom enhances teaching and learning by increasing engagement, supporting personalized instruction, and building essential digital skills. When both teachers and students effectively use technology, it fosters collaboration, improves access to resources, and prepares learners for success in a tech-driven world.
SLOs	<ul style="list-style-type: none"> <li>•Engage in lifelong learning to support personal and professional growth.</li> <li>•Apply technology skills essential for success in daily life and employment.</li> <li>•Think critically to analyze information, solve problems, and make informed decisions.</li> <li>•Demonstrate perseverance and a growth mindset to overcome challenges and reach goals.</li> </ul>

<b>Goal #3: Increase daily in class student attendance to 78% by the end of the 2025-2026 school year.</b>	
Rationale	Consistent attendance is essential for academic success. Regular participation ensures students stay engaged, receive timely instruction, and build momentum toward meeting learning goals. Improved attendance leads to better progress, higher completion rates, and increased outcomes.
SLOs	<ul style="list-style-type: none"> <li>•Engage in lifelong learning to support personal and professional growth.</li> <li>•Access and utilize resources to achieve academic and career goals.</li> <li>•Communicate effectively in diverse personal, academic, and workplace settings.</li> <li>•Apply technology skills essential for success in daily life and employment.</li> <li>•Think critically to analyze information, solve problems, and make informed decisions.</li> <li>•Demonstrate perseverance and a growth mindset to overcome challenges and reach goals.</li> </ul>

### **LUHSD LCAP Goals** [LUHSD 2024-2025 LCAP](#)

The LCAP outlines district goals for student achievement, engagement, and school climate. LAE programs can contribute to these larger goals, especially for vulnerable populations in our community.

Goal 1: The Liberty Union High School District (LUHSD) will provide a physically and emotionally supportive school environment which supports student learning by: A. Providing a safe, secure, updated, clean environment, B. Creating opportunities to incorporate best practices and program successes, C. Fostering an atmosphere of respect and civility among all students, and D. Aligning operating budget to the LUHSD Strategic Plan and the goals outlined in the LCAP.

Goal 2: The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program by: A. Meeting state and federal accountability measures. B. Demonstrating student proficiency in all content standards. C. Increasing percentage of students who are college ready and UC/CSU eligible. D. Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities.

Goal 3: The Liberty Union High School District recognizes the need for stakeholder involvement by: A. Enhancing communication, partnerships, and collaboration among staff, parents, and students. B. Expanding parent involvement. C. Increasing communication and collaboration with our business and community organizations.

**Appendices:**

**Appendix A Local formative and summative assessment data**

**Appendix B Results of student questionnaire/interviews**

**Appendix C Results of parent/community questionnaire/interviews**

**Appendix D [Master Schedule](#)**

**Appendix E Approved AP course list**

**Appendix F [UC A–G approved course list](#)**

**Appendix G Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies**

**Appendix H [Graduation requirements](#)**

**Appendix I Summary of School Budget**

**Appendix J [Glossary of terms unique to the school](#)**

**Appendix K [Any Additional Local Data](#)**